



**Gilroy Unified School District
2024-2025 Information Handbook**

For Parents, Guardians, Students, Advisory Committees, and Staff

Mission Statement:

The Gilroy Unified School District will provide opportunities for all students to reach their highest academic and intellectual competencies and personal attributes to be life-long learners, responsible citizens, and productive members of society. This will be accomplished by having a clear focus on student needs; staff, parents and community members demonstrating high expectations for themselves and for every child served; and by continually improving the quality of teaching and learning.

A message from Anisha Munshi, Ed.D.. Gilroy Unified School District

Dear Gilroy Unified School District Families,

Welcome back! I hope you had a wonderful summer and took time to rest and rejuvenate. With the school year being rushed for everyone, it is so important to pause and spend time doing things that bring us joy. This is also the perfect time to reflect and plan ahead.

As we begin another year, I am excited for the opportunities that lie ahead of us. Our commitment to provide learning spaces where every student can learn, explore, create, and grow remains steadfast. We are continually reviewing and revising our programs and practices to ensure that we are preparing students for successful futures and providing opportunities for them to reach their full potential.

Our goals for this year remain the same, as we strive to become better and stronger.

- Create rigorous and innovative learning spaces that deepen students’ conceptual understanding
- Build inclusive and safe schools that prioritize mental health and social-emotional well-being of all
- Maximize resources that provide equitable student support to achieve successful post-secondary outcomes

This year, we will continue our focus on developing a strong academic program that prepares students for college and career. The mental and emotional well being of students remains a priority since we understand how critical that is to their academic success. Our staff is dedicated to building a safe and inclusive school culture that promotes kindness, acceptance, respect and cooperation. I am looking forward to an amazing year and I invite all of you to join us as partners. Through our collective efforts, we can build the most exciting learning experience for our students. I encourage you to join your parent clubs and councils so you can provide your voices in shaping our schools.

I look forward to seeing all of you at school and community events.

My best,

Anisha Munshi, Ed.D.
Superintendent
Gilroy Unified School District

Board of Education/Term

Gabriela Kim	2022-2026
James E. Pace	2020-2024
Linda Piceno	2022-2026
Mark W. Good	2020-2024
Melissa Aguirre	2020-2024
Michelle Nelson	2022-2026
Tuyen Fiack	2022-2026

Superintendent's Office	Anisha Munshi, Ed.D.	Superintendent	(669) 205-4099
	Lucy Huerta	Administrative Assistant	(669) 205-4091
Business Services	Alvaro Meza	Assistant Superintendent/CBO	(669) 205-4080
	Kimberly Mason	Director, Fiscal Services	(669) 205-4082
	Natalie Martinez	Administrative Secretary	(669) 205-4081
	Maribel Guizar	Director, Technology	(669) 205-4050
	Jose De Leon	Supervisor, Technology	(669) 205-4051
Curriculum & Instruction	Jean Wells-Southland	Director, Elementary	(669) 205-4025
	Yvonne Lopez	Senior Staff Secretary	(669) 205-4026
	Sonia Flores	Director, Secondary	(669) 205-4027
	Allison Murray	Senior Staff Secretary	(669) 205-4029
Student Assessment And Data Management	Kermit Schrock	Program Administrator	(669) 205-4031
	Dorien Koene	Assessment Specialist	(669) 205-4032
After School Programs	Amanda Reedy	Program Administrator	(669) 205-4047
	Flora Morales-Diego	Senior Staff Secretary	(669) 205-4048
	Lovedeep Griswold-Sahota	Coordinator	(669) 205-4036
Early Childhood Programs	Beatrice Magdaleno	Program Administrator	(669) 205-7961
Specialized Programs	Nichole Pearson	Program Administrator	(669) 205-4041
	Marisa Covarrubias	Senior Staff Secretary	(669) 205-4043
Human Resources	Paul Winslow	Assistant Superintendent/HR	(669) 205-4010
	Tracy Yip	Administrative Secretary	(669) 205-4012
	Lee Anne Vallejos	Supervisor, Classified	(669) 205-4011
	Frances Gonzales	Substitute Employees	(669) 205-4013
Student Services	Anna Pulido	Director, Student Services	(669) 205-4035
	Adelina Cervero	Administrator, School Climate	(669) 205-4096
	Myrna Zendejas	Administrator- Health/Wellness	669-205-4073
	Evelyn Velasquez	Senior Staff Secretary	(669) 205-4020
	Monica Nicasio	School Health Billing Assistant	(669) 205-4023
Maintenance & Facilities Operations	Paul Nadeau	Director, Facilities	(669) 205-7921
	Matt Woolman	Mgr. Maintenance/Operations	(669) 205-7941
	Natasha Perales	Office Coordinator	669-205-7940
Nutrition Services	Patty Cattoor	Director, Child Nutrition	(669) 205-4074
	Nalani Battaglia	Sodexo Consultant	(669) 205-5402
Transportation	Linda Figone	Transportation Supervisor	(669) 205-7900

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	Nalani Battaglia	Sodexo Consultant	(669) 205-5402
Transportation	Linda Figone	Transportation Supervisor	(669) 205-7900

Gilroy Unified School District Schools

Elementary Schools

Eliot	475 Old Gilroy Street	(669) 205-4300
El Roble	930 Third Street	(669) 205-4200
Glen View	600 Eighth Street	(669) 205-4400
Las Animas	6550 Cimino Street	(669) 205-4500
Luigi Aprea	9225 Calle del Rey	(669) 205-4600
Rod Kelley	8755 Kern Avenue	(669) 205-4700
Rucker	325 Santa Clara Avenue	(669) 205-4800

Middle Schools

Ascencion Solorsano	7121 Grenache Way	(669) 205-5000
Brownell	7800 Carmel Street	(669) 205-5100
South Valley	7881 Murray Avenue	(669) 205-5200

High Schools

Christopher High	850 Day Road	(669) 205-5300
Gilroy High	750 West Tenth Street	(669) 205-5400
Dr. TJ Owens Gilroy Early College Academy (GECA)	5055 Santa Teresa Blvd	(408) 846-4909

Alternative & Continuation

Envision Academy	750 West Tenth Street	(669) 205-5400
Mt. Madonna	8750 Hirasaki Court	(669) 205-5500
Adult Education	8750 Hirasaki Court	(669) 205-5291

District Office

Early Childhood Programs	Multiple Locations	(669) 205-7960
General Information	7810 Arroyo Circle	(669) 205-4000
Website		www.gilroyunified.org

2024-25 Instructional Calendar

Wednesday - August 21, 2024 - First Day of Student Instruction

Note: TK - 5th Grades, Wednesdays are Minimum Days for Students

September 2, 2024 - No School, Labor Day Holiday

October 11, 2024 - End of 1st Quarter, Middle and High School Programs

October 11, 2024 - No School for all students (Staff Development Day)

October 22, 23, 24, 2024 - Parent Teacher Conferences for 6th - 8th Grades

(Minimum Days)

November 1, 2024 - End of 1st Trimester, TK - 5th Grade Programs

November 11, 2024 - No School, Veteran's Day Holiday Observance

November 12, 14, 15, 18, 19, 2024 - Parent

Teacher Conferences for TK - 5th Grade Programs (Minimum Days)

November 25 - 29, 2024 - No School, Thanksgiving Break

December 17, 18, 19, 2024 - High School Programs, Minimum Days for Final Exams

December 19, 2024 - End of 2nd Quarter (Semester), Middle & High School Programs

December 20, 2024 - January 3, 2025 - No School, Winter Break

January 6, 2025 - Teacher Records Day for Middle and High School Programs, No School for 6th - 12th Grade Programs; TK - 5th Grades in Session

January 20, 2025 - No School, Martin Luther King Day Observance

January 24, 2025 - No School for all students (Staff Development Day)

February 14, 2025 - End of 2nd Trimester, TK - 5th Grade Students

February 17 - 21, 2025 - No School, February Break

March 21, 2025 - End of 3rd Quarter, Middle & High School Programs

April 7 - 11, 2025 - No School, Spring Break

May 23, 2025 - Minimum Day for all Students

May 26, 2025 - No School, Memorial Day Observance

May 27, 2025 - Teacher Records Day for Elementary School Programs, No School for TK - 5th Grade Program; 6th - 12th Grade Programs in Session

June 11, 12, 13, 2025 - High School Programs, Minimum Days for Final Exams

June 13, 2025 - End of 4th Quarter (Semester), Middle and High School Program

End of Trimester for TK - 5th Grades Programs

June 13, 2025 - Last Day of Student Instruction (Minimum Day)

Adopted by the GUSD Board of Education: January 26, 2023

(Student Instructional School Days are highlighted in "blue")

July 2024						
Su	M	T	W	Th	F	Sa
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August 2024						
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September 2024						
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October 2024						
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November 2024						
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December 2024						
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January 2025						
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February 2025						
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April 2025						
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May 2025						
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Dr. T.J. Owens Gilroy Early College Academy (GECA) 2024-2025 School Calendar

July 2024						
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August 2024						
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September 2024						
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October 2024						
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November 2024						
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December 2024						
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January 2025						
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February 2025						
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March 2025						
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April 2025						
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May 2025						
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June 2025						
Su	M	T	W	Th	F	Sa
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

SCHOOL IS OUT OF SESSION
INTERSESSION SCHEDULE DAYS (NO COLLEGE CLASSES)

AUGUST 2024	1-5	Staff Development Days (No School for Students)
	6	Teacher Work Day (No School for Students)
	7	First Day of School - ALL Students
	7-23	August Intercession
	26	First day of instruction at Gavilan - Regular Session Begins
SEPTEMBER 2024	2	Holiday - Labor Day (School Closed)
	13	End of 1st Progress Report/1st Semester
OCTOBER 2024	25	End of 2nd Progress Report/1st Semester
NOVEMBER 2024	11	Holiday - Veteran's Day (School Closed)
	28-29	Holiday - Thanksgiving (School Closed)
DECEMBER 2024	9-13	GECA/Gavilan College Final Exam Week
	13	End of 1st Semester
	14-31	Winter Recess (School Closed)
JANUARY 2025	1-2	Winter Recess (School Closed)
	3	Teacher Records Day (No School for Students)
	6	Staff Development Day (No School for Students)
	7	First day of Second Semester - Intercession
	7-24	January Winter Intercession
	20	Holiday - Martin Luther King Day - (School Closed)
	27	First day of instruction at Gavilan - Regular Session Begins
FEBRUARY 2025	14-17	Holiday - Presidents' Day (School Closed)
	13	End of 1st Progress Report/2nd Semester
MARCH 2025	28	End of 2nd Progress Report/2nd Semester
APRIL 2025	7-11	Spring Recess (School Closed)
	14-25	CAASPP Testing Window
	18, 25	Senior Project Presentations (Early Release)
MAY 2025	2	Career Day (Early Release)
	5-16	CollegeBoard AP Exam Testing Window
	19-23	GECA/Gavilan College Final Exam Week
	22	Graduation Day
	23	Last Day of School/End 2nd Semester / Gavilan Graduation

180 Total Days of Instruction
 186 Teacher Contract Days

Parents and Guardian Rights and Responsibilities

Gilroy 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 school districts to notify parents and guardians, yearly, of their rights and responsibilities.

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:

Checkout/Release Procedures:

A student will not be released to an adult that is not listed on the student's emergency contact card. Individuals authorized to pick up (listed on the card) must show a valid photo I.D. and be at least 18 years of age.

Student Release from Field Trips:

If a parent requests to take their child home from a field trip, the parent(s) are required to notify the school office of this request prior to the field trip. When the field trip is over, the parent must sign-out the student with the supervising teacher of the field trip. The parent is authorized to only take their child home; they are not permitted to take any other student home. Teachers are not authorized to release students if the request has not been submitted prior to the field trip.

Classroom Observing: Parents and guardians 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.

Teacher Conferencing: Parents and guardians have the right to request a conference with their child's teacher(s) or the principal. Parents and guardians should contact the school to schedule a date and time convenient to all participants.

Volunteering: Parents and guardians have the right to volunteer their time and resources for the improvement of school facilities and programs. Parents and guardians should contact the school to determine the terms and conditions of this service.

Student Attendance: Parents and guardians have the right to be notified in a timely manner if their child is absent from school without permission.

Student Testing: Parents and guardians have the right to be notified of their child's performance on standardized and statewide tests and the school's ranking on these tests.

School Selection: Parents and guardians 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. Please see district intra-district transfer policy.

Safe School Environment: Parents and guardians have the right and are entitled to the assurance of a safe and supportive learning environment for their child. (More information is in the Safe Schools section.)

Curriculum Materials: Parents and guardians have the right to examine the curriculum materials of the class or classes in which their child is enrolled.

Student Academic Progress: Parents and guardians 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.

Student Records: Parents and guardians have the right to access their child's records and to ask questions about the contents. Parents and guardians have the right to a timely response from the school district about their questions.

Standards: Parents and guardians have the right to receive information regarding the academic standards their child is expected to meet.

School Rules: Parents and guardians have the right to receive written notification of school rules, attendance policies, dress codes and procedures for school visitations.

Psychological Testing: Parents and guardians have the right to receive information on all psychological testing recommended for their child.

Transitional Kindergarten: Pursuant to law, (EC 48000[c]), a child is eligible for Transitional Kindergarten (TK) if a child will have his or her fifth birthday between September 2 and June 2. Additional TK and Kindergarten information can be found on the CDE Kindergarten in California web page at: <https://www.cde.ca.gov/ci/gs/em/kinderinfo.asp>, the CDE Kindergarten Frequently Asked Questions – Elementary Web page at <http://www.cde.ca.gov/ci/gs/em/kindergartenfaq.asp>, and the CDE Transitional Kindergarten FAQs Web page at <http://www.cde.ca.gov/ci/gs/em/kinderfaq.asp>.

CALPADS Participation – Electronic Transfer of Student Information: Gilroy Unified School District participates with the California School Information Services (CALPADS) Program in the electronic transfer of student information for state reporting to the California Department of Education (CDE). The CDE requires that we report summary data for all of our schools and programs. Schools and districts will benefit from the streamlining and reduction of the state reporting burden. Parents and guardians are assured that student information is encoded so that no personally identifiable information is maintained by CALPADS.

Councils and Committees: Parents and guardians have the right to participate as members of a parent advisory committee, school site council, or site-based management leadership team in accordance with established rules and regulations for membership.

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. The Gilroy Unified School District Board Policy is 6020.

This policy shall include, but is not limited to:

1. How parents and guardians and the school will help students to achieve academic and other standards.
2. How the school will provide high-quality curriculum and instruction in a supportive learning environment to all students enrolled.
3. 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 and regulating television viewing.
 - Planning and participating in activities at home supportive of classroom activities
 - Volunteering at school.
 - Participating in decision-making processes at school.

Education Code Section 51101(d) states: "this section may not be construed so as to authorize a school to inform a parent or guardian, or to permit participating 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."

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.

The A - G requirements noted below are submitted by the Regents of California and are aligned with the district's college-going pathways and core academic requirements:

A. Two years of history-social science, which are to include one year of world history, culture and geography, and one year of US history or one half year of US history and one half year of civics or American government.

B. Four years of college-preparatory English that include frequent writing, from brainstorming to final paper, as well as reading of

classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.

C. Three years of college-preparatory mathematics, including Algebra and Geometry (elementary and advanced) or Math I, II, and III. (four years recommended)

D. Two years of college-preparatory science, including one year of biological sciences with labs and one year of physical sciences with labs (three years recommended)

E. Two years of the same language other than English (three years recommended).

F. One year-long course from a single discipline in the visual arts or performing arts.

G. One year of a college preparatory elective in addition to those required in “A – F” above, or a course beyond those used to satisfy the requirements of the A-F subjects.

To gain admission to some four-year colleges, students may also take and submit scores from either the Scholastic Aptitude Test (SAT) or the American College Test (ACT). Testing dates and locations are available in the high school counseling offices. Students are responsible for knowing the entrance requirements for the colleges and universities to which they intend to apply.

*See GUSD website for a more complete Parents and Guardians Rights handout.

English Learner (EL) Parents’ Rights

Parents or guardians of EL students can request placement of a child in an Alternative Program (known as Dual Immersion). Notices and information regarding Structured English Immersion (SEI) and Dual Immersion (DI) programs are in the GUSD Master Plan for services to English Learners and are available at each school site, at the District office, and on the District website. This information includes the following:

- Parents or guardians of students who speak languages other than English may request that their child be placed in an SEI program or a DI program.
- In SEI, instruction is nearly all in English primary language support and other support services may be provided.
- Parents or guardians who wish to have their children taught in Spanish and English must follow district Dual Immersion Enrollment procedures. Placement is based on district eligibility criteria. Procedure and eligibility criteria can be found on the district website at <https://www.gilroyunified.org/enrollment-registration/dual-immersion-program>

Parent and Guardian Information and Notice

Alcohol, Tobacco and Other Drug Use Prevention Education (§51260 Summary)

Instruction shall be given in the elementary and secondary schools on drug education and the effects of the use of tobacco, alcohol, narcotics, and dangerous drugs, as defined in Section 11032 of the Health and Safety Code, and other dangerous substances.

In grades 1-5, instruction on drug education should be conducted in conjunction with courses given on health or in any appropriate area of student instruction pursuant to Section 51210.

In grades 6-12, instruction on drug education should be conducted in conjunction with courses given on health or in any appropriate area of study pursuant to Section 51220.

Such instruction shall be sequential in nature and suited to meet the needs of students at their respective grade levels.

AB 889 - ANNUAL NOTICE TO PARENTS AND GUARDIANS REGARDING SYNTHETIC DRUGS

AB 889 requires a school district, county office of education, and charter school to annually inform parents or guardians of the dangers associated with using synthetic drugs. This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

Understanding Synthetic Drugs: A Growing Concern

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances. Synthetic drugs include but are not limited to synthetic cannabinoids (“synthetic marijuana,” “spice,” “k2”), methamphetamines, bath salts, and fentanyl.

The California Department Of Public Health (“CDPH”), has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

The Risks and Consequences

The health risks associated with synthetic drugs include cardiovascular problems, respiratory failure, hallucinations, seizures, and, in extreme cases, death. Additionally, the unpredictable effects of these substances make them particularly dangerous. Individuals using synthetic drugs may develop a dependence, leading to addiction and a range of associated challenges. Academic performance can also suffer due to impaired cognitive function.

Empowering Parents: How to Protect Your Child

1. Open Communication:

Communication is a cornerstone of building a solid and trusting relationship with your child. Create an open, non-judgmental space where they feel comfortable discussing their thoughts and experiences. Initiate conversations about the specific dangers associated with synthetic drugs, sharing information in a manner that fosters understanding rather than fear. Encouraging open dialogue empowers your child to express their concerns and seek guidance when needed.

2. Education:

Staying informed about the ever-evolving landscape of drug trends is crucial for parents. Educate yourself about synthetic drugs, including their chemical composition, potential effects, and prevalence. This knowledge equips you to have informed discussions with your child. When educating your child, focus on providing accurate and age-appropriate information. Highlight the specific risks associated with synthetic drugs, emphasizing the importance of making informed choices.

3. Monitoring:

As a parent, staying vigilant and observant can be instrumental in identifying potential signs of substance use. Pay attention to changes in your child’s behavior, such as sudden mood swings, withdrawal from friends and family, or alterations in sleep patterns. Academic performance can also be indicative of underlying issues. Regularly engage with teachers and school staff to stay informed about your child’s progress. Maintaining awareness increases the likelihood of early intervention and support if any issues arise.

It is important to recognize the SIGNS OF AN OPIOID OVERDOSE. CALL 911 if you see someone who is

? Unable to wake up or respond to you.

? Breathing slowly or not at all.

? Making gurgling, choking, or snoring sounds

Seek Professional Help:

If you have concerns about your child’s involvement with synthetic drugs, seeking professional help is crucial. Contact healthcare professionals, such as your family doctor or a pediatrician, who can provide guidance and conduct necessary assessments. Additionally, consider connecting with the Wellness Center which includes staff members who are trained to address substance abuse issues in a supportive and confidential manner. Early intervention significantly improves the chances of successful resolution and recovery.

For additional information or assistance, please contact your school nurse. By actively engaging with these resources and staying informed, we can work together to protect our children from the dangers of synthetic drugs.

Alternative School Programs

The Gilroy Unified School District offers educational options for its students through Alternative Schools. For any number of reasons, some students are not able to succeed in the traditional high school setting. These students have another chance for academic success through a continuation or alternative education program that offers a smaller learning environment and flexibility in educational experiences, methods of instruction, and schedule.

The District supports the following continuation/alternative schools:

- Envision Academy (high school only)
- Virtual Learning Academy (VLA) -- high school independent studies
- Mt. Madonna Continuation High School

These schools are open to students from any attendance area in the district. Students may be placed in these schools by the district Student Placement Panel to ensure graduation from high school.

Admission to the alternative schools is through a referral process initiated at the comprehensive school site. Students may be referred to an alternative school at any point during the school year and may be enrolled as space is available.

Exit occurs at the semester to ensure appropriate access and to allow parents and the student to find the most effective educational option for that student. Parents may obtain further information about the alternative schools in the Counseling office of each comprehensive high school or by calling the Educational Services Division.

Attendance, Enrollment and Transfers

Attendance is the #1 indicator of a person's success in school and as an independent adult. Attendance at school from age 6 until 18 is also mandatory by California law (Education Code Section 482600 - Compulsory Attendance).

All absences and tardies shall be verified by the student's parent/guardian, other person having charge or control of the student, or the student if age 18 or older. (Education Code 46012; 5 CCR 306). Absences and tardies must be cleared on the same day the student is not in school. If that is not possible, the absences and/or tardies must be cleared within five (5) days in one of the following ways:

- A written note from the parent/guardian.
- An in-person or telephone conversation between the school office staff and the parent/guardian.
- A Parent Square message from the parent/guardian.
- A physician's verification.
- Confirmation by school staff of confidential medical appointments.

FAILURE TO NOTIFY the school office staff of an absence within 5 school days will result in the absence being recorded as unexcused and will apply towards truancy.

TARDIES must be cleared as well, whether the student arrives late or leaves early to the school or to any class period, this is considered a tardy. In California, tardies of more than 30 minutes in any one day are considered an absence for that day.

