



Santa Clara Unified
School District



2023 - 2024
STUDENT AND FAMILY
HANDBOOK

Student and Family Handbook 2023-2024

Graduates of Santa Clara Unified School District are resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.

CORE VALUES

Students First

We believe that preparing students to adapt and thrive in a rapidly changing and globally connected world is the driving force behind every decision. We believe that incorporating student voice is essential to our success in understanding and meeting the needs of each student.

World-Leading and Future Ready

We believe in fostering a creative and innovative culture exemplifying world-leading excellence in preparing our students and educators to thrive. We are forward looking and future ready. We evolve by scanning the horizon for exemplary practices, inspiring fresh ideas and adapting to our ever-changing world in order to meet the learning needs of our students and educators both today and tomorrow.

Excellence Through Continuous Improvement

We believe high performance is achieved through a relentless commitment to excellence and courage to adapt, change, and improve based on results. We believe in fostering a growth mindset by promoting failures as opportunities for learning and continuous improvement.

Equity and Social Justice

We believe in bringing out the full potential of all students and staff through a commitment to equity, access and inclusion. We are passionate and unwavering in our belief that we can make a positive difference for every student if we embrace diversity, acknowledge interdependence, exemplify the courage to continually reflect on our personal and systemic biases and make decisions that disrupt systems of oppression and injustice.

Connected Families and Collaborative Community

We believe that collective community action is essential to achieving our Vision and having a positive impact on student outcomes, including their health and wellness. We serve as a catalyst to initiate a call to action with our parents, families and community. Through support, involvement and collaboration, we leverage our multiple perspectives and collective genius, develop better solutions and deepen our collective commitment to success. When our community aligns action, we harness our collective resources to deliver on our promise to our students.

Integrity and Ethical Stewardship

We believe in upholding our fiscal responsibility through integrity and high ethical standards. Through stewardship of all our resources and consistent ethical, transparent and accountable action, we earn high levels of trust and foster collective responsibility throughout our organization.

Empathy and Respect

We believe empathy, the skill of understanding and valuing diverse experiences and perspectives, is crucial for effective collaboration, problem solving and leading change. We believe everyone brings value and deserves to be treated respectfully, and we honor differences by engaging in inclusive practices. Empathy and respect also leads to a kind and caring environment, enabling our staff and students to build strong relationships and foster well-being.

July 2023

Dear Families and Students,

Welcome to the 2023-2024 school year!

We are excited to welcome your child to Santa Clara Unified School District. We are working hard to create innovative, engaging, and rigorous learning environments in which every child can succeed! The district's core values and vision are bold and inspiring and reflect our commitment to provide a world-class education for all of our students. I look forward to our shared work over the coming year as we endeavor to live our core values on a daily basis.



This handbook serves as an important notice to inform families and students of their rights and responsibilities and our district supports. The following pages outline key district processes and protocols along with various rules and regulations that apply to all California schools. SCUSD takes our responsibility for providing healthy and safe school campuses very seriously. To this end, we ask families to work alongside us as partners to provide a high-quality education for all students while ensuring a safe and supportive school environment.

I encourage you to review the various sections of this document as they contain critical information for both families and students that you will need in order to have a successful year.

To support our students, the district is fortunate to provide high-quality programs that foster positive behavior and provide counseling, health, and wellness programs. Additionally, the district is committed to supporting our students who are experiencing foster care or are unhoused, and we offer programs to address harassment, bullying, and cyberbullying prevention. For students who might experience academic challenges, we provide learning interventions. We strive to provide a variety of high-quality programming across content areas such as STEAM (science, technology, engineering, arts, and mathematics), literacy, arts, dual language immersion, science, social studies, and physical education, among others.

In June 2020, the Board of Trustees approved the district's community-driven strategic vision. Our vision, core values, and accompanying strategic plan articulate our commitment to build upon our world-class programming. We improve student outcomes to build our next generation of citizens, thinkers, and leaders. Check out our vision webpage for more information!

I look forward to working alongside you to ensure a positive and productive year of inquiry, learning, joy, and growth for all SCUSD children and youth! Thank you for your partnership!

Sincerely,

A handwritten signature in black ink, appearing to read "G. Waddell". The signature is fluid and cursive, written over a light blue horizontal line.

Dr. Gary Waddell
Interim Superintendent

July 2023						
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January 2024 [16]						
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NT = New Teacher First Day
O/S = Orientation / Site Day
S = Site Day
WD = Certificated Work Day
X = Certificated Professional Development

BD = Board Meeting
H = Holiday
V = Trimester Ends
* = Quarter Ends

Classified Professional Development

First and Last Day of School
School Not in Session
[] = number of school days per month
Semester 1 = 89 Days
Semester 2 = 91 Days

TABLE OF CONTENTS

ATTENDANCE	1
District Attendance Regulations	1
Emergency School Closure	4
Tardies	4
Unexcused Absences (truancy)	5
School Attendance Review Board (SARB)	5
CALENDAR	6
Minimum Days/Pupil Free Staff Development Days	6
CLOSED CAMPUS	6
COMPLAINT PROCEDURES	6
Complaints Concerning District Employees	6
Uniform Complaint Procedures [BP/AR 1312.3]	6
Title IX Coordinator/Compliance Officer	9
Williams Settlement (Complaints about Instructional Materials or Facilities)	10
CONSTITUTIONALLY PROTECTED PRAYER	11
COUNSELORS	11
DRUGS, ALCOHOL, AND TOBACCO	11
ENGLISH LEARNERS	12
Initial Identification of Potential English Learners	12
Annual Assessment, Placement, and Progress Monitoring	13
Language Acquisition Programs	14
ENROLLMENT	15
Attendance Options	15
Alternative Schools Notification	19
SCUSD Alternative Schools and Programs	20
Enrollment Center	21
FAMILY RESOURCE CENTER	23
FEES	24
Advanced Placement Examination Fees	24
Parental Financial Liability	24
HEALTH EDUCATION PROGRAM	25
HEALTH SERVICES	26
Access to Mental Health Services	26
Administering Medication at School	26
Health Screenings	26
Immunizations and Tuberculosis Testing	27
Medical and Hospital Insurance for Students	28
Oral Health Assessment Requirement	28
Physical Examinations	28
School-Sponsored Athletics	28
Student Wellness	29
Sun Protection	29
HOMELESS, MIGRATORY, FOSTER, MILITARY, AND JUVENILE COURT YOUTH	30
INSTRUCTION	30

TABLE OF CONTENTS (cont.)

Academic Honesty	30
Academic Standards and Assessments	30
Dissection of Animals	31
District Courses	31
High School Credits and Graduation	31
University of California/California State University Admissions	32
Homework	33
Makeup Work	34
Physical Education Requirement	34
LOCAL CONTROL ACCOUNTABILITY PLAN AND LOCAL CONTROL FUNDING FORMULA	34
NOTICE OF NON-DISCRIMINATION [BP 0410; BP/AR 4030; BP/AR 5145.3]	35
NUTRITION SERVICES	36
Who We Are	36
Cafeteria Processes	36
Free and Reduced Price Meals	36
PARENT AND GUARDIAN RIGHTS AND RESPONSIBILITIES	38
Family Involvement	38
Parents Can Help Prevent Violence in Schools	39
Parent Request for Teacher Professional Qualifications	41
PUPIL RECORDS	41
Student Records	42
Inspection of Records	42
Request to Amend Student Educational Record	42
Release of Records	43
Transfer of Records	45
SAFE PLACE TO LEARN	45
Child Abuse	46
Civility	46
Harmful Substances	47
Megan's Law Procedures	48
Nondiscrimination / Harassment [BP 5145.3]	48
Nondiscrimination Statement	50
Sexual Harassment [BP 5145.7 / AR 5145.7, 5145.71]	50
School Safety Plan	60
Safe Gun Storage	60
SANTA CLARA ADULT SCHOOL	60
SCHOOL ACCOUNTABILITY REPORT CARD	61
SPECIAL EDUCATION	61
Services to Students with Exceptional Needs or Disabilities	61
Special Education Process	62
Community Advisory Committee SELPA	62
People Who Can Assist Parents of Special Ed Students	63
STUDENT ACHIEVEMENT AND ASSESSMENT	63
Regulations Regarding Pupil Achievement	63

TABLE OF CONTENTS (cont.)

Components of the SCUSD Assessment System	64
Early Assessment Program (EAP)	68
STUDENT DISCIPLINE	68
School Rules	68
Dress and Grooming [BP 5132]	69
Gang Prevention	69
Impersonation on the Internet	69
Marijuana (Cannabis)	70
Parent Responsibility	70
Possession/Use of Cellular Phones and Other Mobile Communications Devices [BP 5131]	70
Release of a Student to a Peace Officer	71
Student Search	71
Student Suspensions	71
Student Expulsions	76
Student Due Process	76
STUDENT USE OF TECHNOLOGY	77
Board Policy [6163.4]	77
Use of District Computers for Online Services/Internet Access	77
Administrative Regulation [AR 6163.4]	77
Student Responsible Use Agreement Grades PK-5	78
Student Responsible Use Agreement Grades 6-12 including Post-Secondary	79
SUICIDE PREVENTION	80
TRANSPORTATION	81
Bus Passes	81
Bus Safety Rules	81
APPENDIX A — PARENTS CAN HELP PREVENT VIOLENCE IN SCHOOLS	84
APPENDIX B — CALIFORNIA ATTORNEY GENERAL’S GUIDE	86
APPENDIX C — INFORMATION ABOUT TYPE-1 AND TYPE-2 DIABETES	87

The references at the end of the sections in this booklet include the following codes:

BP . . . District Board Policy	CFR Code of Federal Regulations
AR . . . Administrative Regulation	ESEA Elementary and Secondary Education Act
EC . . . Education Code	PPRA Pupil Privacy Rights Amendment
HSC . . . Health and Safety Code	FERPA Family Educational Rights and Privacy Act
PC . . . Penal Code	PPACA Patient Protection and Affordable Care Act
WIC . . . Welfare and Institutions Code	Title VI Title VI (or VII, or IX) of the Civil Rights Act of 1964
CCR . . . California Code of Regulations	IDEA Individuals with Disabilities Education Act
CC . . . Civil Code	§ 504 Section 504 of the Rehabilitation Act of 1973
FC . . . Family Code	EOA Equal Opportunities Act
GC . . . Government Code	CIF California Interscholastic Federation
VC . . . Vehicle Code	
BPC . . . Business and Professions Code	
FAC . . . Food and Agriculture Code	
USC . . . United States Code	

ATTENDANCE

Regular attendance plays an important role in student achievement.

► Compulsory Education Law

Each person between the ages of 6 and 18 years (not exempted under the provisions of Chapter 3 of the Ed. Code, commencing with Section 48400) is subject to compulsory full-time education. Each person subject to compulsory full-time education and each person subject to compulsory continuation education shall attend the public full-time day school or continuation school or classes for the full time designated as the length of the school day by the governing board of the school district in which the residency of either the parent or legal guardian is located and each parent, guardian, or other person having control or charge of such pupil shall send the pupil to the public full-time day school or continuation school or classes for the full time designated as the length of the school day by the governing board of the school district in which the residence of either parent or legal guardian is located.

Unless otherwise provided for in this code, a pupil shall not be enrolled for less than the minimum school-day established by law. [EC 48200, 48400; ne]

► District Attendance Regulations

The Board of Trustees supports regular attendance to enable students to fully benefit from school programs. Each school site will monitor student attendance, make parent/student contact as appropriate, ensure the student's active participation in the educational program and make program adjustments as necessary to meet the student's unique needs.

When a student is absent, it is the responsibility of the parent to inform the school by note or telephone as to the reason why. The regular and punctual school attendance of students is expected, encouraged, and as necessary, enforced. School attendance is an area of mutual cooperation between the school, the parents and the student.

The District will continue to distinguish between excused and unexcused absences for purposes of maintaining student safety and identifying truancy. The reasons for excused and unexcused absences are noted below. Additionally, students may be subject to displacement due to a failure to maintain satisfactory attendance, conduct or academic achievement.

No Academic Penalty for Excused Absence

Students who are absent shall be given an opportunity to make up missed assignments or assessments and shall receive full credit for satisfactory completion of the work. Students with excessive absences shall be supported to the extent possible to limit the impact of absences on the student's grades.

No pupil may have his or her grade reduced or lose academic credit for any absence or absences which are excused for the reasons specified below when missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. [BP/AR 5113; EC 48205, 48980(i)]

Parents/Guardians have the right to be notified on a timely basis if their child is absent from school without permission. Unexcused absences result in a recorded truancy.

A. Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

1. Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
4. For the purpose of attending the funeral services of a member of the pupil's immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.

5. For the purpose of jury duty in the manner provided for by law.
 6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child, for which the school shall not require a note from a doctor.
 7. 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 the pupil's religion, attendance at a religious retreat, 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 is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board of the school district.
 8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
 9. For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
 10. For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
 11. For the purpose of participating in a cultural ceremony or event.
 12. (A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.
 - (B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one schoolday-long absence per school year.
 - (ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.
 13. Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.
- B. A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
- C. For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
- D. Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
- E. For purposes of this section, the following definitions apply:
1. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
 2. "Cultural" means relating to the habits, practices, beliefs, and traditions of a certain group of people.
 3. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil. [EC 48205, 48260]

A school administrator has the discretion to excuse a student's absence based on the facts of the pupil's circumstances, which are deemed to constitute a valid excuse, including, but not limited to, working for a period of not more than five consecutive days in the entertainment or allied industries if the pupil holds a work permit,

or participating with a not-for-profit performing arts organization in a performance for a public school pupil audience for a maximum of up to five days per school year provided the pupil's parent or guardian provides a written note to the school authorities explaining the reason for the pupil's absence. [EC 48225.5]

Districts may allow students, with parental or guardian consent to be excused for religious exercises and instruction pupils may be excused, with written permission from a parent or guardian, in order to participate in religious exercises or receive moral and religious instruction away from school property. Every pupil so excused must attend at least the minimum school day. No pupil shall be excused from school for such purpose on more than four days per school month. [EC 46014; ne]

Students (grades 7-12) and parents/guardians are notified that students may be excused from school to obtain any confidential medical services without parental/guardian consent. [EC 46010.1; ne]

Temporary Disability

A temporary disability which makes it impossible or inadvisable for a student to attend class may entitle the student to receive individualized instruction. It is the responsibility of the pupil's parent or guardian to notify the school district in which the pupil is deemed to reside of the pupil's need for individualized instruction.

Hospital or Health Facility Instruction

The school district in which the hospital or other residential health facility, excluding a state hospital, is located must provide individual instruction to a student with a temporary disability. Within five working days of receipt of the notification, the district must determine whether the pupil will be able to receive individual instruction, and, if so, when the individual instruction will begin. Individual instruction will commence no later than five working days after a positive determination has been rendered. A student with a temporary disability who is in a hospital or other residential health facility, other than a state hospital, which is located outside the student's school district of residence shall be deemed to comply with the residency requirements of the school district in which the hospital is located. A school district may continue to enroll a pupil with a temporary disability who is receiving individual instruction in a hospital or residential health facility to facilitate the timely reentry of the pupil in his or her prior school after the hospitalization has ended, or in order to provide a partial week of instruction. On days in which the student is not receiving individual instruction in a hospital or other residential health facility, he or she may attend school in his or her district of residence if well enough to do so. A pupil receiving individual instruction who is well enough to return to a school shall be allowed to return to the school, including a charter school, that he or she attended immediately before receiving individual instruction, if returning during the same school year. [EC 48206.3, 48207, 48207.3, 48207.5, 48208, 48980(b); ne]

Pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom shall be treated in the same manner and under the same policies as any other temporary disabling condition. [EC 221.51]

Options and Rights of Pregnant and Parenting Students; Accommodations for Lactating Students

SCUSD shall notify pregnant and parenting pupils of their rights and options available under the law through the annual school year welcome packets and through independent study packets. SCUSD shall also annually notify parents/guardians of pupils at the beginning of the regular school term of the rights and options available to pregnant and parenting pupils under the law.

SCUSD shall not treat a student differently on the basis of sex or actual or potential parental, family, or marital status. No pre-admission inquiry as to the marital status of an applicant or student is permitted.

SCUSD shall not exclude or deny any student from any educational program or activity solely on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of the above conditions. SCUSD treats pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery from any of the above conditions in the same manner and according to the same policies as any other temporary disability.

Students who are pregnant or parenting may choose to participate in their regular school programs and are not required to participate in alternative educational programs. Pregnant or parenting students who choose to participate in alternative educational programs will be provided educational programs and activities equivalent to regular school programs.

Pregnant or parenting students who are 18 years of age or who have permission from their parent/guardian may have excused leave for up to 8 weeks or more without having to complete schoolwork or other requirements, or being subject to penalties. They may return to the same school and courses, and be provided time to make up work. They may choose to attend an alternative educational program with equivalent courses and activities to a regular school program. They may have a fifth year to complete high school graduation requirements unless administration determines that they are capable of completing graduation requirements in four years. A student may not be penalized academically because of the reasonable accommodations provided during the school day. A student must also be given the opportunity to make up missed work.

SCUSD shall provide reasonable accommodations to a lactating student on a school campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding. A school shall be required to provide the reasonable accommodations specified only if there is at least one lactating student on the school campus.

Reasonable accommodations under this section include, but are not limited to, all of the following:

1. Access to a private and secure room, other than a restroom, to express breast milk or breast-feed an infant child.
2. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk.
3. Access to a power source for a breast pump or any other equipment used to express breast milk.
4. Access to a place to store expressed breast milk safely.

A lactating student shall be provided a reasonable amount of time to accommodate her need to express breast milk or breast-feed an infant child. A school subject to this may use an existing facility to meet the requirements. A pupil shall not incur an academic penalty as a result of her use, during the school day, of the reasonable accommodations specified in this section, and shall be provided the opportunity to make up any work missed due to such use. SCUSD is required to provide reasonable accommodations to lactating students on a school campus to address breast-feeding needs.

SCUSD may make a pre-admission inquiry as to the sex of an applicant or student, but only if such inquiry is made equally of all applicants or all students of both sexes and if the results of such inquiry are not used in connection with discrimination prohibited by Title IX.

Complaints about any of the rights or accommodations mentioned in this section can be made using the Uniform Complaint Procedure (see page 6 of this booklet). [EC 221.51; 222, 46015, 48200, 48980]

Emergency School Closure

Schools may close in the case of a natural disaster such as an earthquake, a fire, a flood, or an epidemic/pandemic. School officials rely on the expertise and advice of public health and safety officials in these decisions. Other means of delivering instruction will be used as possible.

Tardies

Unless approved in advance, the failure of a student to be in the assigned classroom when the tardy bell has rung constitutes an unexcused tardy. When a student is tardy in excess of 30 minutes on three or more days in a school year, the student is considered a legal truant.

SCUSD is committed to prevention and early intervention in school attendance and behavior problems. All local school sites will have a process in place to monitor attendance and identify students at-risk for poor attendance and possible school failure. The school has the responsibility to assess and to plan intervention strategies, including the utilization of the school's Student Study Team (SST). When these school level strategies to improve a student's attendance have been unsuccessful, the student may be referred to the district School Attendance Review Board (SARB).

Unexcused Absences (truancy)

When a student misses school without an excuse they are considered truant, and the school will notify the parent/guardian. The state defines three levels of truancy, each carrying more severe penalties for both the student and the parents or guardians. A student is classified as;

Truant: after missing three days of school or three 30-minute periods without a valid excuse

Habitual Truant: if they are truant three or more times in a school year and an effort is made to meet with parents

Chronic Truant: if they miss 10 percent or more of the school days in a school year.

Early intervention and cooperation between the school and the family is the best way to support student learning. A student who is truant can be referred to a student attendance review board (SARB), a community service program, the county probation department, or to the district attorney. Through these programs the student can be given guidance toward improving attendance. The goal is to intervene before a student enters the juvenile justice system or drops out of school. Parents are urged to use community services identified by the school or District, a SARB, the District Attorney, or Probation department. Students and parents face penalties as defined in Education Code, Welfare and Institutions Code, and Penal Code.

Student Penalties: First truancy may result in a one-day weekend class; Second truancy may be a written warning from a peace officer; Third truancy may result in assignment to an after-school or weekend program, involvement of a SARB, a probation officer, or District Attorney; Fourth truancy may result in a chance to improve attendance, but may also result in the student being placed within the jurisdiction of the juvenile court. Other penalties may include required community service, payment of a fine, attending a truancy mediation program, and loss of driving privileges.

Parent Penalties: First conviction – up to \$100 fine; Second conviction – up to \$250 fine; Third conviction – up to \$500 fine. Parents of chronically truant elementary students face a fine up to \$2,000; imprisonment up to one year; or both. They may also be scheduled to meet regularly with district staff and/or referred to a parenting class or to other community resources. Parents may also have to attend classes at the student's school for a day and/or personally deliver their child to school every day. [EC 48260, 48260.5, 48261, 48262, 48263, 48263.5, 48263.6, 48264.5, 48291, 48293, 48320; PC 270.1, 830.1; WIC 256, 258, 601, 601.3; ne]

School Attendance Review Board (SARB)

Students who fall under the truancy law shall be reviewed according to law and the rules and regulations established by local board policy. This review process may include a referral to the district SARB, a panel of district and community representatives.

Purpose of SARB

1. To identify and provide coordinated district and community services to assist parent(s) and student when the student is a truant or has school behavior problems.
2. To ensure that appropriate District and community resources have been used prior to referral to the judicial system.

3. To consider the following options if District and community resources are unable to correct school attendance or behavior problems:
 - a. Propose the use of alternatives to the juvenile court system.
 - b. Refer the student and parents to the Santa Clara County District Attorney's Office.

CALENDAR

Please review the school calendar in the front of this handbook and plan activities and vacations during days off.

Minimum Days/Pupil Free Staff Development Days

District-wide minimum days and Staff Development Days are indicated on the calendar on page 4 of this handbook. Each school will notify families of additional school specific minimum days at the beginning of the school year. [EC 48980; ne]

CLOSED CAMPUS

The SCUSD School Board has established a closed campus policy at all sites. Students may not leave campus at any time during the school day. This is for the security of the campus and to protect your student's health, safety, and welfare. Please cooperate by not requesting permission for your student to leave campus during the school day. [BP 5112.5; EC 44808.5]

COMPLAINT PROCEDURES

Complaints Concerning District Employees

The Superintendent or designee shall determine whether a complaint should be considered a complaint against the district and/or an individual employee, and whether it should be resolved by the district's process for complaints concerning personnel and/or other district procedures.

Individual Board members or administrators will on occasion receive informal complaints or criticisms against employees. When such complaints occur, complainants will be directed to specific procedures for resolving complaints. Please see AR 1312.1 policy which is available on Santa Clara USD's website at www.santaclarausd.org/complaint.