TRUANCY

- A student who has three (3) unexcused absences or three (3) tardies or absences of more than 30 minutes, or any combination thereof, without valid excuse is considered legally truant. Truant students will receive a first letter of notification.
- A student who has six (6) unexcused absences or six (6) tardies of more than 30 minutes, or any combination thereof, is considered habitually truant. Habitually truant students will receive a second letter of notification and will have to meet with school officials at an Attendance SST to work on a success and remediation plan. (EC Section 48261)
- A student who has nine (9) unexcused absences or nine (9) tardies of more than 30 minutes, or any combination thereof, is considered chronically truant. Chronically truant students will receive a third letter of notification and the school district will issue a directive requesting the family to attend a School Attendance Review Board (SARB) committee meeting as a last attempt to solve school attendance issues. In addition to the student and parent/guardian, the GUSD SARB may include representatives from school sites, school district, law enforcement, probation, county services, health care and mental health professionals.

- The School Attendance Review Board meets with the student and the parent/guardian to discuss the truancy and impose consequences that range from signing a contract for improved attendance, referral to outside agencies for assistance, transfer from one school to another, to referral to the District Attorney's office for prosecution.
- A student who has eleven (11) unexcused absences or eleven (11) tardies of more than 30 minutes, or any combination thereof, and the school/district has made a conscientious effort to hold at least one conference with the parent/guardian and the pupil, and unexcused absences or tardiness have continued, the student and their family will be referred to the District Attorney's Office. (EC Section 48260.5) (EC Section 48262)
- If the student continues to be absent or late for more than 30 minutes, the Gilroy Unified School District will file charges for a Court Prosecution or a JAID Hearing legal case.

THE DISTRICT 10% POLICY

- Education code 48200 determines that a student absent from school for any excused or unexcused reason for more than 10% of the school days is considered truant.
- When a student has absences (excused or unexcused) due to illness equal to or surpassing ten percent (10%) of the school days during which the student was enrolled, subsequent absences must be verified by a physician, health professional, school nurse, or other school personnel.

For chronic illnesses, parents should provide the office with current physician orders so that the school can accommodate the student's health needs and facilitate the student's continued learning.

Failure to provide verification from a physician, health professional, school nurse or other school personnel, will result in said additional absences being recorded as unexcused.

- When a student has absences (excused or unexcused) equal to or surpassing the 10% limit as described above, for excusable reasons other than illness, the student and parent may be referred to an Attendance Student Study Team or a School Attendance Review Board for a case review.

Placing a student under the requirement of the ten percent (10%) policy or removing a student from said requirements and procedures prior to the end of the current academic year, shall be left to the discretion of the school site principal. Students 18 years old or more must have absences verified by a physician, medical or school personnel.

INDEPENDENT STUDIES

While students are highly encouraged to be in school and on time every day, on occasion there are family emergencies or special circumstances that necessitate an extended absence. Before the absence, families may request a temporary Independent Study Contract so their student can continue to progress during the absence. The pre-informed Independent Study Contracts must meet strict California State guidelines in order to result in excused absences.

- Short Term Independent Study (IS) may be authorized for a minimum of 5 days and a maximum of 10. The maximum days a student can work under independent studies in one school year is 15 cumulative days.
- All assignments are to be returned to the staff assigning them no later than the third school day upon the student's return to school.
- All assigned work must be completed for full credit and excused attendance to be awarded.
- Contracts will not be approved the first and the last week of each semester/trimester.
- All finals must be taken at the school site.
- The parent/guardian is responsible for the supervision of the student's work.
- Contracts will not be approved if:
 - Student has received notices of truancy
 - Middle or high school student has 2 or more F grades.
 - Student has failed to complete prior Independent Studies contracts
- Approval or denial of the contract is at the discretion of the principal

For student participation for 16 school days or more, a written agreement (signed by the parent/guardian, the student, the supervising teacher, and the certificated employee) shall be obtained before the student begins independent study. For student participation of less than 16 school days, a signed written agreement shall be obtained within the school year in which the independent study program takes place. (Education Code 46300, 51747)

The Virtual Learning Academy (VLA) is one option offered by Gilroy Unified School District. VLA is a long-term, course-based independent study option provided for GUSD students enrolled in grades 9 through 12. Students and parents must meet specific requirements and commitments when enrolling in VLA. The program gives parents the lead responsibility to support the instruction of their children in the home environment with professional guidance from supervising GUSD teachers and VLA administrators. VLA

Courses are available through Courseware, a research based curriculum that is part of Edmentum, an online learning provider. VLA provides pupils the opportunity to pursue an education at an individualized pace within a seven day window, while supporting students as they move toward or exceeding proficiency and mastering the CA State Standards for each subject area.

INTRA - and INTER-DISTRICT TRANSFERS

While a transfer to another school or district is approved, the student MUST continue to attend the school of origin. If the transfer is denied, the student must continue to attend their school of origin as well, and the parent will have the option to reapply the following school year.

SCHOOL NOTIFICATION OF ABSENCE OR TRUANCY

When the school/ school district first designates a pupil as a truant, it must notify the parent(s) or guardian(s) using the most cost effective method possible, which now may include electronic mail or a telephone call. Parents will stay informed about their child's attendance so you can be part of the solution to your student's success.

1. That the pupil is truant
2. That the parent(s) or guardian(s) is obligated to compel the attendance of the pupil at school
3. That parent(s) or guardian(s) who fail to meet this obligation may be guilty of an infraction (or a misdemeanor) and subject to prosecution under EC Section 48293 (or Penal Code sections 270.1 and 272. Although not required by law for reimbursement purposes, it is recommended that the letter also reference these PC sections)
4. That alternative educational programs are available in the district
5. That the parent(s) or guardian(s) has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy
6. That the pupil may be subject to prosecution under EC Section 48264
 - That the pupil may be subject to suspension, restriction, or delay of the driving privilege
 - That it is recommended that the parent(s) or guardian(s) accompany the pupil to school and attend classes with the pupil for one day.

§48205 Excused Absences; Average Daily Attendance Computation

(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 school day-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 therefore. 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.

§46014 Regulations regarding absences for religious purposes

Pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises or to receive moral and religious instruction at their respective places of worship or at other suitable place or places away from school property designated by the religious group, church, or denomination, which shall be in addition and supplementary to the instruction in manners and morals required elsewhere in this code. Such absence shall not be deemed absence in computing average daily attendance, if all of the following conditions are complied with:

(a) The governing board of the district of attendance, in its discretion, shall first adopt a resolution permitting pupils to be absent from school for such exercises or instruction.

(b) The governing board shall adopt regulations governing the attendance of pupils at such exercises or instruction and the reporting thereof.

(c) Each pupil so excused shall attend school at least the minimum school day for his grade for elementary schools, and as provided by the relevant provisions of the rules and regulations of the State Board of Education for secondary schools.

(d) No pupil shall be excused from school for such purpose on more than four days per school month.

It is hereby declared to be the intent of the Legislature that this section shall be permissive only.

Second Notification of Truancy (EC Section 48261)

If the unexcused absences or tardiness continue after the first letter has been sent, the school/ school district must notify the parent(s) or guardian(s) by first-class mail, or other reasonable means, that a school meeting has been scheduled for the parent and pupil to discuss attendance with school officials.

Third Notification of Truancy/Designation as a Habitual Truant (EC Section 48262).

If the pupil has been reported as a truant three or more times per school year and the school/district has made a conscientious effort to hold at least one conference with the parent or guardian and the pupil, and unexcused absences or tardiness have continued, the school district needs to issue a directive requesting the family to attend a SARB hearing or a truancy mediation meeting. As with the first notification of truancy, the notice of habitual truancy may be made using the most cost-effective method possible, which may include electronic mail or a telephone call.

§48204 Residency Requirements for School Attendance

(a) Notwithstanding Section 48200, a pupil complies with the residency requirements for school attendance in a school district if he or she is any of the following:

- (1) (A) A pupil placed within the boundaries of that school district in a regularly established licensed children's institution or a licensed foster home as defined in Section 56155.5, or a family home pursuant to a commitment or placement under Chapter 2 (commencing with Section 200) of Part 1 of Division 2 of the Welfare and Institutions Code.
 - (B) An agency placing a pupil in a home or institution described in subparagraph (A) shall provide evidence to the school that the placement or commitment is pursuant to law.
 - (2) A pupil who is a foster child who remains in his or her school of origin pursuant to subdivisions (f) and (g) of Section 48853.5.
 - (3) A pupil for whom interdistrict attendance has been approved pursuant to Chapter 5 (commencing with Section 46600) of Part 26.
 - (4) A pupil whose residence is located within the boundaries of that school district and whose parent or legal guardian is relieved of responsibility, control, and authority through emancipation.
 - (5) A pupil who lives in the home of a caregiving adult that is located within the boundaries of that school district. Execution of an affidavit under penalty of perjury pursuant to Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code by the caregiving adult is a sufficient basis for a determination that the pupil lives in the home of the caregiver, unless the school district determines from actual facts that the pupil is not living in the home of the caregiver.
 - (6) A pupil residing in a state hospital located within the boundaries of that school district.
 - (7) A pupil whose parent or legal guardian resides outside of the boundaries of that school district but is employed and lives with the pupil at the place of his or her employment within the boundaries of the school district for a minimum of three days during the school week.
- (b) (1) A school district may deem a pupil to have complied with the residency requirements for school attendance in the school district if at least one parent or the legal guardian of the pupil is physically employed within the boundaries of that school district for a minimum of 10 hours during the school week.
 - (2) This subdivision does not require the school district within which at least one parent or the legal guardian of a pupil is employed to admit the pupil to its schools. A school district shall not, however, refuse to admit a pupil under this subdivision on the basis, except as expressly provided in this subdivision, of race, ethnicity, sex, parental income, scholastic achievement, or any other arbitrary consideration.
 - (3) The school district in which the residency of either the parents or the legal guardian of the pupil is established, or the school district to which the pupil is to be transferred under this subdivision, may prohibit the transfer of the pupil under this subdivision if the governing board of the school district determines that the transfer would negatively impact the court-ordered or voluntary desegregation plan of the school district.
 - (4) The school district to which the pupil is to be transferred under this subdivision may prohibit the transfer of the pupil if the school district determines that the additional cost of educating the pupil would exceed the amount of additional state aid received as a result of the transfer.
 - (5) The governing board of a school district that prohibits the transfer of a pupil pursuant to paragraph (2), (3), or (4) is encouraged to identify, and communicate in writing to the parents or the legal guardian of the pupil, the specific reasons for that determination and is encouraged to ensure that the determination, and the specific reasons for the determination, are accurately recorded in the minutes of the board meeting in which the determination was made.
 - (6) The average daily attendance for pupils admitted pursuant to this subdivision is calculated pursuant to Section 46607.
 - (7) Unless approved by the sending school district, this subdivision does not authorize a net transfer of pupils out of a school district, calculated as the difference between the number of pupils exiting the school district and the number of pupils entering the school district, in a fiscal year in excess of the following amounts:
 - (A) For a school district with an average daily attendance for that fiscal year of less than 501 pupils, 5 percent of the average daily attendance of the school district.
 - (B) For a school district with an average daily attendance for that fiscal year of 501 pupils or more, but less than 2,501 pupils, 3 percent of the average daily attendance of the school district or 25 pupils, whichever amount is greater.
 - (C) For a school district with an average daily attendance of 2,501 pupils or more, 1 percent of the average daily attendance of the school district or 75 pupils, whichever amount is greater.
 - (8) Once a pupil is deemed to have complied with the residency requirements for school attendance pursuant to this subdivision and is enrolled in a school in a school district the boundaries of which include the location where at least one parent or the legal guardian of a pupil is physically employed, the pupil does not have to reapply in the next school year to attend a school within that school district and the governing board of the school district shall allow the pupil to attend school through grade 12 in that school district if the parent or legal guardian so chooses and if at least one parent or the legal guardian of the pupil continues to be

physically employed by an employer situated within the attendance boundaries of the school district, subject to paragraphs (2) to (7), inclusive.

School Attendance Review Board (SARB)

Students who are identified as habitual truants by their school sites will be referred to a School Attendance Review Board. The Gilroy Unified School Districts' SARB may include representatives from: school sites, district-level representatives, law enforcement, Probation, county Human Services Department, health care and mental health professionals, and parents.

The School Attendance Review Board meets with the student and the parent/guardian to discuss the truancy and impose consequences that range from signing a contract for improved attendance, referral to outside agencies for assistance, transfer from one school to another, to referral to the District Attorney's office for prosecution.

Choosing a School within the District in which Parents/Guardians Live

Choosing your Child's School: A Summary of School Attendance Alternatives in California California law (Education Code section 48980 (g) The notification shall advise the parent or guardian of all existing statutory attendance options and local attendance options available in the school district. This notification component shall include all options for meeting residency requirements for school attendance, programmatic options offered within the local attendance areas, and any special programmatic options available on both an interdistrict and intradistrict basis. This notification component also shall include a description of all options, a description of the procedure for application for alternative attendance areas or programs, an application form from the school district for requesting a change of attendance, and a description of the appeals process available, if any, for a parent or guardian denied a change of attendance. The notification component also shall include an explanation of the existing statutory attendance options, including, but not limited to, those available under Section 35160.5, Chapter 5 (commencing with Section 46600) of Part 26, and subdivision (b) of Section 48204. The department shall produce this portion of the notification and shall distribute it to all school districts.

Choosing a School outside the District in which Parents/Guardians Live Parents/guardians have three different options for choosing a school outside the district in which they live. The three options are described below.

1. AB 19 Districts of Choice

Parents/guardians have three different options for choosing a school outside the district in which they live. (AB 19 Districts of Choice) The law (Education Code Sections 48209 through 48209.16) allows, but does not require, each school district to accept transfer students from outside the district under the terms of these education code sections. The school board of a district that decides to become a "district of choice" must determine the number of students it is willing to accept in this category each year and make sure that the students are selected through a "random and unbiased" process, which generally means a lottery process. Students may transfer into a "district of choice" through this mechanism beginning with the 1995–1996 school year. The last year current law will allow a student to transfer under these provisions is the 1999-2000 school year. If the district a parent/guardian would like his/her child transferred into chooses not to become a "district of choice," a parent/guardian may still request a transfer.

2. Other Inter-district Transfers

The law (Education code Sections 46601 through 46611) allows two or more districts to enter into an agreement for the transfer of one or more students for a period of up to five years. New agreements may be entered into for additional periods of up to five years each. The agreement must specify the terms and conditions under which transfers are permitted. There are no statutory limitations on the kinds of terms and conditions districts are allowed to place on transfers. The law on inter-district transfers also provides for the following:

- (a) Both the school district a parent/guardian is transferring from must take into consideration the child care needs of the student. If the transfer is approved based on childcare needs, the student may be allowed to stay in the new district or the high school district to which it feeds through the 12th grade, subject to certain conditions.
- (b) If either district denies a transfer request, a parent/guardian may appeal that decision to the county board of education. There are specified timelines in the law for filing an appeal and for the county board of education to make a decision.
- (c) No district is required to provide transportation to a student who transfers into the district.

3. Parental Employment in Lieu of Residency Transfers (“Allen Bill Transfers”)

The law (Education Code Section 48204(f)) provides that if one or both parents/guardians of an elementary school student are employed in the boundaries of a school district other than the one in which they live, the student may be considered a resident of the school district in which his/her parents or guardians work. The code section does not require that a school district automatically accept a student requesting a transfer on the basis, but a student may not be rejected on the basis of race/ethnicity, sex, parental income, academic achievement, or any other “arbitrary” consideration. Other provisions of Education Code Section 48204(f) include:

- a) Either the district in which the parent/guardian lives or the district in which the parent/guardian works may prohibit the transfer if it determines there would be a negative impact on its court-ordered or voluntary desegregation plan.
- b) The district in which the parent/guardian works may reject a transfer if it determines that the cost of educating the student would be more than the amount of government funds the district would receive for educating the student. This limitation might particularly apply to any special needs student that would require extra services from the district for which the district believes the state aid it would receive would not fully pay.
- c) There are set limits (based on total enrollment) on the net numbers of students that may transfer out of a district under this law, unless the district approves a greater number of transfers.
- d) There is no required appeal process for a transfer that is denied. However, the district that declines to admit a student must provide in writing to the parent/guardian the specific reasons for denying the transfer.

Transfer Options for Gilroy Unified School District Students

California law and Gilroy Unified School District policy provide an opportunity for parents and guardians to request a school in a different attendance area other than the area where they live. Parents may request a school within Gilroy Unified School District (intra-district) or in a different district (inter-district). Please contact the Enrollment Office for more information.

Open Enrollment

Gilroy Unified School District does not have an open enrollment policy. Students may attend a school outside of their attendance area for the following exceptions:

- Students in Dual Immersion Spanish Language Programs.
- Students placed at a school by the GUSD placement panel.
- Students who are impacted by overflow conditions.
- Specific case-by-case students.

Intra-district Enrollment for K-12

All enrollment within Gilroy Unified School District will be resolved no later than the second week of the school year. The following conditions apply:

- Students who live in the school attendance area have priority in attending their home school.
- The District will decide the number of openings (capacity) at each school that can be filled by transfer students. If more requests to attend a school are received than there are openings, the District will use a random and unbiased lottery to fill the openings and establish a waiting list.
- If the request for a new school is approved, the student cannot return to the previous school until the next enrollment period.
- Transportation to the new school is the responsibility of the parent.

School Transfer Requests

Requests for a different school may be submitted at any time, although the actual transfer will not take place until a semester or quarter break. These requests are submitted on different forms. Transfer requests require a reason for the request and expire at the end of the school year.

Inter-district Transfer

The form to request a school in a different district is submitted to the district office in which the student resides. For students living in the Gilroy Unified School District attendance area, submit the form to the enrollment office, 7810 Arroyo Circle, Gilroy, CA 95020. Approval may be granted if:

1. There is space at the desired school.
2. One of the following reasons has been met.
 - Students transferred are subject to the same disciplinary actions as other students, and the inter-district agreement may be revoked if discipline or truancy problems become chronic.
 - Exceptional baby-sitting problems especially with children, K-3.
 - Exceptional difficulties of working, or single parent homes.
 - Babysitting need when the babysitter is a relative or has been the sitter for at least two (2) years, grades K-5.
 - Home under construction or in the process of purchase with family occupancy set at a reasonable time, generally six (6) enrollment was not based on athletic eligibility.
 - Maintaining eligibility under this rule may occur only one time in the student's high school career.

Important Note: Any violation could result in the forfeiture of all games played.

Adult Education

The Gilroy Unified School District Adult Education School is an agency of the Gavilan Regional ACES Adult & Career Education Services Region consortium, comprising Gavilan College, Gilroy Unified School District, Morgan Hill Unified School District and the San Benito High School District. Each agency has a different assortment of program offerings and anyone who lives within the region is able to attend any of the agencies.

Programs offered by GUSD at the Hirosaki site:

- High School Diploma Program
- Adult Basic Education (Math, English)

Programs offered in collaboration with Gavilan Community College at the Hirosaki site.

- High School Equivalency Program (HiSET in Spanish)
- ESL I and II

Attendance-Athletic Eligibility

Once in high school, eligibility (including those transferring from one high school to another) is governed by the rules of the California Interscholastic Federation (CIF). Current California Interscholastic Federation Section 220, rule 223 (A) allows high school students enrolled in a different Gilroy Unified high school to be immediately eligible if:

- The change in enrollment takes place during the first 15 days of the school year.
- The receiving school attests that the selection process for approving student

After School Programs and Activities

After School Education and Safety (ASES) and 21st Century After School Programs:

Power School operates expanded learning programs after school and during the summer for all elementary (TK-5) and middle schools (6-8) in Gilroy Unified School District. Power School provides a healthy snack, support with homework, an academic component to support school day learning, recreation time to encourage a healthy physically active lifestyle, and an enrichment program. The program operates from right after school until 6:00 pm every day school is in session.

Power School is funded by After School Education and Safety (ASES) state grant, 21st Century Community Learning Centers federal

grant, and Expanded Learning Opportunity Program (ELO-P) funds. The program's purpose is to serve students who are struggling academically, or are considered to be in one or more of the following categories: English Learner, Low-Income, Foster Youth, and/or Homeless, however the program also serves non-qualifying students as space allows.

For more information, please see the Power School website: <https://www.gilroyunified.org/departments/educational-services/power-school>.

After School Hourly Interventions:

Some elementary and middle schools provide targeted tutorial support for students at risk of not meeting grade-level standards or at risk of not being promoted to the next grade level.

Schools develop their own programs during the school year, and the district provides summer school programs

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 (408-846-4400). 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. (Penal Code 11166) 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.

Civil Rights Complaints

School district programs and activities are to be free from discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability and for monitoring compliance with any and all rules and regulations promulgated pursuant to Section 11138 of the Government Code. (Amend. Stats. 1988, Ch. 1514). If such discrimination occurs, parents have the right to submit a written complaint subject to civil law remedies. Education Code 260. See complaint process and forms in this handbook.

Counseling Services

Mental Health Services: GUSD can provide parents and guardians with information about how to access mental health services through local agencies. Contact your school site principal, counselor or the GUSD or the Student Services Department for more information.

Child Care

Child care is provided for parents who attend the District English Language Advisory Council (DELAC), 21st Century Family Literacy Classes, and other specialized and mandated meetings. These services are arranged by the department that hosts the meeting. Early Childhood Education GUSD offers preschool and state funded early childhood education (ECE) for students ages 3-5. Migrant Education and Student Services provide programs for students with special needs in collaboration with the district ECE. Contact the Early Childhood Education Administrator or visit the GUSD website for more information.

Employment-Based School Attendance Options

An application for inter-district transfer of a student may be made based upon the employment of the parent. An elementary school pupil (K-5) shall be deemed to have complied with the residency requirements for school attendance if the pupil's parent or legal guardian is employed within the boundaries of the school district. Allen Bill (AB 149), Education Code 48204 (f).

English Learner Programs

Gilroy Unified School District has developed a comprehensive plan to address English Learner (EL) Programs. The Master Plan for Services to English Learners provides clear guidance for parents and guardians of EL students.

Exceptional Children

Special Education programs or services are provided for pupils with an assessed disability and require special education supports to access the general education curriculum. Referrals for assessment to determine eligibility for special education and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public or the Student Services Department.

Health

Head Lice: The problem of head lice and nits is ongoing and can be difficult to control at home and at school. Even though lice and nits are not a major threat to health, they are easily spread. The Centers for Disease Control, the American Academy of Pediatrics, California Nurses' Association, and the National Association of School Nurses all recommend that students not be excluded from school for having nits and that the management of head lice should not disrupt a student's educational process. The AAP further recommends that since a child with an active head lice infestation has likely had the infestation for a month or more by the time it is discovered, poses little risk to others, and does not have a resulting health problem, he or she should remain in class but be discouraged from close direct head contact with others. The child's parent or guardian should be notified that day and educated on

the prompt, proper treatment of head lice. The child should be allowed to return to school after proper treatment. For more information contact the District Student Services Director.

Immunization Requirements: State law requires that all students under age 18 be immunized against certain diseases unless they are exempt for medical reasons. The school must have proof that your child is current on required immunizations at the time he/she is registered. Please check with your pediatrician, family physician or medical clinic to make sure your child is fully immunized; your child may be excluded from school if these are not met.

Information on obtaining a permanent medical exemption for your students is available from the school nurse.

Health/Immunizations required for school attendance are as follows

Polio: four doses (any combination IPV or OPV); three doses are acceptable if the last dose was given on or after the fourth birthday for students 4 – 6 years of age; three doses meet the requirement for age 7 – 17 if the last dose was given on or after the 2nd birthday.

DTP/DTaP (diphtheria, tetanus, and pertussis before age 7) entering students 4-6 years old must have five doses; four doses meet the requirement if one dose was given on or after 4th birthday. For entering students 7-17 years old, four doses; three doses meet the requirement if the last dose was given on or after 2nd birthday. At least one dose must be Tdap or DTaP/DTP given on or after 7th birthday for all 7th-12th graders.

Hib (haemophilus influenza type b) is required of children under the age of four years, six months.

MMR (measles, mumps, rubella; MMR or MMR-V) Entering students must have two (2) doses both on or after 1st birthday. Only one dose of mumps and rubella vaccines are required if given separately. For students entering 7th grade, 2 doses of MMR or any measles containing vaccine. (Both doses given on or after 1st birthday.

Hepatitis B: (Hep B or HBV) Entering students must have three (3) doses.

Varicella (chickenpox, VAR, MMR-V, or VZV: One dose for ages 4-6, one dose for ages 7-12, and two doses for ages 13-17.

TB Test (PPD) Mandate: Students are no longer required to have mandatory TB testing but must undergo a TB risk assessment prior to entering kindergarten or upon transfer to Santa Clara County schools. Each student must now be evaluated by a health care provider who will complete the Santa Clara County Public Health Department TB Risk Assessment for School Entry form. TB risk assessment and test results (if indicated) must be submitted prior to school entry; documented TB screening and tests performed in the US up to twelve months prior to registration for school are considered valid. Students who have a positive risk assessment should have a TB test. All children with a positive TB test should undergo medical evaluation, including a chest x-ray. The results of the chest x-ray should be included on the form. If the chest x-ray is normal and the child has no TB symptoms, they may start school. If the child has an abnormal chest x-ray, the child must undergo further evaluation and cannot enter school unless treatment has been initiated.

Physical Examination: A state law called the Child Health and Disability Prevention Program strongly recommends that every child have a physical examination before entering first grade. Parents or guardians are asked to present a report of examination or a waiver statement to the school within 90 days of entry to first grade. School staff will assist families in making plans to meet this request.

An annual physical examination is required of all secondary students who participate in interscholastic athletic programs. The coaches/school staff will apprise parents of low- cost health screenings at the school if they are available. Complete physical exams by a personal physician are highly recommended.

Home and Hospital Program

This program provides quality instruction by certificated teachers for students who are unable to attend school due to a temporary illness or injury and will need a home teacher for a minimum of two weeks. Students may qualify for services if they:

- Are currently enrolled in grades K-12 and live within the Gilroy Unified School District boundaries.
- Live outside the Gilroy Unified School District School boundaries but are temporarily hospitalized within the district.
- Live within the Gilroy Unified School District boundaries and attend a private or parochial school but need to be registered at a Gilroy Unified School District school during the time the student is on Home and Hospital instruction.

Documentation of a diagnosed illness or condition from a student's medical doctor is required to receive home/hospital instruction. For more information and/ or to request an instructor for home/hospital instruction along with a form for your doctor to complete, visit the Student Services website or contact the Health Services Department.

Instructional Use of Animals

Harmful or Destructive Use of Animals (§ 32255 Summary) Except for those students enrolled in agricultural education providing instruction on the care, management, and evaluation of domestic animals, any pupil with a moral objection to dissecting or otherwise harming or destroying animals, or any part thereof, may, upon notifying his/her teacher and with teacher approval, receive alternate education for obtaining the knowledge, information, or experience required by the course of study in question. Pupils have the right to refrain from the harmful or destructive use of animals in their classroom. The pupil shall not be discriminated against based upon his or her rights to refrain.

Insurance/Student Injuries

The school district does not carry medical or accident insurance for individual students. Parents are responsible for emergency medical costs beyond first aid provided at the school site. Student accident insurance is available for purchase from a variety of insurance agencies. Information is available in school offices and on the district website. If emergency medical or dental treatment is needed and the parent or listed emergency contacts cannot be reached, 911 will be called. The school district is not responsible for charges incurred as a result of 911 calls or ambulance transfers.

Intervention Programs

Interventions are programs provided by the schools to help students achieve grade level standards. GUSD offers multiple opportunities for academic intervention for K-12 students.

Students are placed in interventions based on the results from assessments, including the California Assessment of Student Performance and Progress (CAASPP), the English Language Proficiency Assessment for California (ELPAC), GUSD benchmark tests, classroom diagnostic assessments and teacher recommendation. Schools use a variety of instructional programs designed to address student's academic needs.

Library Cards

Gilroy Unified School District is partnering with our very own Gilroy Public Library, a member of the Santa Clara County Library District, to provide free library accounts to all students. All students enrolled in Gilroy schools are eligible. In order to create the library accounts, GUSD will provide student directory information (name, address, birthdate) and the Student Identification Number to SCLD. Students will then be assigned a free student library account. If you do not want the School District to provide your child's information to the Santa Clara County Library District, please contact the GUSD Ed Services office.

Moves – Family Residential

When parents or guardians move, they are required to inform their school of attendance as soon as possible. Verification of a new address is necessary. For parents or guardians who move out of the Gilroy Unified School District an inter-district transfer will be required in order to allow their student to continue in GUSD. Children and youth who become homeless in between academic years

are entitled to attend their school of origin for the following year. Migrant children, preschool children and youth whose parents will not permit them to live at home or who have run away from home may be identified as homeless.

Parental Financial Liability

While a student is accountable for his/her willful acts of misconduct, parents and legal guardians are financially responsible for damage and injury caused by their child's misconduct. Wherever 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. The GUSD will seek restitution for any and all losses or damage to District property brought about by any student through any appropriate means including, but not limited to the Cost Recovery Program. 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 an 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.

Police Officers Interviewing Students While on Campus

Peace officers have the right to question students whom they feel may be suspects or witnesses at the school. School officials have no guaranteed right to be present for an interview with a student and should not insist on that unless it is agreed upon by those participating. The child/student, however, does have the right to have a school support person, of his or her own choice, present during the interview and must be advised of that right by the child protective services worker, or peace officer, prior to the interview. The school is required to notify the parent if the child/student is released to an officer, per Education Code 48906, except when the child is placed into custody as a victim of child abuse or neglect. The Safe Schools and Discipline section provides more information.

Records and Access to Student Information

Districts maintain records on student enrollment, academic progress, and health requirements for students. These records are subject to the following regulations.

§ 49075 Access to Records by any person with written parental consent

A school district may permit access to pupil records to any person for whom a parent of the pupil has executed written consent specifying the records to be released and identifying the party or class of parties to whom the records may be released. The recipient must be notified that the transmission of the information to others without the written consent of the parent is prohibited. The consent notice shall be permanently kept with the record file.

§49076 Access to records by persons without written parental consent or under judicial order

A school district is not authorized to permit access to pupil records to any person without written parental consent or under judicial order except that:

(a) Access to those particular records relevant to the legitimate educational interests of the requester shall be permitted to the following:

(1) School officials and employees of the district, members of a school attendance review board appointed pursuant to Section 48321, and any volunteer aide, 18 years or older, who has been investigated, selected, and trained by a school attendance review board for the purpose of providing follow up services to students referred to the school attendance review board, provided that the person has a legitimate educational interest to inspect a record.

(2) Officials and employees of other public schools or school systems, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided, or where the pupil intends to or is directed to enroll, subject to the rights of parents as provided in Section 49068.

(3) Authorized representatives of the Comptroller General of the United States, the Secretary of Education, and administrative head of an education agency, state education officials, or their respective designees, or the Unified States Office of Civil Rights, where the information is specifically authorized by federal law, any data collected by those officials shall be protected in a manner which will not permit the personal identification of students or their parents by other than those officials, and any personally identifiable data shall be protected in a manner which will not permit the personal identification of students or their parents by other than those officials, and any personally identifiable data shall be destroyed when no longer needed for the audit, evaluation, and enforcement of federal legal requirements.

- (4) Other state and local officials to the extent that information is specifically required to be reported pursuant to state law adopted prior to November 19, 1974.
- (5) Parents of a pupil 18 years of age or older who is a dependent as defined in Section 152 of the Internal Review Code of 1954.
- (6) A pupil 16 years of age or older or having completed the tenth grade who requests such access. Any district attorney who is participating in or conducting a truancy mediation program pursuant to Section 48263.5 or Section 601.3 of the Welfare and Institutions Code, or participating in the presentation of evidence in a truancy petition pursuant to Section 681 of the Welfare and Institutions Code.
- (7) A prosecuting agency for consideration against a parent or guardian for failure to comply with the Compulsory Education Law (Chapter 2 [commencing with Section 48200] of Part 27 of Division 4 of Title 2) or with Compulsory Continuation Education (Chapter 3 [commencing with Section 48400] of Part 27 of Division 4 of Title 2).
- (8) Any probation officer or district attorney for the purposes of conducting a criminal investigation or an investigation in regards to declaring a person a ward of the court or involving a violation of a condition of probation.
- (b) School districts may release information from pupil records to the following: (1) Appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of a student or other persons. (2) Agencies or organizations in connection with a student's application for, or receipt of, financial aid. However, information permitting the personal identification of students or their parents may be disclosed only as may be necessary for purposes as to determine the eligibility of the pupil for financial aid, to determine the amount of the financial aid, to determine the conditions which will be imposed regarding the financial aid, or to enforce the terms or conditions of the financial aid. (3) Accrediting associations in order to carry out their accrediting functions.
- (4) Organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if the studies are conducted in a manner that will not permit the personal identification of students or their parents by persons other than representatives of the organizations and the information will be destroyed when no longer needed for the purpose for which it is obtained.
- (5) Officials and employees of private schools or school systems where the pupil is enrolled or intends to enroll, subject to the rights of parents as provided in Section 49068. This information shall be in addition to the pupil's permanent record transferred pursuant to Section 49068.

A person, persons, agency, or organization permitted access to pupil records pursuant to this section may not permit access to any information obtained from those records by any other person, persons, agency, or organization without the written consent of the pupil's parent. However, this paragraph does not require prior parental consent when information obtained pursuant to this section is shared with other persons within the educational institution, agency or organization obtaining access, so long as such persons have a legitimate interest in the information.

§49077 Disclosure of student information; compliance with court orders or lawfully issued subpoena; notification of pupil and guardian

Information concerning a student shall be furnished in compliance with a court order or a lawfully issued subpoena. The school district shall make a reasonable effort to notify the parent or legal guardian and the pupil in advance of compliance with a lawfully issued subpoena and, in the case of compliance with a court order, if lawfully possible within the requirements of the order.

§49073 Release of Directory Information

School districts shall adopt a policy identifying those categories of directory information as defined in subdivision (c) of Section 49061 that may be released. The district shall determine which individuals, officials, or organizations may receive directory information. However, no information may be released to a private profit-making entity other than employers, prospective employers, and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. The names and addresses of pupils enrolled in grade 12 or who have terminated enrollment prior to graduation may be provided to a private school or college operating under Chapter 7 (commencing with Section 94700) of Part 59 or its authorized representative. However, no such private school or college shall use that information for other than purposes directly related to the academic or professional goals of the institution, and any violation of this provision is a misdemeanor, punishable by a fine of not to exceed two thousand five hundred dollars (\$2,500). In addition, the privilege of the school or college to receive the information shall

be suspended for a period of two years from the time of discovery of the misuse of the information. Gilroy Unified School District strictly limits or denies the release of directory information to organizations based upon a determination of the best interests of pupils.

Directory information may be released according to local policy as to any pupil or former pupil. No directory information shall be released regarding any pupil if a parent has notified the school district that the information shall not be released by September 30th or within two weeks of receiving the handbook.

§49073.5 Release of information to Military Services Representatives; Release of Telephone numbers

(a) It is the intent of the Legislature that school districts, in adopting a policy pursuant to Section 49073 governing the release of pupil directory information, not purposefully exclude any military services representative from access to that information. It is further the intent of the Legislature, in the interest of pupil confidentiality, that school districts minimize the release of pupil telephone numbers in the absence of express parental consent. The Legislature finds and declares that the nondisclosure of pupil telephone numbers will reduce the possibility of harassment of pupils and their families by organizations that receive pupil directory information. An opt-out form for the release of student information is available in the forms to sign section of this handbook. If parents or guardians do not want student information released, this form must be filled out and returned to the student's school to notify the district of this request.

Release of Information and Student Images for Media Purposes

Representatives from the news media often visit our campuses to take photographs or videotape of students involved in various educational activities. Additionally, the district will take photographs of school activities to include in print and website publications, as well as digital or electronic promotional media forms. Parents have the right to deny permission for their student to be photographed, videotaped or interviewed while at school and to have those images distributed through print or electronic media sources. Students will be included in these activities, unless a parent has signed and returned the media release form in the forms section of this handbook or indicated in other written manner that their child's image may not be used in media and promotional materials.

Students' Rights and Responsibilities

Gilroy Unified School District understands that K-12 public schools exist for the education of children. With this in mind, students have both rights and responsibilities that contribute to educational opportunities and academic achievement success.

Section I: Students have the right to a free and appropriate public education which will teach them to function in today's modern society as responsible citizens. Toward this end no student, or group of students, shall be deprived of an education because of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability or any other reason which in any way results in a deprivation of the rights provided in this section.

Section II: Students have the right to attend safe, clean, and when reasonably possible, uncrowded school facilities. It shall be the responsibility of all persons within our academic community to work toward developing academic environments that will promote learning for all our children. It is the responsibility of all persons within our academic community to refrain from depriving our students, teachers, administrators, staff and parents with those rights set forth in this section.

Section III: In order to promote a successful academic environment which provides our students with an understanding of their academic choices, students, along with their parents or guardians, shall have the right to consult with guidance counselors and/or any district person involved in the educational process to help them plan for fulfilling such student's academic goals.

Section IV: Students have the right to peaceably assemble and create and organize student government. Students have the right to: (1) free elections by their peers; (2) to seek and hold office in student government; (3) to develop a student government constitution ratified by the student body; (4) to administer the business of the student governing body with final approval from the student representatives and from the administration of the school.

Section V: All students have the right to be involved with and participate in school activities for which they are reasonably qualified.

Section VI: Students have the right to be included in committees which determine policies affecting them in the areas of curriculum and behavior. They have the right to participate in the planning, writing, implementation and evaluation of curriculum and behavior policies. Additionally, they shall have the right to provide their point of view pertaining to the policies under consideration as well as the right to access other points of view in the process relating to the content of instruction or the behavior under consideration.

Section VII: Students have the right and responsibility to participate in the development and revision of school policies, rules and regulations to which they are subject. They further have the right to be notified reasonably, in advance, when such policies, rules and regulations will be developed, revised or enforced.

Notification of these policies, rules, and regulations shall be the responsibility of the enforcing bodies.

Section VIII: Students have the right to review anything within their files under an administrator's guidance except for those items which are specified as legally privileged communications and evaluations or which are prohibited from such student's review under current law. Students have the right to insert rebuttals to information and opinions in their files.

Section IX: Students may exercise their constitutionally protected rights of free speech, expression and assembly as long as they refrain from interfering with the operation of the regular school program; refrain from inciting others to violence or violations of state or federal laws; engage in conduct contrary to state or federal law, and so long as they are not libelous, obscene or illegal. Toward this end, students have the right to wear political buttons, armbands or any other badge of symbolic expression. Students have the right to form social and/or political organizations as long as they do not violate State or Federal law. Students have the right to distribute off-campus publications under the following provisions: Distribution will be made at a designated time.

1. Location for distribution will be designated by the Principal.
2. No obscenities may be published nor violation of State or Federal law be advocated.
3. Copy of the publication shall be presented to the Principal no later than the morning of distribution.
4. All publications shall be free.
5. Publications are to be distributed only by students from the school.

6. Students shall have the right to reasonable use of communication systems including bulletin boards, public address systems, newspapers and school bulletins.

Section X: Within reason, students have the right to determine their own appearances if that appearance is not disruptive to the learning process in the classroom or is deemed by the board as unsafe. School wide uniforms may be interventions used by the board to prevent disruption of the learning process or to reduce dangers at a particular school.

Section XI: Students have the right to present petitions and complaints to school authorities and the right to receive prompt responsive replies from school authorities regarding the disposition of their petitions and complaints. Students shall also have the right to appeal an adverse ruling to school authorities not immediately involved in the dispute or involved in the initial adverse ruling as further set forth in Section XV below.

Section XII: Students have the right to be shown respect from school personnel in the same manner and to the same extent which is expected of the students toward school personnel.

Section XIII: Students have the right to be free from searches of their persons or lockers unless authorities have a reasonable suspicion that rule violations have occurred and such search is allowed by the United States or California Constitutions and/or State or Federal law.

Section XIV: Schools may take no punitive action against students for off-campus conduct during non-school hours unless it is directly related to school activities such as field trips, athletic teams and special events. Students have a responsibility to the school for their conduct on the way to and from school and while members of voluntary school groups.

Section XV: No student shall be deprived of the traditional rights of due process including, but not limited to, the right to adequate representation, the right to an impartial hearing, the right to confront accusers, the right to be free from self-incrimination and the right to appeal. The right of appeal shall follow procedures established at the school level. It is the student's right to be informed of this process of appeal whenever action may be taken against him/her.

Section XVI: Every student has the responsibility to respect the rights of others and the responsibility not to engage in action that will affect the physical safety of others or intentionally damage the property of others.

Section XVII: Every student has the responsibility not only to avail himself or herself of the educational opportunities provided by our district but also every student has the responsibility not to disrupt the educational environment and learning process of other students.

See individual school handbooks and handouts for additional information.

As of August 2019, for student safety reasons and to control disruptions of school operations and the learning environment, the District cannot allow outside food delivery, including professional delivery and food brought from home, to students during school hours. Board Policies 1250 and 6116 Education Code Section 32212

Student Achievement

Gilroy Unified School District is committed to the academic achievement of all students. Each school has core and intervention programs to support students in meeting proficiency levels and beyond to expand their career and college-going opportunities.

After School Programs

Power School operates expanded learning programs after school and during the summer for all elementary (TK-5) and middle schools (6-8) in Gilroy Unified School District. Power School provides a healthy snack, support with homework, an academic component to support school day learning, recreation time to encourage a healthy physically active lifestyle, and an enrichment program. The program operates from right after school until 6:00 pm every day school is in session.

Power School is funded by After School Education and Safety (ASES) state grant, 21st Century Community Learning Centers federal grant, and Expanded Learning Opportunity Program (ELO-P) funds. The program's purpose is to serve students who are struggling academically, or are considered to be in one or more of the following categories: English Learner, Low-Income, Foster Youth, and/or Homeless, however the program also serves non-qualifying students as space allows.

For more information, please see the Power School website: <https://www.gilroyunified.org/departments/educational-services/power-school>

Assessments

Gilroy Unified School District recognizes the importance of assessment and testing. Districts are required to use multiple assessment results to monitor the academic progress of all students.

The purpose of testing and assessment is three- fold. State mandated assessments like the California Assessment of Student Performance & Progress (CAASPP) are designed to determine if students (a) have mastered standards, and (b) are proficient in English Language Arts and math. If you would like more information about these assessments, please visit our GUSD Assessment web page, which has a number of additional links, including the opportunity to view the practice tests that have been released to view the type of items that will be assessed. In addition, a parent or guardian may submit a request to excuse his or her child from any or all parts of any test. Please contact your child's school during regular school hours if you have any questions or concerns about the CAASPP tests or about the specific dates the tests will be administered at your child's school.

State developed language proficiency assessments, like the ELPAC (English Language Proficiency Assessment for California), measure student growth in learning English. From kindergarten through 12th grade, students take weekly, monthly, end of unit, and end of quarter or semester tests to help teachers determine student need, student progress, and grades. The Student Assessment Department has more information on the district's assessment system.

Advanced Placement

Advanced Placement Courses are designed to offer students more academic challenges than standard high school courses and to prepare students for the rigors of college. The national AP exams are given in May. AP exams align with the rigor of these courses and mirror college exit exams in format. "AP" designates courses with national standards and a national exam. An additional grade point is given for grades of a C or better when calculating grade point average (GPA) if the student chooses to take the test for the corresponding AP course. At the beginning of the school year, high schools communicate important deadlines to students and families about when to create CollegeBoard accounts and when to submit non-refundable deposits for each exam that students plan to take.

Career Technical Education

Gilroy Unified School District has a state approved Career Technical Education (CTE) plan that includes all high schools, and alternative schools. Pathways for both comprehensive high schools and alternative high schools are in the development and implementation stage. Currently, students at Gilroy High School can earn CTE credits for several industry sectors including Bio-Technology, Agriculture, and Culinary. Students at Christopher High School can earn CTE credits for several industry sectors including Digital Media Arts, Woods, and Performing Arts. Both schools offer photography, sports medicine and computers. Once all pathways are fully developed at all schools, students' diplomas will also include a CTE certification or completion notation. CTE programs intend to expand options for students. At any time, during the four years of high school, students can change pathways. There is more information in the state approved CTE plan.

Career Technical Education (CTE) Pathways

All students completing requirements in the Career Technical Education (CTE) Pathways shall demonstrate proficiency in meeting state-adopted standards. Courses meeting these requirements shall be developed by the Superintendent and adopted by the Board. Pathways requirements include:

- An integrated set of three year-long career/technical courses, which prepare students for entry-level employment in a specific industry sector and advanced education/training after graduation for a career in a specific industry sector; or
- An integrated set of three year-long visual arts, performing arts, or communication courses in a specific artistic discipline, and
- Take an industry certification exam (or equivalent) associated with their specific career pathway or complete a portfolio which demonstrates achievement within a specific artistic discipline. The school shall inform students requiring financial assistance to take the industry certification exam of scholarship opportunities.