Complaints concerning an employee may be filed with:

Jose Gonzalez, Ed.D., Assistant Superintendent, Human Resources
1889 Lawrence Road, Santa Clara, CA 95051
(408) 423-2014 jvgonzalez@scusd.net

Uniform Complaint Procedures [BP/AR 1312.3]

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

Complaints Subject to UCP

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

1. Any complaint alleging district violation of applicable state or federal laws or regulations governing any program subject to the UCP which is offered by the district, including adult education programs; After School Education and Safety programs; agricultural Career Technical vocational education; state career technical and technical education, career technical, and technical training programs; federal career technical education; child care and development programs; compensatory education; consolidated categorical aid programs; the federal Every Student Succeeds Act; migrant education; Regional Occupational Centers and Programs; school safety plans; California State Preschool Programs; State Preschool, Health and Safety Issues in LEA's Exempt from Licensing; and any other district-implemented state categorical program that is not funded through the local control funding formula pursuant to Education Code 64000
2. Any complaint, by a student, employee, or other person participating in a district program or activity, alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics
3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student
4. Any complaint alleging district noncompliance with requirements to provide a pregnant or parenting student the accommodations specified in Education Code 46015, including those related to the provision of parental leave, right of return to the school of previous enrollment or to an alternative education program, if desired, and possible enrollment in school for a fifth year of instruction to enable the student to complete state and Board-imposed graduation requirements
5. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities
6. Any complaint alleging district noncompliance with applicable requirements of Education Code 52060-52077 related to the implementation of the local control and accountability plan, including the development of a local control funding formula budget overview for parents/guardians
7. Any complaint alleging noncompliance with requirements related to the development of a school plan for student achievement or the establishment of a school site council, as required for the consolidated application for specified federal and/or state categorical funding
8. Any complaint, by or on behalf of a student who is a foster youth as defined in Education Code 51225.2, alleging district noncompliance with any requirement applicable to the student regarding placement decisions; the responsibilities of the district's educational liaison to the student; the award of credit for coursework satisfactorily completed in another school, district, or country; school or records transfer; or the grant of an exemption from Board-imposed graduation requirements
9. Any complaint, by or on behalf of a student who transfers into the district after the second year of high school and is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student currently enrolled in the district, a child of a military family as defined in Education Code 49701, or a migrant student as defined in Education Code 54441, or by or on behalf of an immigrant student participating in a newcomer program as defined in Education Code 51225.2 in the third or fourth year of high school, alleging district noncompliance with any requirement applicable to the student regarding the grant of an exemption from Board-imposed graduation requirements

10. Any complaint, by or on behalf of a student who is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student, a child of a military family as defined in Education Code 49701, a migrant child as defined in Education Code 54441, or a newly arrived immigrant student who is participating in a newcomer program as defined in Education Code 51225.2, alleging district noncompliance with requirements for the award of credit for coursework satisfactorily completed in another school, district, or country
11. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions
12. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school
13. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
14. Any other complaint as specified in a district policy. If the complaint specified in a district policy is not identified in the California Code of Regulations as subject to UCP, it is not appealable to the California Department of Education.

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

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

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

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

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

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency:

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division and the appropriate law enforcement agency.
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator, be addressed through the procedures described in 5 CCR 4690-4694.

3. Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.

Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 – Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.

Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, teacher vacancies and misassignments, or health and safety violations in any license-exempt California State Preschool Program shall be investigated and resolved in accordance with the procedures in AR 1312.4 – Williams Uniform Complaint Procedures.

[BP 1312.3; EC 200-262.4, 8200-8498, 8500-8538, 18100-18203, 32280-32289, 33380-33384, 35186, 44500-44508, 46015, 48853-48853.5, 48985, 49010-49014, 49060-49079, 49069.5, 49490-49590, 49701, 51210, 51223, 51225.1-51225.2, 51226-51226.1, 51228.1-51228.3, 52060-52077, 52075, 52160-52178, 52300-52462, 52500-52616.24, 54000-54029, 54400-54425, 54440-54445, 54460-54529, 56000-56865, 59000-59300, 64000-64001, 65000-65001; GC 11135, 12900-12996; HSC 1596.792, 1596.7925, 104420; PC 422.55, 422.6; 2 CCR 11023; 5 CCR 3080, 4600-4670, 4680-4687, 4900-4965; FERPA; 20 USC 1221, 1681-1688, 6301-6576, 6801-7014; § 504; Title VI; Title VII; Title IX; 42 USC 6101-6107, 12101-12213; 28 CFR 35.107; 34 CFR 100.3, 104.7, 106.8, 106.9, 110.25]

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 5145.71 – Title IX Sexual Harassment Complaint Procedures, as well as to oversee investigate, and/or resolve sexual harassment complaints processed under AR 1312.3 – Uniform Complaint Procedures:

Lise Strom, Title IX / Uniform Complaint Procedure Coordinator / Equity Compliance Officer
1889 Lawrence Road, Santa Clara, CA 95051
(408) 423-2000 title9@scusd.net or UCP@scusd.net

Complaints Regarding Discrimination, Harassment, Intimidation, Bullying, and Students with Exceptional Needs

The district prohibits the following, and shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination, harassment, or bullying against any protected individual or group identified under Board Policy, Education Code, California Code of Regulations, Penal Code, or Government Code including actual or perceived race, color, ancestry, historically associated racial traits, nationality, national origin, immigration status, ethnicity, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any district program or activity that receives or benefits from state financial assistance.

The District is committed to equal opportunity for all individuals in education and in employment. The District shall promote programs that ensure non-discriminatory practices in all District activities. Information about district programs and services and links to community and statewide resources related to: suicide prevention; sex and gender-based discrimination including Title IX information; hate violence; sexual harassment including the District's Policy (also included in this booklet); harassment, intimidation, bullying; and cyber-bullying including social-media bullying are available on the District's website at www.santaclarausd.org. You may contact your school's office or the District office to obtain a free copy of the district's complaint procedures. The Governing Board designates the following compliance officer(s) to receive and investigate all complaints and ensure district compliance with law:

Lise Strom, Title IX / Uniform Complaint Procedure Coordinator / Equity Compliance Officer
1889 Lawrence Road, Santa Clara, CA 95051
(408) 423-2000 title9@scusd.net or UCP@scusd.net

[EC 200, 201, 220, 221.6, 221.61, 221.8, 230, 231.5, 233, 234 et seq., 234.6, 260 et seq., 262.3, 48853, 48853.5, 49010-49013, 49069.5, 51210, 51223, 51225.2, 51228.3, 52075, 52334.7, 56500.2, 56501; PC 422.55; 5 CCR 4600- 4687; CC 51-53; GC 11135, 12900; 20 USC 1400 et seq.; EOA; Title VI; Title VII; Title IX; § 504; IDEA; 34 CFR 106.9; ne]

Williams Settlement (Complaints about Instructional Materials or Facilities)

A Williams Complaint allows a student, family, teacher, or any member of the public, to file grievances regarding K-12 schools for:

- Insufficient textbooks and instructional materials;
- Teacher vacancy or misassignment; and/or
- Facility conditions.

For Preschool/Early Education, complaints may be filed about the following categories:

- The preschool does not have outdoor shade that is safe and in good repair.
- Drinking water is not accessible and/or readily available throughout the day.
- The preschool does not provide safe and sanitary restroom facilities with one toilet and handwashing fixture for every 15 children.
- Restroom facilities are not available only for preschoolers and kindergartners.
- The preschool program does not provide visual supervision of children at all times.
- Indoor or outdoor space is not properly contained or fenced or does not provide sufficient space for the number of children using the space at any given time.
- Playground equipment is not safe, in good repair, or age appropriate.

[EC 35186, 8235.5]

Williams Settlement Uniform Complaint Procedure (AR 1312.4)

A complaint form may be obtained, free of charge, at the school office, the district office, or downloaded from the district's website at www.santaclarausd.org/complaint, but the form need not be used to make a complaint. You may also download a copy of the California Department of Education complaint form from this website, www.cde.ca.gov/re/cp/uc. The Uniform Complaint Procedure shall be used for filing Williams related complaints with the following special circumstances applying:

1. Forms can be turned into the principal or designee who will make every reasonable attempt to investigate.
2. Complaints beyond the site authority will be forwarded to the district within 10 days.
3. Complaints may be filed anonymously. A response may be requested if complainant is identified and will be sent to the mailing address on complaint.
4. If the district is required to provide material in a foreign language based on California Department of Education census data and if requested, the response and report shall be written in English and the primary language in which the complaint was filed.
5. The form will have a box to request a response and indicate where to file the form.
6. Valid complaints should be remedied within 30 days of receipt.
7. Within 45 days of filing a complaint, notice should be sent to complainant when a response was requested. A principal will also inform the Superintendent of resolution in the same timeframe.

8. If unsatisfied with resolution a complainant may describe the complaint to the governing board at a regularly scheduled meeting.
9. The district will report quarterly on the number of resolved and unresolved complaints and summarize data regarding complaints and resolutions to the county superintendent and the local governing board in public session making it part of the public records. [EC 35186, 48985]

CONSTITUTIONALLY PROTECTED PRAYER

No district policy prevents, or otherwise denies participation in, constitutionally protected prayer. [BP 6141.2]

COUNSELORS

School counselors are trained educators with a bachelor's degree, a graduate degree specializing in school counseling, and a pupil personnel services credential. As specialists in child and adolescent development, school counselors coordinate the programs, services, and interventions of a comprehensive counseling program within a multi-tiered, multi-domain, system of support. They serve as representatives on district and/or school guidance teams such as math pathways, equity and social justice, newcomers, and LGBTQ+ culture and climate committees.

Counselors help students in grades 6-12 make decisions about their courses, extra-curricular activities, and preparation for college and careers. They deliver classroom lessons and guide students through individual student planning including applying for financial aid, meeting high school graduation and college admissions requirements, and career exploration. Counselors use californiacolleges.edu to help students discover their interests and values, find careers, colleges, or training, and launch college and financial aid applications. Counseling related to academic and nonacademic courses, classes, electives, school-related activities, team sports, athletic competitions, and school facilities will be available to all students without regard to their gender or gender identity, the gender listed in their records, or any protected group as listed under "Uniform Complaint Procedures [BP/AR 1312.3]" on page 6. Counselors are available by appointment and will meet with students and their families. [EC 221.5, 221.8, 48980, 49600, 48900, 51229; GC 11135; Title VI, Title IX; § 504; CIF 300D; ne]

DRUGS, ALCOHOL, AND TOBACCO

The Board has adopted Tobacco-Free, Drug-Free, and Alcohol-Free campus policies to promote student health and well-being. The district strives for a school environment free of these substances and has prevention and intervention programs. There may be programs through the district or in the community to support students' cessation from use of tobacco, alcohol, or drugs. For more information please contact the school/district nurse or a school administrator.

Possession or use of illicit drugs (including cannabis), alcohol, or any tobacco product on District premises or at any District activity is strictly prohibited.

A student in possession or under the influence of marijuana (cannabis), concentrated cannabis, or any synthetic cannabinoid is subject to suspension or expulsion. A student under 18 also faces up to forty (40) hours of community service, ten (10) hours of drug education, and sixty (60) hours of counseling; a student 18 or older can be imprisoned for up to six (6) months and/or be fined up to \$1,000. It is illegal for anyone under 21 to possess cannabis or synthetic cannabis.

Possession of tobacco by anyone under 21 is illegal and can lead to a \$75 fine or 30 hours of community service except for members of the military.

Except for members of the military, possession of tobacco by anyone under 21 is illegal and can lead to a \$75 fine or thirty (30) hours of community service. Possession of approved tobacco cessation aids is not prohibited. A "tobacco product" is any product made or derived from tobacco or nicotine that is intended for human

consumption, including an electronic device that delivers nicotine (commonly known as “e-cigarettes” or “vaping”). [BP 3513.3; EC 48900, 48901 51202-51203, 51260-51269; HSC 11357, 11357.5, 11361, 11362.1, 11362.3, 11999-11999.3, 104495, 104559, 104420; PC 308, 13864; VC 13202.5; BPC 22950.5, 25608; 20 USC 812, 814]

ENGLISH LEARNERS

► Initial Identification of Potential English Learners

The California Education Code contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. Upon first enrolling in a TK-grade 12 program in a California school district, each student’s primary language shall be determined through the use of a home language survey. The home language survey is made up of four questions:

1. Which language did your child learn when they first began to talk?
2. Which language does your child most frequently speak at home?
3. Which language do you, the parents and guardians most frequently use when speaking with your child?
4. Which language is most often spoken by adults in the home?

The California State Board of Education (SBE) approved the following guidelines for interpreting the survey: If a language other than English is indicated on any of the first three questions and the student has not been previously identified as an English learner by a California public school, the student is to be tested with the Initial ELPAC or Initial Alternate ELPAC.

Students enrolling in a Special Education Preschool Program in Santa Clara Unified will see the same four Home Language Survey questions above. Due to new state legislation, students enrolling in a district-provided state preschool program will be asked to answer a different set of four questions:

1. Which language(s) does your child hear at home?
2. Which language(s) does your child hear in their neighborhood and community?
3. Which language(s) does your child understand?
4. Which language(s) does your child speak?

Parents will also be asked questions in a [*Family Language and Interest Interview*](#).

The decision to assess English Proficiency is made once at the time of enrollment in a California school beginning in Transitional Kindergarten, Kindergarten, or in grades 1-12 depending on the student’s grade level at the time of their first enrollment. The decision is made by the school site team for any student who has a language other than English as the answer to question 4 on the TK-grade 12 home language survey or if an educator has collected evidence that a student is struggling to access classroom instruction or lessons due to a suspected need for English language support. Parents will be notified that their student will be administered the Initial ELPAC at least 10 days prior to the administration. Due to California legislation (ARTICLE 3.5. English Language Proficiency Assessment [313-313.5]), Parents/guardians cannot exempt their child(ren) from the ELPAC (initial or annual). However, if the home language survey was completed in error, the parent/guardian may request a meeting with the Data, Assessment and Accountability Department at data@scusd.net or (408) 423-2271 to correct the home language survey prior to the administration of the initial ELPAC assessment. If the parent/guardian wishes to contest the evidence collected by district educators that indicated a need to assess their child(ren)’s English language proficiency, the parent/guardian may request a meeting with their child(ren)’s school site prior to the administration of the Initial ELPAC.

Based on the initial ELPAC, the student shall be classified as either initially fluent in English, or as an English Learner. Parents will be notified of the initial results in writing, within 30 calendar days of the student's enrollment. If a parent or teacher disagrees with the initial ELPAC result and classification, they may request a meeting with the site administrator/team to appeal the results and review additional student data which inform English language classification. This meeting must be requested and take place prior to February 1st of the same school year. [EC 313-313.5, 52164.1; 5 CCR 11307, 11518.5; 5 CCR 11518(a)]

Annual Assessment, Placement, and Progress Monitoring

Each year after a student is identified as an English learner, and each year until the student is reclassified as English proficient, the summative ELPAC assessment shall be administered between February 1st and May 31st. As SCUSD is a district that receives Title I and Title III Federal Funding, all parents/guardians of students who are assessed will receive notification of results and, if applicable, their child's English learner program placement with a description of the program and how the program will meet their child's educational strengths and needs, including those English learners who have been identified for Special Education.

The annual notification will inform parents of their child's academic progress in English and progress towards the goal of reclassification/redesignation and whether their child is considered a long-term English learner or in danger of becoming a long-term English learner. Notification will be sent/emailed within 30 calendar days following receipt of the results from the test contractor, or within 30 calendar days of the start of the next school year if the results are received after the last day of instruction for the current school year.

In addition, English learner progress will be monitored at least annually by the school site team. Any English learner who is not progressing as expected, either in English language development or towards grade level standards will have a plan created in conjunction with parents/guardians, and the student as appropriate, that will support the student in progressing towards English proficiency and grade level standards. [EC 313, 313.2, 440; 20 USC 6312]

Reclassification/Redesignation

English Learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read and write English well enough to receive instruction in English language mainstream classroom and make academic progress at the level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in a regular course of study.

Reclassification is based on the following criteria:

1. Summative ELPAC result of level 4 overall
2. Passing results on standardized observation by a teacher or educator
3. Parent/Guardian notification, consultation and/or participation
4. Student performance on an objective assessment of basic skills in English that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

Note: English learners with disabilities who have Individualized Education Plans (IEPs) are provided the same opportunities to be reclassified as students without disabilities using the criteria outlined above. In addition to the above criteria, English learners with disabilities may be reclassified using an individualized process that documents and discusses how the student's unique needs affect their ability to meet the District's reclassification criteria

The Student's language proficiency assessments, the participation in the reclassification process, and any decisions regarding reclassification will be retained in the student's cumulative record (print and/or electronic). [EC 52164.6; 5 CCR 11302]

Progress Monitoring for Reclassified/Redesignated Students

Students who are reclassified/redesignated as fluent English proficient will be annually monitored for four years following their reclassification to ensure correct classification and placement, as well as determine whether or not additional support is needed. Parents/guardians will be notified if additional support and/or a change in placement is needed

Language Acquisition Programs

Language acquisition programs are educational programs designed for English Learner students (Non-English Speakers) to ensure English acquisition as rapidly and effectively as possible, and to provide instruction to these pupils on the state-adopted academic content and English Language Development (ELD) standards through Integrated and Designated English Language Development. Santa Clara Unified currently offers the following language acquisition program options:

1. Structured English Immersion Program: This program is designed for ELs in grades K-12 to acquire English Language skills and access to core content so they are able to succeed in a Mainstream English classroom. Primary language support can be provided for clarification through the instruction day. [EC 305(a)(2), 306(c)(3)]
2. Spanish Dual Language Immersion Program: this program is offered in grades K-4 at Scott Lane Elementary beginning in the 2023-2024 school year and will continue to expand by grade level each year replacing the Transitional Program at Scott Lane. [EC 306(c)(1)]

Program Request Procedure for Parents/Schools for Additional Language Acquisition Programs:

In order to request a specific language acquisition program for a student at each site, parents should follow these steps:

1. Call, meet or email the school principal or designated administrator to make an appointment to file the request and request an appointment to file the request and receive more information.
2. Receive a copy of Parent Request Form from the school administrator or designee, to be filled out and submitted at the school by the parent/guardian. Schools keep all Request Forms at the site and monitor the number of requests.
3. Receive a Stakeholder Notification Letter from the school administrator or designee which contains the next steps of the Process

Schools and district staff will monitor the requests and will instigate a feasibility assessment when the target number of written requests is received. Each written request from a parent/guardian must include:

- The date of the request;
- The names of the parent/guardian and student;
- The student's grade level on the date of the request; and
- A general description of the requested program – Two-Way Bilingual Immersion (TWB), etc. – and language

When the requirements above are met, district staff will respond by taking the following actions:

- Within 10 school days, deliver written notification of the request for a language acquisition program to all parents/guardians of students attending the school, the school's teachers and administrators.
- Identify costs and resources necessary to implement any new language acquisition program, including but not limited to:
 - Certificated teachers with the appropriate authorization

- Necessary instructional materials;
- Pertinent professional development for the proposed program; and
- Opportunities for parent and community engagement to support the proposed program goals;
- Within 60 calendar days, conduct a feasibility study to determine if a new or expanded language acquisition program is possible at the requested school;
- Provide written notice of this determination to parents of students attending the school, and the school's teachers and administrators;
- In the case of a decision to implement a language acquisition program at the school, create and publish a reasonable timeline of actions necessary to implement the language acquisition program; and
- In the event that the district determines it is not possible to implement a language acquisition program requested by parents, provide a written explanation of the reason(s) the program cannot be provided and offer, if possible, any available alternative option that can be implemented at school.

For more information and to download a request form, please call the Supplemental and EL Programs Office at (408) 423-2124. [5 CCR 11311]

ENROLLMENT

The Governing Board desires to provide enrollment options that meet the diverse needs and interests of district students.

Attendance Options

The governing board annually reviews attendance options including how students may attend a district school outside their attendance area (intra-district transfer). This district has non-arbitrary rules explaining how students may apply, be accepted or denied intra-district transfer. Students convicted of a violent felony or convicted of a misdemeanor firearms offense may be transferred to another school in the district. Victims of bullying or violence are given preference in intra- and inter-district transfers. In some cases, the district must provide transportation. Students attending “persistently dangerous” schools can transfer and enroll in a safe school. Districts cannot prevent children of active military from changing districts, as long as the district chosen agrees to accept them. Upon enrollment or transfer, principals are urged to check missing children information. Further information about residency, attendance options, special program options, etc. will be provided by the California Department of Education. [EC 46600, 48204, 48204.7, 48206.3, 48300, 48301, 48306, 48853.5, 48980, 49068, 51101; 20 USC 7912; ne]

1. Interdistrict Attendance

What is an Interdistrict Transfer?

An interdistrict transfer is used when families wish to enroll their student(s) in a school district other than the one assigned to their home address. This applies to students trying to transfer into and out of Santa Clara Unified School District (SCUSD). The Interdistrict Transfer process is aligned with Board Policy and Administrative Regulation 5117. For more information on Interdistrict Transfer request visit www.santaclarausd.org/enrollment.

Students Living Within SCUSD Boundaries Transferring to Another District

Families who live within the Santa Clara Unified School District boundaries may request for their student to attend a school outside of Santa Clara Unified School District.

Families living within the SCUSD boundaries must submit an Interdistrict Transfer Request Form to the Enrollment Center with a current proof of residency document and copy of IEP or 504 Plan (if applicable). A copy of the processed request will be sent to the parent/guardian and the requested district. The requested district

will review the Interdistrict Transfer Request and provide the parent/guardian with a denial or acceptance letter (contact your desired district for more information). Continuing interdistrict transfer students must reapply each year.

Families living within the SCUSD boundaries must follow the process below:

- Submit the following documents to inters@scusd.net:
 - [Interdistrict Attendance Transfer Request Form](#)
 - One current [proof of residency document](#)
 - Copy of IEP or 504 Plan (if applicable)
- Interdistrict Transfer Requests must be processed by SCUSD first
- A copy of the request then be forwarded to you and your desired district
- Your desired district will review the Interdistrict Transfer Request and provide you with a denial or acceptance letter (contact your desired district for more information)
- Continuing interdistrict transfer students must reapply each year

Students Living Outside the SCUSD Boundaries Transferring into SCUSD

Students who live, or who have moved, outside the Santa Clara Unified School District boundaries have the opportunity to request attendance to a school within Santa Clara Unified School District from their district of residence.

Families living outside of the SCUSD boundaries must contact your district of residence and follow their Interdistrict Transfer Request process. Your district of residence will forward a copy of the request to SCUSD. SCUSD will review the Interdistrict Transfer Request and will provide you with a denial or an acceptance letter by mail and email. Continuing interdistrict transfer students must reapply each year.

Families living outside of the SCUSD boundaries must follow the process below:

- Contact your district of residence and follow their Interdistrict Transfer Request process
- Interdistrict Transfer Requests must be processed by your district of residence first
- Your district will forward a copy of the request to SCUSD
- SCUSD will review the Interdistrict Transfer Request and will provide you with a denial or an acceptance letter by mail and email*
- Continuing interdistrict transfer students must reapply each year

Our current board policy only allows for interdistrict transfers from another district in limited cases. Enrollment in SCUSD is based on the student residing within our school district boundaries. Due to the volume of interdistrict transfer requests received and our district's funding from local property taxpayers, we do not anticipate approving any Interdistrict Transfer other than those that qualify per Board Policy 5117 and Administrative Regulation 5117, which include SCUSD employees*, Senior privilege, and hardship (documentation of the hardship from a professional or agency, must be included) for students who are in good standing.

The superintendent or designee may approve interdistrict agreements for the reasons listed in Board Policy 5117 Interdistrict Attendance and Administrative Regulation 5117 Interdistrict Attendance. Requests which have been granted will be in force for one school year and will remain in force only if the student meets the attendance, behavior, and scholastic requirements of the district requested. Families will be responsible for the student's transportation to and from school. Pursuant to Education Code section 35161, the Governing Board delegates to the Superintendent the duty to hear final appeals on behalf of the district.

* For the purpose of enrollment, employees are defined as those individuals belonging to an employee bargaining unit within the district, persons holding management positions, and hourly employees who work at least fifty percent of each week.

Transportation

The district shall not provide transportation beyond any school attendance area. [BP/AR 5117; EC 8151, 41020, 46600-46610, 48204, 48300-48317, 48900, 48915, 48915.1, 48918, 48980, 48985, 52317; California Constitution Article 1, Section 31]

2. Intradistrict Open Enrollment

The Governing Board desires to provide enrollment options that meet the diverse needs and interests of district students and parents/guardians, while also maximizing the efficient use of district facilities and resources. The Superintendent or designee shall establish procedures for the selection and transfer of students among district schools in accordance with law, Board policy, and administrative regulation.

The parents/guardians of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of their residence within the district. The Board shall annually review this policy.

Enrollment Priorities

No student currently residing within a school's attendance area shall be displaced by another student transferring from outside the attendance area.

The Superintendent or designee shall grant priority for the enrollment of a student in a district school outside of the student's attendance area, if the student:

1. Is enrolled in a district school designated by the California Department of Education (CDE) as "persistently dangerous"
2. Is a victim of a violent crime while on school grounds
3. Is a victim of an act of bullying committed by another district student, as determined through an investigation following the parent/guardian's submission of a written complaint with the school, district, or local law enforcement agency pursuant to Education Code 234.1
4. If the district school requested by the student is at maximum capacity, the Superintendent or designee shall accept an intradistrict transfer request for another district school.
5. Is experiencing special circumstances that might be harmful or dangerous to the student in the current attendance area, including, but not limited to, threats of bodily harm or threats to the emotional stability of the student. Any such student may transfer to a district school that is at capacity and otherwise closed to transfers. To grant priority under these circumstances, the Superintendent or designee must have received either:
 - a. A written statement from a representative of an appropriate state or local agency, including, but not necessarily limited to, a law enforcement official or a social worker, or a properly licensed or registered professional, including, but not necessarily limited to, a psychiatrist, psychologist, marriage and family therapist, clinical social worker, or professional clinical counselor
 - b. A court order, including a temporary restraining order and injunction
6. Is a sibling of another student who will be attending that school in the subsequent year.
7. Any student whose parent/guardian are a minimum 50% employees defined as those individuals belonging to an employee Bargaining Unit, person holding management positions, and hourly employees will be assigned to a school site within the district boundaries.

Application and Selection Process

In order to ensure that priorities for enrollment in district schools are implemented in accordance with law and Board policy, applications for open enrollment shall be submitted during the Open Enrollment period which takes places in January of the school year preceding the school year for which the transfer is requested.

The Superintendent or designee shall calculate each school's capacity in a nonarbitrary manner using student enrollment and available space.

Except for the enrollment priorities listed above, the Superintendent or designee shall use a random, unbiased selection process to determine which students shall be admitted whenever a district school receives admission requests that are in excess of the school's capacity.

Enrollment decisions shall not be based on a student's academic or athletic performance. However, existing entrance criteria may be used for enrolling students in specialized schools or programs, provided that the criteria are uniformly applied to all applicants. In addition, academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students.

Transportation

In general, the district shall not be obligated to provide transportation for students who attend school outside their attendance area.

However, upon parent/guardian request, the district shall provide transportation assistance to any student who is eligible for free or reduced-price meals and whose enrollment in a district school outside the student's attendance area is a result of being a victim of bullying. [BP 5116.1; EC 200, 35160.5, 35291, 35351, 46600-46611, 48200, 48204, 48300-48316, 48980; 5 CCR 11992-11994; 20 USC 6311, 6313, 7912]

Open Enrollment Application Process

The Open Enrollment Application process for the 2024-2025 school year will be conducted from January 9 to February 7, 2024. Parents of students wishing to attend a school other than their school of residence must follow the steps below.

Prior to completing an Open Enrollment Application your child must be currently attending or pre-enrolled for the upcoming school year in SCUSD for Kindergarten through 12th grade. All students attending preschool programs in SCUSD must enroll in Kindergarten prior to submitting an Open Enrollment Application.

If a family accepts an Open Enrollment placement, the family will be responsible for transporting the student to school.

Elementary schools receiving requests for admission shall give priority for attendance to:

1. Siblings of students who are enrolled at the school at the time of open enrollment.
2. Students currently attending the school through the overload process and who apply for Open Enrollment during designated Open Enrollment windows.
3. The children of employees who work at the school.
4. The children of other employees.

Secondary schools receiving requests for admission shall give priority for attendance to:

1. Siblings of students who are enrolled at the school at the time of open enrollment.
2. The children of employees who work at the school.
3. The children of other employees.
4. Siblings of graduates of the school, as long as the family continues to live within the SCUSD boundaries.

As long as the employee privilege remains in place, siblings of employees' children attending district schools will be afforded the same priority status as resident siblings.

Note: Twins applying to the same school must be entered separately and will each receive a lottery number. When applying, also check the "Twins" box and enter the Permanent Student Number of the sibling twin.

3. Attendance in District Where Parent / Guardian is Employed

The district may, but is not required to accept a transfer student whose parent/guardian resides outside the boundaries of the school district but is employed and lives with the student at the place of the parent's/guardian's employment within the boundaries of the school district for a minimum of three days during the school week; or a student whose parent/guardian physically works within the boundaries of the school district for a minimum of 10 hours during the school week. [EC 48204(a)(7), 48980]

Due to the volume of interdistrict transfer requests received and our district's funding from local property taxpayers, we do not anticipate approving any Interdistrict Transfer other than those that qualify per Board Policy and Administrative Regulation 5117.

4. Attendance Where Caregiver Resides

If your child lives in the home of a caregiving adult, as defined by law, or a foster home, your child may attend the school district in which that residence is located. Execution of an affidavit under penalty of perjury pursuant to the Family Code by the caregiving adult is required to determine that your child lives in the caregiver's home. [EC 48204(a), 48980; FC 6550-6552]

5. Special Enrollment Allowances for Some Categories of Students

Some students, including foster, homeless, migratory, American Indian, or military children, living in the district may stay enrolled in their school of origin inside or outside the district if: 1) their Individual Education Plan (IEP) indicates attendance elsewhere, or 2) parents, guardians, and others with authority declare in writing otherwise. In some cases, they also have rights to expedited enrollment in school, to attend classes and programs, to after-school programs, and to fee waivers. The school district and each school site have complete documentation of the rights of homeless, foster, migratory, military, and other special categories of students. [EC 48204, 48204.7, 48645.3, 48850-48859, 51225.1, 56055; 5 CCR 4622; WIC 224.1, 361, 726; 42 USC 11301, 11431-11435]

6. Intradistrict Transfers / Overload Students

Students currently attending a district school through an Intradistrict Transfer or as an Overload Student who wish to continue at the current school of attendance for the following school year should apply for continued enrollment at that school by completing an on-line application for Open Enrollment which takes place in January. Parents of students on an Intradistrict Transfer must first provide proof of residency to their school of attendance, receive a permanent student number and then complete the Open Enrollment application on the district website at www.santaclarausd.org.

Alternative Schools Notification

California state law authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code defines alternative school as a school or separate class group within a school which is operated in a manner designed to: (a) Maximize the opportunity for 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 their desire to learn. (c) Maintain a learning situation maximizing student self-motivation and encouraging the student in their own time to follow their own interests. These interests may be conceived by them totally and independently or may result in whole or in part from a presentation by their teachers 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, pupil, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the principal's office in each attendance unit have copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district. [EC 58501; ne]

SCUSD Alternative Schools and Programs

The district is authorized to provide alternative schools. The district provides alternative schools at Mission Early College High School, and Wilson Alternative High School. Inquiries should be directed to your school principal. [EC 58500]

SCUSD Schools of Choice

Millikin Basics+ and **Washington Open** are two elementary schools of choice to which all students seeking enrollment must apply through the Open Enrollment process. Due to the large number of first choice applications for each of these schools, they may be listed as a second choice at any grade level. Enrollment is secured through a random lottery process with priority placement being given to students with siblings currently in attendance at the school.

Scott Lane Elementary Spanish Dual Language Immersion Program (DLI), will be offered for grades K-4 starting in 2023-2024. All students seeking enrollment must apply through the Open Enrollment process. This program which can be requested by English speaking and multilingual students. The goal of DLI programs is to develop bilingualism/biliteracy, academic achievement, and cross-cultural competencies for all students. In a DLI program, students are expected to meet the same state standards as all other students in the district. The program follows a 90:10 program model which refers to the language of instruction. In kindergarten, 90% of the instruction is in Spanish and 10% is in English. As the student gradually moves up in grades, the language of instruction will gradually increase in English until the program reaches a 50:50 split between English and Spanish.

Mission Early College High School (MECHS) is an alternative school providing college immersion dual enrollment school of choice, located on the Mission College campus. This innovative school serves students in grades 9-12 and blends high school and college into a coherent educational program. Students have the opportunity to earn a high school diploma and up to two years of college credit simultaneously. MECHS is strategically designed to fulfill UC/CSU admission requirements and possesses a strong college-bound culture with high expectations for all students. Students in grades 8-10 may apply for admission.

New Valley High School is a continuation high school that supports students in grades 10-12 who may be behind in credit or would benefit from an alternative to the traditional high school. With smaller class sizes and individual student advisors, each student is supported in recovering credit to work towards graduation and achieve their goals. With personalized guidance, each student develops a post-secondary plan to prepare for life after high school, whether that be attending community college, getting job training in CTE (the trades), or entering the workforce.

Santa Clara Community Day School is one of Santa Clara Unified School District's alternative educational programs which provides At-Promise students an opportunity to re-engage academically, behaviorally, and socially in a therapeutic and restorative setting. This intensive, therapeutic setting intentionally redesigns learning experiences to maximize student potential, manifesting student brilliance through authentic educational opportunities. Students referred to the program benefit from a responsive curriculum, counseling, and career exploration. The program provides targeted support to raise student attendance, improve academic confidence, and reshape behavioral practices so that students can successfully transition back to their home school.

Wilson Alternative High School is the district's Independent Study school. Wilson High School is available to students living within the district boundaries and is voluntary to attend. Wilson uses a district-adopted curriculum, provides an alternative education program and setting for students, and uses alternative instructional strategies that respond to individual student needs and learning styles. Please contact your high school counselor if you are interested in enrolling at Wilson.

Peterson Middle School also has a 6th grade program, **Peterson+** that serves as a one year transition from a Basics approach to the eventual heterogeneous format found in Santa Clara Unified's other middle and high schools. Equal opportunity for enrollment will be provided to students residing outside the Peterson attendance area (through the Open Enrollment Application) as well as to students residing within Peterson's attendance area (through the completion of an application at the time of registration for 6th grade).

Enrollment Center

The Enrollment Center provides an efficient enrollment process for SCUSD families and access to district resources. The Enrollment Center is responsible for new student registration, proof of residency, open enrollment, interdistrict transfers, intradistrict transfers, and enrollment appeals.

The Enrollment Center uses a web-based enrollment system called SchoolMint to support families with new student registration and annual student information update processes for all students enrolled in preschool through 12th grade and the post-secondary program. For reference, information and forms are available on the district's Registration and Enrollment webpage (www.santaclarausd.org/enrollment) or may be picked up at the District Office or the Enrollment Center. Families who need assistance completing the online registration or the annual student information update may contact the Enrollment Center to set up an appointment.

All students currently enrolled in preschool through 12th grade and in a post-secondary program need to complete the annual student information update process online through SchoolMint. Families must complete the annual student information update in order for their child to start school on the first day of school. The annual student information update allows families to update parent/guardian contact information, emergency contacts, student health information, and electronically sign yearly consent forms.

Early Learning Programs

SCUSD offers high quality Early learning programs including classroom environments that allow children to thrive, engage in "hands-on" researched-based curriculum, play and grow at their own pace, and prepare children to be eager and excited to learn.

The Infant Program is available starting at 6 weeks of age and services are provided full time, Monday to Friday. Infants are encouraged to explore their world with trusted adults to support their learning. Once a child turns 2, the child moves into the young preschool (toddler) class. The preschools are offered full and part days with options for ten or twelve months during the year. The programs emphasize kindergarten readiness skills, social and emotional development, and physical and creative development in an active participatory learning environment.

To apply, for the infant, toddler or preschool program, go to santaclarausd.schoolmint.net/. Families must complete an application through the district enrollment system. The application will serve as placement on the waitlist. Once a space is available, families are sent a registration offer. Registration is ongoing for students based on availability. For support in completing the interest application, go to the Application Tutorial. If you would like more information on tuition assistance, required forms and the registration process, email fce_enroll@scusd.net or call (408) 423-3522.

Extended Learning Programs

SCUSD believes in providing opportunities to students before and after school that will support students' academic and social-emotional growth. SCUSD offers high-quality programs, Transitional Kindergarten through

6th grade at each school site which include both Expanded Learning Opportunities Program (ELOP) and fee-based spaces. ELOP is a new, state funded program starting in the 2023-2024 school year. The program is offered at no charge and available to all students in grades TK-6 who are in one or more of the following categories: Free or Reduced Meals, Youth in foster care, Youth experiencing homelessness, English Language Learner. ELO-P is an opportunity to expand participation in extended learning experiences that complement the school day. Along with our Family Child Education (FCE) and After School Education and Safety (ASES) partners (YMCA and Boys and Girls Club), SCUSD is also partnering with Right at School (RAS), a well-established vendor, to provide programs for each school site Monday through Friday until 6:00 p.m. In addition, at selected school sites we offer a before school fee based program.

All families who wish to participate in extended learning programs in the 2023-2024 school year can complete our Interest Application Form at <https://santaclarausd.schoolmint.net/>. For more information, please visit our Extended Learning Programs Webpage at www.santaclarausd.org/extendedlearning.

Transitional Kindergarten

SCUSD's TK program is focused on:

- Engaging age appropriate curriculum that encourages physical, emotional, social, and academic development
- Promoting healthy development and future success
- Creating a sense of community
- The California Preschool Learning Foundation

Transitional Kindergarten enrollment will begin on December 1.

- 2023-2024 school year, TK eligibility, student turns 5 between September 2 and April 2
- 2024-2025 school year, TK eligibility, student turns 5 between September 2 and June 2
- 2025-2026 school year, TK eligibility, student turns 5 between September 2 and September 1

For more information, visit the SCUSD district enrollment website www.santaclarausd.org/enrollment. [EC 48000]

Kindergarten and New Student Enrollment

Kindergarten Enrollment for the 2024-2025 school year will also begin on December 1, 2023. Parents are encouraged to complete registration for kindergarten students wishing to attend their school of residence **as soon as possible** as Kindergarten admission to the school of residence will be determined in the order in which applications are received.

Proof of Residency

The district shall not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members for the purpose of determining residency within the district. Evidence of residency may be established by documentation showing the name and address of the parent/guardian within the district.

- A student can have only one residence for the purposes of establishing residency and must live with a parent or legal guardian
- PO boxes will not be accepted for residency purposes
- All documents used for residency must be current, valid, and must contain the name, address, and be dated within the last 30 days
- A minimum of three documents will be required

- One from Category A and two from Category B*

Category A - One (1) Required

- Original property tax bill
- Monthly mortgage payment
- Lease or rental agreement on company printed forms. If the agreement is an expired agreement or month to month, you must also provide a current monthly rental payment receipt that includes the renter's name, date, and address.
- Monthly space rental bill (mobile home park)
- Escrow document "Closing Statement" instead of a property tax bill for recent property purchases. In this case, a conditional clearance for 30 days will be given until mortgage documents are provided.

Category B - Two (2) Required

- Current Santa Clara, San Jose or Sunnyvale utility bill
- Current PG&E bill
- Current phone bill (cell or landline)
- Current cable or satellite provider bill
- Current internet bill

Category C - Three (3) Required Only As Necessary

Three additional proof of residency from this category will only be required and accepted when:

- A family is sharing housing with another individual as a long-term living arrangement within the attendance boundaries of Santa Clara Unified School District (SCUSD) without a lease or rental agreement
- Utility bills have multiple names
- Rental agreements state "utilities are included"

Additional Proof of Residency

- Current paycheck issued by employer – employer's and employee's name and address must be printed on the check
- Correspondence from a government agency (WIC, Medi-Cal, Social Security, Unemployment)
- Valid vehicle registration (not pink slip)
- Monthly payments: loan, credit card, physician/dental bill, bank statement
- SCUSD has the right to accept alternative forms of proof of residence on a case by case basis
- Shared Housing Affidavit is required if family is sharing housing with another individual as a long-term living arrangement within the attendance boundaries of SCUSD [EC 234.7]

FAMILY RESOURCE CENTER

The SCUSD Family Resource Center (FRC) is centrally located at 1840 Benton Street on the Educational Options campus. The FRC promotes increased collaboration between families, schools, and the community. The FRC provides accessible services and resources to help families become more engaged in their child's education, including access to basic needs, parenting classes, and referrals to community resources; www.santaclarausd.org/frc.

FEES

The Governing Board recognizes its responsibility to ensure that books, materials, equipment, supplies, and other resources necessary for students' participation in the educational program are made available to them. A pupil enrolled in a public school will not be required to pay a pupil fee for participation in an educational activity. The following requirements apply to prohibited pupil fees:

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

Solicitation of voluntary donations of funds or property and voluntary participation in fundraising activities are not prohibited. The District and its schools are not prohibited from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

As necessary, the Board may approve fees, deposits, and other charges which are specifically authorized by law. For such authorized fees, deposits, and charges, the District shall consider students' and parents' or guardians' ability to pay when establishing fee schedules and granting waivers or exceptions. These include, but are not limited to, transportation, events where attendance is optional (such as a school dance), food served to students, damage to district provided materials such as textbooks, community service classes, and fingerprinting. Money may also be collected for material used for projects that a student will be taking home, such as material used in a career class like woodshop or sewing. Whenever a student or parent/guardian believes that an impermissible fee, deposit, or other charge is being required of the student for his/her participation in an educational activity, the student or his/her parent/guardian may file a complaint with the principal or designee using the District's procedures in BP/AR 1312.3 – Uniform Complaint Procedures. [EC 49010 et seq., 49011, 49013; ne]

Advanced Placement Examination Fees

The district pays "one-time fees" for students to take subject area AP exams. This means that the district will pay for each student to take each AP exam for which she/he is eligible one time. For additional information, contact your school counselor. [EC 48980, 52240; ne]

Parental Financial Liability

While a student is accountable for their willful acts of misconduct, parents and legal guardians are financially responsible for damage and injury caused by their child's misconduct. Whenever a student damages, defaces in any way or steals any school district property, the parents or guardians of that student shall be liable for restitution. This same liability will prevail even if the damage or loss was not intentional, but resulted from other negative or inappropriate behavior not acceptable on District property.

SCUSD will seek restitution for any and all losses or damage to District property. The parent or guardian of a minor/student shall be liable to the school district for all property belonging to the district, loaned to the minor/student, and not returned upon demand of the employee of the district, authorized to make that demand. This

applies to textbooks, technology, classroom materials, physical education equipment, elective course supplies and equipment, and calculators.

SCUSD shall notify the parent or guardian of the pupil in writing of the pupil's alleged misconduct before withholding the pupil's grades, diploma, or transcripts pursuant to this subdivision. When the minor and parent are unable to pay for the damages, or to return the property, the school district shall provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the grades, diploma, and transcripts of the pupil shall be released. [EC 48904 (b)(2)]

HEALTH EDUCATION PROGRAM

Good health is one of your child's most valuable possessions. Managing one's lifelong health is becoming increasingly important. Santa Clara Unified is committed to your child's overall education.

In order for students to develop the attitudes, knowledge and skills needed to maintain and enhance their positive health behaviors, the district has developed a comprehensive health education program for grades 5-12. The parent portal link from Health Connected www.lets-talk.how.

The content of the health education courses has been carefully prepared and designed by teachers and health educators for the appropriate age and comprehension level of your child. Students will gain knowledge and understanding of the social, physical, emotional, and intellectual aspects of the human body. Major topics include: mental and emotional health; family and social health; growth and development; nutrition; personal health and physical activity; alcohol, tobacco and other drugs; major body systems; human growth and reproduction; communicable and chronic diseases; and safety and relationships. [EC 51930-51939; ne]

Whenever any part of the instruction in health or family life education conflicts with your religious training and beliefs or personal moral conviction, or those of your child, your child shall be excused from such instruction if you request an excuse in writing. [EC 51240]

Family Life, Human Development, and Sexual Health Education

Your child will be taking classes in compliance with the California Healthy Youth Act. These will include comprehensive sexual health education, HIV education, and research findings regarding pupil health behaviors and risks. Students in grades 7-12 will gain a deeper understanding of HIV transmission, prevention, and treatment. They will also be taught about the prevalence of human trafficking and the role social media and mobile devices play. You will be notified before such instruction. Any written and audio-visual educational materials planned for use are available for inspection prior to the start of classes. You may have copies of non-copyrighted material that will be presented by a consultant or guest speaker. School districts must ensure that all participating pupils receive sexual health instruction from personnel adequately trained in appropriate courses.

A parent/guardian has the right to excuse their child from comprehensive sexual health education and HIV prevention education. A parent/guardian who wishes to exercise this right must state their request in writing and can withdraw this request at any time. A parent/guardian may inspect the written and audiovisual educational materials used in comprehensive sexual health education and HIV/AIDS prevention education. Parents have a right to request that the district provide them with a copy of the California Healthy Youth Act. [EC 51930-51939; ne]

Parents/guardians shall be notified in writing if the district plans to administer an anonymous, voluntary and confidential test, questionnaire, or survey containing age appropriate questions about the pupils' attitudes concerning or practices related to sex in grades 7-12 and given the opportunity to review the test questionnaire or survey. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey by stating their request in writing. [EC 51938]

HEALTH SERVICES

Access to Mental Health Services

The district shall notify pupils and parents/guardians no less than twice each school year of the steps to initiate access to available pupil mental health services on campus and/or in the community. School-based mental health services help address barriers to learning and provide appropriate student and family support in a safe and supportive environment. Reaching out for mental health services is simple; each school site has a designated Mental Health and Wellness professional, contact your school's Health and Wellness Department or on the district's website at www.santaclarausd.org/healthwellness. In the community, a good place to start may be to dial 211 for referrals in your area or call Santa Clara Co. Valley Health and Hospital System Behavioral Health at (800) 704-0900. If you are in crisis, dial 911 or contact Child & Adolescent Mobile Crisis at (408) 379-9085 for youth under age 18 years. [EC 49428; ne]

Administering Medication at School

Any student who must take medication (prescription or over the counter) during school hours may be assisted by school staff provided there is: 1) A written prescription from the California licensed health care provider detailing the student's name, name of the medication, dosage, time to be given, frequency, route and duration and 2) Written parental request and permission for student to receive the medication as prescribed. [EC 49423]

Medication Authorization Forms are available from the school office and must be renewed annually. Medications must be supplied in the original container. Any student who wishes to carry and self-administer prescription auto-injectable epinephrine and/or self-administered inhaled asthma medication must submit a written statement of instruction from their health care provider that includes a statement that the student is able to self-administer such medication, and a statement from the parent consenting to the self-administration, as well as releasing the District and its personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering auto-injectable epinephrine. Forms are available from the school office. Any student who uses these medications in a manner other than prescribed is subject to discipline. [EC 49414, 49414.5, 49423, 49423.1, 49480; ne]

A parent or guardian may administer, by means other than smoking, medicinal cannabis to their child after filing with the school a statement and prescription from a physician. The prescription and any records associated with the treatment of a student are confidential medical records. Full rules are detailed in education code. [BP 5141.21; EC 49414.1; HSC 11362.79]

If your child is on a continuing medication regimen for a non-episodic condition, you are required to notify the district designee of the medication being taken, the current dosage, and the name of the supervising physician. [EC 49480]

Health Screenings

All students are screened for vision and hearing in grades K, 2, 5 and 8 and students new to California schools. Students may also be screened if the parent, teacher or school nurse suspect a vision or hearing problem or for special education assessments. Parents will be notified and referred for further follow-up only when a problem is identified. All 7th grade girls and 8th grade boys may be screened for scoliosis (spinal curvature problem). These screenings will be administered unless you annually present to the school a certificate from a physician or optometrist verifying prior testing or a letter stating it violates your faith in a recognized religious belief. [EC 49451, 49452, 49452.5, 49455, 49456; ne]

Illness

For the safety and protection of all, students should not attend school and may be sent home for any symptom listed below:

1. Fever of 100 degrees or higher – Students must be fever-free (without the use of fever-reducing medication) for at least 24 hours before returning to school.
2. Diarrhea and/or vomiting – Students must stay home until symptom free for 24 hours, or for 48 hours during an outbreak of gastro-intestinal illness.
3. Any severe illness
4. Rash (new or undiagnosed)
5. Communicable disease as per Santa Clara County Public Health Department.