CTE Individual Pathways

Subject to the written approval of the school principal or administrator-designee, students may meet the requirements of an Individualized Pathway which shall be a coherent grouping of courses designed to allow the student to meet specific educational objectives. An Individualized Pathway consists of two year-long courses selected from those required as part of the CTE or A-G pathways. All students completing requirements in the Individual Pathway shall demonstrate proficiency in meeting state-adopted standards for their coursework.

Certificate of Completion

Gilroy Unified School District has provisions for students to receive a certificate of completion for specific special circumstances. Students who receive this certificate in lieu of a high school diploma will work with high school Academic Coordinators, Student Services Department, and other support staff to determine the need for support and further action. The Superintendent or designee shall regularly report to the Board regarding the number of students receiving a certificate of completion and the resources that have been offered to such students.

Community Service

All high school seniors must fulfill an 80 hour community service requirement in order to graduate. Students who double this requirement, earning 160 hours or more, are honored at their graduation ceremonies with a special cord to wear along with their cap and gown. With the success of the program over the last several years, the district now honors the top 5% of students who earned the most community service hours from the graduating class of each high school site at a special board recognition. Students must have earned at least 160 hours to qualify for this honor. BP 6146.1 (a)

1. In order to ensure acceptance of a student's Community Service activity for credit, students must perform Community Service for a nonprofit agency on the pre- approved list. Failure to perform Community Service for an approved agency carries the risk of being denied credit for time served.
2. Students must use the official GUSD School Community Service Timesheet. Students' timesheets must be signed by their parent or guardian.
3. All community service work must be completed outside of school hours.
4. Paid Work will not be considered for Community Service Hours.
5. Community Service activities will be approved only for work through a nonprofit community service organization. Hours may be done through a large corporation if the corporation is sponsoring the community service opportunity.
6. In order to graduate, all GUSD students will fulfill a minimum of 80 hours of Community Service, no later than May 1 of their senior year. Students must earn ten hours in at least two categories from the following: Senior citizens, Young children, Disabled citizens, School-related, Environment, Homeless, Literacy, Animal care, Promoting health and physical fitness, Promoting arts & culture.
7. Community Service credit will not be given for service performed for a parent or a relative.
8. Approved Community Service will not exceed more than 8 hours per day including volunteering at youth camps which include overnight lodging.
9. Service hours will not be given for any high school club or team meeting.
10. Hours earned for after school or weekend training or planning sessions may count towards community service when the training results in actual volunteer service towards the community. (For example: serving on the Relay for Life Committee, etc.)
11. Community Service credit will not be granted for recruitment, membership building or teaching about an organization or its beliefs, philosophy, or mission. For example, Community Service credit will be granted for volunteer work performed for a church providing childcare, directing recreational activities, helping feed or clothe those in need, or providing other community services, but credit will not be granted for teaching about religious beliefs or for organizing or participating in religious ceremonies.
12. The organization receiving service always has the option of not signing a timesheet if the student's job performance is not satisfactory.

13. Students entering Gilroy Unified School District will have their Community Service Hours prorated at 20 hours per school year (5 hrs/quarter). To receive credit for hours worked at previous schools, the Community Service documents must be submitted, reviewed, and approved. Students selecting this option will not be pro-rated. All hours submitted must fulfill GUSD's requirements.
14. Hours spent for rehearsing/performing in a school or community event will not meet Community Service requirements.

Beginning with the class of 2024 students will be required to complete 20 hours by May 1 of each school year in order to be eligible for school-sponsored activities (ie Prom, Winter Ball, Athletic team participation, etc). Students must turn in any hours completed within 30 days of completion in order to receive credit for those hours. Please direct any questions regarding Community Service to the Community Service Coordinator at your high school. For volunteer opportunities and more information on community service, visit the individual school websites

Counseling

Gilroy Unified School District provides a comprehensive counseling program that includes academic, career and personal/social counseling. Parents/guardians have the right to be informed of the counselor's role and the confidential nature of the counseling relationship between the counselor and student. Every effort will be made to collaborate with parents/guardians to support student success and well-being. Courses of Study and Curriculum The California Education code requires that "the governing board of every school district...prepare and...keep on file for public inspection the courses of study prescribed for the schools under its jurisdiction." Courses of Study (§51040). The district provides its students with a rigorous standards-based curriculum appropriate for each grade level.

Curriculum

GUSD uses the California Frameworks for K- 12 Public Schools and other state developed tools in order to strengthen a common, coherent achievement vision throughout the district.

Our district's goal is to provide the most current, standards-based materials, the most relevant and meaningful learning opportunities for teachers and students, and targeted support for students above or not meeting grade-level. This goal is achieved through:

- Timely and comprehensive core materials adoptions.
- Timely and comprehensive intervention materials identification and adoption.
- Effective English Language Development frameworks and supplemental programs
- Ongoing Professional Development

The District has a formal process in place for K- 12 curriculum development that is aligned with the K-12 Continuum of Curriculum for the four core content areas, language arts, mathematics, science and social science. In addition to curriculum development, GUSD has a formal process in place for K-12 textbook adoption.

Early Assessment Program (EAP)

The Early Assessment Program (EAP) is a collaborative effort among the California State Board of Education (SBE), the California Department of Education (CDE) and the California State University (CSU). The program was established to provide opportunities for students to measure their readiness for college- level English and mathematics in their junior year of high school, and to facilitate opportunities for them to improve their skills during their senior year. The EAP is embedded in the California Assessment of Student Performance & Progress (CAASPP) for all eleventh graders. Upon completing the CAASPP assessment students indicate if they would like their scores sent to CSUs. All eleventh grade GUSD students who are considering applying to a CSU campus are encouraged to participate in the EAP and should talk to their high school counselor for greater details.

English Learner Programs

The academic progress of English Learners (EL) has a direct impact on school and district achievement. GUSD has developed and adopted a Master Plan for Services to English Learners. This plan includes the requirements for program, assessment, funding, and academic support to improve EL student achievement.

The state of California uses the English Learner Proficiency Assessment for California (ELPAC) to determine if students with a language other than English in their home background will be identified as English Learners and receive additional services. The ELPAC test is administered annually to English Learner students until the student qualifies for redesignation as fluent English proficient (RFEP). Parents of English learners will be notified annually of the progress of their student and the redesignation criteria.

Once identified for services, EL students will receive the following program support:

- Designated English Language Development (ELD) and/or Academic Language Development (ALD).
- Integrated English Language Development (iELD) in all core content areas (ELA, Math, Science, and Social Studies).
- Reading and Math interventions as needed.

English Language Development (ELD) is provided for students in grades K-12 by their identified ELD level. The specific goals of the district program are to:

- Develop the English fluency and proficiency of English Language Learners as effectively and efficiently as possible.
- Provide EL students with equal access to academic curriculum to that of their English only peers.
- Assist EL students to meet district content and performance standards in core curriculum areas as assessed by the CAASPP, and other high stakes tests.
- Promote cross-cultural understanding and efficacy of EL students to strengthen their engagement in academic settings.

English Learner (EL) Program Description:

English Learner (EL) Program Options

Structured English Immersion (SEI) -

SEI provides nearly all classroom instruction in English. EL students are placed with native English speakers for instruction in listening, speaking, reading and writing.

English Language Development (ELD) is provided daily. Instructional materials are matched to student needs and include print, audio, visual, graphic, and electronic resources. Some primary language support may be provided as needed.

Alternative Program - Dual Immersion: This option requires that parents fill out an application. The district Dual Immersion Programs are housed at Las Animas and Rod Kelley for grades K-5, South Valley Middle School for grades 6-8, and Gilroy High School for grades 9-12. Students are accepted in this type of program based on a specific criteria responding to the design of this dual language model and capacity is limited. For more information on the District DI program, please see the district website or contact the EL Department at the Educational Services Division.

Graduation and Promotion Grades 9-12

GUSD believes that the completion of an organized and sequential course of study prepares students for post-secondary education and/or employment. To obtain a diploma of graduation from the comprehensive high school, students shall complete 220 credits in grades 9- 12 (BP 6146.1):

- 40 credits in English (Education Code 51225.3)
- 30 credits in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)
- 30 credits in science, including biological and physical sciences (Education Code 51225.3) which must include one year of "Life Science" and one year of "Physical Science" with labs
- 30 credit in mathematics (Education Code 51225.3) (Common Core Integrated Math 1, 2, and 3 courses)**
- 20 credits in World Language (Education Code 51225.3)
- 10 credits in visual or performing arts (Education Code 51225.3)
- 20 credits in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)
- Beginning with the 2029-30 school year, a one-semester course in ethnic studies (Education Code 51225.3)
- 5 credits in Career-Technical Education
- 35 credits in elective (will change to 30 credits beginning with the class of 2029-30)
- 80 hours Community Service

****At least one mathematics course, or a combination of the two mathematics courses required for completion in grades 9-12, shall meet or exceed state academic content standards for Algebra I or Mathematics I (Education Code 51224.5). Completion, prior to grade 9, of Algebra coursework that meets or exceeds state academic content standards shall not exempt a student from the requirement to complete two mathematics courses in grades 9-12 (Education Code 51224.5).**

Continuation High School

To obtain a high school diploma from the continuation high school, students shall complete 182 credits in grades 9-12.

- 40 credits in English
- 20 credit in mathematics (Education Code 51225.3) (Common Core Integrated Math 1, 2, and 3 courses)**
- 20 credits in science, including biological and physical sciences (Education Code 51225.3) which must include one year of “Life Science” and one year of “Physical Science” with labs
- 30 credits in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)
- 10 credits in Fine Arts or World Language
- 20 credits in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)
- Beginning with the 2029-30 school year, a one-semester course in ethnic studies (Education Code 51225.3)
- 2 credits in Senior Portfolio
- 35 credits in elective (will change to 30 credits beginning with the class of 2029-30)

Early College High School

To obtain a high school diploma from the early college high school, students shall successfully complete a senior project, and complete 275 credits in grades 9-12 of which 40 college units (equivalent to 133 high school credits) must be college coursework (excluding units earned due to Advanced Placement scores):

1. 50 credits in English Language Arts

10 credits Freshman Honors English

10 credits Sophomore Honors English

10 credits Junior AP English

*10 credits for College ENGLISH 1A Coursework

*Score of 3, 4 or 5 on AP English Language and Composition will allow credit for College English 1A credit

10 credits College Coursework

2. 30 credits in History Social Science

10 credits World History (AP)

10 credits US History (AP)

5 credits American Government (AP)

5 credits Economics (AP)

3. 40 credits in Mathematics

10 credits Freshman Integrated Math I (Honors)

10 credits Freshman/Sophomore Integrated Math II (Honors)

10 credits Sophomore/Junior Integrated Math III (Honors)

10-30 required College Coursework (Pre-Calculus or Statistic minimum)

4. 30 credits in Science

10 credits Biology Honors

10 credits Chemistry Honors

10 credits College Science Elective

5. 30 credits College Language other than English

6. 10 credits College Visual and Performing Arts

7. 5 credit College Vocational Education

8. 20 credits Physical Education
10 credits Freshman PE 9
10 credits Elective College Kinesiology

9. 60 credits in Electives
28 credits Academic Prep

10 – 40 credits Seminar
12+ credits elective College Coursework
10 credits senior projects

Gifted and Talented Education (GATE)

Gifted and Talented Education in GUSD is based on the belief that every child should be provided opportunities to develop to their full potential through a variety of services based on standards-based instruction. GATE identification is provided to help teachers differentiate instruction in the classroom. Teachers modify, extend and enrich the core curriculum to promote creativity and critical thinking.

GUSD continues to provide universal GATE screening for all second-grade students enrolled in GUSD. Students in third, fourth, or fifth grade that are new to the district are tested during the regular district testing cycle with a teacher or parent referral.

Graduation and A-G

Gilroy Unified Diploma requirements mimic those of the University of California (UC) or California State University (CSU) A-G Requirements; however, while passing high school classes with a "D" grade or higher will earn a student a high school diploma, a "C" grade or higher is required for admission to a UC or CSU. All students completing A - G requirements shall demonstrate proficiency in meeting state- adopted standards. Each of the four courses must be approved through the University of California.

- Algebra I or equivalent courses determined by the Superintendent as meeting the University of California requirement for a third year of mathematics.
- A second laboratory science course such as chemistry, physics or AP biology.
- One additional world language course in the same language as that of the core world language.
- Any other course needed to meet minimum A - G entrance requirements for the UC/CSU system that is not used to meet core graduation requirements. Take the Scholastic Assessment Test (SAT) or the American College Testing (ACT) required of admission applicants by the University of California and, as 11th graders, the Preliminary Scholastic Assessment Test (PSAT), or take the English and math placement tests for California community colleges. All high schools shall provide students in need of financial assistance (to take the tests) information about local, state and federal financial assistance programs.

Independent Study

Students enrolled in the Independent Study Program are required to meet all graduation requirements. While students are highly encouraged to be in school and on time every day, on occasion there are family emergencies or special circumstances that necessitate an extended absence. Before the absence, families may request a temporary Independent Study Contract so their student can continue to progress during the absence. The pre-informed Independent Study Contracts must meet strict California State guidelines in order to result in excused absences.

- Short Term Independent Study (IS) may be authorized for a minimum of 5 days and a maximum of 10. The maximum days a student can work under independent studies in one school year is 15 cumulative days.
- All assignments are to be returned to the staff assigning them no later than the third school day upon the student's return to school.
- All assigned work must be completed for full credit and excused attendance to be awarded.
- Contracts will not be approved the first and the last week of each semester/trimester.

- All finals must be taken at the school site.
- The parent/guardian is responsible for the supervision of the student's work.
- Contracts will not be approved if:
- Student has received notices of truancy
- Middle or high school student has 2 or more F grades.
- Student has failed to complete prior Independent Studies contracts
- Approval or denial of the contract is at the discretion of the principal

For student participation for 16 school days or more, a written agreement (signed by the parent/guardian, the student, the supervising teacher, and the certificated employee) shall be obtained before the student begins independent study. For student participation of less than 16 school days, a signed written agreement shall be obtained within the school year in which the independent study program takes place. (Education Code 46300, 51747)

The Virtual Learning Academy (VLA) is one option offered by Gilroy Unified School District. VLA is a long-term, course-based independent study option provided for GUSD students enrolled in grades 9 through 12. Students and parents must meet specific requirements and commitments when enrolling in VLA. The program gives parents the lead responsibility to support the instruction of their children in the home environment with professional guidance from supervising GUSD teachers and VLA administrators. VLA Courses are available through Courseware, a research based curriculum that is part of Edmentum, an online learning provider. VLA provides pupils the opportunity to pursue an education at an individualized pace within a seven day window, while supporting students as they move toward or exceeding proficiency and mastering the CA State Standards for each subject area.

Intervention Programs

GUSD schools provide interventions during the school day for students who are not meeting grade level standards. Based on the results of assessments and teacher input, students may receive core instruction with support (strategic interventions) or replacement core (intensive interventions) in reading/language arts and math. English Learner students also receive interventions designed specifically for language acquisition and academic development.

Parents/guardians will be notified in a timely manner when their student is not making adequate progress in the achievement of academic standards and is in need of one or more interventions. All adopted programs are designed to accelerate student achievement.

Migrant Education Program

GUSD's Migrant Education Program (MEP) is designed to provide supplementary educational and support services to identified migrant students. The GUSD Migrant Education Program serves students during the summer and regular school year. Children and youth qualify for Migrant Education supplemental services if they meet the definition of "migratory child" and if the basis for their eligibility is properly recorded on a certificate of eligibility (COE) based on the MEP recruiter's assessment.

Priority for services is given to Migrant students who have experienced an interrupted school year and/or are newcomers to the U.S. Upon verification of eligibility, students qualify for up to three years of services.

The three main strands of MEP services to students at GUSD are:

1. Academic support for the summer and regular school year: These services include: center-based Preschool (Migrant Education School Readiness), Extended Day, and Summer School instruction for grades K-8. Credit Recovery Program and Drop-out Prevention Counseling are services provided for grades 9-12. During the summer, the program provides ELD, Math, Reading, and Writing, as well as tutoring support for priority-for-services mobile students. Migrant Education Staff coordinates academic support programs with the GUSD Summer School Programs to maximize the access of Migrant students to all district offerings in grades K-12.
2. Health Services: Linking families to health services including but not limited to support with health insurance sign-up, supplemental vision screening, and mobile dental/medical services provided in partnership with community organizations and GUSD Health Services.
3. Parent Involvement and Leadership Development: Leadership development is ongoing with the Migrant Parent Advisory Committee (PAC) which elects officers every two years. The PAC advises on all aspects of the Migrant Education program, including

programs, services, budget development, and staffing. Parent involvement also includes parent orientations for newcomers, incoming preschool and kinder students, and a fall parent-student institute for parents of students in the GUSD High Schools. Migrant parents access Family Literacy and Adult ESL through collaboration with community partners. Contact the GUSD Migrant Education office at (669) 205-4000 for more information.

Plan for College

GUSD encourages all graduates to have a clear plan for career or college after graduation. Research on college-going rates indicates the value of students envisioning themselves in college from an early age. The first step in planning is understanding what must be accomplished in order to graduate from high school prepared to attend college. Students and parents/guardians are encouraged to review graduation and A - G requirements regularly in comparison with the student's achievement reports. Frequent meetings with school staff will help students set personal achievement goals. The A – G requirements noted below are submitted by the Regents of the University of California and are aligned with the district's college preparation and core academic requirements:

- A. Two years of history-social science, which are to include one year of world history, culture and geography, and one year of US history or one half year of US history and one half year of civics or American government.
- B. Four years of college-preparatory English that include frequent writing, from brainstorming to final paper, as well as reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.
- C. Three years of college-preparatory mathematics, including Algebra and Geometry (elementary and advanced) or Math I, II, and III. (four years recommended)
- D. Two years of college-preparatory science, including one year of biological sciences with labs and one year of physical sciences with labs (three years recommended)
- E. Two years of the same language other than English (three years recommended).
- F. One year-long course from a single discipline in the visual arts or performing arts.
- G. One year of a college preparatory elective in addition to those required in "A – F" above, or a course beyond those used to satisfy the requirements of the A-F subjects.

To gain admission to some four-year colleges, students may also take and submit scores from either the Scholastic Aptitude Test (SAT) or the American College Test (ACT). Testing dates and locations are available in the high school counseling offices. Students are encouraged to take the PSAT their sophomore year or junior year and the SAT at least once in their junior year so they have scores when applying for college in the first semester of their senior year. Taking the SAT as a junior also allows students to retake these exams as seniors to improve scores, if needed, before submitting their college applications. For information about deadlines to sign up for the PSAT and SAT (where tests will be given, costs, and scholarships for testing fees) contact the Counseling Center at your high school.

Students are responsible for knowing the entrance requirements for the colleges and universities to which they intend to apply.

Local two and four year colleges, Gavilan Community College, Evergreen Community College, Cabrillo Community College, CSU Monterey Bay, CSU San Jose, and Santa Clara University provide multiple options for students seeking college degrees. Students are also encouraged to investigate which two year programs have "transfer agreements" with California State Universities (CSUs), University of California campuses (UCs), and private colleges.

Grade 12 GPA Cal Grant Submission

GUSD will automatically submit the GPA of all 12th grade students to the California Student Aid Commission by October 1st, for the Cal Grant financial aid process. If you wish to opt out of this automatic GPA submission, please contact your high school Academic Coordinator /Counselor by August 30th of the current academic year.

California Colleges Guidance Initiative

Gilroy Unified has partnered with the California College Guidance Initiative (CCGI) to help your child make a well-informed college and career plan. The benefits of the partnership include giving students access to CSU and UC eligibility tools to view progress

towards meeting the “A-G” course requirements. This will help your child know if they are taking the right courses in high school to meet their goals after graduation. Should you wish to opt-out from the District’s disclosure of your Student Information, please contact your Academic Coordinator at your high school.

Promotion/Retention

The Governing Board expects students to progress through each grade level within one school year. To accomplish this, instruction should accommodate the variety of ways that students learn and include strategies for addressing academic deficiencies when needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

As early as possible in the school year, the Superintendent or designee shall identify students who should be retained and who are at risk of being retained in accordance with law, Board policy, administrative regulation, and the following criteria.

Students shall be identified on the basis of grades, and other indicators of academic achievement; such as district identified diagnostic, formative and summative assessments, including but not limited to, the results of assessments pursuant to Education Code 60648 and the minimal levels of proficiency recommended by the State Board of Education pursuant to Education Code 60648. It is the intent that no student will be retained more than one year during his/her enrollment in the K-9 program but will continue to receive supplemental programs.

When any student in grades 2-9 is retained or recommended for retention, the Superintendent or designee shall offer programs of direct, systematic, and intensive supplemental instruction in accordance with Education Code 37252.2 and Board policy.

If a student is identified as performing below the minimum standard for promotion, the student may be retained in his/her current grade level unless the student's regular classroom teacher determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement. (Education Code 48070.5)

Promotion/Retention Middle School (6-8)

If a student is not making appropriate progress toward promotion, parents/ guardians will be notified as early in the school year as practical, but no later than the end of the first grading period. A variety of academic support programs will be offered.

Promotion/Retention High School (9-12)

In order to graduate from any district high school, a student must earn 220 units during grades 9 through 12. Normal promotion to the next grade level is based upon total units earned by the student. Students shall have completed the following minimum units at the start of the school year for class standings:

- 60 units for sophomore standing.
- 120 units for junior standing
- 180 units for senior standing.

Parents/guardians will be notified no later than the end of each grading period if a student isn’t making adequate progress toward graduation. A variety of academic support programs or classes will be offered, including summer school. High school students are subject to the graduation requirements in Board Policy 6146.6. (See the Graduation Requirements Section.) Parents/guardians and students will be notified in writing of any changes to the graduation policy by the end of the first semester of each school year.

Section 504 of the Rehabilitation Act

Section 504 is a civil rights statute designed to ensure equal access to education for students with disabilities. The law prohibits discrimination on the basis of disability by any recipient of federal funds. A local educational agency must provide a free appropriate public education to all students qualified under the 504 provisions. Under 504, a person is considered disabled if the person has a

physical or mental impairment which substantially limits one or more of the person's major life activities, has a record of impairment, or is regarded as having an impairment. Section 504 is a general education function with very general procedural requirements. Copies of the district's Section 504 Policy are available on the Student Services website or from the District Office.

The Student Services Director is the Section 504 Compliance Office for the district.

Further information regarding parent/ student rights and district procedures is available on the Student Services website, or at the Student Services Department.

Students who meet the academic performance level specified in their IEP or 504 Plan may be considered for promotion even if they do not meet the performance criteria using the district assessments.

Individuals with Disabilities

Education Act (Title 20 U.S.C. §1412)

Under 20 U.S.C. §1412, a free appropriate public education is available to all eligible children with disabilities. The rights and protections of the Individuals with Disabilities Education Act are extended to all eligible children. Eligible children are entitled to an educational program and related services as designated in each child's individualized education program (IEP) at no cost to the parent. In order to be eligible, a child must be evaluated in conformance with Code 34 of Federal Regulations Sections 300.530-.534 as having one or more specified physical or mental impairments, and must be found to require special education and/or related services by reason of one or more of such impairments. IDEA also mandates that as much as possible children with disabilities are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily. Provisions of Special Education Programs (§56001)

It is the intent of the Legislature that special education programs provide all of the following:

- a. Each individual with exceptional needs is assured an education appropriate to his or her needs in publicly supported programs through completion of his or her prescribed course of study or until the time that he or she has met proficiency standards prescribed pursuant to Sections 51215 and 51216.
- b. Early educational opportunities shall be available to all children between the ages of three and five years who require special education services.
- c. Early education opportunities shall be made available to children younger than three years of age pursuant to Chapter 4.4 (commencing with Section 56425), appropriate sections of this part, and the California Early Intervention Service Act, Title 14 (commencing with Section 95000) of the Government Code.
- d. Any child younger than three years, potentially eligible for special education, shall be afforded the protections provided pursuant to the California Early Intervention Services Act, Title 14 (commencing with Section 95000) of the Government Code and Section 1439 of Title 20 of the United States Code and implementing regulations.
- e. Each individual with exceptional needs shall have his or her educational goals, objectives, and special education and related services specified in a written individualized education program.
- f. Education programs are provided under an approved local plan for special education which sets forth the elements of the programs in accordance with the local plan for special education. The plan shall be developed cooperatively with input from the community advisory committee and appropriate representation from special education, general education teachers and administrators selected by the groups they represent to ensure effective participation and communication.
- g. Individuals with exceptional needs are offered specialized academic support that promotes maximum interaction with the general school population in a manner that is appropriate to the needs of both, taking into consideration the individual's needs.
- h. Pupils are transferred out of special education programs when special education is longer needed.
- i. The unnecessary use of labels is avoided in providing special education and related services for individuals with exceptional needs.
- j. Procedures and materials for assessment and placement of individuals with exceptional needs shall be selected and administered so as not to be racially, culturally, or sexually discriminatory. No single assessment instrument shall be the sole criterion for determining placement of a pupil. The procedures and materials for assessment and placement of a pupil shall be in the individual's mode of communication. Procedures and materials for use with pupils of limited English proficiency, as defined in subdivision (m) of

Section 52163, shall be in the individual's primary language. All assessment materials and procedures shall be selected and administered pursuant to Section 56320.

k. Educational programs are coordinated with other public and private agencies, including preschools, child development programs, nonpublic nonsectarian schools, regional occupational centers and programs, and postsecondary and adult programs for individuals with exceptional needs.

l. Psychological and health services for individuals with exceptional needs shall be available to each school site.

m. Continuous evaluation of the effectiveness of these special education programs by the school district, special education local plan area, or county office shall be made to ensure the highest quality educational offerings.

n. Appropriate qualified staff is employed, consistent with credentialing requirements, to fulfill the responsibilities of the local plan and positive efforts are made to employ qualified disabled individuals.

o. Regular and special education personnel are adequately prepared to provide educational instruction and services to individuals with exceptional needs.

Special Education Considerations

To demonstrate minimum competency, special education students in grades 9-12 who have an active Individualized Education Plan (IEP) must complete all course work and take any exams for graduation in order to receive a diploma as identified in Board Policy 6146.4.

Three years prior to the senior year, written notice must be provided to the parents of a special education student informing them of graduation requirements.

Pupils with Temporary Disabilities

(Summary §48206.3)

Except for those pupils receiving individual instruction provided pursuant to Section 48206.5, a pupil with a temporary disability which makes attendance in the regular day classes or alternative education program in which the pupil is enrolled impossible or inadvisable shall receive individual instruction provided by the district in which the pupil is deemed to reside. "Individual instruction" means instruction provided to an individual pupil in the pupil's home, in a hospital or other residential health facility, excluding state hospitals, or under other circumstances prescribed by regulations adopted for that purpose by the State Board of Education.

"Temporary Disability" means a physical, mental or emotional disability incurred while the pupil is enrolled in regular day classes or an alternative education program, and after which the pupil can reasonably be expected to return to regular day classes or the alternative education program without special intervention. A temporary disability shall not include a disability for which a pupil is identified as an individual with exceptional needs pursuant to Section 56026.

According to Section 48207, a pupil with a temporary disability who is in a hospital or other residential health facility, excluding a state hospital, which is located outside of the school district in which the pupil's parent or guardian resides shall be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located.

A summary of Section 48208 states that it shall be the primary responsibility of the parent or guardian of a pupil with a temporary disability to notify the school district in which the pupil is deemed to reside pursuant to Section 48207 of the pupil's presence in a qualifying hospital. Upon receipt of notification, a school district shall do all of the following:

1. Within five working days of receipt of the notification, determine whether the pupil will be able to receive individualized instruction, and, if the determination is positive, when the individualized instruction may commence. Individualized instruction shall commence no later than five working days after the positive determination has been rendered.
2. Provide the pupil with individualized instruction pursuant to Section 48206.3. The school district may enter into an agreement with the school district in which the pupil previously attended regular day classes or an alternative education program, to have the school district the pupil previously attended provide the pupil with individualized instruction pursuant to Section 48206.

3. Special Education/Response to Intervention: A major concern for parents as well as teachers is how to help children who experience difficulty learning in school. Everyone wants to see their child excel, and it can be very frustrating when a child falls behind in learning to read, do math, or achieve in other subjects.

Children who have the most difficulty are often referred for an evaluation to determine if they need and qualify for special education services. The term “learning disability” has been used for many years to explain why some children of normal intelligence nevertheless have much difficulty learning basic skills such as reading. Some new federal laws have directed schools to focus more on helping all children learn by addressing problems earlier, before the child is so far behind that a referral to special education services is warranted.

Changes in the federal Every Student Succeeds Act (ESSA) laws of 2015 No Child Left Behind Act of 2001 and the Individuals With Disabilities Education Improvement Act (IDEIA) of 2004, encouraged districts to use a process that provides early intervention for students “at- risk” of academic and behavioral difficulties.

Both laws underscore the importance of providing high quality, scientifically-based instruction and interventions, and hold schools accountable for the progress of all students in terms of meeting grade level standards. “Response to Intervention” (RTI) is the process that emphasizes how well students respond to changes in instruction/interventions. The essential elements of an RTI approach are: universal screening, the provision of scientific, research-based instruction and interventions in general education; monitoring and measurement of student progress in response to the instruction and interventions; and use of these measures of student progress to shape instruction and make educational decisions.

The most commonly cited benefit of an RTI approach is that it eliminates a “wait to fail” situation because students get help promptly within the general education setting. Secondly, an RTI approach has the potential to reduce the number of students referred for special education services. Since an RTI approach helps distinguish between those students whose achievement problems are due to a learning disability versus those students whose achievement problems are due to other issues such as lack of prior instruction, referrals for special education evaluations are often reduced. Finally, parents and school teams alike find that the student progress monitoring techniques utilized in a RTI approach provide more instructionally relevant information than traditional assessments.

Safe Schools and Discipline

In Gilroy Unified School District, safety is always our first priority. One of the ways we ensure the safety of our children is by maintaining strict standards of behavior.

Child Abuse

The parent/guardian of a child has the right to file a complaint against a school district employee or other person that they suspect has abused a child at a school site.

Child abuse is:

- A physical injury which is inflicted (other than accidentally) on a child by another person
- Sexual abuse of a child
- Willful cruelty or unjustifiable punishment of a child
- Willfully inflicting unjustifiable physical pain or mental suffering or failure to safeguard a child from these injuries
- Unlawful corporal punishment or injury resulting in a traumatic condition
- Neglect of a child or abuse in out-of-home care

Child abuse is not:

- A mutual fight between minors
- An injury caused by the actions of a police officer using reasonable and necessary force:

1) To quell a disturbance threatening physical injury to people or damage to property

2) To prevent physical injury to people or damage to property

3) For purposes of self-defense

4) To obtain possession of weapons or other dangerous objects within the control of the child

5) To apprehend an escapee

- Injury caused by reasonable and necessary force for a person employed by or engaged in a public school:

1) To stop a disturbance threatening physical injury to people or damage to property

2) For purposes of self defense

3) To obtain possession of weapons or other dangerous objects within reach of a student.

Child Abuse Procedure

The parent/guardian must file a verbal or written complaint with a local child protective agency (police staff, sheriff, county probation, county welfare department or child protective services, school district or county office of education). The child protective agency will investigate the complaint.

If the complaint is substantiated, a copy of the report will be given to the school district governing board. A copy of every report will be given to the appropriate law enforcement agency and to the district attorney. For further information, contact the Superintendent, Gilroy Unified School District, (669) 205-4000.

Discipline and Expected Student Behavior

Rules and regulations are established to maintain an atmosphere conducive to learning. Students who fail to comply with these rules and regulations will be counseled, reprimanded, suspended or expelled and/or arrested as the laws are applied. The Governing Board of any school district shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education for the government and discipline of schools under its jurisdiction (§35291). Participation and attendance in extracurricular activities is considered to be part of the educational program. Participants or spectators carry responsibilities as representatives of the schools/ communities. All rules of student conduct apply to extracurricular activities as well.

Gang Affiliation and Activity (Summary SRCS AR5114.16)

The Board of Education desires to provide a safe environment for all students to learn. This includes a strict policy prohibiting gang affiliation and activity on school campuses. For purposes of this policy, a gang is defined as two or more people who form an allegiance for a common purpose and engage, individually or collectively, in acts which may be threatening or criminal, and which

may include such behaviors as intimidation, threats and violence Any article of clothing, paraphernalia, accessories, and graffiti which in the judgment of school officials is gang related is prohibited. In making these judgments, school officials shall take into consideration information obtained from appropriate community agencies and resources. Any gang related gesture, posturing, or other behavior which intimidates, poses a threat to others, causes, attempts to cause or threatens to cause physical harm to others or which may disrupt the educational process is prohibited.

Any student who violates the prohibited gang- related material and behavior rules will be referred to the principal or designee for appropriate action as follows:

When violations involving clothing, paraphernalia, accessories and/or graffiti occur, the specific items will be removed or covered as appropriate. A Notice of Concern Regarding Gang Affiliation and Activity shall be completed by the principal or designee, and reviewed with the student and their parent(s) or guardian(s).

The Notice of Concern will be maintained in the student's file. The student and parent(s) or guardian(s) will be informed of the reasons for such action and of the provisions of this regulation. This does not prevent the school official's right to suspend the student, arrange a parent conference or to take other appropriate disciplinary action, which may include reporting incidents to the police.

When violations involving gestures, posturing or other behavior which is intimidating, threatening, or which causes, attempts to cause, or threatens to cause physical harm to others or disrupt the educational process occur, the principal or designee shall take appropriate disciplinary actions which may include application of the provisions of Education Code 48900.

Students who repeatedly violate the gang affiliation and activity policy will be subject to suspension, referral to an appropriate district hearing and/ or expulsion in accordance with CA Ed Code 48900. Any student or parent/ guardian who is uncertain about whether a particular article of clothing, paraphernalia, accessory or a particular type of conduct complies with the gang affiliation and activity policy is encouraged to discuss the matter with the school principal or designee.

Hate-Motivated Behavior

Policy 5145.9: Hate-Motivated Behavior Status: ADOPTED

Original Adopted Date: 08/23/2018 | Last Revised Date: 09/16/2021 | Last Reviewed Date: 09/16/2021

The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real 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 any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion
2. Discourages the development of discriminatory attitudes and practices
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
4. Supports the prevention, recognition, and response to hate-motivated behavior
5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's website in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

GUSD Board Policy AR 5131

Possession of Cellular Phones and Other Personal Electronic Signaling Devices

The Governing Board believes that a productive learning environment is one that is free of unnecessary distractions.

In accordance with Education Code 48901.5, personal electronic signaling devices on all district school campuses are subject to regulation by the Board, or its designee, while students are on campus, while attending school-sponsored activities, while under the supervision and control of school district employees, and while on school buses. This includes after-school detention and Saturday School.

The Board imposes the following stipulations and restrictions in order to create a learning environment free of the distractions that might result from unrestricted use of cellular phones and other electronic signaling devices:

Elementary School (TK - Fifth Grade)

1. Cellular phones, smart watches and other electronic signaling devices are prohibited to be used on campus.
2. In accordance with Education Code 48901.5, no student shall be prohibited from possessing or using an electronic signaling device that is determined by only a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes.
3. Other exceptions to the policy will be determined on a case-by-case basis by the site administrator or his/her designee.
4. If a student is found to be in possession of an electronic signaling device without proper authorization, a district employee will confiscate the device and turn it over to the administration.
5. If a device is confiscated and turned over to the administration, the site administrator or designee will determine when and how the device will be returned.
6. A student who violates this policy is subject to discipline in accordance with Board policy, administrative regulation, and site rules.
7. Students bring electronic signaling devices on campus at their own risk. The school is not responsible for lost, stolen, or damaged electronic signaling devices.

Secondary (Sixth - Twelfth Grade)

1. Students may possess electronic signaling devices.
2. Cellular phones and other electronic signaling devices must be turned off and kept out of sight during class time. Electronic signaling devices shall not be left on in vibrating mode.
3. In accordance with Education Code 48901.5, no student shall be prohibited from possessing or using an electronic signaling device that is determined by only a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes.
4. Students shall be allowed to use cellular phones and other electronic signaling devices before school, after school, and during breaks.
5. If a student uses an electronic signaling device while on campus or if an electronic device rings while a student is on campus and proper authorization has not been given for the use of the device, a district employee will confiscate the device and turn it over to the administration.
6. If a device is confiscated and turned over to the administration, the site administrator or designee will determine when and how the device will be returned.
7. A student who violates this policy is subject to discipline in accordance with Board policy, administrative regulation, and site rules.
8. A student who violates this policy may be prohibited from possessing a personal electronic signaling device at school or school-related events.

9. Students bring electronic signaling devices on campus at their own risk. The school is not responsible for lost, stolen or damaged electronic signaling devices.

The use of electronic signaling devices for unlawful and inappropriate reasons is prohibited. These include, but are not limited to, invasion of privacy, endangerment, sexual harassment, and cheating. Such a use will be subject to discipline in accordance with Board policy, administrative regulation, and California Education Code.

Sample School Discipline Process for Electronic Devices:

Personal Electronic Device Policy: Personal Electronic Devices (PEDs) are brought to school at the students' own risk, lost, damaged or stolen electronics are not the responsibility of the school. Theft or damage will NOT be investigated by school administration. If students choose to bring electronic devices, cell phones or smart watches to school, they must abide by the following rules:

- PEDS must be turned off and out of sight during class time unless otherwise directed by the teacher for instructional purposes.
- PEDS must be turned off and out of sight when students are out of class with a hall pass during class time.
- PEDS may be used during passing periods, brunch, and lunch only if hearing is not restricted. Portable speakers are not allowed at any time on campus and will be confiscated if played at any time during the day, including lunch and brunch.

Violations of PED Policy

Level 1: 1st Offense—Item may be picked up at 3:15 from the Discipline Office

Level 2: 2nd Offense—Item may be picked up at 3:15 from the Discipline Office-lunch time detention assigned

Level 3: 3rd Offense—Parent/Guardian must pick up the item from the Assistant Principal's Office (upon availability of the Assistant Principal) After school work detail assigned.

Level 4: 4th Offense-Parent/Guardian must pick up the item from the Assistant Principal's Office (upon availability of the Assistant Principal) Parent/Student sign PED contract.

Confiscation of Prohibited Items: All prohibited items will be confiscated. Some confiscated items are returned to the student at the end of day while others may be returned to a parent or guardian. Items that are illegal or are part of a criminal investigation are handed over to the Gilroy Police Department or Santa Clara County Sheriff's Office. Confiscated items, which may be returned, should be claimed at the Discipline Office. All unclaimed confiscated items will be discarded after twenty(20) school days. Unclaimed items confiscated during the last twenty days of school must be claimed by the last day of school, or they will be discarded.

No Smoking

Gilroy Unified School District is a tobacco free district. All tobacco, including chewing tobacco, is prohibited at all times on district property.

This includes outdoor areas. Thank you for your adherence to this policy.

Personal Property Loss

The district does not carry insurance against the loss or damage to personal property such as automobiles, bicycles, cameras, electronic devices, musical instruments and sporting equipment. The district does take reasonable care to provide for the safekeeping of the students' personal property, but thefts and damage do occur and it's appropriate to file claims under individual homeowners' or renters' policies in those instances.

Respect and Civility in Schools

There is a great deal of diversity in the families we serve, and we strive to ensure that everyone feels welcome in our schools. The Board of Education and district staff, recognizing that we are a multi-racial, multi-ethnic, multi-lingual school district, believe it is part of our mission to provide a positive, harmonious environment in which respect for the diverse makeup of the school community is promoted. Human dignity is reflected in attitudes and behaviors toward others and self. Human dignity is characterized through respect, sensitivity and care exhibited in the interaction of staff and students. A major aim of education in Gilroy Unified School District is the development of a reasoned commitment to the core values of a democratic society.

In accordance with this aim, the school district will not tolerate behavior by students, staff or visitors which insults, degrades or stereotypes any race, gender, disability, physical characteristics, ethnic group, sexual preference, age, national origin or religion.

Right to Include Statement or Response to Disciplinary Action

Whenever there is included in any pupil record information concerning any disciplinary action taken by school district personnel in connection with the pupil, the school district maintaining such record or records shall allow the pupil's parent/guardian to include in such pupil record a written statement or response concerning the disciplinary action.

Sexual Harassment/Students (BP 5114.17 summary)

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 complaint 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.

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.

Sexual Harassment All Other

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: (Education Code 212.5; 5 CCR 4916)

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.

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: (34 CFR 106.30, 106.44)

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 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

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:

Paul Winslow, Assistant Superintendent, HR
7810 Arroyo Circle
669-205-4000
Paul.winslow@gilroyunified.org

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. (34 CFR 106.8)

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. (34 CFR 106.8)

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

Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

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 (Education Code 231.5)

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. (Education Code 231.6)

Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6; 34 CFR 106.8)

Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

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 (34 CFR 106.8)

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. (Education Code 234.6)

Reporting Complaints

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a 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 observations 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.

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.

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.

Suspensions/ Expulsions

Suspension will be imposed only when other means of correcting a student's conduct fail. The following outlines the types of suspensions a student may receive. For further information, contact the student's school Attendance Office.

Teacher Suspension

A student may be suspended from class for the rest of the day and the next day by the teacher who will report the suspension to the principal and send the student to the principal or designee for appropriate action. As soon as possible, the teacher will telephone or write to the parent/guardian requesting a parent/teacher conference. A school counselor or psychologist may attend, and the parent/guardian or the teacher may request that an administrator attend the conference.

During the suspension, the student may not return to the teacher's class without the consent of the teacher and the principal. If the student has other classes during the day, the suspension only applies to other classes at the same time as the suspended class. If the student has violated Education Code 48900 (i) or (k), the teacher may require the parent/ guardian to attend a portion of the school day in the student's classroom.

Principal Suspension

The principal may suspend a student from 1-5 days per event, up to 20 days per school year, if the principal determines the student has committed any of the acts in Section 48900 (a) – (p) or the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. The student may be suspended if the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the principal or superintendent within any other school district(s), including but not limited to:

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

An informal conference will be held by the principal or designee with the student and, whenever practical, the person who referred the student for suspension. The purpose of the conference is to inform the student of the reason for the suspension and the evidence against him/her and to give the student an opportunity to present his/her version and evidence. Unless the student waives his right to the conference or is physically unable to attend, the conference will be held within 2 school days. The conference may be omitted if it is determined that there is a clear and present danger to the lives, safety or health of students or school personnel.

At the time of suspension a school employee will make a reasonable effort to contact the parent/ guardian in person or by telephone. A notice in the primary language of the parent/guardian (if it is practicable) will be mailed requesting that the parent/guardian attend the conference and listing the rights of the student and parent/guardian.

The suspension and the cause will be reported to the Superintendent. Law enforcement authorities will be notified if there was assault with a deadly weapon or force likely to produce great bodily harm.

The school will refer a recommendation for expulsion to the Expulsion Coordinator who will notify the parent.

Summary of Grounds for Suspension or Expulsion (Summary §48900)

As per Education Code 48900, parents, guardian and students are hereby notified that in schools of the Gilroy Unified School District a student may be suspended, receive a disciplinary transfer or be recommended for expulsion from school if the principal or designee determines that the student, while on school grounds, or during a school-related activity off grounds, or while walking to or from school, has committed any of the following offenses:

- A. Caused or attempted to cause, or threatened to cause physical injury to another person; or willfully used force or violence upon the person, except in self defense.
- B. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred by the principal or the principal's designee.
- C. Unlawfully possessed, used, sold, or otherwise furnished or under the influence of any controlled substance, an alcoholic beverage, or an intoxicant of any kind.
- D. Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the liquid, substance, or material as a 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 any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his/her 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 any drug paraphernalia.
- K. 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.

- L. Knowingly received stolen school property or private property.
- M. Possessed an imitation firearm, meaning a replica of a firearm as 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 specified acts of sexual assault or committed sexual battery.
- O. Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- P. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Q. Engaged or attempted to engage in hazing.
- R. bullying and cyber-bullying

For more information on the suspension and expulsion process for students, contact the Expulsion Coordinator or visit the GUSD website.

Additional Grounds for Suspension or Expulsion

Education Code 48900.2 (Grades 4 -12) Committed sexual harassment such as gestures, verbiage, or unsolicited, inappropriate touching as defined in Section 212.5

Education Code 48900.3 (Grades 4 – 12)

Caused or attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233. Education Code 48900.4 (Grades 4 – 12) Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school district personnel or pupils by creating an intimidating or hostile educational environment.