A doctor's note may be required to excuse extended illnesses.

Immunizations and Tuberculosis Testing

The district shall exclude from school any pupil who has not been immunized properly, unless the pupil is exempted from the immunization requirement pursuant to Health and Safety Code section 120370. The immunization exemption based on personal beliefs has been eliminated. A student who, prior to January 1, 2016, submitted a letter or affidavit on file at the district, stating beliefs opposed to immunization, is permitted to enroll in that institution until the student enrolls in the next grade span. Grade span means: 1) birth to preschool; 2) kindergarten and grades 1 through 6, inclusive, including transitional kindergarten; and 3) grades 7 through 12, inclusive. On or after July 1, 2016, the district shall exclude from school for the first time or deny admittance or deny advancement to any student to the 7th grade unless the student has been immunized for his or her age as required by law. A student may still be exempted from the immunization requirement based on medical condition or circumstances. A parent or guardian must file with the district a statement from a licensed physician saying that the immunization is not considered safe and is not recommended based upon the nature or duration of the medical condition or circumstances, including, but not limited to, the family medical history. [HSC 120325, 120335, 120370; ne]

A parent or guardian may consent in writing for a physician, surgeon, or health care practitioner acting under the direction of a supervising physician and surgeon to administer an immunizing agent to a pupil at school. [EC 48216, 48980(a), 49403, HSC 120325, 120335]

Exemptions from Immunizations

Beginning January 1, 2021 all new medical exemptions for entry into school or child care must be issued through the California Immunization Registry Medical Exemption (CAIR-ME). Medical exemptions can only be issued by MDs or DOs licensed in California and must meet applicable Centers for Disease Control and Prevention (CDC), Advisory Committee on Immunization Practices (ACIP), and American Academy of Pediatrics (AAP) criteria. The physician submits the standardized electronic form directly to CAIR and to the school for exemption; this is the only form the school will accept. The form will include physician information, the child's name and their school, the parent's/guardian's name, and the specific basis for and duration of the exemption.

If an outbreak of a communicable disease occurs, a non-immunized student will be excluded from school for their own safety until such a time as directed by health officials or district administration.

Forms submitted prior to January 1, 2020 and exemptions based on beliefs opposed to immunization submitted prior to January 1, 2016 are valid until the pupil enrolls in the next grade span (through preschool, grades K-6, grades 7-12). Parents or guardians may refuse to allow the sharing of personal information related to their child's immunization records by notifying your County Health Department. [HSC 120325, 120335, 120338, 120370, 120372, 120372.05; EC 48216; ne]

All students must present evidence of having been screened for tuberculosis within 12 months of registering or enrolling in school. Any student not fulfilling these conditions shall be excluded in the manner set forth in Section 3389 Santa Clara County Mandate. [HSC 120325, 120480; EC 48216, 49403; 17 CCR 6000-6075; 42 USC 11432(C) (i); ne]

► Medical and Hospital Insurance for Students

Pupils injured at school sponsored events ARE NOT covered by district insurance. Information regarding student insurance may be obtained at the office of each school. The school district assumes no liability for accidents to pupils at school. [EC 32221.5, 49472; ne]

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. [EC 49471]

Enrollment in a Health Care Plan

All children and their families must be enrolled in a health care plan. There are several options for getting a health plan; through an insurance agent, or low cost provider such as Medi-Cal and Covered California at (800) 300-1506 or online at www.coveredca.com. [PPACA]

► Oral Health Assessment Requirement

Many things impact a child's school progress and success, including health. Children must be healthy to learn, and children with cavities are not healthy. Baby teeth are not just teeth that will fall out. Children need their teeth to eat properly, talk, smile, and feel good about themselves. Children with cavities may have difficulty eating, stop smiling, and have problems paying attention and learning at school.

Parents or guardians must have their child's oral health assessed and have proof of the assessment by May 31 of the student's first school year (kindergarten or first grade). Assessments within the 12 months before the child enters school also meet this requirement. The assessment must be done by a licensed dentist or licensed or registered dental health professional. [EC 49452.8]

► Physical Examinations

For each child enrolling in the district for the first time, including for kindergarten or first grade, the parent or guardian must present a certificate, signed by a physician, verifying that the child has received a physical examination within the last 18 months. If your child does not receive this exam, you must file a waiver with the school district stating the reasons you are unable to obtain such services. You may have your child immunized at the same time that the physical examination is conducted. [EC 49450; HSC 124085, 124100, 124105]

These services may be available to you at no cost through the Child Health and Disability Program. For information, contact:

Santa Clara County Health Department
976 Lenzen Avenue, San Jose, CA 95126
(408) 792-5550 or toll free (800) 689-6669

If you want your child to be exempt from physical examinations at school, file a written statement annually with the school refusing such an exam. However, the child may be sent home if he or she is believed to be suffering from a recognized contagious or infectious disease, and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist. The district may provide for scoliosis screening of every female student in grade 7 and every male student in grade 8. [EC 49451, 49452, 49452.5, 49455; HSC 124085; PPRA]

► School-Sponsored Athletics

If a student participates in school-sponsored athletics other than physical education or athletic event during the school day, parents/guardians and the student athlete are required to annually; (1) complete a concussion

awareness form, (2) complete a sudden cardiac arrest awareness form, and (3) sign a document acknowledging receipt of an Opioid Factsheet received either in print or electronic format. [EC 33479, 49475, 49476]

Student Wellness

The District's Student Wellness Policy (BP 5030) addresses three areas: Physical Activity, Wellness Education, and Nutrition. The Physical Activity goal addresses the amount of Physical Education a student receives while in our district. The Wellness Education goal deals with what, when, and where a student learns about staying healthy for the rest of his or her life. The Nutrition goal outlines standards for what food is sold, served or distributed on campus.

This policy aimed at improving the health, attendance rate and academic performance of our students was adopted and implemented in response to Federal government requirements, state laws and the obesity epidemic affecting children. We would like to ask for your cooperation in helping our students become and stay healthy.

Food and beverages that are commonly considered unhealthy will not be permitted to be sold or served on campus during school hours. The easiest way to think about this is no candy, cookies, cupcakes or carbonated beverages.

As we've implemented this policy, we continue to discover healthy food options and other fund raising ideas. This applies to the cafeteria, student stores, vending machines and fund raisers.

There are a few exceptions however:

- After school fundraisers are encouraged to offer 50% healthy food choices;
- School sponsored events (dances, etc.) are encouraged to offer 50% healthy choices for free food served;
- Curriculum activities, including multicultural food fairs, are encouraged to prepare and offer healthy food choices; and,
- Vending machines have a 24 hour, 7 day ban on unhealthy food and carbonated beverages.

In keeping with the Board Policy, when students share special events, such as birthdays, with the entire class we encourage parents to bring:

- Non-food items, such as pencils, unique erasers, or arrange for music or storytelling.
- If food items are brought to class, we encourage that they all be healthy food items.

Multicultural food fairs are a big part of campus life and a part of learning about how others live. However, we encourage students to highlight the healthy food options of their favorite culture. If you have any questions about what is appropriate, contact your teacher or principal.

These goals do not affect what a student brings from home for lunch or snacks for his or her own consumption. However, we encourage parents to practice good nutrition at home and, if your child brings a lunch to school, to ensure that it offers a variety of healthy choices for your child. We encourage students to not share lunches and snacks brought from home.

By linking the Physical Activity, Wellness Education, and Nutrition Policies into a comprehensive package, and you as a parent doing your part, we can be consistent with the message we send our students regarding the importance of their health.

Sun Protection

Students, when outdoors, can wear sun protective clothing, including, but not limited to hats. Students may also apply sunscreen during the day without a doctor's note or prescription. [EC 35183.5, 35291, 35294.6]

HOMELESS, MIGRATORY, FOSTER, MILITARY, AND JUVENILE COURT YOUTH

Homeless, migratory, foster, military family, juvenile court youth, or youth participating in a newcomer program have special rights related to graduation and partial high school credits. They have the right to an adult to help make educational decisions. Foster and homeless youth also have special rights associated with college funding, and certain considerations in school discipline. The district offers specialized support to children in foster youth or those who are experiencing homelessness. The District Uniform Complaint Procedure may be used to file a complaint. [EC 48645.3, 48645.5, 51225.1-51225.3, 56055; 5 CCR 4622; WIC 361, 726; ne]

► Continued Education Options For Juvenile Court School Students

A juvenile court school student, or the person holding the right to make educational decisions for the student, may voluntarily defer or decline issuance of their diploma until after the student is released from the juvenile detention facility, thereby allowing the student to take additional coursework at a local education agency. The county office of education will notify the student, the person holding to right to make educational decisions for the student, and the student's social worker or probation officer of all of the following:

- A. The student's right to a diploma;
- B. How taking coursework and meeting other educational requirements will affect the student's ability to gain admission to a post-secondary educational institution;
- C. Information about transfer opportunities available through the California Community Colleges; and
- D. The option to defer or decline the diploma and take additional coursework. [EC 48645.3(a), 48645.7]

INSTRUCTION

► Academic Honesty

The Governing Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, plagiarize or commit other acts of academic dishonesty.

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed an act of academic dishonesty shall be subject to district and school-site discipline rules.

Academic Honesty describes cheating and collusion as the act of obtaining or attempting to obtain credit for academic work by using dishonest means which may include but are not limited to:

1. Copying, in part or whole, another's homework assignments, paper, examination, paper research, creative project, etc.
2. Submitting homework, paper, examination, paper research, creative project, etc. which have been purchased, borrowed, or stolen.
3. Intentional falsification or invention of data or a source in an academic exercise.
4. Using notes, or materials not specifically authorized by the instructor during an examination.
5. Any collaboration between a student and another person at times or in ways which are not permitted by the instructor. [BP 5131.9]

► Academic Standards and Assessments

Each district in California decides how they will teach and what resources they will use. More information can be found at www.cde.ca.gov/re/cc/. California uses a computer-based student testing system tied to the standards

for English language arts, mathematics, and science called the California Assessment of Student Performance and Progress (CAASPP). The tests include the Smarter Balanced Assessment Consortium Assessments, California Science Tests (CAST), California Alternate Assessments (CAA), and Standards-based Tests in Spanish (STS) for Reading/Language Arts. Parents can exempt their child(ren) from CAASPP testing by submitting a letter in writing annually. More information about the CAASPP can be found at www.cde.ca.gov/ta/tg/ca/. [EC 60119, 60604, 60615; 5 CCR 852]

English Language Learners are evaluated with the English Language Proficiency Assessments for California (ELPAC) and to identify and measure their progress in English Language proficiency. Students in grades 5, 7, and 9 also participate in Physical Fitness Testing (PFT). [EC 52060, 52066, 60800]

Dissection of Animals

Except as part of an agricultural program, any pupil with a moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, shall notify his or her teacher regarding this objection, upon notification by the school of his or her rights. An alternate education project will be developed. A student's objection to participating in an educational project pursuant to this section shall be substantiated by a note from his or her parent or guardian. [EC 32255-32255.6; ne]

District Courses

District courses, grade level/course expectations, curriculum, and instructional materials are aligned with California State Standards. Course and grade level information and a list of approved instructional materials are available at each school site and on the district website. Parents/Guardians have the right to review all course material. The district's high school course catalog is available on high school and district websites. [EC 49091.14, 51101; PPRA; ne]

High School Credits and Graduation

Education code sets minimum course requirements to graduate from high school and earn a diploma. School districts may set additional requirements. The District has established guidelines for transferring credits and meeting graduation requirements. [EC 51225.1-51225.3]

Exceptions

Highly mobile students; students who are homeless, migratory, foster youth, of a military family, juvenile court youth, or youth participating in a newcomer program have special rights related to graduation and partial high school credits. They have the right to an adult to help make educational decisions. These students can be registered in their district of choice, but must provide proof of residency within 10 days. Foster and homeless youth also have special rights associated with college funding, and certain considerations in school discipline. The District Uniform Complaint Procedure may be used to file a complaint. [EC 48645.5, 51225.1-51225.3, 56055; 5 CCR 4622; WIC 361, 726]

California High School Proficiency Exam

Students who are 16 years or older and have completed grade 10, or those meeting other requirements, may take the California High School Proficiency Exam (CHSPE). If they pass, they will earn a State Certificate of Proficiency, which is equal to a high school diploma. Many students use the exam to start jobs or start college earlier than their expected graduation date. There may be a fee for taking the exam. [EC 48412; 5 CCR 11523]

Cal Grant Application / Opt-Out

Cal Grant Awards are money provided by the State of California to assist in college expenses (tuition, room and board, books and other supplies). Each student in grade 12 is considered Cal Grant an applicant unless they or their parent/guardian opt out. Unless the parent/guardian or the 18-year-old student opt out in writing, to their

school counselor, by the last Monday in September, certified Grade Point Average (GPA) data will be transmitted to the CA Student Aid Commission no later than October 1, 2023. To receive the Grant, students must apply. For more information go to www.csac.ca.gov. [EC 69432.9; ne]

University of California/California State University Admissions

Admission to the California State Universities requires a minimum 15-unit pattern of courses for admission as a first-time freshman. Each unit is equal to a year of study in a subject area. A GPA of 2.0 (C) or higher is required for regular admission. Admittance is based on an eligibility index that combines multiple items. Transfer students are accepted.

Admission to the University of California requires completion of the 15 yearlong high school course list. These courses are also known as the “a-g” subjects. At least seven of the 15 yearlong courses must be taken in the students last two years of high school. A GPA of 3.0 (B) or higher is required for California residents. [EC 48980, 51229]

Links to University of California/California State University requirements:
admission.universityofcalifornia.edu/admission-requirements/; www.calstate.edu/apply/;
www.calstate.edu/apply/freshman/.

High School Graduation Requirements compared UC/CSU Requirements

These Graduation Requirements are in effect for all students entering high school in the Santa Clara Unified School District. [BP 6146.1]

SUBJECT REQUIREMENTS	HS Graduation Requirements	Admission Requirements	
	SCUSD	UC	CSU
(a) History/Social Science	30/35 Δ	20	20
Ethnic Studies	0/5 Δ		
(b) English	40	40	40
(c) Mathematics (includes Algebra I)	20	30 +10	30 +10
(d) Science (10 Life and 10 Physical)	20	20 †	20 †
(e) Foreign Language	10	20 +10	20
(f) Visual and Performing Arts / Practical Arts (including Career Technical Education)	15 »	10 ‡	10 ‡
Physical Education (includes 2.5 credit health requirement)	25/20 Δ		
Health Education	0/5 Δ		
(g) Electives (approved College Prep)	70	10	10
Community Service (hours)	20		
TOTAL CREDITS REQUIRED	230		

» Minimum of 5 credits each from each Visual, Performing, and Practical Arts

+10 One additional year is recommended in Mathematics for both UC and CSU, and in the same Foreign Language for UC

† Specifics of courses vary from UC to CSU

‡ UC and CSU accept only Visual and Performing Arts

Δ Requirements change commencing with the graduating class of 2027

At this time Santa Clara Unified School District offers the following Career Technology Education courses that qualify toward the UC/CSU “(a)-(g)” requirements:

Computer Animation..... (f)	Business Management & Leadership.....(g)
ROP Photography..... (f)	Fashion Design & Marketing I & II(g)
Computer Graphic Design..... (f)	Culinary Arts 1(g)
Building & Construction Trades(c)	Culinary Arts 2 (f)
Bio Technology 1, 2, 3 & 4.....(d)	Exploring Computer Science.....(g)
Empowering Entrepreneurs(g)	AP Computer Science Principles.....(d)

Computer Science A(g)	AP Seminar(g)
ROP Video Production(f)	AP Seminar – Business(g)
ROP IT Essentials(g)	AP Research(g)
Cybersecurity(g)	AVID 1, 2, 3 & 4(g)
Internet Engineering 1 & 2(g)	

[BP/AR 6146.1; EC 35186, 48412, 48430, 49701, 51225.3, 51225.5, 51228, 51240-51246, 51410-51412, 51420-51427; 5 CCR 1600-1651]

Definition of Career Technical Education

A program of study that involves 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. More information is available about Career Technical Education at California Department of Education, www.cde.ca.gov/ci/ct/. [EC 48980, 51229]

Homework

The Governing Board recognizes that homework contributes toward building life-long learning habits. Appropriate homework reinforces and extends classroom learning.

The Superintendent or designee shall ensure that administrators and teachers develop and implement an effective homework plan at each school site. As needed, teachers may receive training in designing relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives.

Insofar as possible, parents/guardians shall be a contributing resource.

To further support students’ homework efforts, the Superintendent or designee may establish opportunities where students can receive encouragement and clarification about homework assignments. The Board encourages the Superintendent or designee to design class and transportation schedules that will enable students to make use of homework support services. [BP 6154]

Guidelines for Assigning Homework

- Teachers should assign reasonable amounts of homework in relation to the age and ability of the students, the requirements of the class, and the purpose of the assignment. Long-term assignments should have intermediate checks by the teacher. In addition to the minimum 20 minutes of reading, the following guidelines are suggested and based on students developing regular practice to reinforce classroom learning.
 - Kindergarten No more than 10 minutes / 2 days per week
 - Grade 1 10-20 minutes per day / 2-3 days per week
 - Grade 2 10-20 minutes per day / 3-4 days per week
 - Grade 3 15-25 minutes per day / 3-4 days per week
 - Grade 4 30-40 minutes per day / 4 days per week
 - Grade 5 30-50 minutes per day / 4 days per week
 - Grade 6-8 30-60 total minutes per day / 4-5 days per week
 - Grade 9-12 8-10 total hours per week
 - AP/Honors Classes expect more than guidelines suggest
- The school principal or designee shall be responsible for coordinating the school’s homework practices so that assignments are balanced with respect to amounts given in any one day and in any particular subject area. [AR 6154]

Guidelines for Formulating Homework

1. Appropriate homework assignments include practice or enrichment activities, research or individual study projects, reading in preparation for class, and review for unit tests and examinations. Principals and teachers will work collaboratively so that every reasonable attempt will be made to balance the number of papers, assessments and projects that are due on any given day.
2. Homework should be based on a student's needs, abilities, individual skills and/or interests.
3. Homework guidelines should be clearly communicated to students and parents/guardians. [AR 6154]

Guidelines for Evaluation of Homework

1. Written homework shall be evaluated for accuracy and/or completeness across inter-disciplinary lines, and that evaluation shall be included in the grading process.
2. Other types of homework, such as reading, reviewing for tests and examinations, and other home learning experiences, should be acknowledged and/or reviewed and should serve to enhance student achievement in class.
3. All students are encouraged to read a minimum of 20 minutes per day beyond assigned homework. [AR 6154]

Makeup Work

Students who miss school work because of an excused absence or tardy shall be given the opportunity to complete all assignments and tests. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time. [BP 6154; EC 48205]

Students who miss school work because of unexcused absences shall be given the opportunity to make up missed work. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure. [BP 6154]

The teacher of any class from which a student is suspended may require the student complete any to assignments and tests missed during the suspension. [BP 6154; EC 48913]

Physical Education Requirement

Every student is required to take physical education unless legally exempt under Education Code 51241 or 51246. When there is legitimate reason for a student to be excused from physical education for three days or less, the parent should send a note with the student to the health office. Anytime an excuse exceeds three days, a form must be completed and signed by a physician. The doctor should complete and sign the form, and specify what the child is allowed/able to do in her/his physical education class. [EC 51222]

LOCAL CONTROL ACCOUNTABILITY PLAN AND LOCAL CONTROL FUNDING FORMULA

The Local Control Accountability Plan (LCAP) is the 3-year guiding document that focuses on goals and actions based on needs that the district identifies. The plan describes the overall vision for students, annual goals, actions to achieve the goals and how the district's budget will help achieve the goals. Districts are required to obtain feedback on the plan from parents, students, staff, and the community. Anyone can comment to the Board of Trustees regarding LCAP proposals or expenditures either by submitting comments in writing or at a public hearing held by the Board of Trustees for that purpose. An annual review and update of the plan is required. [EC 305, 52060, 52062, 52066; ne]

The LCAP must focus on eight areas identified as State priorities:

- | | | |
|--------------------------------------|----------------------|-------------------------|
| 1. Basic Services | 4. Pupil Achievement | 7. Course Access |
| 2. Implementation of State Standards | 5. Pupil Engagement | 8. Other Pupil Outcomes |
| 3. Parental Involvement | 6. School Climate | |

The LCFF is California's school finance system. To most districts, it provides a uniform base grant per student plus additional funding for students with greater educational need including foster youth, homeless, low income and English learners. Because Santa Clara Unified is considered a basic aid or community funded district, where property tax revenue exceeds the state funding, we do not receive LCFF funding allotments but are still held to the same accountability measures. More information about the LCFF is available at www.cde.ca.gov/fq/aa/lc/.

NOTICE OF NON-DISCRIMINATION [BP 0410; BP/AR 4030; BP/AR 5145.3]

For Students

In accordance with the regulations of the U.S. Department of Health and Human Services and Education and Titles VI, VII and IX, Section 504, and the Americans with Disabilities Act, the Governing Board is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, intimidation, harassment (including sexual harassment), or bullying, based on race, color, actual or perceived ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy status, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a 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. This policy applies to students of the district. The lack of English language skills will not be a barrier to admission and participation in the district's program.

For questions or complaints, contact:

Lise Strom, Equity Compliance Officer /
Title IX Coordinator
Santa Clara Unified School District
1889 Lawrence Road, Santa Clara, CA 95051
(408) 423-2000
UCP@scusd.net / title9@scusd.net

Lisette Moore-Guerra, Section 504 Coordinator
Santa Clara Unified School District
1840 Benton Street, Santa Clara, CA 95050
(408) 423-3682
lmooreguerra@scusd.net

For Employees

Santa Clara Unified School District does not discriminate on the basis of race, color, national origin, sex (including sexual orientation, gender identity, or gender expression), mental or physical disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected characteristic identified in California Education Code 200 and 220, California Penal Code §422.55, and California Government Code 11135 (for students) and pursuant to Title VI [42 USC 2000d et seq.] and Section 504 (29 USC 701 et seq.) (for employees). This policy applies to employees and prospective employees of the district.