Education Code 48900.7 (Grades K – 12) Making terrorist threats against school officials or school property or both; “terrorist threat” shall include any statement, written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

The district is required to expel from school for a period of not less than one year a student who is determined to have possessed a firearm, brandished a knife at another person, committed sexual assault or battery, or sold a controlled substance while at school. In addition, any student who commits one of the aforementioned violations will be referred to the criminal justice or juvenile delinquency system.

(Summary §48900.1)

The governing board of each school district shall adopt a policy authorizing teachers to provide that the parent or guardian of a pupil who has been suspended by a teacher for reasons specified in subdivision (i) or (k) of Section 48900, attend a portion of a school day in his or her child’s or ward’s classroom. The policy shall take into account reasonable factors that may prevent compliance with a notice to attend. The attendance of the parent or guardian shall be limited to the class from which the pupil was suspended.

According to Labor Code Section 230.7, no employer shall discharge or in any manner discriminate against an employee who is the parent or guardian of a pupil for taking time off to appear in the school of a pupil pursuant to request made under Section 48900.1 of the Education Code. Labor Code section 230.8 further states that no employer, who employs 25 or more employees working at the same location, shall discharge or in any way discriminate against an employee who is a parent or guardian of any child in kindergarten or grades 1 to 12, inclusive for taking off four hours each school year, per child, to visit the school of the child, if the employee, prior to taking the time off, gives reasonable notice to the employer of the planned absence of the employee. An employee shall utilize existing vacation, personal leave, or compensatory time off for purposes of this planned absence, unless otherwise provided by a collective bargaining agreement.

Suspension/Expulsion of Special Education Students

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) is subject to the same grounds for suspension and expulsion which apply to students without disabilities. Students with disabilities may be suspended or removed from school for violation of the student code of conduct so long as the removal does not constitute a change in placement

A student who has not been officially identified as a student with disabilities pursuant to IDEA and who has violated the district's code of student conduct may assert the procedural safeguards granted under the administrative regulation only if the district had knowledge that the student is disabled before the behavior that precipitated the disciplinary action occurred.

Zero Tolerance Policy

In order to protect all students, no school in Gilroy Unified School District will tolerate a student causing serious physical injury to another person, bringing a weapon to school, selling drugs, committing a sexual assault or sexual battery or committing a hate crime. Any of these actions may result in the student being expelled from the school district. Teachers and administrators work hard to inform students about these rules so that they can avoid violating them.

Public Notice of Non-Discrimination Compliance by GUSD

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, 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, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The Title IX Coordinator and Equity Compliance officer may be contacted at: (Education Code 234.1; 5 CCR 4621)

Assistant Superintendent, Human Resources
7810 Arroyo Circle
Gilroy, CA 95020
669-205-4000
Paul.winslow@gilroyunified.org

The Gilroy Unified School District's non-discrimination policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, 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, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board desires to provide a welcoming, safe, and supportive 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 (including sexual 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.

Because unlawful discrimination may occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently and in a non-discriminatory manner, as specified in Board Policy and Administrative Regulation 5144 – Discipline, Board Policy and Administrative Regulation 5144.1 – Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 – Suspension and Expulsion/Due Process (Students With Disabilities).

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 website in a manner that is easily accessible to parents/guardians and students, in

accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6)

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.

Students, parents or guardians, or any other individual having questions or concerns regarding the nondiscrimination policy of the Gilroy Unified School District or the filing of discrimination complaints should contact the District-wide Compliance officer for particular nondiscrimination policies listed below:

- Gender Equity – Human Resources
- Sexual Harassment – Human Resources
- Section 504 – Student Services
- *Other – Educational Services

Uniform Complaint Procedures (BP 1312.1- 1312.4)

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 complaints regarding the following programs and activities:

1. Accommodations for pregnant and parenting students (Education Code 46015)
2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)
3. After School Education and Safety programs (Education Code 8482-8484.65)
4. Agricultural career technical education (Education Code 52460-52462)
5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)
6. Child care and development programs (Education Code 8200-8498)
7. Compensatory education (Education Code 54400)

8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)
9. Course periods without educational content, when students in grades 9-12 are assigned to such courses more than one week in any semester or in a course the student has previously satisfactorily completed, unless specified conditions are met (Education Code 51228.1-51228.3)
10. Discrimination, 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, medical condition, 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 (5 CCR 4610)
11. Educational and graduation requirements for students in foster care, homeless students, students from military families, students formerly in a juvenile court school, migrant students, and immigrant students participating in a newcomer program (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
12. Every Student Succeeds Act (Education Code 52059; 20 USC 6301 et seq.)
13. Local control and accountability plan (Education Code 52075)
14. Migrant education (Education Code 54440-54445)
15. Physical education instructional minutes (Education Code 51210, 51222, 51223)
16. Student fees (Education Code 49010-49013)
17. Reasonable accommodations to a lactating student (Education Code 222)
18. Regional occupational centers and programs (Education Code 52300-52334.7)
19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)
20. School safety plans (Education Code 32280-32289)
21. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)
22. State preschool programs (Education Code 8235-8239.1)
23. State preschool health and safety issues in license-exempt programs (Education Code 8235.5)
24. 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
25. Any other state or federal educational program the Superintendent of Public Instruction or designee deems appropriate

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any

complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. 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 responsibilities of the Gilroy Unified School District

The Gilroy Unified School District has the primary responsibility to insure compliance with applicable state and federal laws and regulations. The district shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations and/or alleging discrimination, harassment, intimidation, bullying and charging pupil fees for participation in an educational activity and seek to resolve those complaints in accordance with the outlined UCP procedures.

In regards to complaints of noncompliance with laws relating to pupil fees, if the Gilroy Unified School District finds merit in a pupil fees complaint a remedy shall be provided to affected pupils, parents, and guardians that, where applicable, will include reasonable efforts by the Gilroy Unified School District to ensure full reimbursement to all affected pupils, parents, and guardians.

The district's UCP policies shall ensure that the district will attempt in good faith by engaging in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint.

These policies shall ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, and bullying remains confidential as appropriate. The district submitted UCP policies and procedures to the local governing board for approval and adoption on May 28, 2015.

The person responsible for receiving and investigating complaints and ensuring compliance with state and federal laws and regulations is:

Name or title: Assistant Superintendent Unit or office: Human Resources
Address: 7810 Arroyo Circle, Gilroy, CA 95020 Phone Number: (669) 205-4010

The person above responsible for compliance and/or investigations is knowledgeable about the laws/programs that he/she is assigned to investigate. Complaints of noncompliance with laws relating to pupil fees are filed with a principal of a school.

The district shall ensure annual dissemination of a written notice of the LEA's complaint procedures to students, employees, parents or guardians of its students, school and district advisory committees, appropriate private school officials or representatives, and other interested parties that includes information regarding unlawful pupil fees. The UCP Annual Notice will be provided in writing to all of the six required groups each year and will include information on how to appeal to the CDE. An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

The notice shall also include information regarding the requirements of Education Code sections 49010 through 49013 relating to pupil fees. This notice shall be in English, and when necessary, in the primary language, pursuant to Education Code section 48985, or mode of communication of the recipient of the notice.

A copy of the UCP complaint policies and procedures document shall be available free of charge.

Complainants are advised that civil law remedies, including, injunctions, restraining orders, or other remedies or orders may also be available at any time. Complainants have the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws. This information will be made available in informational materials.

Filing a complaint with the Gilroy Unified School District

Except for Williams Complaints regarding instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of pupils or staff, and teacher vacancies or misassignments, and complaints that allege discrimination, harassment, intimidation, and bullying, any individual, public agency or organization may file a written complaint with the district superintendent or his or her designee alleging a matter which, if true, would constitute a violation by the LEA of federal or state law or regulation governing a program. A complaint of noncompliance with laws relating to pupil fees may be filed with the principal of a school under the Uniform Complaint Procedures and may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

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

An unlawful discrimination, harassment, intimidation or bullying complaint shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The time for filing a discrimination, harassment, intimidation or bullying complaint may be extended in writing by the district superintendent or his or her designee, upon written request by the complainant setting forth the reasons for the extension. The period for filing a discrimination, harassment, intimidation or bullying complaint may be extended by the superintendent or his or her designee for good cause for a period not to exceed 90 calendar days following the expiration of the six month time period. The superintendent shall respond immediately upon a receipt of a request for extension.

The complaint shall be filed by one who alleges that he or she has personally suffered unlawful discrimination, harassment, intimidation, and bullying or by one who believes an individual or any specific class of individuals has been subjected to discrimination, harassment, intimidation, and bullying prohibited by this part.

An investigation of a discrimination, harassment, intimidation, and bullying complaint shall be conducted in a manner that protects confidentiality of the parties and maintains the integrity of the process.

Except for Williams Complaints and Pupil Fees complaints, within 60 calendar days from the date of the receipt of the complaint, a complete investigation of the complaint in accordance with UCP policies and procedures will be conducted and a written decision prepared; also known as a final report. This time period may be extended by written agreement of the complainant.

The investigation shall include an opportunity for the complainant, or the complainant's representative, or both, to present the complaint(s) and evidence or information leading to evidence to support the allegations of non-compliance with state and federal laws and/or regulations.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by the Gilroy Unified School District to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

A decision will be issued based on the evidence. The decision shall be in writing and sent to the complainant within 60 calendar days from receipt of the complaint by the local educational agency. The decision should contain:

- (i) the findings of fact based on the evidence gathered,
- (ii) conclusion of law,
- (iii) disposition of the complaint,
- (iv) the rationale for such disposition,
- (v) corrective actions, if any are warranted, notice of the complainant's right to appeal our LEA Decision to the CDE, and
- (vi) procedures to be followed for initiating an appeal to the CDE.

Nothing in this document shall prohibit anyone involved in the complaint from utilizing alternative methods to resolve the allegations, such as mediation, nor prohibit anyone from resolving complaints prior to the formal filing of a written complaint. Mediation is a problem solving activity whereby a third party assists the parties to the dispute in resolving the complaint.

Federal and State Laws cited:

1. 34 Code of Federal Regulations [CFR] §§ 300.510-511
2. California Code of Regulations [CCR] Title 5 §§ 4600–4687
3. California Code of Regulations [CCR] Title 5 § 4610(b)
4. California Code of Regulations [CCR] Title 5 § 4622
5. California Code of Regulations [CCR] Title 5 §§ 4630-4631
6. California Education Code [EC] §§ 200, 220, 262.3
7. California Education Code [EC] §§ 234 – 234.5
8. California Education Code [EC] § 35186
9. California Education Code [EC] § 48985
10. California Education Code [EC] §§ 49010 - 49013
11. California Government Code [GC] §§ 11135, 11138
12. California Penal Code (PC) § 422.55

Additional Information for Parents, Guardians, and Students

Electronic Network Access - Student

Before a student may use an electronic network information resource in the school, the parent and student must agree to the Terms and conditions as described in the **ACCEPTABLE USE AND INTERNET SAFETY AGREEMENT**.

This agreement needs to be signed by both student and parent/guardian. The agreement highlights proper use of the computer and other electronic resources in accordance with Board Policy 6163.4 Please Note: This agreement is part of the forms included in this Information Handbook.

Health/Communicable Disease Control and Immunization of Pupils (§49403)

a) Anything to the contrary notwithstanding, the governing board of any school district shall cooperate with the local health officer in measures necessary for the prevention and control of communicable diseases in school age children. For that purpose the board may use any funds, property, and personnel of the district, and may permit any person licensed as a physician and surgeon, or any person, licensed as a registered nurse acting under the direction of a supervising physician and surgeon as provided in subdivisions (b) and (c), to administer an immunizing agent to any pupil whose parents have consented in writing to the administration of such immunizing agent.

b) A registered nurse, acting under the direction of supervising physician and surgeon, may perform immunization techniques within the course of a school immunization program provided that the administration of an immunization agent is upon the standing orders of a supervising physician and surgeon and in accordance with such written regulations as the State Department of Health may adopt pursuant to Section 303.5 of the Health and Safety Code.

“Supervising physician and surgeon”, as used herein, means the physician and surgeon or the local health department of the physician and surgeon of the school district that is directing the school immunization program.

c) While nothing in this section shall be construed to require the physical presence of the supervising physician and surgeon, the supervising physician and surgeon under whose direction the registered nurse is acting shall require such nurse to:

- 1) Satisfactorily demonstrate competence in the administration of immunizing agents, including knowledge of all indications and contraindications for the administration of such agents, and in the recognition and treatment of any emergency reactions to such agents which constitute a danger to the health or life of the person receiving the immunization; and
- 2) Possess such medications and equipment as required, in the medical judgment of the supervising physician and surgeon, to treat any emergency conditions and reactions caused by the immunizing agents and which constitute a danger to the health or life of the person receiving the immunizations and to demonstrate the ability to administer such medication and to utilize such equipment as necessary.

Health/Confidential Medical Services (§46010.1)

Commencing in the fall of the 1986-87 academic year, the governing board of each school district shall, each academic year, notify pupils in grades 7 to 12, inclusive, and the parents or guardians of all pupils enrolled in the district, that school authorities may excuse any pupil from the school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardians.

Medical & Hospital Services §49472

The governing board or any school district or districts which does not employ at least five physicians as full time supervisors of health, or the equivalent thereof, may provide, or make available, medical or hospital service, or both, through non profit membership corporations defraying the cost of medical service or hospital service, or both, or through group, blanket or individual policies of accident insurance or through policies of liability insurance from authorized insurers, for injuries to pupils of the district or districts arising out of accidents occurring while in or on building and other premises of the district or districts to and from school or other place of instruction or while at any other place as an incident to school- sponsored activities and while being transported to,

from, and between such places. No pupils shall be compelled to accept such service without his consent, or if a minor without the consent of his parent or guardian. The cost of the insurance or membership may be paid, from the funds of the district or districts, or by the insured pupil, his parent or guardian.

Such insurance may be purchased from, or such membership may be taken in, only such companies or corporations as are authorized to do business in California.

Non-Episodic Condition §49480

(a) The parent or legal guardian of any public school pupil on a continuing medication regimen for non-episodic condition shall inform the school nurse or other designated certificated school employee of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or legal guardian of the pupil, the school nurse may communicate with the physician and may counsel with the school personnel regarding possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose. The superintendent of each school district shall be responsible for informing parents of all pupils of the requirements of this section.

1) In order for a pupil to be assisted by a school nurse, trained licensed health professional, and designated unlicensed school personnel pursuant to subdivision (a), the school district shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that the school district assist the pupil in the matters set forth in the statement of the physician.

2) In order for the pupil to carry out and self-administer prescription or over the counter medication pursuant to subdivision (a), the school district shall obtain both a written statement from the physician and surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer prescription or over the counter medication, and a written statement from the parent, foster parent, or guardian of the pupil consent to the self-administration, providing a release for the school nurse or other designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication and releasing the school district and school personnel from civil liability if the self-administering pupil suffer an adverse reaction as a result of self-administering medication pursuant to this paragraph.

3) The written statements specified in this subdivision shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.

(C) A pupil may be subject to disciplinary action pursuant to Section 48900 if that pupil uses prescription or over the counter medication in a manner other than as prescribed.

An ADMINISTRATION OF MEDICATIONS DURING SCHOOL HOURS/FIELD TRIPS FORM is available from GUSD in which both the medical care provider and parent can complete to meet the requirements listed above

4) The Superintendent or designee shall make epinephrine auto-injectors available at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

In accordance with law, the Superintendent or designee may make naloxone hydrochloride or another opioid antagonist and stock albuterol inhalers available at each school for providing

Prescribed Medications §49423

Notwithstanding Section 49422, any pupil who is required to take, during the regular school day, medication prescribed for him or her by a physician, surgeon, dentist, physician assistant, or nurse practitioner, may be assisted by the school nurse, trained licensed health professional (i.e. LVN) and designated unlicensed school personnel or may carry the self-administered prescription or over the counter medication if the school district received and has on file in the school health office the appropriate written statements identified in subdivision (b).

B(1) In order for a pupil to be assisted by a school nurse, trained licensed health professional, and designated unlicensed school personnel pursuant to subdivision (a), the school district shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that the school district assist the pupil in the matters set forth in the statement of the physician.

B(2) In order for the pupil to carry out and self-administer prescription or over the counter medication pursuant to subdivision (a), the school district shall obtain both a written statement from the physician and surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer prescription or over the counter medication, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the school nurse or other designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication and releasing the school district and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication pursuant to this paragraph.

B(3) The written statements specified in this subdivision shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.

(C) A pupil may be subject to disciplinary action pursuant to Section 48900 if that pupil uses prescription or over the counter medication in a manner other than as prescribed.

An ADMINISTRATION OF MEDICATIONS DURING SCHOOL HOURS/FIELD TRIPS FORM is available from GUSD in which both the medical care provider and parent can complete to meet the requirements listed above

The Superintendent or designee shall make epinephrine auto-injectors available at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

In accordance with law, the Superintendent or designee may make naloxone hydrochloride or another opioid antagonist and stock albuterol inhalers available at each school for providing emergency medical aid to any person suffering or reasonably believed to be suffering from opioid overdose or respiratory distress. (Education code 49414.3, 49414.7)

Refusal to Consent §49451

A parent or guardian having control or charge of any child enrolled in the public schools may file annually with the principal of the school in which he is enrolled a statement in writing, signed by the parent/ guardian, stating that he will not consent to a physical examination of his child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, he shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Specialized Physical Health Care Services §49423.5

(a) Notwithstanding the provisions in Section 49422, any individual with exceptional needs who requires specialized physical health care services, as documented by medical care provider, during the regular school day, may be assisted by the following individuals:

1) Qualified persons who possess an appropriate credential issued pursuant to Section 44267, or hold a valid certificate of public health nursing issued by the State Department of Health Services, or

2) Qualified designated school personnel trained in the administration of specialized physical health care provided they perform such services under the supervision of a school nurse, public health nurse, or licensed physician and surgeon.

(b) Specialized health care or other services that require medically related training shall be provided pursuant to the procedures prescribed by Section 49423.

(c) Persons providing specialized physical health care services shall also demonstrate competence in basic cardiopulmonary resuscitation and shall be knowledgeable of the emergency medical resources available in the community in which the services are performed.

(d) "Specialized physical health care services" as used in this section include catheterization, gavage feeding, suctioning, or other services that require medically related training.

(e) Regulations necessary to implement the provisions of this section shall be developed jointly by the State Department of Education and the Department of Health Services, and adopted by the State Board of Education.

Health/Vision/Hearing Screening§49455 Students shall have their vision and hearing tested by qualified personnel authorized by the district.

During the Kindergarten year or upon first enrollment in a California school district of a child at a California elementary school, and subsequently in grades 2, 5, 8. However, a student who is tested upon first enrollment or entry in the district in grades 4 or 7 shall not be required to be appraised in the next immediate year. (Ed Code 49455)

This evaluation shall include a test for visual acuity and color vision; however, color vision shall be appraised only once and only on male children, in grade 1 or later, and the results of the appraisal shall be entered into the student's health record. (Education Code 49455)

Hearing: Each student shall be given a hearing screening at the following times: Kindergarten or grade 1, grade 2, grade 5, grade 8, and upon first entry into a California public school system.

Illness of Students

When to Keep Your Child Home:

In an effort to help protect our students and staff from unnecessary illness, we request all parent and guardians not to send your child to school if you suspect your child may be ill, and has exhibited any of the following signs and symptoms of illness:

- Elevated temperature of 100 degrees or more in the last 24 hours (students must be fever free for 24 hours without the aid of fever reducing medication before returning to school).
- Vomited (due to suspected illness) within the last 24 hours (keep child home for 24 hours after the last time he/she vomited).
- Experienced repeated episodes of diarrhea in the last 24 hours (keep child home for 24 hours after the last time he/she had diarrhea).
- Chills, loss of appetite, unusual fatigue, and/or lingering headache.
- Significant amount of untreated nasal/throat discharge, particularly if the discharge is yellow or greenish in color.
- Persistent cough productive or non-productive significant sore throat
- Complaint of earache, localized rash or systemic rash of undetermined origin
- Eyes with white or yellow discharge
- Untreated head lice --live insects and/or nits (eggs) closer than 1/4 inch from scalp (child should be treated with appropriate medicated lice shampoo and hair combed or picked through and return to school) - See Current District Head Lice Policy

Keep your child home until 24 hours after the FIRST doctor's note is requested after 3 days of illness.

Sending Ill Students Home from School:

A parent, guardian or designated contact will be notified immediately to pick up a child from school who presents any of the following conditions:

- A temperature of 100 degrees or greater with or without acute symptoms
- Signs or symptoms of acute illness (with or without a fever), or serious accident/injury
- Vomiting (not related to single event such as gagging, positioning, mucus, running after eating, or spicy food)
- Diarrhea of two or more loose watery stools
- Localized rash or systemic rash of undetermined origin as a sign of potential illness or communicable disease
- Asthma symptoms that do not respond to prescribed medication or no prescribed medication is available for treatment of asthma symptoms
- Uncontrolled coughing non-productive (unless appropriate medication and doctor's order is on file in health office or parent brings and administers medication), or uncontrolled productive coughing with yellow or greenish phlegm
- Signs/symptoms of pink eye or purulent conjunctivitis
- Diabetic student with a blood sugar of 400 or greater (which is not responding to diabetic care indicated in doctor's orders or Individual Health Care Plan)
- Diabetic student with low blood sugar (exhibiting signs and symptoms of hypoglycemia which are not responding to diabetic care indicated in doctor's orders or Individual Health Care Plan)

According to the assessment of the School Nurse in collaboration with the teacher and/or health services staff, if staying in the classroom is counterproductive to the student's education, or the safety and wellness of others, a decision may be made to send a student home.

The parent/guardian or designated contact will be expected to come pick up the child within an hour or a reasonable time agreed upon with the nurse or school personnel.

In the event of a student medical emergency, school personnel may call 911, and the student may be transported to a medical facility via ambulance. The cost of services provided by ambulance, private physician, clinic, hospital or dentist remain the responsibility of the parent/guardian and will not be assumed by Gilroy Unified School District or school district personnel.