For questions or complaints, contact:

Jose Gonzalez, Ed.D., Assistant Superintendent, Human Resources
1889 Lawrence Road, Santa Clara, CA 95051
(408) 423-2014
jvgonzalez@scusd.net

► Student Immigrant and Religious Rights

All school age children must be admitted to California Public Schools and be offered all programs accessible to other students. School districts cannot ask about a student's immigrant or religious status. The state Attorney General has information about "know your educational rights" (see Appendix B in this booklet). Immigrant students are still considered residents of their current school district even if parents are deported or are being held in custody. [EC 200, 220, 234.1; ne]

NUTRITION SERVICES

Who We Are

- Serve over 11,000 meals per day
- We offer 50% of meals made from scratch at all of our middle and high schools Serve fruits and vegetables from our SCUSD farm
- Buy local food whenever possible
- Our food has no trans fats, no high fructose corn syrup, no rBST, no artificial color or flavors when possible
- Salad bar with fresh fruits and vegetables at every school, every day – Many days our salad bar contains fruits and/or vegetables from the SCUSD Farm
- Vegetarian choices every day
- We have three Chefs that oversee all of our kitchens

Cafeteria Processes

- Universal Meals allows us to offer all students a breakfast and lunch at no cost
- Applications for free or reduced meals are still important for school funding and to qualify for other low cost resources for your family
- Applications can be found online at www.schoolcafe.com, or in the school office
- Payments for adult meals can be made online at www.schoolcafe.com. There is a small convenience fee. No payments are accepted in the cafeteria
- Schoolcafe can be used to monitor your student's meal activity, make payments and apply for free meals
- All students have a meal account beginning the first day of school
- Students will identify themselves by typing in their student ID, using biometric finger scanning or by using a student id card provided by the school.
- Menus and nutrition can also be found on our website
- If your student has a food allergy, please fill out an accommodation form which can be found on our website www.scusdnutrition.net

► Free and Reduced Price Meals

Your child is eligible to receive free meals due to California's Free Meals for All program. Even though meals are free, meal applications are still required by California. These applications also help the District receive funding. Information regarding eligibility criteria can be found in the following section. New applications must be filled out each school year. Applications for free and reduced price meals can be found by selecting Nutrition Services website: www.scusdnutrition.net. follow the free/reduced meal application link. Paper applications are available

in the school offices. For questions, contact the Nutrition Services Department, 1889 Lawrence Road, Santa Clara, CA 95050, (408) 423-2077 or nutritionservices@scusd.net. [EC 49510-49520, 49558; 42 USC 1761(a); ne]

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

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

Income Eligibility Guidelines for Free and Reduced-Price Meals or Free Milk in Child Nutrition Programs

Effective July 1, 2023, through June 30, 2024, participants from households with incomes at or below the following levels may be eligible for free or reduced-price meals or free milk.

Note: The new income calculations are based on annual figures and the following formulas: Monthly = annual income divided by 12; Twice Per Month = annual income divided by 24; Every Two Weeks = annual income divided by 26; and Weekly = annual income divided by 52. All dollar amounts are rounded up to the next whole dollar.

Free Eligibility Scale Meals, Snacks, and Milk				July 1, 2023 – June 30, 2024			Reduced-Price Eligibility Scale Meals, Snacks, and Milk			
Annual	Monthly	Twice per Month	Every 2 Weeks	Weekly	Household Size	Annual	Monthly	Twice per Month	Every 2 Weeks	Weekly
\$18,954	\$1,580	\$790	\$729	\$365	1	\$26,973	\$2,248	\$1,124	\$1,038	\$519
\$25,636	\$2,137	\$1,069	\$986	\$493	2	\$36,482	\$3,041	\$1,521	\$1,404	\$702
\$32,318	\$2,694	\$1,347	\$1,243	\$622	3	\$45,991	\$3,833	\$1,917	\$1,769	\$885
\$39,000	\$3,250	\$1,625	\$1,500	\$750	4	\$55,500	\$4,625	\$2,313	\$2,135	\$1,068
\$45,682	\$3,807	\$1,904	\$1,757	\$879	5	\$65,009	\$5,418	\$2,709	\$2,501	\$1,251
\$52,364	\$4,364	\$2,182	\$2,014	\$1,007	6	\$74,518	\$6,210	\$3,105	\$2,867	\$1,434
\$59,046	\$4,921	\$2,461	\$2,271	\$1,136	7	\$84,027	\$7,003	\$3,502	\$3,232	\$1,616
\$65,728	\$5,478	\$2,739	\$2,528	\$1,264	8	\$93,536	\$7,795	\$3,898	\$3,598	\$1,799
\$6,682	\$557	\$279	\$257	\$129	For each additional family member, add:	\$9,509	\$793	\$397	\$366	\$183

Household is synonymous with family and means a group of related or unrelated individuals who are not residents of an institution or boarding house, but who are living as one economic unit sharing housing and all significant income and expenses. This scale does not apply to households that receive CalFresh (formerly Food

Stamps), Kinship Guardianship Assistance Payment (Kin-Gap), Food Distribution Program on Indian Reservations (FDPIR) benefits, or children who are recipients of California Work Opportunity and Responsibility to Kids Program (CalWORKs). Those children are automatically eligible for free meal benefits.

In the Adult Care Component of the Child and Adult Care Food Program, a household includes the adult participant and, if residing with the participant, the spouse as well as any persons who are economically dependent on the adult participant. This scale does not apply to members of CalFresh (formerly Food Stamps) households, or recipients of Supplemental Security Income, Medicaid/Medi-Cal, or FDPIR benefits. Those participants are automatically eligible for free meals. Questions: Nutrition Services Division at 800-952-5609

PARENT AND GUARDIAN RIGHTS AND RESPONSIBILITIES

Santa Clara Unified School District recognizes the important role parents and guardians play in the life of a child. The District goal is to work with parents and guardians to provide the best learning opportunities for students. The California Education Code (Section 48980) requires a school district to notify parents and guardians, yearly, of the rights and responsibilities. [BP 5145.6; EC 48980]

Family Involvement

In a democracy, parents and guardians are encouraged and welcomed to become involved in the formal education of their children enrolled in public schools. This early and consistent parental involvement helps children to do well academically. When this involvement is combined with a partnership between home and school, the student, the school and the community benefit.

Parents and guardians of enrolled students have the right to be included in the educational process and to have access to the system on behalf of their children. These rights are outlined in Chapter 864, Statutes of 1998 and Education Code Section 51101 as follows:

1. **Classroom Observing:** Parents have the right to visit their child's classroom to observe activities. The time and date of the visitation must be arranged in advance with the school.
2. **Teacher Conferencing:** Parents have the right to request a conference with their child's teacher(s) or the principal. Parents should contact the school to schedule a date and time convenient to all participants.
3. **Volunteering:** Parents have the right to volunteer their time and resources for the improvement of school facilities and programs. Parents should contact the school to determine the terms and conditions of this service.
4. **Student Attendance:** Parents have the right to be notified in a timely manner if their child is absent from school without permission.
5. **Student Testing:** Parents have the right to be notified of their child's performance on standardized and statewide tests and the school's ranking on these tests. (Under other state law, parents may request that their child not participate in the statewide tests.)
6. **School Selection:** Parents have the right to request that their child be enrolled in any school in the district. The district is not compelled to grant the request.
7. **Safe School Environment:** Parents have the right and are entitled to the assurance of a safe and supportive learning environment for their child.
8. **Curriculum Materials:** Parents have the right to examine the curriculum materials of the class or classes in which their child is enrolled.
9. **Student Academic Progress:** Parents have the right to be informed of their child's academic progress in school and of the persons to contact if they wish more information or assistance with their child.

10. **Student Records:** Parents have the right to access their child's records and to question anything they feel is inaccurate or misleading or an invasion of privacy. Parents have the right to a timely response from the school district about their questions.
11. **Standards:** Parents have the right to receive information regarding the academic standards their child is expected to meet.
12. **Councils and Committees:** Parents have the right to participate as a member of a parent advisory committee, school-site council, or site-based management leadership team in accordance with established rules and regulations for membership. Parents also have the right to attend at least two meetings per year scheduled by the school to get information on school issues and activities.
13. **Parent Involvement:** Parents and guardians have the right and should be given the opportunity to work in a mutually supportive and respectful partnership with the school to help their child succeed. The governing board of each school district shall adopt a jointly created policy that outlines how parents and guardians, school staff and students may share the responsibility for the intellectual, physical, emotional, social development and well-being of their students.

This policy shall include, but is not limited to:

- a. How parents/guardians and the school will help students to achieve academic and other standards.
- b. How the school will provide high-quality curriculum and instruction in a supportive learning environment to all students enrolled.
- c. What parents and guardians can do to support their child's learning environment, including but not limited to:
 - Monitoring school attendance
 - Monitoring homework completion
 - Encouraging participation in extracurricular activities
 - Monitoring/regulating television viewing
 - Planning and participating in activities at home supportive of classroom activities
 - Volunteering at school
 - Participating in decision-making processes at school

This section may not be construed so as to authorize a school to inform a parent or guardian . . . or to permit participation by a parent or guardian in the education of a child, if it conflicts with a valid restraining order, protective order or order for custody or visitation issued by a court of competent jurisdiction." [EC 51101]

14. **College Preparatory Requirements:** In addition to the rights described in Education Code Sections 51100-51102, students and parents and guardians have the right to be informed of college entrance requirements. It is critically important to know how to assist those students who choose to pursue a college education. Students, parents and guardians need to know the series of college preparatory classes to take in high school. The minimum requirements vary, depending on the selected college or university.

Parents Can Help Prevent Violence in Schools

We are committed to keeping our schools safe and getting help for students who show signs of becoming violent. To do this, we need your cooperation. Here are some suggestions from the National Parent Teacher Association (PTA), experts in school violence, and other parents. Please read the list of suggestions carefully (see Appendix A on page 84) and contact your school's principal if you have questions.

1. Talk to Your Children

Keeping the lines of communication open with your children and teens is an important step to keeping involved in their schoolwork, friends, and activities. Ask open-ended questions and use phrases such as “tell me more” and “what do you think?” Phrases like these show your children that you are listening and that you want to hear more about their opinions, ideas, and how they view the world. Start important discussions with your children – about violence, smoking, drugs, sex, drinking, death – even if the topics are difficult or embarrassing. Help your child understand the importance of accepting individual and cultural differences. Talk to your child about violence he or she sees on television and videogames. Help your child understand the consequences of violence. Don’t wait for your children or teens to come to you.

2. Set Clear Rules and Limits for Your Children

Children need clearly defined rules and limits set for them so that they know what is expected of them and the consequences for not complying. When setting family rules and limits, be sure children understand the purpose behind the rules and be consistent in enforcing them. This lets your child know that you are keeping them safe and that you care about them.

Discipline is more effective if children have been involved in establishing the rules and, oftentimes, in deciding the consequences. Remember to be fair and flexible—as your children grow older, they become ready for expanded rights and changes in rules and limits. Show your children through your actions how to adhere to rules and regulations, be responsible, have empathy toward others, control anger, and manage stress.

3. Monitor Use of Media and Devices

Children need help navigating use of the internet, video games, and social media. The American Academy of Pediatrics recommends for children ages 6 and older, to place consistent limits on the time spent using media, and the types of media, while making sure media does not take the place of adequate sleep, physical activity and other behaviors essential to health. Designate media-free times together, such as dinner time. Create media-free zones in your home, such as bedrooms. Have ongoing communication about online citizenship and safety, including treating other with respect online and offline.

4. Know the Warning Signs

Knowing what’s typical behavior for your son or daughter can help you recognize even small changes in behavior and give you an early warning that something is troubling your child. Sudden changes—from subtle to dramatic—should alert parents to potential problems. These could include withdrawal from friends, decline in grades, abruptly quitting sports or clubs the child had previously enjoyed, sleep disruptions, eating problems, evasiveness, lying, and chronic physical complaints (stomachache or headaches), addiction to video games and media, fascination with weapons, threats of violence, use of drugs and alcohol, risk taking behaviors, appearing SAD (sullen, angry, depressed), experiences of rejection and humiliation.

5. Don’t Be Afraid to Parent; Know When to Intervene

Parents need to step in and intervene when children exhibit behavior or attitudes that could potentially harm them or others. If you are concerned about your child, you don’t have to deal with problems alone—the most effective interventions have parent, school, and health professionals working together to provide ongoing monitoring and support. Reach out to your school administrator or guidance counselor if you need help.

6. Stay Involved in Your Child’s School

Show your children you believe education is important and that you want your children to do their best in school by being involved in their education. Get to know your child’s teachers and help them get to know you and your child. Communicate with your child’s teachers throughout the school year, not just when problems arise. Stay informed of school events, class projects, and homework assignments. Attend all parent orientation activities and

parent-teacher conferences. Volunteer to assist with school functions and join your local PTA. Help your children seek a balance between schoolwork and outside activities. Parents also need to support school rules and goals.

7. Join Your PTA or a Violence Prevention Coalition

According to the National Crime Prevention Council, the crime rate can decrease by as much as 30 percent when a violence prevention initiative is a community-wide effort. All parents, students, school staff, and members of the community need to be a part of creating safe school environments for our children. Many PTAs and other school-based groups are working to identify the problems and causes of school violence and possible solutions for violence prevention.

8. Help to Organize a Community Violence Prevention Forum

Parents, school officials, and community members working together can be the most effective way to prevent violence in our schools.

9. Help Develop a School Violence Prevention and Response Plan

School communities that have violence prevention plans and crisis management teams in place are more prepared to identify and avert potential problems and to know what to do when a crisis happens. The most effective violence prevention and response plans are developed in cooperation with school and health officials, parents, and community members. These plans include descriptions of school safety policies, early warning signs, intervention strategies, emergency response plans, and post-crisis.

10. Work to Influence Lawmakers

Writing an editorial for the local newspaper, holding a petition drive, speaking before a Board of Trustees meeting, or sending a letter to your legislator can be effective ways to voice your opinion and gain support from decision makers for violence prevention programs in your community. Working with other concerned parents, teachers, and community members, you can influence local, state and even federal decisions that affect the education, safety, and well-being of our children.

Parent Request for Teacher Professional Qualifications

Parents shall be notified that they have a right to request and receive information regarding the professional qualifications of their children's classroom teachers, including:

- Whether the teacher has met state qualifying and licensing criteria to teach for the grade levels and subject areas taught by the teacher.
- Whether the teacher is teaching under an emergency permit or other provisional status through which the license criteria have been waived.
- The teacher's BA/BS degree major and whether he or she holds any other graduate certificate or degree and the field of discipline of the certificate or degree.
- Whether the child is provided service by a paraprofessional, if so, the paraprofessional's qualifications. [ESEA; 20 USC 6311; 34 CFR 200.48, 200.61]

PUPIL RECORDS

You and your children over 18 have the right to review, get copies, and inspect their school records. Sharing of pupil records must conform to federal laws and in some cases must be approved by the State Committee for Protection of Human Subjects. The records include transcripts, discipline letters, commendations, attendance, and health information. The records are maintained at the school sites by the Principal or designee. There is someone to help interpret the material. You may have copies made for ten cents (10¢) per page. If you cannot afford the cost of copies, they will be provided free of charge. The records can be changed to reflect a legal

change of name and/or gender of a student or a former student with proper documentation. You also have the right to file a written request with the superintendent challenging the records if you think there is an inaccuracy, unsubstantiated conclusion or inference, a conclusion outside the observer's expertise, a comment not based on personal observation with time and date noted, misleading information, or a violation of privacy rights. You can file a complaint about how your request was handled with the district or with United States Department of Education. You will meet with the superintendent or designee within 30 days. If your challenge is sustained, the changes will be made. If not, you can appeal to the Board of Trustees, which has final authority. If you still have a different view, your view can be included in the student's record. [EC 8484.1, 49060, 49062.5, 49063, 49068, 49069.3, 49070-49079.7, 51101, 56043, 56504; CC 1798.24(t); FERPA; 20 USC 1232(g); 34 CFR Part 99; ne]

Student Records

The "Family Educational Rights and Privacy Act of 1974" (FERPA) requires the parents, legal guardians and eligible 18 year-old students to have the right to inspect and review any and all official records, files and data directly related to the student. These include the cumulative record folder, specifically including, but not necessarily limited to, identifying data, academic scores on standardized and psychological tests, interest inventory results, health data, family background information, teacher or counselor rating and observations and verified reports of serious or recurrent behavior patterns. Complaints may be filed with the following office that administers FERPA:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4605

Student Data from Social Media Websites

School Districts may now adopt a plan to gather student information from social media websites. The Governing Board has not adopted such a plan, but may consider it in the future. The information would pertain only to student or school safety, and must be destroyed within one year of the student leaving the district or turning 18. [EC 49073.6]

Inspection of Records

Parents and eligible students have the right to inspect and review the student's education records within 5 days of the day the school receives a written request that identifies the record(s) they wish to inspect. The principal or guardian of records will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. [EC 49069]

Maintenance of Records

A record shall be maintained for each pupil which lists all persons or organizations requesting or receiving information from said record. Requests for access to the records should be directed to the school principal. [EC 49064]

Request to Amend Student Educational Record

Following inspection and review of a pupil's records, the parent or eligible student may file a request to remove any information which the parent alleges to be inaccurate, misleading or inappropriate. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. [EC 49070]

Hearing of Request to Amend Student Educational Record

A district superintendent or governing board may convene a hearing panel to analyze the parental or student request for the amendment of pupil related information provided that the parent has given written consent for release of said information. [EC 49071]

Parent's Statement Regarding Disciplinary Action

Whenever information concerning any disciplinary action is included in a pupil's record, the school district shall allow the pupil's parent to include a written statement or response concerning the disciplinary action. [EC 49072]

Release of Records

A school district may permit access to pupil records to any person for whom the parent of the pupil has executed written consent specifying the records to be released; and identifying the party to whom the records may be released. The recipient must be notified that the transmission of information to others is prohibited. The consent notice shall be permanently kept with the pupil's record file. [EC 49075]

Access Without Written Consent

School officials with legitimate educational interests, schools of intended enrollment, specified federal and state educational administrators and those who provide financial aid are entitled access to pupil records without parental consent pursuant to court order. 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 Board of Trustees; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary 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. [EC 49076-49078]

Santa Clara Unified School District is participating with the California Longitudinal Pupil Achievement Data System (CALPADS) Program in the electronic transfer of student data for state reporting to the California Department of education and to districts and/or public post-secondary institutions to which the student is transferring or applying for admission. All data maintained by the CALPADS Program is in compliance with federal and state privacy and confidentiality requirements. Student information is encoded such that no personally identifiable information is retained by CALPADS. Parents have the right to inspect student information maintained by the CALPADS Program. Contact your school principal to initiate this procedure.

Compliance with Court Order

The school shall furnish information in compliance with a court order and notify the parent and student in advance of this action. [EC 49077]

Release of Directory Information

Directory information, which includes the following items: student's name, address, telephone number, email address, date of birth, field of study, participation in 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 may be released according to local policy. Directory information does not include citizenship status, immigration status, place of birth, or any other information indicating nationality. The superintendent or designee may authorize the release of student directory information to representatives of the news media, prospective employers or non-profit organizations as provided by law.

The Superintendent or designee may limit or deny the release of specific categories of directory information to any public or private nonprofit organization based on his/her determination of the best interests of district students. [EC 49073]

Military services representatives shall have access to directory information. You may have the district withhold any of this information by submitting a request in writing at the beginning of the school year. You may have the district withhold any of this information by submitting a request in writing by August 12, 2023. Written notification received after the date specified will be honored, but the student's information may have been released in the interim. In the case of students with exceptional needs or who are homeless, no material can be released without parent or guardian consent. [BP 5125.1; EC 49061(c), 49070, 49073(c), 56515; FERPA; ESEA; 42 USC 11434a(2); ne]

Release of Directory Information to Military and Colleges

Colleges and prospective employers, including military recruiters, shall have access to directory information. Military recruiters shall have access to a student's name, address, and telephone number, unless the parent/guardian has specified that the information not be released in accordance with law and administrative regulation. This form can be found in Appendix C of this handbook. [BP 5125.1; EC 49603(l); 10 USC 503; 20 USC 7908]

Release of Statistical Data

A school district may release statistical data when such action would be in the best educational interests of the pupils and provided that no pupil may be identified. [EC 49074]

Surveys Regarding Personal Beliefs and Practices

The Protection of Pupil Rights Amendment (PPRA) affords parents of minor children and students who are 18 or emancipated minors ("eligible students") certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams.

1. Students' parents/guardians shall provide prior written consent before students are required to participate in a survey inquiring about one or more of the following:
 - a) Political affiliations or beliefs of the students or their families
 - b) Mental or psychological problems of students or their families
 - c) Sexual behavior or attitudes or personal beliefs and practices in family life or morality
 - d) Illegal, anti-social, self-incriminating, or demeaning behavior
 - e) Critical appraisals of other individuals with whom students have close family relationships
 - f) Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, or ministers
 - g) Religious practices, affiliations or beliefs of students or their families
 - h) Income, except to the extent that income is required to be disclosed by law for participation in a program or for receiving financial assistance under such a program
2. Notwithstanding the above requirements, the district may administer to students in grades 7-12 anonymous, voluntary, and confidential research and evaluation tools to measure student health risks and behaviors, including tests and surveys about student attitudes or practices related to sex as long as parents/guardians are provided written notice and given an opportunity to request, in writing, that their child not participate. [EC 51938]

If a student participates in a survey requesting information about beliefs and practices as identified above, school officials and staff members shall not request or disclose the student's identity.

Health Examinations:

Authorized school officials may administer to any student any physical examination or screening permitted under California law. However, no student shall be subjected to a nonemergency, invasive physical examination without prior written notice to their parent/guardian. [20 USC 1232h]

Invasive physical examination means any medical examination that involves the exposure of private body parts or any act during such examination that includes incision, vision, or scoliosis screening. [20 USC 1232h]

- a) Any other protected information survey, regardless of funding
 - b) Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision or scoliosis screenings, or any physical exam or screening permitted or required under State law and
 - c) Activities involving collection, disclosure, for use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others
3. A parent/guardian shall have the right to inspect upon request:
- a) Instruments used to collect personal information from students for marketing or sales, or about beliefs and practices.
 - b) Instructional material used as part of the educational curriculum
 - c) No student shall be penalized for the student's parent/guardian's exercise of any of the rights stated above

Parents/eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

[BP/AR 5022; 51513, 60614, 51938; 60615; PPRA; 34 CFR 98; ESEA]

Transfer of Records

Whenever a pupil transfers from one school district to another or to private school, the pupil's permanent record or a copy shall be transferred by the former district or private school upon request from the district or private school where the pupil intends to enroll. Any school district requesting such a transfer of a record shall notify the parent of his right to receive a copy of the record and a right to a hearing to challenge the content of the record. [EC 49068]

For a smoother transition, through a relationship established with the Department of Defense and the California Department of Education, the district has established guidelines for transferring credits and meeting graduation requirements of students from military families. [EC 51250]

SAFE PLACE TO LEARN

It is State and District policy to improve student safety, connections between students and supportive adults, and connections between schools and communities. These policies prohibit discrimination, harassment, intimidation, and bullying at all school sites or at any school sponsored activity. School site staff trained in anti-bias shall be made known to students. When safe to do so, District employees must intervene immediately when they see discrimination, harassment, intimidation or bullying. Certificated staff in grades 7-12 grades get information about helping LGBTQIA+ students. Information about district programs and services and links to community and statewide resources related to: suicide prevention; sex

discrimination including Title IX information; hate violence; sexual harassment including the District's Policy (also included in this booklet); harassment, intimidation, bullying; and cyber-bullying including social-media bullying are available on the district's website at www.santaclaraschools.org and online at www.cde.ca.gov, www.wested.org/project/california-healthy-kids-survey-chks/.

The District Uniform Complaint Procedure may be used to file a complaint. Contact the District Complaint Officer(s) listed on page 9 for assistance. [EC 200, 215, 220, 221.6, 221.61, 221.8, 230, 231.5, 233, 234, 234.1, 234.4, 234.5, 234.6, 51101, 66250, 66260.6, 66270; PC 422.55, 422.6; 5 CCR 4900; BP 5131, 5131.2, 5145.3, 5145.7]

Child Abuse

All school personnel are legally required to immediately report cases of suspected or actual child abuse to a Children's Protective Service Agent (408) 299-2071. Failure to report is a misdemeanor punishable by imprisonment not to exceed six months, or a fine not to exceed \$1,000.00, or both. A parent or guardian of a child has a right to file a complaint against a school district employee or other person that they suspect has engaged in child abuse while at a school site. To ensure that an appropriate investigation takes place, the parent or guardian must first notify the site administrator and then must file a verbal or written complaint with the local child protective agency and school district. [PC 11166]

Civility

The Governing Board recognizes the impact that civility has on the effective operation of the district, including its role in creating a safe and positive school climate and enabling a focus on student well-being, learning, and achievement. The Board believes that each person should be treated with dignity and respect in their interactions within the school community.