Health/Scoliosis Screening (§49452.5 Summary)

The governing board of any school district shall, subject to Section 49451 and in addition to the physical examinations required pursuant to Section 100725, 124035, 124090 of the Health and Safety Code, provide for the screening of every female student in grade 7 and each male student in grade 8 for scoliosis. (49452.5)

The governing board or any school district shall provide for the notification of the parent or guardian of any pupil suspected of having scoliosis. The notification shall include an explanation of scoliosis, the significance of treating it at an early age, and the public services available, after diagnosis, for treatment. Referral of the pupil and the pupil's parent or guardian to appropriate community resources shall be made pursuant to Section 49426 and 49456.

Federal Medicaid Reimbursement Notice to Parents/Guardians:

California Local Education Agency Program

Your school district, in cooperation with the California Department of Health Services and Education, has a program to allow the district to be reimbursed with federal Medicaid dollars for selected health services (such as hearing and vision screening, health assessments) provided to eligible students at school. In accordance with program policy, to receive the federal dollars, the district must receive authorization to share student's health services documentation as well as to make an attempt to bill for services through private health insurance companies by asking parent(s)/guardian(s) for consent to bill.

If you carry private insurance for your student (other than MediCal) and do not wish the district to submit billing inquiries to your insurance carrier, do not initial for numbered item (2) under the "authorization of release of student information & other health coverage inquiries" section. However, it is still important that you read and understand number item (1) under the "authorization of release of student information other health coverage inquiries" section. This section is important because in many health treatment

logs used by district personnel, students are listed as part of an ongoing log of activities. While your private insurance will not be billed the school district will need authorization to submit health services logs to our billing vendor. Our vendor holds a contract with the district that has a specific confidentiality clause to ensure information is not disclosed inappropriately; further, our vendor is HIPPA compliant (Federal Health Insurance Portability Accountability Act).

School health services currently provided to all students will not be changed by your response or lack of response. Students will not be denied services they require to attend school, and parents/ guardians will never be billed for services.

Please complete this form and return it to the address noted below by September 30, 2024. This information is necessary for the school district to participate in the LEA Medi-Cal Billing Option. For further information, call your school district at (669) 205-4000 and ask for Student Services.

Independent Study Program (9-12)

Independent Study

Participation in the program is voluntary, however a parent request and approval of the referring school administration is required. Students are referred to the program by a comprehensive school for circumstances that require independent study for one or two semesters.

Instruction in Comprehensive Sexual Health Education/HIV and Aids Prevention (§519389 Summary)

Participation in the program is voluntary, however a parent request and approval of the referring school administration is required. Students are referred to the program by a comprehensive school for circumstances that require independent study for one or two semesters.

Health and Hazardous Materials Pesticide and Herbicide Spraying

The Healthy Schools Act of 2002 (AB2260) requires all California school districts to notify parents and guardians of pesticides that may be used during the school year. Gilroy Unified expects to use some of these pesticides listed below at school sites throughout the year. Spraying will be done on weekends and holidays.

Herbicide	Active Ingredient	Application
Ornamec	Fluazifop-p-butyl	Weed control
Weed Rot	Citric Acid	Weed control
Burn Out	Citric Acid/Clove Oil	
Turf Supreme Plus Trimec	2,4-D	Broadleaf weed control

Insecticide	Active Ingredient	Application
Essentiz	C3 Rosemary Peppermint Oil	Insect control
Termidor	5C Fipronil	Insect control
Nygard	6R Pyriproxyfen 10%	Insect Control

Orange Guard	Orange Peel Extract	Insect Control
Schultz Fogger	Tralomethrin	Insect Control
Suspend SC	Deltamethrin	Insect Control
Tri-Die	Pyrethrins, Piperonyl Butoxide, Silica Dioxide	Insect Control
Wasp Freeze	Pyrethrins, Piperonyl Butoxide	Insect Control

The City of Gilroy Parks and Recreation Department could possibly use the following pesticides:

Herbicide	Active Ingredient	Application
Round-up Pro	Glyphosate	Weed Control
Surflan A.S.	Oryzalin	Weed Control
Gallery	Isoxaben	Weed Control
Devrinol 50-DFOrnamental Pendulum WDG	Pendimethalin	Weed Control
Scythe	Pelargonic acids, fatty acids	Weed Control

Insecticide	Active Ingredient	Application
Tri-Die	Pyrethrins, Piperonyl, Butoxide, Silica Dioxide	Insect control
Wasp Freeze	Pyrethrins, Piperonyl Butoxide	Insect control
Pyronyl Crop Spray	d-trans Allethrin Phenothrin	Insect control

More information about these pesticides and pesticide use reduction is available at the Department of Pesticide Regulation's website at [http:// www.cpr.ca.gov](http://www.cpr.ca.gov).

Gilroy Unified is already complying with AS2260 by posting provisions for on-site spraying. If you have any questions, please contact the Maintenance and Operations Department at (408) 842-8297.

Under the new law, parents and guardians also have the right to receive prior notification of pesticide applications at the school site. If you would like to be notified at least 72 hours before pesticides are applied at your child's school site, please fill out the "Request for Individual Pesticide Application Notification" form included at this handbook, and return the form to the listed address.

Health/Nutrition (§49510 Summary)

Under the Family Nutrition Education and Services Act, the Department of Education, in cooperation with the Department of Social Welfare, has established an ongoing program to assure that the nutritional requirements of pupils in receipt of public assistance are enhanced while the students are attending school. Eligibility is based on an affidavit signed by an adult member of the household and by guidelines established by the Department of Education.

Homeless Student Education Assurances

Under the McKinney-Vento Act, children or youth experiencing homelessness are defined as those who lack a fixed, regular, and adequate nighttime residence, including those who live with a friend, relative or someone else because they lost their home and cannot afford housing, live in a motel or hotel because they lack adequate alternative accommodations; or live in emergency or transitional shelters, in domestic violence shelters or in another like setting.

Students experiencing homelessness have the right to:

- Attend their school of origin for the duration they are homeless and until the end of any academic year in which they move into permanent housing, and
- Must be provided, to the extent feasible, at parent/guardian request, with transportation to and from school, from and to the students' temporary residences.

Students experiencing homelessness must be allowed to enroll in school and attend classes even if they do not have all the required medical records and proof of residency. Personnel at the school of enrollment will work with the parents/ guardians to obtain all required documents.

Please direct any questions related to the education of homeless students to the district's McKinney-Vento Liaison at (669) 205-4000.

Local Education Agency Plan (LEAP) Local Control Accountability Plan (LCAP)

Each district in California is required to develop a three year Local Control Accountability Plan (LCAP) that describes the district's goals and actions funded with the Local Control Funding Formula (LCFF) to meet the state's priorities. The GUSD LCAP can be found on the district's website.

The Local Control Accountability Plan (LCAP) is a critical part of California's new Local Control Funding Formula (LCFF). It is a three year district plan that is updated annually. The plan describes the district's goals, actions, services, and expenditures to support positive student outcomes. All California school districts are required to develop an LCAP that is built around eight state priorities that include student academic achievement, school climate, student access to a broad curriculum, and parent engagement. The district's budget aligns to these priorities. More information about the district's LCAP and the public input process may be found on the district's website.

Megan's Law

Pursuant to Megan's Law (Section 290.4 of the Penal Code), a CD-ROM containing information regarding specified registered sex offenders is available for public viewing at the main office of the local law enforcement agency for this school district. The Legislature has requested that school districts strongly recommend to parents and guardians that they utilize the availability of this information to protect themselves and their children from registered sex offenders in their neighborhood.

Military Recruiters

Federal law requires the school district to release directory-type information for secondary students to military recruiters upon request. If requested, Gilroy Unified School District must provide student names, addresses and telephone numbers for eleventh and twelfth grade students. Parents have the option of restricting this information by filling out the Access to Student Records form on page (iv) and returning the form to the student's high school.

Professional Qualifications of Teachers and Paraprofessionals

The federal government provided assistance to schools serving students from poverty backgrounds through the Title 1 program. Parents/guardians of students attending Title 1 schools may request information about the professional qualifications of their child's classroom teacher(s). Specifically parents may request information about:

- Whether the teacher is teaching under an emergency or provisional status;
- The teacher's college major, whether the teacher has advanced degrees and, if so, the subject of the degree;
- Whether services are being provided to their student by a teacher's assistant or other professional and, if so, the paraprofessional's qualifications.
- Whether the teacher has met state credential or license criteria for the grade level and subject matter taught.

Parents/ guardians must also be notified if their student has been taught for four or more consecutive weeks by a teacher who does not meet state certification requirements for the grade level/subject taught. Information about teacher qualifications can be obtained at your student's school.

Sex Education (§51240)

Whenever any part of the instruction in health, family life education, and sex education conflicts with the religious training and beliefs of the parent or guardian of any pupil, the pupil, on written request of the parent or guardian, shall be excused from the part of the training which conflicts with such religious training and beliefs. As used in this section, "religious training and beliefs" include personal moral convictions. Board Policy 5146

Per Board Policy 6142.1, the Governing Board desires to provide a well-planned, integrated sequence of medically accurate and inclusive instruction on comprehensive sexual health and human immunodeficiency virus (HIV) prevention. The district's educational program shall address the goals of the California Healthy Youth Act pursuant to Education Code 51930-51939, including providing students with the knowledge and skills necessary to protect them from risks presented by sexually transmitted infections, unintended pregnancy, sexual harassment, sexual assault, sexual abuse, and human trafficking and to have healthy, positive, and safe relationships and behaviors. The district's educational program shall also promote students' understanding of sexuality as a normal part of human development and their development of healthy attitudes and behaviors concerning adolescent growth and development, body image, gender, gender identity, gender expression, sexual orientation, relationships, marriage, and family.

The district shall respect the rights of parents/guardians to supervise their children's education on these subjects and to impart values regarding human sexuality to their children.

Comprehensive sexual health education and HIV prevention education shall be offered to all students in grades 7-12 at least once in junior high or middle school and at least once in high school. (Education Code 51934)

Single Plan for Student Achievement (SPSA)

All GUSD schools have a Single Plan for Student Achievement that outlines specific achievement goals for all students and the actions school and district staff must take to reach those goals as well as the funds that will help achieve this purpose. All SPSA are approved by the GUSD Board of Education and each School Site Council (SSC).

School Accountability Report Cards (SARC)

Detailed information about each school's academic performance, demographics, funding, special programs, and more is available in an annual publication called the School Accountability Report Card. Copies are now available for review at your child's school and on the district website at www.gilroyunified.org, each fall.

School Lunches

The Governing Board recognizes that students need adequate, nourishing food in order to grow, learn, and maintain good health. The Food Service/Child Nutrition Program analyzes the nutritional value of all school lunches to assure that they meet the nutritional needs of our students and the Dietary Guidelines for Americans.

Beginning in School Year (SY) 2022–23, California became the first state to implement a statewide Universal Meals Program for school children. California's Universal Meals Program (Universal Meals) is designed to build on the foundations of the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP).

One (1) FREE breakfast and one (1) FREE lunch are provided every day at all district schools for all enrolled students. Additional (second meals) are available to students to purchase.

Free and Reduced Price Meal

Breakfast and lunch are provided free for all students. However, completing the lunch application will lead to higher funding levels for our schools. Parents/guardians are encouraged to complete a meal application through a confidential application process. A new letter and application outlining the meal program is distributed to all students each year as required by the federal government. Completion of applications is vital for district funding and also a benefit for families for community programs and discounts on utilities. Applications are sent home with each student the first week of school. Only one (1) application is required per family. In addition, online applications can be submitted through LINQ Connect web site: <https://linqconnect.com>. Applications are accepted anytime throughout the school year. Food Service Staff are readily available to assist in the application process. For information about this program, call Child Nutrition Services at (669) 205-4075.

Meal Charge Standard Practice:

Adults are expected to pay cash daily or pay in advance for all food purchases.

Adults are not allowed to charge a meal or a la carte purchase. Adults are encouraged to set up a prepaid account by using the LINQ Connect program.

The Meal Charge Standard Practice will be distributed in writing at the beginning of every school year. In addition, this information will be given to all newly enrolled students throughout the school year. This information will also be available on the District website under the Child Nutrition Department.

School Dress Codes

According to Board Policy, appropriate dress and grooming contribute to a productive learning environment. Students are expected 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. Schools may adopt uniform/ common student dress guidelines if the vast majority at that school supports the idea. Schools that adopt a uniform policy also provide financial assistance to those families unable to afford the cost of uniforms.

The following guidelines shall apply to all regular school activities:

- Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity.
- Appropriate shoes must be worn at all times.
- Hats, caps, and other head coverings shall not be worn indoors.
- Clothes shall be sufficient to conceal undergarments. See-through tops and bare abdomens are prohibited.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities. Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.



Student Incident Insurance

The school district does not provide medical insurance for students. It does, however, make available low cost plans that families may wish to purchase. Information is available at each school site and on the district website.

Title I Program/Improvement

Title I is a federally funded program that provides additional resources to schools with high levels of poverty. Funds at the identified school provide for additional reading and math support, additional materials, teacher training, and, in some cases, counseling.

Transportation

Transportation transports an average of 650 students to and from school each day. The vast majority of these students will be bused because they live a long distance from their assigned school of attendance. Gilroy Unified School Board Policy busing requirements are as follows: students must live more than 1 air mile for Elementary students, 2 air miles for middle school students and 3 air miles for High school students. Transportation is NOT offered for choice placement such as Dual Immersion or other programs. For information contact the Transportation Department at (669) 205-7900. All students eligible for Transportation will have an account through TransAct by App-Garden. Parents and students may access their bus information through the app. Parents that have an email account registered with the School District will receive an email from GUSDbusinfo@gilroyunified.org. Students are given a QR code to check in and out of the bus. The QR code can be printed out, downloaded to a smartphone or a picture on a phone can be used. Students are required to scan the QR code to ride the bus. Parents may track the bus using the Bus Quest App on mobile devices.

In California, home to school transportation is not mandated. Therefore transportation is a privilege. There is no state law requiring districts to provide transportation for regular education. At Gilroy Unified School District we believe that the school bus is an extension of the classroom. The same rules apply, except students may have conversations with their fellow bus riders using an inside voice. The bus is not for play, as this can cause the driver to be distracted by the students and then the driver cannot focus the attention needed on the roadway. Students causing continuous disruptive behavior can lose their bus riding privileges.

As we are in the business of providing a service to our community and our students, safety is our number one priority. With the safety comes a pleasant bus riding experience. Here are the safety rules for Gilroy Unified School District, teachers, parents and students all must follow.

Bus Rules

1. Loading and Unloading: All students are to be at their assigned bus stop at least 5 minutes prior to the bus departure time. Once the driver has opened the passenger door, then students may approach the bus to enter or exit. Per California State Law, if a student must cross the street on which the bus is stopped, the school bus driver shall escort the students only at the front of the bus. Drivers are responsible for students' safety. All TK, Pre-K and Kindergartners shall be met by an adult. If not present at the bus stop, students will be returned to school. SDC students will need to be met by an adult, unless a parent or guardian gives written permission annually to the Transportation Department allowing for the student to be released unattended at the assigned bus stop.
2. Seating: Once a student has entered the bus, they should go directly to their seat. Backpacks, or personal belongings may be put in the luggage racks, if equipped, or on their lap. Students shall sit facing forward with their back against the seat and on their bottom. If the bus has a seat belt system all students are required to wear them while in the bus, per California Code of Regulations Title 5 section 14105 The aisle way and emergency exits shall remain clear at all times. Students shall remain seated at all times while the bus is in motion. Students are to keep all body parts inside the bus at all times. The school bus driver has the authority to assign seats California Code of Regulations Title 5 section 14103.
3. Other Pupils: Students are not to harass, disrespect or physically harm another student or their property.
4. Noise Level: Students may not play loud music, video games, scream, yell, whistle, or use inappropriate language on the bus. For safety reasons, students are allowed to have only 1 earbud, but must keep the other ear free from electronic devices.
5. Animals: Only service, signal or guide animals are allowed on the school bus. This includes school projects.
6. Hazardous Items: Students shall not bring any hazardous items. This includes, glass, , weapons of any type, controlled substances as defined in Ed Code 48915, or chemicals. This would be an expellable offense.
7. Personal Property: Students should keep personal belongings put away. This will ensure that items will not be lost and not cause a distraction. The district is not responsible for items left on the school bus. Students cannot bring items on the bus that would interfere with the comfort of other passengers. This can include but not limited to: balloon bouquets, large project boards that do not fit in the seat, insects, skateboard
8. Food/Eating: Students may not eat or bring open beverages on the bus. If a student has a medical issue, they should advise the driver and an exception can be made.

9. Some GUSD buses are equipped with video/audio equipment and signs are visible stating such. Footage can be viewed by GUSD personnel or on rare occasions any law officer.

Video Security Camera

The Board of Education through policy 5140.3 authorizes the use of video security cameras in district buildings and grounds to promote a safe school environment for students, staff and visitors. Appropriate signs will be posted in building entrances and at other locations throughout the school to inform visitors, staff, students and parents/ guardians that video recordings may occur on district property.

Parent School Entry

All school gates and doors will be closed and locked after students arrive at school in the morning. Parents requesting to enter the school must use the Intercom located outside the main office next to the front door. Front office staff will assist you. Any parents/visitors staying on campus must sign in using the Raptor Visitor Management System by scanning their US Government identification card at the kiosk.

Employee Code of Conduct

Professional Standards

The Governing Board expects district employees to maintain the highest ethical standards, exhibit professional behavior, follow district policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. Employee conduct should enhance the integrity of the district, and advance the goals of the district's educational programs, and contribute to a positive school climate.

The Board encourages district employees to accept as guiding principles the professional standards and codes of ethics adopted by educational or professional associations to which they may belong.

Each employee should make a commitment to acquire the knowledge and skills necessary to fulfill his/her responsibilities and should focus on his/her contribution to the learning and achievement of district students.

Inappropriate employee conduct includes, but is not limited to:

1. Engaging in any conduct that endangers students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon
2. Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed
3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child
4. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student
5. Possessing or viewing any pornography on school grounds, or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time
6. Using profane, obscene, or abusive language against students, parents/guardians, staff, or community members
7. Willfully disrupting district or school operations by loud or unreasonable noise or other action
8. Using tobacco, alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace or at a school-sponsored activity
9. Dishonesty with students, parents/guardians, staff, or members of the public, including, but not limited to, falsification of information in employment records or other school records
10. Divulging confidential information about students, district employees, or district operations to persons not authorized to receive the information
11. Using district equipment or other district resources for the employee's own commercial purposes or for political activities
12. Using district equipment or communications devices for personal purposes while on duty, except in an emergency, during scheduled work breaks, or for personal necessity Employees shall be notified that computer files and all electronic communications, including, but not limited to, email and voicemail, are not private. To ensure proper use, the Superintendent or designee may monitor employee usage of district technological resources at any time without the employee's consent.
13. Causing damage to or engaging in theft of property belonging to students, staff, or the district

14. Wearing inappropriate attire

Any reports of employee misconduct shall be promptly investigated. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy shall be subject to disciplinary action and, in the case of a certificated employee, may be subject to a report to the Commission on Teacher Credentialing.

The Superintendent or designee shall notify local law enforcement as appropriate.

An employee who has knowledge of but fails to report inappropriate employee conduct may also be subject to discipline.

The district prohibits retaliation against anyone who files a complaint against an employee or reports an employee's inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the district's complaint process shall be subject to discipline.

Appendix: Annual Policy Notifications

Student Nondiscrimination Policy 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 (including sexual 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 website 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.

Student Sexual Harassment Policy 5145.7

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 complaint 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:

What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

A clear message that students do not have to endure sexual harassment under any circumstance

Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained

A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, 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

Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

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.

Title IX Complaint Policy and Procedure 5145.7

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.

Reporting Allegations/Filing a Formal 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 using the contact information listed in AR 5145.7 - Sexual Harassment 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. (34 CFR 106.44)

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. (34 CFR 106.30)

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. (34 CFR 106.45)

Supportive Measures

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 nondisciplinary, 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

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. (34 CFR 106.44)

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

Dismissal of Complaint

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 notices of the dismissal and the reason 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

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. (34 CFR 106.45)

The district may facilitate an informal resolution process provided that the district: (34 CFR 106.45)

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.

Obtains the parties' voluntary, written consent to the informal resolution process

Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student

Written Notice

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

The district's complaint process, including any informal resolution process

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.

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

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

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

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

Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence

Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence

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

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

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

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

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

Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response

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

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

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:

Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30.

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

Findings of fact supporting the determination

Conclusions regarding the application of the district's code of conduct or policies to the facts

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

The district's procedures and permissible bases for the complainant and respondent to appeal

Appeals

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

Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties

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

Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome

Issue a written decision describing the result of the appeal and the rationale for the result

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 20 calendar days from the receipt of the appeal.

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

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 non punitive and need not avoid burdening the respondent.

Corrective/Disciplinary Actions

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. (34 CFR 106.44)

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

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

- Transfer from a class or school as permitted by law
- Parent/guardian conference
- Education of the student regarding the impact of the conduct on others
- Positive behavior support
- Referral of the student to a student success team
- Denial of participation in extracurricular or co curricular activities or other privileges as permitted by law

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

Record-Keeping

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

A record of 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 web site, or if the district does not maintain a web site, available upon request by members of the public.

Section 504 Grievance Procedure 6164.6

The Governing Board believes that all children, including children with disabilities, should have the opportunity to learn in a safe and nurturing environment. The Superintendent or designee shall work to identify children with disabilities who reside within the jurisdiction of the district in order to ensure that they receive educational and related services required by law.

The Superintendent or designee shall provide qualified students with disabilities with a free appropriate public education (FAPE), as defined under Section 504 of the federal Rehabilitation Act of 1973. Such students shall receive regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of students without disabilities are met.

In addition, qualified students with disabilities shall be provided an equal opportunity to participate in programs and activities that are integral components of the district's basic education program, including, but not limited to, extracurricular athletics, interscholastic sports, and/or other nonacademic activities.

The district's local control and accountability plan shall include goals and specific actions to improve student achievement and other outcomes of students with disabilities. At least annually, the Superintendent or designee shall assess the district's progress in attaining the goals established for students with disabilities and shall report these results to the Board.

In providing services to students with disabilities under Section 504, the Superintendent or designee shall ensure district compliance with law, including providing the students and their parents/guardians with applicable procedural safeguards and required notifications. Any dispute as to the identification, evaluation, or placement of any student with a disability shall be resolved in accordance with the processes specified in the "Procedural Safeguards" section of the accompanying administrative regulation.