This policy is intended to promote mutual respect, civility and orderly conduct among district employees, parents and the public. This policy is not intended to deprive any person of his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe harassment-free workplace for our students and staff. In the interest of presenting district employees as positive role models to the children of this district, as well as the community, SCUSD encourages positive communication and discourages volatile, hostile or aggressive actions. This district seeks public cooperation with this endeavor.

The Board understands that the First Amendment provides strong protection for speech. However, the Board expects that all speech and expression will comport with norms of civil behavior on district grounds, in district facilities, during district activities or events, and in the use of district electronic/digital systems and platforms.

Civil behavior is polite, courteous, and reasonable behavior which is respectful to others and includes integrity, honesty, acceptance, timeliness, dependability, observance of laws and rules, and effective communication.

The Board and district staff shall model civil behavior as an example of behavior that is expected throughout the district. Practices that promote civil behavior include actively listening, giving full attention to the speaker, and refraining from interruptions; welcoming and encouraging participation, input, and feedback through stakeholder engagement; promptly responding to concerns; and embracing varying and diverse viewpoints. Such practices may be incorporated into governance standards adopted by the Board or Superintendent and/or professional standards or codes of conduct for employees as specified in district policies and regulations.

Students, staff, parents/guardians, and community members should be educated in the recognition, development, and demonstration of civil behavior. The Superintendent or designee may incorporate related concepts in the curriculum, provide staff development activities, and/or communicate this policy to the school community.

Students, staff, parents/guardians, and community members shall not communicate or behave in a manner that causes disruption; hinders the orderly conduct of district operations, the educational program, or any other district program or activity; or creates an unsafe learning or working environment. The Superintendent or

designee may respond to disruptive, violent, or threatening behavior in accordance with law and as specified in BP/AR 3515.2 – Disruptions.

Behavior by students or staff that is discriminatory, harassing, or intimidating, including sexual harassment, bullying, and/or hate violence, or behavior that is in any other way unlawful, is prohibited and is subject to discipline in accordance with law and as specified in district policy and regulations. [BP 1313 November 2022; EC 200-264, 32210, 32211, 32212, 32280-32289.5, 35181, 35291-35291.5, 44050, 44807, 44810, 44811, 48900-48926, 48907, 48950, 49330-49335; CC 51.7; GC 54954.3, 54957.9; PC 243.5, 415.5, 422.55, 422.6, 626-626.11, 627-627.10, 653.2, 653b; CA Constitution Article 1, Section 2; CA Constitution Article 1, Section 28(c); US Constitution Amendment 1]

Equal Opportunity

Equal opportunities for all sexes in all educational programs and activities run by the District is a commitment made by the District to all students. Inquiries on all matters, including complaints, regarding the implementation of Title IX in the District may be referred to the Title IX Coordinator listed on page 9 of this booklet and on the district's website www.santaclarausd.org/knowyourrights. [Title IX]

Harmful Substances

Asbestos-Containing Material Management Plan

The district is required to develop and update an asbestos management plans for each school site and maintain them in the administrative office for review and inspection upon request. [40 CFR 763.93; ne]

The Environmental Protection Agency's (EPA) Asbestos Hazard Emergency Response Act (AHERA) regulations require public school districts to:

- Perform inspections to determine whether asbestos-containing materials (ACM) are present and then inspect asbestos-containing material in each school every 6 months, and perform a triennial re-inspection every 3 years, and/or every time a response action is taken within the school
- Provide yearly notification to parent, teacher, and employee groups on availability of the school's asbestos management plan and any asbestos-related actions taken or planned in the school
- Designate a contact person to ensure the responsibilities of the district are properly implemented
- Ensure that trained and licensed professionals perform inspections and take response actions
- Develop, maintain, and update an asbestos management plan and keep a copy at the school

The Santa Clara Unified School District has a continuing periodic surveillance and maintenance program to ensure that asbestos containing material (ACM) does not become hazardous. A copy of the most current Asbestos Management Plan is available at each school administration office. The documents are public and are available for review. Additional questions should be directed to the District Business Office; Facilities Department at (408) 423-2056.

Lead Poison

The district website has information about lead poisoning, including risks and effects of childhood lead exposure; blood lead screening tests for children enrolled in Medi-Cal; recommendations for children not enrolled in Medi-Cal who are at high risk of lead exposure and blood lead screening tests as required. The district will handout information to parents of district childcare or preschool programs. [HSC 105286]

Pesticide and Herbicide Use

The district is providing parents the name of all pesticide products expected to be applied at school facilities this school year. The identification includes the name and active ingredients. Only fully certified pesticides can be

used on school grounds. The school’s Integrated Pest Management Plan (IPM) is updated by January 1 each year. The IPM, pesticide names and active ingredients, and application dates are posted on the school and/or district website at www.santaclarausd.org/pesticides.

Parents and guardians may register with the school or district if they wish to receive notification of pesticide applications at a particular school or facility. Notice of an application and written notice of unlisted pesticide use will be given 72 hours in advance. For an emergency application, 72 hours notice will be the goal. Each area of the school where pesticide is being used will be identified by a posted warning 24 hours before (or upon application, if an emergency) through 72 hours after use. Further information is available from the California Department of Pesticide Regulation, P.O. Box 4015, Sacramento, CA 95812-4015, www.cdpr.ca.gov. [EC 17610.1, 17612, 48980; FAC 13184]

This school district expects the following pesticides (pesticide products and active ingredients) to be applied during the year. (This includes pesticides that will be applied by school district staff or licensed pest control businesses).

Product Name	Active Ingredient(s)	Product Name	Active Ingredient(s)
Arena 0.25	Clothianidin	Reward	Diquat Dibromide
Barricade	Prodiamine	Sluggo	Iron Phosphate
Broadstar Herbicide . . .	Flumioxazin	Shortstop	Paclobutrazol
Cheetah Pro	Glufosinate-Ammonium	Turflon Ester	Triclopyr Butoxyethyl Ester
Dimension	Dithiopyr	Ultra Herbicide	Triclopyr Butoxyethyl Ester
Merit	Imidacloprid		

 **Megan’s Law Procedures**

In order to protect students while they are traveling to and from school, attending school or at a school-related activity, the Governing Board believes it is important that the district respond appropriately when a law enforcement agency contacts the district about registered sex offenders who may reside or work within district boundaries. [BP 3515.5]

To maintain consistent procedures for responding to Megan’s Law disclosures, the district will have a designee responsible for communication with law enforcement agencies. When notice is received from a law enforcement agency regarding a registered sex offender, the designee shall facilitate the process of informing the appropriate schools, personnel, and parent communities about the notice. The designee can also assist concerned parents with questions about Megan’s Law.

It is important that parents are aware of their ability to directly contact their law enforcement agency with concerns about suspected sex offenders. Law enforcement agencies maintain information about registered sex offenders in their communities and have procedures for allowing public access to this information. The current district designee is:

Rob Griffin, Coordinator of Student Services
Santa Clara Unified School District
1840 Benton Street , Santa Clara, CA 95051
(408) 423-3683

 **Nondiscrimination / Harassment [BP 5145.3]**

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

The Governing Board desires to provide a safe school environment that allows all students equal access to and opportunities in the district’s academic, extracurricular, and other educational support programs, services,

and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

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

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

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

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's web site in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.

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

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools. [BP 5145.3; EC 200-262.4, 48900.3, 48900.4, 48904, 48907, 48950, 48985, 49020-49023, 49060-49079, 51500, 51501, 60044; 5 CCR 432, 5 CCR 4600-4670,

5 CCR 4900-4965; CC 1714.1; GC 11135; PC 422.55, 422.6; 20 USC 1681-1688; Title VI ; Title VII; Title IX; 42 USC 12101-12213, 42 USC 6101-6107; § 504; 28 CFR 35.107; 34 CFR 34 CFR 100.3, 34 CFR 104.7, 34 CFR 104.8, 34 CFR 106.8, 34 CFR 106.9, 34 CFR 110.25, 34 CFR 99.31]

Nondiscrimination Statement

Santa Clara Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, parental status, pregnancy status, race, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For questions or complaints, contact:

Equity Compliance Officer: Lise Strom, Title IX / Uniform Complaint Compliance Coordinator

Title IX Coordinator: Lise Strom, Title IX /Uniform Complaint Compliance Officer

1889 Lawrence Road, Santa Clara, CA 95051, (408) 423-2000, title9@scusd.net

Section 504 Coordinator: Lissette Moore-Guerra, Student Services Coordinator

1840 Benton Street, Santa Clara, CA 95050, (408) 423-3682, lmooreguerra@scusd.net

Sexual Harassment [BP 5145.7 / AR 5145.7, 5145.71]

Board Policy

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

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 – Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 – Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance

3. Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, 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.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

In accordance with law and district policies and regulations, 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 district schools. [BP 5145.7 April 2021; EC 200-262.4, 48900, 48900.2, 48904, 48980, 48985; 5 CCR 4600-4670, 5 CCR 4900-4965; CC 1714.1, 51.9; GC 12950.1; 20 USC 1092, 20 USC 1221, 20 USC 1681-1688; FERPA; Title VI; Title VII; 34 CFR 106.1-106.82, 34 CFR 99.1-99.67, 34 USC 12291; 42 USC 1983]

Notifications relating to Nondiscrimination on the Basis of Sex/Gender and Sexual Harassment Policy

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education.

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator.

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

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year

2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted
3. Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school.
4. Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students.
5. Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session
6. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct
7. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to students or parents/guardians
8. The Superintendent or designee shall also post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students.

Definitions of Sexual Harassment (California law)

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions:

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

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

Definitions of Title IX Sexual Misconduct (federal law)

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent:

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

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

Reporting Allegations of Harassment

The district strongly encourages students or parents/guardians who feel that the student is being or has been sexually harassed, or who has witnessed sexual harassment, on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who has experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee.

Within one school day of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX Coordinator. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 – Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 – Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

Offer of Supportive Services

The Title IX Coordinator shall ensure that supportive measures are offered to the complainant and respondent, as deemed appropriate under the circumstances.

Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, 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.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

In accordance with law and district policies and regulations, 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 district schools.

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 5145.71 – Title IX Sexual Harassment Complaint Procedures, as well as to oversee investigate, and/or resolve sexual harassment complaints processed under AR 1312.3 – Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Lise Strom, Title IX Coordinator / Uniform Complaint Procedure Coordinator / Equity Compliance Officer
1889 Lawrence Road, Santa Clara, CA 95051
(408) 423-2000 title9@scusd.net

Complaint Procedures

All complaints and allegations of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 – Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to BP/AR 1312.3 – Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a student, while in an education program or activity in which a district school exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sexual harassment:

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

All other sexual harassment complaints or allegations brought by or on behalf of students shall be investigated and resolved in accordance with BP/AR 1312.3 – Uniform Complaint Procedures. The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by the district's Title IX Coordinator.

Because the complainant has a right to pursue a complaint under BP/AR 1312.3 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Title IX Coordinator shall ensure that all requirements and timelines for BP/AR 1312.3 are concurrently met while implementing the Title IX procedure.

Filing a Formal Title IX Complaint

A student who is the alleged victim of sexual harassment or the student's parent/guardian may submit a report of sexual harassment to the district's Title IX Coordinator or to any other available school employee, who shall forward the report to the Title IX Coordinator within one day of receiving the report.

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the right to file a formal complaint and the process for filing a formal complaint.

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

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations when a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations, including as part of the district's obligation to not be deliberately indifferent to known allegations of sexual harassment. In such cases, the Title IX Coordinator shall provide the alleged victim notices as required by the Title IX regulations at specific points in the complaint process.

The Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Such persons shall receive training in accordance with 34 CFR 106.45.

Supportive Measures (Title IX)

Upon receipt of a report of Title IX sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures and shall consider the complainant's wishes with respect to the supportive measures implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures shall be non-disciplinary, nonpunitive, and designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment. Supportive measures may include, but are not limited to, counseling, course-related adjustments, modifications of class schedules, mutual restrictions on contact, increased security, and monitoring of certain areas of the campus.

The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures.

Emergency Removal from School (Title IX)

A student shall not be disciplined for alleged sexual harassment under Title IX until the investigation has been completed. However, on an emergency basis, the district may remove a student from the district's education

program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973.

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process.

Dismissal of Complaint (Title IX)

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint in which the alleged conduct did not occur in the district's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer enrolled or employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint.

Upon dismissal, the Title IX Coordinator shall promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties, and shall inform them of their right to appeal the dismissal of a formal complaint or any allegation in the complaint in accordance with the appeal procedures described in the section "Appeals" below.

If a complaint is dismissed, the conduct may still be addressed pursuant to BP/AR 1312.3 – Uniform Complaint Procedures as applicable.

Informal Resolution Process (Title IX)

When a formal complaint of sexual harassment is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint.

The district may facilitate an informal resolution process provided that the district:

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

Written Notice (Title IX)

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following:

1. The district's complaint process, including any informal resolution process
2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview. If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process
4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence
5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process

The above notice shall also include the name of the investigator, facilitator of an informal process, and decision-maker and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.

Investigation Procedures (Title IX)

During the investigation process, the district's designated investigator shall:

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

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

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

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

Written Decision (Title IX)

The Superintendent shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter.

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

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct.

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

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action.

In making this determination, the decision-maker shall use the “preponderance of the evidence” standard for all formal complaints of sexual harassment. The same standard of evidence shall be used for formal complaints against students as for complaints against employees.

The written decision shall include the following:

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30
2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process
3. Findings of fact supporting the determination
4. Conclusions regarding the application of the district’s code of conduct or policies to the facts
5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district’s educational program or activity will be provided by the district to the complainant
6. The district’s procedures and permissible bases for the complainant and respondent to appeal

Appeals (Title IX)

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

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

An appeal must be filed in writing within 10 calendar days of receiving the notice of the decision or dismissal, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

A written decision shall be provided to the parties within 30 calendar days from the receipt of the appeal.

Appeals shall be sent to Title IX Coordinator who will forward to appeals designee.

The district's decision may be appealed to the California Department of Education within 30 days of the written decision in accordance with BP/AR 1312.3.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Remedies (Title IX)

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be non-disciplinary or nonpunitive and need not avoid burdening the respondent.

Corrective/Disciplinary Actions (Title IX)

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made.

For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the principal or Superintendent shall immediately suspend the student and shall recommend expulsion.

Other actions that may be taken with a student who is determined to be responsible for sexual harassment include, but are not limited to:

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

When an employee is found to have committed sexual harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

Record-Keeping (Title IX)

The Superintendent or designee shall maintain, for a period of seven years:

- A record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, and any appeal or informal resolution and the results therefrom.

- A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances.
- All materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. The district shall make such training materials publicly available on its website, or if the district does not maintain a website, available upon request by members of the public.

School Safety Plan

Santa Clara Unified School District is committed to providing a safe learning environment at each of our schools. School safety is a public concern that requires collaboration between the schools, emergency responders, parents and our community. A school safety plan takes an all hazards approach. Each year, every school shall establish a safety team (usually the school site council) that collaborates with local law enforcement, fire, and emergency management agencies. Plans should, among other things, provide guidance for reporting child abuse, regulate training/drills for various types of emergencies, and specify policies and procedures to provide a high level of school safety. Schools shall also develop tactical responses to criminal incidents in order to safeguard students and staff. Planned responses to criminal incidents need not be disclosed to the public. Mental health professionals and school counselors (to the extent that resources are available) shall assist with creating and maintaining a positive school climate, including the prevention of bullying programs at each of our schools. Each school shall review and update its Comprehensive School Safety Plan by March 1 of each school year, per Ed Code. The School Site Council shall make its plan public and will share the plan with various community leaders, school site personnel, student body representatives, and parent groups. A complaint of noncompliance with the school safety plan requirements may be filed under the Uniform Complaint Procedures policy. [EC 32280-32289, 51101; ne]

Safe Gun Storage

Guns are now the leading cause of death for minors in this country. Virtually every day, children are shot and injured, or sometimes killed, by firearms improperly stored. About 75 percent of shootings at schools are due to minors having access to guns at home. Over 80 percent of teens who commit suicide with a gun used one that belonged to someone in their home.

Gun ownership is a right in the US, and it comes with substantial responsibilities. It is a crime to store a loaded firearm where a child might gain access to that firearm. Information about gun safety and the safe storage of firearms can be found at <https://oag.ca.gov/firearms/tips>. [EC 48986, 49392; PC 25100]

SANTA CLARA ADULT SCHOOL

The mission of Santa Clara Adult Education (SCAE) is to empower adults of all ages and abilities to succeed in an ever-changing world. Because success is different for each person, SCAE offers a wide range of classes, from fee-based community enrichment and exercise and wellness classes to services for English language learners, unemployed individuals who need training to get a better job and adults who need their high school diploma. Additional options include Wilson Preschool and parenting classes. Classes are offered year-round, including evenings and weekends; many are free or at reduced cost. Visit www.santaclaraadulted.org for more information.

SCHOOL ACCOUNTABILITY REPORT CARD

The School Accountability Report Card is available on request, and is available annually by February 1st on our District website at www.santaclarausd.org/sarcs. It contains information about the district and school regarding the quality of programs and its progress toward achieving stated goals. A copy will be provided upon request. [EC 33126, 32286, 35256, 35258, 51101]

SPECIAL EDUCATION

The district will actively locate, identify and assess all children with disabilities whether homeless, wards of the state, enrolled in public or private schools. [EC 56300; 34 CFR 300.111]

SCUSD provides equal educational opportunities to all individuals with exceptional needs. If facilities or services are not available or cannot be reasonably provided within the Santa Clara Unified School District, the district may arrange for another district, school, or the County schools to provide a free and appropriate public education (FAPE).

If a student is eligible for special education services, a signed acknowledgment that the parent has been advised of rights is required in addition to parent authorization for placement. [EC 56321]

Parents are provided a copy of their procedural safeguards at every IEP meeting. Within the Procedural Safeguards are directions on how to file a complaint with CDE. Parents may file a complaint concerning violations of federal or state law or regulations governing special education related services. Parents may submit a description of the manner in which the parent believes special education programs do not comply with state or federal law or regulations to:

Katharine Alaniz, Director Special Education
1889 Lawrence Road, Santa Clara, CA 95050
(408) 423-2087 kalaniz@scusd.net

Services to Students with Exceptional Needs or Disabilities

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

The District wants to locate, identify and assess all children with disabilities whether homeless, wards of the state, enrolled in public or private schools. The District has policies guiding procedures for identification and referral. Students identified with special needs will receive a Free Appropriate Public Education in the least restrictive environment. [EC 48853, 56020 et seq., 56040, 56301; 5 CCR 4622; 20 USC 1412, (10)(A)(ii), 1412(a)(6)(A); 34 CFR 300.121]

Section 504

Section 504 of the Rehabilitation Act of 1973, with its subsequent amendments, is a federal civil rights law that prohibits discrimination against students with disabilities. Section 504 regulations require school districts to provide appropriate education to students with disabilities. A student may be eligible to receive Section 504 accommodations if he/she has a physical or mental impairment, and the impairment substantially limits one or more major life activities. This process is a general education function. At Santa Clara Unified School District, we are committed to upholding and implementing Section 504 to ensure your student receives full access to their education. For more information, see the Section 504 webpage at www.santaclarausd.org/section504. [BP 6164.6; EC 56040; § 504; 34 CFR 104.32, 104.33]

The District official listed below is responsible for handling requests for services under Section 504:

► Special Education Process

The Special Education process starts when a child is referred for assessment; the child's parents have a right to initiate this referral. If you give permission for this assessment and your child qualifies for special education services, an Individual Education Program (IEP) will be developed. An IEP is a jointly developed educational plan that describes your child's abilities, sets goals and objectives and states the education services that will be provided to meet those goals and objectives. If your child does not qualify for special education, they may still be referred for an evaluation for accommodations under the Rehabilitation Act of 1973 (Section 504) or the Americans with Disabilities Act (ADA).

The following six steps describe the special education, referral assessment, identification process:

1. **Referral:** Referral of a student for assessment may be initiated as a result of the school's comprehensive screening program, Student Study Team or may be submitted directly by the child's parent or persons aware of a student who may have exceptional needs. Parents have the right to initiate a request for educational assessment (referral) and give or withhold written consent for any proposed assessment activities. Parents should expect a response to their written request within 15 calendar days* of parents' written notice. (Not counting school breaks of more than 5 days)
2. **Assessment:** Arrangements will be made to have your child's strengths and possible needs evaluated. This will be done through testing, observations and conferences held among appropriate professionals involved in your child's education. An IEP must be completed within 60 calendar days* from day of receipt of signed consent for assessment. The Assessment Plan is a description of the testing process and is accompanied by a prior written notice explaining why the district is assessing.
3. **Individualized Education Program (IEP):** If you and other members of the IEP team agree that your child has a need and is eligible for special education, an Individualized Education Program will be designed for your child's needs. This will take place at a meeting attended by you and school personnel (the IEP team) and may include others at the request of the parents or school district. The IEP team will determine appropriate services and placement to meet your child's needs. This could be in a general classroom full-time, a general classroom with special education, part-time, or full-time special education placement. Parents have the right to give written consent for the initial special education placement and Individualized Education Program or revoke consent at any time.
4. **Implementation of the Program as Stated in the IEP:** The district is required by law to provide the services as stated in the IEP.
5. **Annual Review:** Your child's program is reviewed at least once a year to update progress and goals and to determine services needed for your child to receive educational benefits. Parents have the right to request a meeting of the IEP team at any time.
6. **Triennial Review:** A comprehensive re-evaluation (triennial) will be conducted after your child has been in the program for three years to determine if he or she continues to meet eligibility and if so to develop a new IEP to meet his/her needs.

► Community Advisory Committee SELPA

The Community Advisory Committee (CAC) acts as an advisory to the Santa Clara Unified School District Board of Trustees. The CAC is composed of parents of children with special needs, Special Education and General Education teachers, administrators, and other community members to offer guidance and information to families. Students with disabilities, representatives of related public and private agencies, and other persons concerned with the disabled may also be represented.

The CAC meets a minimum of four times a year. We encourage you to become involved. The success of your CAC is dependent on the conscientious efforts of each member on behalf of all children with special needs. All meetings are open to anyone interested. We encourage your participation.

Please contact SCUSD at (408) 423-2087 for more information regarding the CAC and dates, times and location of meetings. The calendar of the CAC meetings can also be viewed at the district website, www.santaclarausd.org/cac

. The school sites will have notification of the CAC meetings and agendas at least three days prior to each meeting.

People Who Can Assist Parents of Special Ed Students

Your child’s teacher/case manager or other support staff members are the people to check with on such matters as your child’s progress, the curriculum, advice on improving study habits, progress toward goals and suggested outside reading or study. Arrange a conference by calling your local school or just send a note with your child.

Your principal is the educational and policy leader of your school. Check with the principal on materials of school-wide operation or policy, to seek information, to make suggestions, to find out about how to participate in school, or to resolve a problem.

Your Santa Clara Unified School District Special Education Department can be reached at (408) 423-2087 and can answer any questions regarding eligibility for special education and how to start the assessment process.

Your Community Advisory Committee (CAC) is comprised of parents of children with special needs, teachers, administrators and other community members to offer guidance and information to families.

You may also contact:

Parents Helping Parents

3041 Olcott Street, Santa Clara, CA 95054-3222
(408) 727-5775 www.php.com

Andrea Cole

Coordinator of Special Education, SCUSD
(408) 423-2087 arcole@scusd.net

San Andreas Regional Center

300 Orchard City Drive, Suite 170, Campbell, CA
95008
(408) 374-9960 www.sanandreasregional.org

Damian Huertas-Ruiz

Coordinator of Special Education,
Secondary, SCUSD
(408) 423-2087 dhuertasruiz@scusd.net

Katharine Alaniz

Director Special Education, SCUSD
(408) 423-2087 kalaniz@scusd.net

STUDENT ACHIEVEMENT AND ASSESSMENT

Regulations Regarding Pupil Achievement

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 classwork and proficiency levels and indicate educational growth in relation to the student’s ability, citizenship and effort. [EC 49067]

Grades

- a) The grade given to each pupil shall be the grade determined by the teacher of the course, and the determination of the pupil’s grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final. [EC 49066]

- b) The governing board of the school district and the superintendent, shall not order a pupil's grade to be changed unless the teacher who determined such grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which such grade was given and is, to the extent practicable, included in all discussions relating to the changing of such grade. [EC 49066]
- c) No grade of a pupil participating in a physical education class may be adversely affected due to the fact that the pupil does not wear standardized physical education apparel because of circumstances beyond his or her control. [AR 5121; EC 49066]

Pupil's Progress

Each school district shall prescribe regulations requiring the evaluation of each pupil's achievement for each marking period and requiring a conference with or a written report to the parent of each pupil whenever it becomes evident to the teacher that the pupil is in danger of failing a course. The refusal of the parent to attend the conference or to respond to the written report, shall not preclude failing the pupil at the end of the grading period. [EC 49067]

Components of the SCUSD Assessment System

SCUSD's current assessment system serves multiple purposes: 1.) Assist students and their families with monitoring individual academic achievement. 2.) Provide teachers with useful evidence to adjust instruction and supplement curriculum when needed; and 3.) Support district and school administrators as they improve school and district programs through ongoing monitoring and evaluation. In an effort to build a comprehensive and balanced assessment system, the district periodically examines the administration and usefulness of our assessments.

The following table describes the various assessments currently used in SCUSD.

Tests and Requirements	Assessment Characteristics and Types of Scores	Purpose of Testing / Other Information
Locally Determined District Assessments Grades K-5: (Fountas & Pinnell, iReady Reading and Math) Grades 6-8: (iReady Reading and Math, Writing Performance Based Assessments) High School: (Reading Inventory, iReady Math) District mandated	<ul style="list-style-type: none"> District local assessments serve multiple purposes in SCUSD. Primarily, these assessments offer students, families, teachers and district staff with an interim measure of student content knowledge at crucial times throughout the year. This information can be used to adjust instructional practices and/or select additional support resources and tools. Local assessments, such as Fountas & Pinnell and Reading Inventory, can also be used in a Formative nature through on-going administration throughout the year. Classroom teachers may also use a myriad of self-selected formative measures to gain information about misconceptions in knowledge on a weekly or daily basis. For more information regarding the performance levels/results associated with your child(ren)'s grade level, please contact your child's school site. 	<ul style="list-style-type: none"> Careful analysis of individual performances provides rich information for teachers to guide future instruction. Group results provide districtwide evidence for program evaluation. Teacher collaboration and adjustment of instruction through scoring, reviewing assessments. Identification of students for intervention, acceleration, reclassification to Fluent English Proficient

Tests and Requirements	Assessment Characteristics and Types of Scores	Purpose of Testing / Other Information
<p>Mathematics Assessment Resource Service (MARS Tasks)</p> <p>District Mandated</p>	<ul style="list-style-type: none"> Administered in Spring to Math 6, Math 7, and 5th grade students as part of a multiple measure placement matrix for student placement in the following year's math course Administration is online and timed. 	<p>MARS tasks are formative performance assessment tasks that were designed by the Mathematics Assessment Resource Service (MARS) in partnership with UC Berkeley, Michigan State University, and the Shell Centre in Nottingham England. MARS tasks are helpful tools that allow educators to both assess content knowledge related to discrete standards, as well as see where strengths and misconceptions in knowledge may be occurring. This approach can highlight student knowledge around a mathematical concept, even if the student does not provide a correct answer.</p>
<p>English Language Proficiency Assessments for California (ELPAC) includes: Initial ELPAC, Summative ELPAC, and Alternate ELPAC</p> <p>State mandated</p>	<ul style="list-style-type: none"> These assessments are State mandated for students in Grades TK-12-Post-secondary (age 21) who may benefit from additional English language support. Eligibility is determined based on a family's answers to the Home Language Survey, and/or classroom observations of student need. Students may not be exempted from taking the ELPAC. Students in Grades TK-12-Post-secondary (age 21) may be tested once on the Initial ELPAC assessment and/or annually on the Summative ELPAC assessment. These state assessments are used to determine student English fluency within the following Domains: Listening, Speaking, Reading, and Writing. Student can score as "Initial Fluent" in English or as a "Novice English Learner" or an "Intermediate English learner" on the Initial ELPAC. Students who do not score at the "Initial Fluent" level will receive specialized support throughout the school year that will allow them to demonstrate English fluency when assessed on the Summative ELPAC and other locally defined reclassification criteria. Students with qualifying disabilities may be administered an alternate language assessment in accordance with their individual education plan (IEP) For more information about ELPAC: www.elpac.org 	<ul style="list-style-type: none"> The Initial ELPAC is administered to students who are entering a CA school for the first time and have a language other than English in response to questions 1, 2, or 3 on their Home Language Survey (or question 4 with teacher/parent request to assess). Parents are notified that your student will be assessed at least 10 days prior to assessing The Summative ELPAC is administered annually to English Learners between February and May Scores are used for curriculum planning and student placement decisions within specialized English language development courses in Middle and High School.

Tests and Requirements	Assessment Characteristics and Types of Scores	Purpose of Testing / Other Information
<p>The California Assessments of Student Performance and Progress (CAASPP) includes:</p> <p>Smarter Balance (SBA) English Language Arts and Math, California Science Test (CAST). California Alternate Assessments (CAA) in English Language Arts, Math, and Science.</p> <p>State mandated</p>	<ul style="list-style-type: none"> English Language Arts and Math are administered in grades 3-8 and grade 11. CAST is for grades 5, 8, and once in high school. All CAASPP test are administered online through a state-provided secure browser. Tests have computer adaptive, selected response, and performance task sections. CAA (California Alternate Assessments for ELA and Math), and the California Alternate Science Test are administered to students with moderate to severe disabilities in accordance with their IEP. 	<ul style="list-style-type: none"> CAASPP is a summative assessment administered in the spring (April/May) CAASPP is one indicator of a student's progress towards state standards and college and career readiness. For more information: www.caaspp.org <p>Parent Exemption for CAASPP:</p> <p>California Education Code section 60615 provides, "Notwithstanding any other provision of the law, a parent's or guardian's written request to school officials to exclude his or her child from any or all parts of the assessments administered pursuant to this chapter shall be granted." Section 852 of Title 5 of the California Code of Regulations further provides that parents or guardians may annually submit a written request to the school to excuse their child from any or all parts of the CAASPP for the school year. See 5 CCR 852(c). If you have questions regarding your child's participation, please contact your child's principal.</p>
<p>Physical Fitness Test (PFT)</p> <p>State mandated</p>	<ul style="list-style-type: none"> Administered through P.E. classes in groups and one-on-one to grades 5, 7, 9 each spring. Performance based Scores entered and reported online by P.E. teachers. Results are shared with students individually at the time of testing For more information: cde.ca.gov/ta/tg/pf/ 	<p>Students, teachers, schools and the district can use results to help improve student fitness and make adjustments to P.E. curricula.</p>
<p>The California High School Proficiency Examination (CHSPE)</p>	<ul style="list-style-type: none"> The California High School Proficiency Examination (CHSPE) is a testing program established by the California law (EC 48412). The CHSPE consists of two sections: an English Language Arts section and a Mathematics section. The CHSPE is administered on a Saturday in October, March and June. For more information: www.chspe.net/ 	<p>If eligible to take the test, a student can earn the legal equivalent of a high school diploma by passing the CHSPE. Passing the CHSPE does not, by itself, exempt minors from attending school. Although the data and assessment office receives and records the passing scores of SCUSD students, SCUSD does not coordinate or sponsor CHSPE testing.</p>

Tests and Requirements	Assessment Characteristics and Types of Scores	Purpose of Testing / Other Information
PSAT, SAT, ACT	<ul style="list-style-type: none"> SAT and ACT are nationally normed tests which attempt to measure college readiness and predict future academic success. The PSAT is considered a preparatory test for the SAT, as well as the test that is used to identify potential National Merit Scholars. For more information about PSAT and SAT: www.collegereadiness.collegeboard.org For more information about ACT: www.act.org/ 	The PSAT is administered in students' sophomore year, and is paid for by SCUSD. The district also pays for students to take the SAT on a school-specified date in March. Contact your student's counselor for more information.
National Assessment of Educational Progress (NAEP) State mandated	<ul style="list-style-type: none"> Administered annually, usually in January or February to randomly-selected small samples of students in grades 4, 8, and/or 12. Has both online, individual and group project components. The district is notified in early August each year which district schools will be selected for NAEP. Results are reported only at the state and national level (no individual, school or district reports are provided). For more information regarding NAEP: www.nces.ed.gov/nationsreportcard/ 	The National Assessment of Education Progress (NAEP) is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics reading, science, writing, the arts, civics, economics, geography, U.S. history, and beginning in 2014, in Technology and Engineering Literacy (TEL).
Advanced Placement (AP)	<ul style="list-style-type: none"> Advanced Placement (AP) tests are administered to students every year on a site-by-site basis in the month of May. The testing venue and administration is managed by the site AP Coordinator, in consultation with the College Board. For more information regarding AP Testing: https://apstudents.collegeboard.org/ap-exams-overview 	AP Exams are standardized exams designed to measure how well students mastered the content and skills of a specific AP course.

Tests and Requirements	Assessment Characteristics and Types of Scores	Purpose of Testing / Other Information
Seal of Biliteracy Assessments	<ul style="list-style-type: none"> Currently, SCUSD partners with the Avant assessment company to offer eligible students with one exam opportunity to meet the second-language proficiency criteria for the state seal of biliteracy. Students are able to test in any available language that they believe they can demonstrate proficiency. However, not all languages can be offered and the district's priority is to promote students earning the seal of biliteracy through our world language course offerings. SCUSD also partners with Bridges Oregon to provide eligible students with an opportunity to demonstrate proficiency in American Sign language for the state seal of biliteracy. The testing venue and administration is managed by each school site, in consultation with the Data, Assessment, and Accountability Department. For more information regarding the State Seal of Biliteracy: https://www.cde.ca.gov/sp/el/er/ssbfaq.asp 	<ul style="list-style-type: none"> The State Seal of Biliteracy is a program that recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. The State Seal of Biliteracy is awarded by the State Superintendent of Public Instruction in accordance with specified criteria set forth in the legislation.

► Early Assessment Program (EAP)

Each spring, all grade eleven students in California take the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics. These assessments, which are administered as part of the California Assessment of Student Performance and Progress (CAASPP) System, also serve as an indicator of readiness for college-level coursework in English and mathematics and are used by the California State University (CSU) and participating California Community Colleges (CCCs) to determine Early Assessment Program (EAP) status. All students participate in EAP by virtue of completing the Smarter Balanced Summative Assessments for English language arts/literacy and mathematics. Students must authorize the release of their CAASPP (i.e., Smarter Balanced Summative Assessment) results for each assessment to the CSU and CCC systems. The release of results for both ELA and mathematics must be completed separately. Students who do not release their results at the end of the assessments may later submit a copy of their score report to the CSU and/or CCC in which they have enrolled. The release of the CAASPP results will not affect a student's application for admission. Results are only used to determine a student's placement after he or she has been admitted to the California State University. Students will find their EAP status reported on the front of the 2017–18 Student Score Report. There are four possible EAP status levels: Ready, Conditional Ready, Not Yet Ready, Not Ready. For more information please see: <http://csustudentsuccess.org>.

STUDENT DISCIPLINE

► School Rules

You have a right to review school and district rules regarding student discipline. District and school student conduct and discipline rules, regulations, and procedures are specified in the School Handbook or Orientation Packet. If you wish to do so, please contact the school office. [EC 35291, 48980, 51101; ne]

Students may be subject to discipline for off-campus misconduct if the misconduct is related to school activity or attendance and causes or is reasonably likely to cause a substantial disruption to school activity. For example, a student using technology such as a home computer, cellular phone, or other electronic device may be disciplined for bullying, engaging in unlawful harassment, or making threats against students, staff, or district property even if such misconduct occurred off-campus and during non-school hours. [EC 48900(r)]

► Dress and Grooming [BP 5132]

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists.

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action. [BP 5132; EC 212.1, 220, 32281, 35183, 35183.5, 48907, 49066]

► Gang Prevention

The staff, parents and students of Santa Clara Unified School District are committed to maintaining a safe educational environment for all students and staff, including identifying and eliminating gang influences on campus, as well as providing education and intervention for students.

Dress Restrictions

This is a general policy – each school may have more defined policies regarding specific restrictions. Any law enforcement identified attire, which may be interpreted as symbolic of gang association, is prohibited. [EC 35183]

Gang Symbols, Tags and Behaviors

Any behavior which may be interpreted as symbolic of gang association or which threatens the safety of any students or member of the staff is prohibited. [BP/AR 5136]

► Impersonation on the Internet

Pretending to be another pupil or real person other than yourself on the Internet or through other electronic methods to harm, intimidate, threaten or defraud is punishable by a \$1,000 fine or imprisonment for up to one year. [EC 48900; PC 528.5]

► Marijuana (Cannabis)

A student who unlawfully possessed, used, sold, otherwise furnished, or was under the influence of cannabis is subject to expulsion. Any person 18 or older who possesses, sells, dispenses, distributes, furnishes, administers, gives; or offers to sell, dispense, distribute, furnish, administer, or give; or possesses for sale any concentrated cannabis, synthetic cannabinoid compound, or any synthetic cannabinoid derivative to any person can be imprisoned in a county jail not exceeding six (6) months, or by a fine not exceeding \$1,000, or by both. Any person 18 or older possessing marijuana on district property during the school day, depending on the amount and number of offenses, can face consequences including \$250 to \$500 fine and imprisonment for ten (10) days. Any person younger than 18 possessing marijuana, depending on amount and number of offenses, faces up to forty (40) hours of community service, ten (10) hours of drug education, sixty (60) hours of counseling. [EC 48900; HSC 11357, 11357.5]

► Parent Responsibility

Parents or guardians are liable for all the damages caused by the willful misconduct of their minor children that result in personal injury or damage to school property. They are also liable for any school property loaned to the student and willfully not returned. Parents' or guardians' liability may be as much as \$23,900 in damages and another maximum of \$13,200 as adjusted annually by the California Department of Education for payment of a reward, if any.

Following due process procedures, the school district may withhold the grades, diplomas, or transcripts of the student responsible until such damages are paid or the property returned or until completion of a voluntary work program in lieu of payment of money. If your child commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities, or otherwise willfully defies the authority of school personnel, and is suspended for such misconduct, you may be required to attend a portion of a school day in your child's classroom. Civil penalties may also be enforced with fines up to \$25,000. [EC 48900.1, 48904, 51101; CC 1714.1; GC 53069.5]

► Possession/Use of Cellular Phones and Other Mobile Communications Devices [BP 5131]

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes.

Students may possess or use on school campus personal electronic signaling devices including, but not limited to, and cellular telephones, as well as other mobile communications devices including, but not limited to, digital media players, portable game consoles, digital scanners, and laptop computers, provided that such devices do not disrupt the educational program or school activity and are not used for illegal or unethical activities such as cheating on assignments or tests.

If a disruption occurs or a student uses any mobile communications device for improper activities, a school employee shall direct the student to turn off the device and/or shall confiscate it. If the school employee finds it necessary to confiscate the device, he/she shall return it at the end of the class period or school day.

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.

Students shall not use mobile communications devices, even in hands-free mode, while driving on school grounds or to and from a school-related activity.

A student who violates this policy may be prohibited from possessing a mobile communications device at school or school-related events and/or may be subject to further discipline in accordance with Board policy and administrative regulation. [BP 5131; EC 48901.5; ne]

► Prohibited Items

Under no circumstances are students to bring weapons, explosives, alcohol, drugs or tobacco products, vapor pens or e-cigarettes onto campus.

These items will be confiscated; further, the possession of any prohibited item will result in disciplinary and/or legal actions. Students are also reminded not to bring pets, scooters, skateboards, or in-line skates to school. All of the above items are dangerous and /or disruptive in the school setting. They may be confiscated and taken to the office.

► Release of a Student to a Peace Officer

If a school official releases your child from school to a peace officer for the purpose of removing them from the school premises, the school official shall take immediate steps to notify you or a responsible relative of your 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 or guardian. [EC 48906; PC 11165.6; WIC 305]

► Student Search

The school principal or designee may search the person of a student, the student's property, vehicle, and District property under the student's control if there is reasonable suspicion to believe the student may have a concealed weapon, narcotics, stolen property, or contraband. Searches may be announced or unannounced, and the district may use drug-sniffing dogs if available. Employees shall not conduct strip searches or body cavity searches of any student. [EC 48900-48927, 49050-49051, 49330-49334; PC 626.9, 626.10]

► Student Suspensions

The Board of Trustees recognizes that maintaining an environment which promotes learning and protects the health, safety, and welfare of all students may require the suspension or expulsion of a student from regular classroom instruction. District policies and school site rules shall clearly identify district behavior standards.

Except in cases where suspension or expulsion for a first offense is warranted in accordance with law, suspension or expulsion shall be imposed only when other means of correction fail to bring about proper conduct. [EC 48900.5]

Authority to suspend:

A pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the site administrator of the school in which the pupil is enrolled determines that the pupil has committed one of the offenses outlined in Ed. Code 48900 and listed above (Grounds for Suspension and Expulsion).

No pupil shall be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance which occur at any time, including, but not limited to, any of the following:

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

Grounds for Suspension or Expulsion [EC 48900]

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of the pupil's own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (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, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated 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 July 1, 2020.
 - (3) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 5, 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.
 - (4) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2025.
- (l) Knowingly received stolen school property or private property.

- (m) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil’s physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) “Electronic act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - (i) A message, text, sound, video, or image
 - (ii) A post on a social network internet website, including, but not limited to: (I) Posting to or creating a burn page. “Burn page” means an internet website created for the purpose of having one or more of the effects listed in paragraph (1); (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated; (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - (iii) (I) An act of cyber sexual bullying; (II) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual

recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act; (III) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.
- (3) “Reasonable pupil” means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil’s exceptional needs.
- (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a 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 a school activity or school attendance that occur at any time, including, but not limited to, any of the following:
- (1) While on school grounds.
 - (2) While going to or coming from school.
 - (3) During the lunch period whether on or off the campus.
 - (4) During, or while going to or coming from, a school-sponsored activity.
- (t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- (u) As used in this section, “school property” includes, but is not limited to, electronic files and databases.
- (v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.
- (w) (1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.
- (2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community. [EC 35291, 48900, 48901.1, 48910]

Additionally, sexual harassment, hate violence, harassment, intimidation (grades 4-12) and threats and terroristic threats against school officials or school property or both (all students) may be recommended for suspension or expulsion. [EC 212.5, 233(e), 48900.2, 48900.3, 48900.4, 48900.7]

Homework shall be provided for a student suspended for two (2) or more days upon request. Such homework turned in on time that cannot be graded in time, will not be included in the calculation of the pupil's grade in the class. [EC 48913.5]

Mandatory Suspension / Expulsion [EC 48915]

Education Code Section 48915(a): 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 finds that the expulsion is inappropriate, due to the particular circumstance:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
3. 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 the first offense for the sale of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

Education Code Section 48915(c): The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior or written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
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. [EC 48915]

The impetus of this material is to make clear to everyone that consequences for these offenses are mandatory. Fortunately, the types of offenses described here occur quite infrequently in Santa Clara, but we don't want to leave any doubt in anyone's mind that the students who commit them will be appropriately disciplined. If students are to receive the best education possible, it is essential that we create an excellent educational climate at each one of our schools. [EC 48903, 48912]

Suspension Procedures:

1. Suspension from Class by a Teacher. A teacher may suspend any student from the teacher's class for any of the acts listed under Grounds for Suspension and Expulsion above, for the day of the suspension and the day following. [EC 48910]
2. Suspension by a school administrator for any of the acts listed under Grounds for Suspension and Expulsion above. A superintendent, principal, or principal's designee may suspend a student from school for not more than five consecutive school days. The principal may suspend upon a first offense, if the principal determines the student violated any of the offenses listed in section a-e of Section 48900 or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. [EC 48900.5]

The Board may suspend a student from school for any of the acts listed under Grounds for Suspension and Expulsion above, for not more than 20 school days in any school year, unless for purposes of adjustment, a student enrolls in or is transferred to another regular school, an opportunity school or continuation school or class, in which case suspension shall not exceed 30 days in any school year. [EC 48903, 48912]

Student Expulsions

Authority to expel:

Only the Governing Board may expel a student. Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature or where mandated by law, expulsion is usually used only when there is a history of misconduct, when other forms of discipline have failed to bring about proper conduct, or when the student's presence causes a continuing danger to the physical safety of the student or others. [EC 48915, 48911]

Expulsion Procedures:

The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the principal or Superintendent determines that one of the acts listed under Grounds for Suspension and Expulsion has occurred.

An Administrative Hearing Panel, composed of three (3) or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled, will conduct a hearing and make a recommendation to the Governing Board.

Student Due Process

The Board shall provide for the fair treatment of students facing suspension and expulsion by affording them their due process rights under the law. The administration and staff shall comply with procedures for notices and appeals as specified in regulations and School Board Policy 5144.1. Procedures governing student due process shall conform in all aspects to provisions in law. [EC 48911, 48915, 48915.5]

When a special education student is recommended for expulsion, the IEP team must meet for a Manifestation Determination IEP.

In terms of the behavior subject to disciplinary action, the IEP team, including the parent, must meet to consider, all relevant information including:

1. existing assessments and diagnostic results,
2. information supplied by the parents,
3. observations of the student and
4. the student's IEP and placement to determine the following:
 - In relationship to the behavior subject to disciplinary action, the student's IEP and placement were appropriate
 - the special education services, supplementary aids and services and behavior intervention strategies were provided consistent with the student's IEP and placement.
 - the student's disability did not impair the ability of the student to understand the impact and consequences of the behavior subject to disciplinary action; and
 - the student's disability did not impair the ability of the student to control the behavior subject to disciplinary action.

STUDENT USE OF TECHNOLOGY

■ Board Policy [6163.4]

The Governing Board intends that technological resources provided by the district be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with district regulations and the district's Acceptable Use Agreement.

Annually before a student is authorized to use the district's technological resources, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree not to hold the district or any district staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the district and district personnel for any damages or costs incurred.

The Superintendent or designee, with input from students and appropriate staff, shall regularly review and update this policy, the accompanying administrative regulation, and other relevant procedures to enhance the safety and security of students using the district's technological resources and to help ensure that the district adapts to changing technologies and circumstances.

Use of District Computers for Online Services/Internet Access

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced.

To reinforce these measures, the Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using online services and may have teacher aides and volunteers assist in this supervision.

The Superintendent or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. [BP 6163.4; EC 49073.6, 51006, 51007, 60044; PC 313, 502, 632, 653.2; 15 USC 6501-6506; 20 USC 6777, 7101-7122, 7131; 47 USC 254; 16 CFR 312.1-312.12; 47 CFR 54.52]

■ Administrative Regulation [AR 6163.4]

The principal or designee shall oversee the maintenance of each school's technological resources and may establish guidelines and limits on their use. All instructional staff shall receive a copy of this administrative regulation, the accompanying Board policy, and the district's Responsible Use Agreement describing expectations for appropriate use of the system shall also be provided with information about the role of staff in supervising student use of technological resources. All students using these resources shall receive instruction in their proper and appropriate use.

Teachers, administrators, and/or library media specialists shall prescreen technological resources and online sites that will be used for instructional purposes to ensure that they are appropriate for the intended purpose and the age of the students.

Student Responsible Use Agreement Grades PK-5

The Internet and technology resources are important tools for you to use in your education. However, it is important that you are safe and responsible in your use of these resources. In order to use them, you must follow these rules:

1. Educational Purpose

You must use the resources only for your school-related work. This means that all the websites you access are related to assignments your teacher gives you.

2. Privileges

The use of technology resources is a privilege. If you do not follow the rules of this agreement, your privileges may be taken away and you may be disciplined according to school and district rules and the law.

3. Digital Citizenship

You are expected to be a good digital citizen in all of your communications. If your Internet usage at home or at school is disruptive to the school community or inappropriate, you may be disciplined according to the district's policy and/or the law.

4. Personal Responsibility

You must not access, create or send anything that is inappropriate including threatening, obscene, disruptive, harassing, or illegal material. You should tell a teacher or another adult at the school if you accidentally see something inappropriate.

5. Cyberbullying

Cyberbullying is against the law and is not allowed by the district. You must not post information that you know is private or not true about someone else. You must not post photographs of other people online. You should tell a teacher or another adult at the school if you know of any bullying behavior.

6. Plagiarism and Copyright

You must not take the ideas or writings of others, including Artificial Intelligence (AI) generated content and presenting them as if they were yours. You must not make copies of copyrighted songs, digital images, movies or other works.

7. Safety Requirements

You must protect your logins/passwords from others, except to a teacher or other adult at school. You must never use another person's login/password. You must never share your full name, your home address, or your telephone number online. You must not write another student's full name, address, or phone number online. You should immediately tell your teacher or other school adult if you receive anything that is inappropriate or makes you feel uncomfortable.

8. Vandalism

You must not vandalize the network or harm equipment.

9. No Reasonable Expectation of Privacy

You must understand that the information you access or post online is not private because it can be accessed by your teachers or principal, and possibly by other people.

10. Responsibilities for Damages

Your parents/guardians can be held financially responsible for any harm that may result from your intentional misuse of the system. Signing this agreement, acknowledges this potential financial responsibility.

Student Responsible Use Agreement Grades 6-12 including Post-Secondary

Technological resources are important tools for furthering the district's educational mission. This agreement outlines the expectations and responsibilities for you to use these resources.

1. Educational Purpose

The school's technological resources shall be used only for purposes related to education and research and within the educational goals and objectives of the Santa Clara Unified School District. This means that you may use the system for classroom activities, professional or career development and research. The district reserves the right to monitor any on-line communications or other network usage. You may not use the system for commercial purposes.

2. Privileges

The use of computing resources is a privilege, not a right. The district may place reasonable restrictions on the material you access or post through the system, and violation of the law or this agreement shall result in cancellation of those privileges. If a user loses their privilege to use the technology, alternative means of acquiring information will be provided.

3. Personal Responsibility

You shall report any security problem or misuse of the technological resources to the teacher or school administrator. You shall not knowingly access nor transmit material that is threatening, obscene, disruptive or sexually explicit, or that could be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion or political beliefs. Cyberbullying is prohibited by law and district policy. If you mistakenly access inappropriate information, you should immediately report this access to a teacher or school administrator.

4. Plagiarism and Copyright

You may not plagiarize works that you find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours. Copyrighted materials may not be placed on the technological resources without the copyright holder's permission. The user needs to be mindful that most printed text or graphics accessed via the Internet, CD ROM's, and other software is copyrighted. Users may download copyrighted material only for their own use.

5. Safety Requirements

While utilizing the network or on-line service users are expected to be polite, use appropriate language, and not use the network in any way that would disrupt the use of the network by others. No personal information such as your home address or personal phone numbers or those of students or colleagues is to be posted at any time. You may not forward a message that was sent to you privately without permission from the person who sent you the message. You will promptly disclose to your teacher or other school staff any message that you receive that is inappropriate or makes you feel uncomfortable. You should not delete such messages until instructed to do so by a staff member.

6. Privacy

You shall not read other users' mails or files; you shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall you attempt to read, delete, copy, modify or forge other users' mail or files. You

will not post or share false or defamatory information about a person or organization. You will not post or share private information or photographs of others.

7. Security /Vandalism

You are responsible for the proper use of any account that is issued in your name at all times. You will not share your account with another user. You may not attempt to gain unauthorized access to or disrupt any district or other computer/network system. Vandalizing the system by spreading viruses, engaging in any unlawful acts, or by any other electronic means is a violation of this agreement.

8. No Reasonable Expectation of Privacy

You should not expect privacy in the contents of your personal files and records of your online activity on the district's network. The district's monitoring of Internet usage can reveal all activities you engage in when using the district's system. Maintenance and monitoring may lead to discovery that you have violated this agreement, the student conduct policy, or the law. An individual search will be conducted if there is reasonable suspicion that you have violated this agreement, or the law.

9. Violations of this Agreement

In the event there is a claim you have violated the law, this agreement, or the district's student conduct policy, your access to the technological resources may be terminated and/or you may be disciplined under the district's student conduct policy.

10.Responsibilities for Damages

You and/or your parents/guardians can be held financially responsible for any harm that may result from your intentional misuse of the system. Signing this agreement, acknowledges this potential financial responsibility.

[AR 6163.4; EC 51006, 51007, 51870-51874, 60044; PC 313, 502, 632, 653.2; 15 USC 6501-6506; 20 USC 6751-6777; 47 USC 254; 16 CFR 312.1-312.12; 47 CFR 54]

SUICIDE PREVENTION

Suicide is a leading cause of death among youth, and school personnel is often in a position to recognize warning signs of suicide. The district makes an effort to develop measures and strategies for suicide prevention, intervention, and after-care. These efforts may include staff development, providing student instruction in positive coping skills, providing information and resources to parents/guardians regarding suicide prevention and intervention, promoting a positive school climate, and providing crisis management, and counseling (including for bereavement). The District also monitors self-harm via its District network. Information about district programs and services and links to community and statewide resources are available on the district's website at www.santaclarausd.org.

Student identification cards shall include National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or local suicide prevention hotline telephone number.

If you or someone you know is struggling emotionally or needs support, please call:

- Suicide and Crisis Lifeline, formerly known as the National Suicide Prevention Lifeline dial 988 – the three-digit, nationwide phone number to connect directly to the 988 Suicide and Crisis Lifeline. By calling or texting 988, you will connect with mental health professionals with the Lifeline Network for confidential support.
- Crisis Text Line: Text HOME to 741741
- Suicide and Crisis Lifeline in Spanish/Español (888) 628-9454 para servicios gratuitos en español

[EC 215,215.5, 31180-32289, 49060-49079, 49602, 49604; GC 810-996.6; PC 11164-11174.3; WIC 5698, 5850-5883; BP 5141.52]

TRANSPORTATION

Bus Passes

School bus passes are now free for families who live in our busing boundaries.

You may qualify for a school bus pass if:

- You walk more than 2 miles, and
- You live in our school district busing boundary area

To verify if you live in a bussing boundary and to find out the location of the nearest bus stop to your home, contact the Transportation Department at (408) 423-2065.

The bus pass helps ensure that students can board and disembark the correct route/stop and increase safety for our students. Transportation is considered a privilege and it is important that your family understands the rules and guidelines that go along with this privilege.

How to Obtain a Bus Pass

If you would like to apply for a bus pass, a bus pass application must be completed and signed by the parent or guardian for students to receive their bus pass. Bus pass applications are available in your school office and on the district's website (www.santaclarausd.org/transportation) and must be returned to the Transportation Department. Only students who live in the bus pass boundaries set by Santa Clara Unified School District will qualify to receive a bus pass.

Mail the Application to:

Santa Clara Unified School District
Transportation Department
1889 Lawrence Road, Santa Clara, CA 95051

or Email the application to: buspass@scusd.net

Bus passes will be mailed to the residency address on file with the district or will be handed out to your student by the bus driver.

After we have processed your application, we will send you one Bus Pass for each of your eligible children. Beginning October 1, your child **must** show this pass each day to board the bus.

If you have any questions, please call the Transportation Department at (408) 423-2063.

No Bus Pass

All Students who ride the bus are required to show their Bus Pass. During the first month of school, there will be a grace period. After October 1st, if your student does not have a bus pass, they will be instructed by the driver to sit near the front of the bus. After three (3) days without a pass, transportation privileges may be denied.

All students will be given one replacement bus pass if the original is lost. If the replacement pass is lost, students may be required to sit near the front of the bus for the remainder of the school year and/or pay for a replacement bus pass.

Bus Safety Rules

Santa Clara Unified wants to ensure that your ride to and from school is a safe one. Remember that it is a privilege to ride the school bus. Consistent disregard of the safety rules may lead to suspension of your riding privileges. If your child *has received a Bus Conduct Report, it must be signed and returned within 3 days to the driver or Transportation may be discontinued.*

Waiting for the bus

- Students are only allowed to get on and off the bus at the stop assigned by transportation based on the residency address on file with the district.
- Arrive at your bus stop, on the right side of the street, five (5) minutes before the scheduled departure time and wait quietly at the bus stop.
- The bus will not wait for late students. If students are not at the stop at scheduled load time parents will be responsible for transportation of their student.
- Be considerate of others, do not push or shove, or throw objects.
- Be respectful of the property around the bus stop.
- Wait for your bus in an area off the main roadway at least 12 feet away from where the bus will stop. Stand back from the curb. Do not walk toward the bus while it is in motion.
- Never run to or from the bus. Make sure the bus comes to a full stop before you try to get on or off.
- Form a single line and be ready to board the bus.
- Harassment, aggressive behavior, discriminatory or abusive language towards other persons, and fighting while waiting for the bus, is unsafe and prohibited. This type of behavior will result in an automatic suspension from the bus, up to loss of bus riding privileges for the remainder of the school year.

Boarding the bus

- Students are only allowed to board the bus at their designated stop and must not get on at an alternate location without first obtaining prior permission from the Transportation Department.
- Wait until your bus has come to a complete stop, the door is opened, and the red flashing lights and stop arm are activated *before* attempting to board the bus.
- Do not attempt to board the bus at an undesignated area or signal a bus driver to make a special stop.
- Board the bus single file in an orderly manner, no pushing or shoving.
- Go directly to your seat and sit down.

While on the bus

- Follow the driver's instructions at all times.
- If bus is equipped with seat belts, they must be worn at all times – **It's the Law.**
- *No hats or hoods are to be worn by students* at any time while on the school bus.
- Face forward in the seat at all times, with your back against the back of the seat, your bottom on the bottom of the seat, and your backpack on your lap.
- Stay in your seat, talk quietly, keep your hands to yourself, and *never* stick your head or hands out the window.
- Bring only items that can be held safely in your lap without endangering the safety and comfort of others.
- *No animals of any kind (insects, pets etc.) are allowed on the bus.*
- *No balloons are allowed on the bus.*
- *Skateboards and scooters will not be transported on the bus.*
- Do not lower the windows more than half way.
- Do not throw objects in the bus or out of the windows.

- Fighting, harassment, aggressive behavior, discriminatory or abusive language towards the driver or other persons, on or off the bus, is unsafe and prohibited. This type of behavior will result in an automatic suspension from the bus, and potential loss of bus riding privileges for the remainder of the school year.
- Smoking or chewing tobacco, including vaping and e-cigarettes, and possession of alcohol or illegal drugs while on the bus is prohibited and will be cause for instant suspension from the bus, and potential loss of bus riding privileges for the remainder of the school year.
- Do not eat, drink, or chew gum on the bus. Spitting of any kind is not allowed on the bus. Keep the bus clean at all times. If you bring it on the bus, you take it off with you.
- Treat the bus seats as you would valuable furniture in your home. Never write on, “scratch” or in any way deface or vandalize the bus or seats. Parents of students who damage or vandalize the bus will be held responsible for the cost of the repairs to the bus.

Leaving the bus

- Remain seated until the bus comes to a complete stop.
- Leave the bus in an orderly manner, row by row, and from the front row first, no pushing or shoving.
- Students are only allowed to get off the bus at their designated stop and must not get off at an alternate stop without first obtaining prior permission from the Transportation Department.
- Never walk along the side or in back of the bus.
- Students are *NOT* to cross the street that the bus is stopped on unless it is an “authorized” crossover bus stop.
- If you need to cross the street that the bus is stopped on, you *MUST* cross in front of the bus, with the driver.
- Adults should arrive at the bus stop at least five (5) minutes before the scheduled drop off time. They should be standing in an area off the main roadway at least 12 feet away from where the bus will stop. Stand back from the curb.
- Kindergarten students must be received at their designated stop by an adult (18 years old or older). An adult designee may be chosen by the parent/guardian and must be approved and on file with the school the student attends. Students not received will be returned to school. Older students uncomfortable disembarking from the bus without being received by an adult, may request the driver to return them to school.
- Students returned to school more than three (3) times, may have their bus privilege suspended or revoked.

Consequences

Riding the bus is a privilege not a right.

- Refusing to obey the driver, fighting, and refusing to properly identify yourself to the driver could result in an automatic loss of bus privileges. In essence, there will be no warning for this type of behavior.
- Other behaviors may result in a verbal warning, written citation, assigned seat or suspension from the bus.

Further information regarding our district schools, programs, policies, and procedures is available to any interested person upon request to our district office. [FERPA, 34 CFR 99.7(b)]

APPENDIX A — Parents Can Help Prevent Violence in Schools

We are committed to keeping our schools safe and getting help for students who show signs of becoming violent. To do this, we need your cooperation. Here are some suggestions from the National Parent Teacher Association (PTA), experts in school violence, and other parents. Please read this list of suggestions carefully and contact your school's principal if you have questions.

1. Talk to Your Children

Keeping the lines of communication open with your children and teens is an important step to keeping involved in their schoolwork, friends, and activities. Ask open-ended questions and use phrases such as “tell me more” and “what do you think?” Phrases like these show your children that you are listening and that you want to hear more about their opinions, ideas, and how they view the world. Start important discussions with your children—about violence, smoking, drugs, sex, drinking, death—even if the topics are difficult or embarrassing. Help your child understand the importance of accepting individual and cultural differences. Talk to your child about violence he or she sees on television and video games. Help your child understand the consequences of violence. Don't wait for your children or teens to come to you.

2. Set Clear Rules and Limits for Your Children

Children need clearly defined rules and limits set for them so that they know what is expected of them and the consequences for not complying. When setting family rules and limits, be sure children understand the purpose behind the rules and be consistent in enforcing them. This lets your child know that you are keeping them safe and that you care about them.

Discipline is more effective if children have been involved in establishing the rules and, oftentimes, in deciding the consequences. Remember to be fair and flexible—as your children grow older, they become ready for expanded rights and changes in rules and limits. Show your children through your actions how to adhere to rules and regulations, be responsible, have empathy toward others, control anger, and manage stress.

3. Monitor Use of Media and Devices

Children need help navigating use of the internet, video games, and social media. The American Academy of Pediatrics recommends for children ages 6 and older to place consistent limits on the time spent using media, and the types of media, while making sure media does not take the place of adequate sleep, physical activity and other behaviors essential to health. Designate media-free times together, such as dinner time. Create media-free zones in your home, such as bedrooms. Have ongoing communication about online citizenship and safety, including treating others with respect online and offline.

4. Know the Warning Signs

Knowing what's typical behavior for your son or daughter can help you recognize even small changes in behavior and give you an early warning that something is troubling your child. Sudden changes—from subtle to dramatic—should alert parents to potential problems. These could include withdrawal from friends, decline in grades, abruptly quitting sports or clubs the child had previously enjoyed, sleep disruptions, eating problems, evasiveness, lying, and chronic physical complaints (stomachache or headaches), addiction to video games and media, fascination with weapons, threats of violence, use of drugs and alcohol, risk taking behaviors, appearing SAD (sullen, angry, depressed), experiences of rejection and humiliation.

5. Don't Be Afraid to Parent; Know When to Intervene

Parents need to step in and intervene when children exhibit behavior or attitudes that could potentially harm them or others. If you are concerned about your child, you don't have to deal with problems alone—the most effective

interventions have families, school, and health professionals working together to provide ongoing monitoring and support. Reach out to your school administrator or guidance counselor if you need help.

6. Stay Involved in Your Child's School

Show your children you believe education is important and that you want your children to do their best in school by being involved in their education. Get to know your child's teachers and help them get to know you and your child. Communicate with your child's teachers throughout the school year, not just when problems arise. Stay informed of school events, class projects, and homework assignments. Attend all parent orientation activities and parent-teacher conferences. Volunteer to assist with school functions and join your local PTA. Help your children seek a balance between schoolwork and outside activities. Parents also need to support school rules and goals.

7. Join Your PTA or a Violence Prevention Coalition

According to the National Crime Prevention Council, the crime rate can decrease by as much as 30 percent when a violence prevention initiative is a community-wide effort. All parents, students, school staff, and members of the community need to be a part of creating safe school environments for our children. Many PTAs and other school-based groups are working to identify the problems and causes of school violence and possible solutions for violence prevention.

8. Help to Organize a Community Violence Prevention Forum

Parents, school officials, and community members working together can be the most effective way to prevent violence in our schools.

9. Help Develop a School Violence Prevention and Response Plan

School communities that have violence prevention plans and crisis management teams in place are more prepared to identify and avert potential problems and to know what to do when a crisis happens. The most effective violence prevention and response plans are developed in cooperation with school and health officials, parents, and community members. These plans include descriptions of school safety policies, early warning signs, intervention strategies, emergency response plans, and post-crisis.

10. Work to Influence Lawmakers

Writing an editorial for the local newspaper, holding a petition drive, speaking before a Board of Trustees meeting, or sending a letter to your legislator can be effective ways to voice your opinion and gain support from decision makers for violence prevention programs in your community. Working with other concerned parents, teachers, and community members, you can influence local, state and even federal decisions that affect the education, safety, and well-being of our children.

APPENDIX B — California Attorney General's Guide (Promoting a Safe and Secure Learning Environment for All)

Know Your Educational Rights – Your Child Has the Right to a Free Public Education

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

Information Required for School Enrollment

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

Confidentiality of Personal Information

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

Family Safety Plan if You Are Detained or Deported

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

Right to File a Complaint

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

APPENDIX C — Information about Type-1 and Type-2 Diabetes

Diabetes is a health condition that affects how the body turns food into energy. Most food is broken down into glucose (sugar) which is the basic fuel for the body's cells. When sugar increases in your bloodstream, your pancreas releases insulin. Insulin acts like a key to let the sugar into your body's cells to use as energy. When there isn't enough insulin or when cells stop responding to insulin, too much sugar stays in your bloodstream. Over time, this can cause serious health problems such as heart disease, vision loss, and kidney disease. There is no cure for any type of diabetes.

Description

Type-1 diabetes is when your body simply doesn't make enough insulin. Type 1 diabetes usually develops in children and young adults but can occur at any age. Type-1 diabetes is not preventable, but it is manageable. It is an autoimmune disease that may be caused by genetic, environmental, or other factors; and can be fatal in children if untreated. It is usually first diagnosed in children or young adults, but it can occur at any age.

- According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively.
- The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.
- The pancreas makes insulin, a hormone that moves glucose from the blood into the cells. In type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise.

Type-2 diabetes is when your body can't use the insulin it makes as well as it should. It is the most common form of diabetes in adults, and is becoming more common in children, especially overweight teens. Type-2 diabetes can be prevented or delayed through lifestyle changes and medical intervention, and it is treatable. Eating healthy foods in the correct amounts and exercising regularly (at least 60 minutes every day) can help children achieve or maintain a normal weight and normal blood glucose levels.

- It is estimated that one in three children born in the US after the year 2000 will develop type-2 diabetes.
- More than 75% of children with type-2 diabetes have a close relative who has it, too
- Risk can also be because of lifestyle habits:
 - Drinking sugary drinks
 - Eating sugary foods
 - Inadequate physical activity

Risk Factors Associated with Diabetes

It is recommended that students displaying or possibly experiencing the risk factors and warning signs below see a doctor to be screened for type-1 and/or type-2 diabetes:

Type-1 Risk Factors

Researchers do not completely understand why some people develop Type-1 diabetes and others do not; however, having a family history of type 1 diabetes can increase the likelihood of developing type 1 diabetes. Other factors may play a role in developing type 1 diabetes, including environmental triggers such as viruses. Type 1 diabetes is not caused by diet or lifestyle choices. Type-1 diabetes usually occurs in the early years, and before reaching puberty.

Type-2 Risk Factors

The single greatest risk factor for Type-2 diabetes is excess weight. In the US, almost one out of every five children is overweight, which more than doubles a child's chance of developing diabetes. Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease. Being inactive further reduces the body's ability to respond to insulin. Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type-2 diabetes. It is also more likely to develop during or near puberty, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Information from
the California Department of Education and
the Centers for Disease Control

Warning Signs and Symptoms

Type-1 Diabetes and Diabetic Ketoacidosis

Warning signs and symptoms of type 1 diabetes in children develop quickly, in a few weeks or months, and can be severe. If your child displays the warning signs below, contact your child's primary health care provider or pediatrician for a consultation to determine if screening your child for type 1 diabetes is appropriate:

- Increased thirst
- Increased urination, including bed-wetting after toilet training
- Increased hunger, even after eating
- Unexplained weight loss
- Feeling very tired
- Blurred vision
- Very dry skin
- Slow healing sores or cuts
- Moodiness, restlessness, irritability, or behavior changes

DKA is a complication of untreated type 1 diabetes. DKA is a medical emergency. Symptoms include:

- Fruity breath
- Vomiting
- Trouble breathing
- Dry/flushed skin
- Stomach pains
- Confusion
- Nausea

Type-2 Diabetes

There are usually warning signs when a child might have diabetes. Not everyone with diabetes develops these symptoms, and not everyone who has these symptoms has diabetes. Type-2 symptoms generally develop slowly over time.

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular/No menstrual periods, and/or excess facial and body hair growth in girl
- High blood pressure or abnormal blood fats levels

Types of Diabetes Screening Tests

- Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- Random (non-fasting) blood sugar test. A blood sample is taken any time without fasting. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes.
- Fasting blood sugar test. A blood sample is taken after an overnight fast. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Diabetes Treatments

There are no known ways to prevent type 1 diabetes. Once type 1 diabetes develops, medication is the only treatment. If your child is diagnosed with type 1 diabetes, their health care provider will be able to help develop a treatment plan. Your child's health care provider may refer your child to an endocrinologist, a doctor specializing in the endocrine system and its disorders, such as diabetes.

For Type-2 Diabetes, managing weight, eating healthy food, being active, and getting enough rest can really help. Taking medicine as prescribed, getting diabetes self-management education and support, and keeping health care appointments can also reduce the negative impacts of diabetes.

Contact your student's school nurse, school administrator, or health care provider if you have questions.

References: Centers for Disease Control, www.cdc.gov
California Department of Public Health, www.cdph.ca.gov
KidsHealth, <http://kidshealth.org>
Mayo Clinic, www.mayoclinic.org

National Library of Medicine and National Institutes of Health's MedLine, <https://medlineplus.gov>
California Department of Education, www.cde.ca.gov
American Diabetes Association, www.diabetes.org
Questions: Office of School-Based Health Programs | schoolnurse@cde.ca.gov



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