The Superintendent or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with the district in any other capacity except as hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

Pregnant and Parenting Student Rights 5146

Pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. The following accommodations are rights of pregnant and parenting students:

- A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any

mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. If the student is 18 years of age or older, or, if the student is

under 18 years of age, the person holding the right to make educational decisions for the student, notify the school of the student's intent to exercise this right.

- A pregnant or parenting student who does not wish to take all or part of the parental leave shall not be required to do so.
- A pregnant or parenting student is entitled to receive more than eight weeks of parental leave, if deemed medically necessary by the student's physician.
- When a student takes parental leave, the supervisor of attendance shall ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program or an alternative education program.
- During parental leave taken, a local educational agency shall not require a pregnant or parenting student to complete academic work or other school requirements.
- A pregnant or parenting student may return to the school and the course of study in which he or she was enrolled before taking parental leave.
- Upon return to school after taking parental leave, a pregnant or parenting student is entitled to opportunities to make up work missed during his or her leave, including, but not limited to, makeup work plans and re enrollment in courses.
- A pregnant or parenting student may remain enrolled for a fifth year of instruction in the school in which the student was previously enrolled when it is necessary in order for the student to be able to complete state and any local graduation requirements unless the local

educational agency makes a finding that the student is reasonably able to complete the local educational agency's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

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

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 the child's age or residency.
- You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information

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

Family Safety Plans if You Are Detained or Deported

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

Right to File a Complaint

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

Firearms Safety Memorandum



GILROY UNIFIED SCHOOL DISTRICT
Office of the Superintendent

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SUPERINTENDENT
Dr. Anisha Munshi, Ed.D.

BOARD OF EDUCATION
Melissa Aguirre ♦ Tuyen Fiack ♦ Mark Good ♦ Gabriela Kim
Michelle Nelson ♦ James E. Pace ♦ Linda Piceno

Firearms Safety Memorandum

To: Parents and Guardians of Students in the Gilroy Unified School District

From: Anisha Munshi, Ed.D.

Date: August 1, 2024

Subject: California Law Regarding Safe Storage of Firearms

The purpose of this memorandum is to inform and to remind parents and legal guardians of all students in the Gilroy Unified School District of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.¹
 - **Note:** The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's

¹ See California Penal Code sections 25100 through 25125 and 25200 through 25220.



GILROY UNIFIED SCHOOL DISTRICT

Office of the Superintendent

7810 Arroyo Circle, Gilroy, California 95020

Tel. 669-205-4000 fax: 408-847-4717

www.gilroyunified.org

SUPERINTENDENT

Dr. Anisha Munshi, Ed.D.

BOARD OF EDUCATION

Melissa Aguirre ♦ Tuyen Fiack ♦ Mark Good ♦ Gabriela Kim

Michelle Nelson ♦ James E. Pace ♦ Linda Piceno

parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm.²

- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.³
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.⁴

Note: Your county or city may have additional restrictions regarding the safe storage of firearms.

Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Thank you for helping to keep our children and schools safe.

Sincerely,
Anisha Munshi, Ed.D.
Superintendent
Gilroy Unified School District

² See California Penal Code section 25100(c).

³ See California Civil Code Section 29805.

⁴ See California Civil Code Section 1714.3.

Food Deliveries Letter

As of August 2019, for student safety reasons and to control disruptions of school operations and the learning environment, the District cannot allow outside food delivery, including professional delivery and food brought from home, to students during school hours.

The increasing number of attempted deliveries is disruptive to both the school operations and the learning environment. The State legislature has directed school districts through Education Code Section 32212 to control interruptions during school hours. District Board Policies 1250 and 6116 require school staff to ensure that disruptions to school operations and classrooms are kept to a minimum. In keeping with these directives, the District has determined that food delivery causes a major disruption to the campus as it takes school staff away from essential duties.

Please know that we will refuse delivery of any food items delivered to campus. Gilroy Unified School District will not be held responsible for any costs associated with the ordering of food in violation of Board policy. This applies to any food brought from off campus including food brought from home. Accepting such deliveries not only disrupts campus operation, but also would require us to keep all items in facilities required by health code. These facilities are not available in our offices and storing food improperly poses a health risk to students. The District asks for your cooperation in not ordering food to be delivered or bringing food to your child.

Students are allowed to bring their lunch from home or purchase food from the cafeteria.

Thank you for your understanding and support.

A partir de agosto del 2019, por razones de seguridad al estudiante y para controlar interrupciones de las operaciones escolares y del ambiente de aprendizaje, el Distrito no permitirá que se reciba comida de afuera, incluyendo la entrega de comida y comida traída de la casa a los estudiantes durante el horario de clases.

El creciente número de intentos de entregas es problemático para las operaciones de la escuela y para el ambiente de aprendizaje. La legislatura Estatal ha ordenado a los distritos escolares a través de la sección del Código de Educación 32212 a controlar las interrupciones durante las horas de escuela. Las políticas 1250 y 6116 de la Mesa Directiva del Distrito Escolar requieren que el personal de la escuela asegure que las interrupciones en las operaciones escolares y en los salones de clase se reduzcan al mínimo. De acuerdo con estas directivas, el distrito ha determinado que la entrega de comida de afuera causa seria interrupción en el campus, ya que aleja al personal de la escuela de sus tareas esenciales.

Por favor, sepa que nos negaremos a permitir la entrega de cualquier artículo de comida en el campus. El Distrito Escolar Unificado de Gilroy no se hará responsable por ningún costo relacionado con el pedido de alimentos que estén en violación de la política de la Mesa Directiva. Esto aplica a cualquier alimento traído desde fuera del campus incluyendo comida traída de la casa. Aceptando estas entregas no solamente interrumpen las operaciones de la escuela, pero también requieren que guardemos toda la comida en las instalaciones requeridas por el código de salud. Estas instalaciones no están disponibles en nuestras oficinas y guardar comida de manera inadecuada puede ser un riesgo para la salud de los estudiantes. El Distrito pide su cooperación no ordenando comida para ser entregada ni le traiga comida a su hijo/a.

Se les permite a los estudiantes traer su almuerzo de casa o comprar comida de la cafetería.

Gracias por su comprensión y apoyo.

Forms to Sign and Return

Acknowledgement of Receipt of GUSD Information Handbook ()

Please return this response form to your child's school to indicate you have received information on your rights and responsibilities as a parent/guardian. If you have more than one child at a particular school, these children's names should be listed on a single form—this form. Either mail your acknowledgement of receipt forms to your child's school or have your child deliver them to the front office. Thank you.

To: _____ School _____

I hereby acknowledge that I have received information from the Gilroy Unified School District about the legal rights of parents and guardians with children in California public schools.

Name(s) of Student(s) _____ School _____

_____ School _____

_____ School _____

Date _____

Signature of Parent or Guardian

In an effort to increase communication, Gilroy Unified School District would like to use e-mail to send to send newsletters and inform parents/guardians of important events throughout the district. If you would like to receive information from the Superintendent via e-mail please let us know the address to which you would like e-mails sent.

Home e-mail _____ Work e-mail _____

Access to Student Records – Military Opt Out

Section 9528 of the No Child Left Behind Act of 2001 (NCLB) Federal law states that a school district receiving funds under this law shall provide, upon request, access to student information to military recruiters and institutions of higher learning. If requested, Gilroy Unified School District must provide names, addresses and telephone numbers of eleventh and twelfth grade students. Under NCLB the law, parents have the right to deny access to student records.

If you do not want you student's personal information released to the military or institutions of higher learning please complete and return the form below by .

- ☐ Do not release my student's personal information to the military or institutions of higher learning.
- ☐ Do not release my student's personal information to the military
- ☐ Do not release my student's personal information to institutions of higher learning.

Student Name: _____ Grade: _____

School: _____

Parent/Guardian Signature: _____ Date _____

Student Signature (if 18 or older): _____ Date _____

Gilroy Unified School District Acceptable Use Policy

The District's Acceptable Use Policy ("AUP") is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act ("CIPA"). As used in this policy, "user" includes anyone using the computers, Internet, email, chat rooms and other forms of direct electronic communications or equipment provided by the District (the "network."). **Only current students or employees are authorized to use the network.**

The District will use technology protection measures to block or filter, to the extent practicable, access of visual depictions that are obscene, pornographic, and harmful to minors over the network. The District reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of District property, network and/or Internet access or files, including email.

Acceptable Uses of the GUSD Computer Network or the Internet

Schools must verify each year students using the computer network and Internet access for that school year have a signed page acknowledging this policy. Students who are under 18 must have their parents or guardians sign this page and schools must keep it on file. Once signed that permission/acknowledgement page remains in effect until revoked by the parent, or the student loses the privilege of using the District's network due to violation of this policy or is no longer an GUSD student. Employees and other users are required to follow this policy. Even without signature, all users must follow this policy and report any misuse of the network or Internet to a teacher, supervisor or other appropriate District personnel. Access is provided primarily for education and District business. **By using the network, users have agreed to this policy.** If a user is uncertain about whether a particular use is acceptable or appropriate, he or she should consult appropriate District personnel.

Unacceptable Uses of the Computer Network or Internet

These are examples of inappropriate activity on the District web site, but the District reserves the right to take immediate action regarding activities (1) that create security and/or safety issues for the District, students, employees, schools, network or computer resources, or (2) that expend District resources on content the District in its sole discretion determines lacks legitimate educational content/purpose, or (3) other activities as determined by District as inappropriate.

- **Violating any state or federal law or municipal ordinance, such as: Accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information or copyrighted materials;**
- **Criminal activities that can be punished under law;**
- **Selling or purchasing illegal items or substances;**
- **Use of Personally Owned Software or Equipment**
 1. The District attempts to ensure that all hardware and software meet specific standards and will operate without causing disruption of the District's computer and network resources. Therefore, the use of personally owned software or software that can be downloaded from the Internet as well as personally owned computer hardware is not permitted.
- **Obtaining and/or using anonymous email sites; spamming; spreading viruses;**
- **Causing harm to others or damage to their property, such as:**
 1. Using profane, abusive, or impolite language; threatening, harassing, or making damaging or false statements about others or accessing, transmitting, or downloading offensive, harassing, or disparaging materials;
 2. Deleting, copying, modifying, or forging other users' names, emails, files, or data; disguising one's identity, impersonating other users, or sending anonymous email;
 3. Damaging computer equipment, files, data or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs, or disrupting any computer system performance;

4. Using any District computer to pursue "hacking," internal or external to the District, or attempting to access information protected by privacy laws; or
5. Accessing, transmitting or downloading large files, including "chain letters" or any type of "pyramid schemes".

- **Engaging in uses that jeopardize access or lead to unauthorized access into others' accounts or other computer networks, such as:**

1. Using another's account password(s) or identifier(s);
2. Interfering with other users' ability to access their account(s); or
3. Disclosing anyone's password to others or allowing them to use another's account(s).

- **Using the network or Internet for Commercial purposes:**

1. Using the Internet for personal financial gain;
2. Using the Internet for personal advertising, promotion, or financial gain; or
3. Conducting for-profit business activities and/or engaging in non-government related fundraising or public relations activities such as solicitation for religious purposes, lobbying for personal political purposes.

Student Internet Safety

1. Students under the age of eighteen should only access GUSDNet accounts outside of school if a parent or legal guardian supervises their usage at all times. The student's parent or guardian is responsible for monitoring the minor's use;
2. Students shall not reveal on the Internet personal information about themselves or other persons. For example, students should not reveal their name, home address, telephone number, or display photographs of themselves or others;
3. Students shall not meet in person anyone they have met only on the Internet; and
4. Students must abide by all laws, this Acceptable Use Policy and all District security policies.

Penalties for Improper Use

The use of a District account is a privilege, not a right, and misuse will result in the restriction or cancellation of the account. Misuse may also lead to disciplinary and/or legal action for both students and employees, including suspension, expulsion, dismissal from District employment, or criminal prosecution by government authorities. The District will attempt to tailor any disciplinary action to the specific issues related to each violation.

Disclaimer

The District makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from use of the network or accounts. Any additional charges a user accrues due to the use of the District's network are to be borne by the user. The District also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of the District, its affiliates, or employees.

La Política de Uso Aceptable del Distrito ("AUP") es para prevenir el acceso no autorizado de los usuarios de Internet y de cualquier otra actividad fuera de la ley, prevenir la publicación no autorizada del acceso a información sensible y estar regidos bajo la Ley de Protección Infantil del Internet ("CIPA"). Como se usa en esta política, "usuario" incluye cualquier persona que esté usando una computadora, internet, correo electrónico, conversaciones en el internet (chat rooms) y cualquier otra forma de comunicación electrónica directa o del equipo, proporcionado por el Distrito (la "red"). **Únicamente los empleados y estudiantes que están actualmente activos en el distrito, están autorizados para hacer uso de la red.**

El Distrito utilizará medidas de protección de la tecnología para bloquear o filtrar, en la medida de lo posible, el acceso a representaciones visuales que sean obscenas, pornográficas y que representen un daño a los menores, dentro de la red. El Distrito se reserva el derecho de monitorear las actividades de los usuarios en línea, para acceder, revisar, copiar y guardar o borrar cualquier comunicación electrónica o archivos y mostrarlos a otros, según sea necesario. Los usuarios no cuentan con la privacidad requerida en cuanto al uso de la propiedad del distrito, al acceso a la red y/o el internet o a los archivos, incluyendo los correos electrónicos.

Uso Aceptable de la Red de Computadoras o de Internet de GUSD

Las escuelas deberán verificar cada año que los estudiantes que estén usando la red de computadoras y que tengan acceso a servicios de Internet para ese año, en particular, que hayan firmado el paquete de aceptación de la política. Los padres de estudiantes menores de 18 años deberán firmar esta hoja y las escuelas deben guardarla en su expediente. Una vez firmado, este permiso de aceptación, este continuará en efecto hasta ser revocado por los padres o que el estudiante pierda el privilegio del uso de la red de internet del Distrito, debido a una violación de esta política o que ya no sea más, un estudiante activo en GUSD. Se requiere que los empleados y cualquier otro usuario sigan esta política. Aun si no existe una firma, todos los usuarios deberán seguir esta política y reportar a su maestro/a, supervisor o a cualquier otra persona asignada del Distrito el mal uso de la red o del Internet. El acceso se provee principalmente para la educación y para los asuntos del Distrito. **Al hacer uso de la red, los usuarios están de acuerdo en seguir la presente política.** Si un usuario no está seguro de algún uso en particular, si este es aceptable o no, deberá consultar a un empleado asignado del Distrito.

Usos No Aceptables de la Red de Computo o del Internet

Estos son ejemplos de una actividad inapropiada en el sitio web del Distrito; y el Distrito se reserva el derecho de tomar acción inmediata referente a las actividades (1) que creen problemas de seguridad para el Distrito, los estudiantes, empleados, escuelas y los recursos de la red y las computadoras, o (2) que se gasten los recursos del Distrito en el contenido que el Distrito, a su discreción, determine que le falta contenido o propósito educativo legítimo, o (3) cualquier otra actividad según lo determine el Distrito, que sea inapropiada.

- **La violación de cualquier ley estatal o federal o reglamento municipal, como: Accesar o transmitir pornografía de cualquier clase, presentaciones obscenas, material dañino, materiales que sugieran a otros violar la ley, información confidencial con derecho de autor;**
- **Actividades delictivas que puedan ser castigadas bajo la ley;**
- **Vender o comprar artículos o sustancias ilegales;**
- **El uso de software o equipo personal**
 1. El Distrito se asegurará que todo el hardware y software vaya de acuerdo a las normas específicas y que operará de manera que no cause interrupción a las computadoras del distrito ni a los recursos de la red. Así que, no se permite el uso de software personal o de software que pueda ser descargado del internet, al igual que el hardware personal.
- **Obtener y/o usar sitios anónimos de correo electrónico; correos no deseados; propagar virus;**
- **Causar daño a otros o a su propiedad, como:**
 1. Uso de lenguaje profano, ofensivo o descortés; amenaza, acoso o hacer comentarios falsos o perjudiciales acerca de otros o accesar, transmitir o descargar materiales ofensivos, hostigantes o denigrantes;

2. Borrar, copiar, modificar o falsificar los nombres, correos electrónicos, archivos o información de los usuarios; encubrir, personificando a otros usuarios o enviando emails anónimos;
 3. Dañar el equipo de cómputo, archivos, información o la red misma, de cualquier manera, incluyendo el acceso, transmisión o descarga intencional de virus o de cualquier otro programa o archivo dañino o interrumpir el desempeño del sistema de cómputo;
 4. Hacer uso de cualquier computadora del Distrito para proseguir la piratería informativa (hacking) interna o externa al Distrito o intentar acceder la información protegida por las leyes de la privacidad; o
 5. Accesar, transmitir o descargar archivos, incluyendo "cadenas de cartas" o cualquier otro tipo de "timo piramidal".
- **Involucrarse en usos que pongan en peligro el acceso o que vayan en dirección al uso no autorizado de las cuentas de otros o de otras redes de cómputo, tales como:**
 1. El uso de la(s) contraseña(s) o identificador(es) de las cuentas de otros;
 2. Interferencia con la capacidad de otros usuarios de acceder su(s) cuenta(s); o
 3. Transmitir la(s) contraseña(s) de cualquier persona a otros, permitiéndoles el uso de su(s) cuenta(s).
 - **Hacer uso de la red o del internet para propósitos comerciales:**
 1. Usar el Internet para las finanzas personales;
 2. Usar el internet para anuncios, promociones o para finanzas personales; o
 3. Llevar a cabo actividades con fines de lucro y/o participar en recaudaciones de fondos no gubernamentales o actividades de relaciones públicas, tales como, peticiones para propósitos religiosos, presión para propósitos políticos personales.

Seguridad de los Estudiantes en el Internet

1. Cuando los estudiantes (menores de 18 años) necesiten acceder las cuentas de 'GUSDNet', deberán hacerlo en presencia solamente de un padre o tutor para que los supervisen en todo momento. El padre o tutor será la persona responsable de monitorear el uso del internet por su hijo/a;
2. Los estudiantes no podrán revelar en el Internet información personal acerca de ellos mismos o de otras personas. Por ejemplo, no deberán revelar su nombre, domicilio, número de teléfono, ni mostrar fotografías de ellos mismos o de otros;
3. Los estudiantes no deberán conocer en persona a nadie que hayan conocido a través del internet; y
4. Los estudiantes deberán obedecer todas las leyes, esta Política de Uso Aceptable y todas las políticas del Distrito.

Sanciones por el Uso Inapropiado

El uso de la cuenta del Distrito es un privilegio, no es un derecho y el mal uso del mismo resultará en la restricción o cancelación de la cuenta. El mal uso también llevará a una acción disciplinaria y/o acción legal, tanto para los estudiantes, como para los empleados, incluyendo la suspensión, expulsión, suspensión de su empleo en el Distrito o un proceso penal llevado a cabo por las autoridades gubernamentales. El Distrito intentará adaptar cualquier acción disciplinaria a los problemas específicos referentes a dicha violación de la ley.

Notificación

El Distrito no ofrece garantías sobre la calidad de los servicios proporcionados y no será responsable de ninguna reclamación, pérdida, daño, costo o cualquier otra obligación que surja del uso de las cuentas o de la red. Cualquier cuota adicional que adquiera un usuario a través del uso de la red del Distrito, será cargado al usuario. El Distrito también rechaza cualquier responsabilidad que pudiera adquirir debido a la precisión o calidad de la información obtenida a través del acceso del usuario. Cualquier declaración accesible a través de la red de cómputo o en el Internet, deberá sobreentenderse que es el punto de vista de la persona que la transmite y no del Distrito, ni de sus afiliados, ni empleados.

Request for Individual Pesticide Application Notification

School Name: _____

I understand that upon request, the school district is required to supply information about individual pesticide applications at least 72 hours before application. I would like to be notified before each pesticide application at this school.

I would prefer to be contacted by (circle one): US Mail E- Mail Phone

Student (carry home)

Please print:

Name of Parent/Guardian: _____ Date: _____

Address: _____

Email: _____ Day Phone: () _____

Student Name: _____

Return to: Gilroy Unified School District
Maintenance and Operations Department 220 Swanston Lane
Gilroy, CA 95020

Return by: September 27, 2024

Student Information

LEA Code (to be completed by district) _

Student Name _____ Student Date of Birth _____

Parent/ Guardian Name: _____

Student Insurance Information

Student's health insurance coverage is provided by: _____

Name of Policy Holder: _____

Student's health insurance policy number and group number are: _____

Health Insurance Carrier Claims Address: _____

Authorization for Release of student information & other health coverage inquiries Please indicate your initials for items 1 & 2, as you deem appropriate, and sign and date below:

1. _____ I, the undersigned, do hereby authorize Gilroy Unified School District to provide health services information from the above named child's education/medical record in order to participate in the LEA Medi-Cal Billing Option Program. Requested information shall be limited to health services documentation. Further, I authorize the release of any health services information provided by the school district to the billing agent and to Medi-Cal if applicable to process the claim.
2. _____ I, the undersigned, consent to submission of claims to my insurance carrier for payment of fees for services provided to my child. I authorize my insurance carrier to communicate directly with, and make payments to my school district.

Parent Signature: _____ Date: _____

Media Release Form



GILROY UNIFIED SCHOOL DISTRICT

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Media Release Opt-out Form

It is the policy of the Gilroy Unified School District to allow photographs and video footage of students to be used in district produced materials including but not limited to web sites/social media, brochures, posters, other printed materials, and cable television programming. Students may be identified by name to provide them with recognition opportunities when appropriate. Occasionally, local media outlets are invited to visit our campuses to highlight special events, activities and/ or celebrations during the school day. Any photographs or video recordings taken by media outlets, and sanctioned by the Gilroy Unified School District and/or school site, will also be allowed by Gilroy Unified.

Parents and Guardians may request photographs and video footage of students not be used by completing the attached form and returning it to the student's school office.

Request to restrict use of photos or videos of students for 2024-25 School Year

Student Name: _____ Student ID#: _____

School: _____

☐ I hereby request Gilroy Unified School District **NOT** use photographs or video footage of the above named student.

I understand that this request will remain in effect for the 2024-25 school year. I also understand that this request will **not** prohibit usage of photos and videos of the above named student in student produced materials such as yearbooks and newspapers.

Signature of Parent/Guardian

Date

This form will be kept on file at the school of the above identified student.

For School use only

Series enter date _____

By _____

**GILROY UNIFIED SCHOOL DISTRICT**

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Optar por no permitir el uso de imágenes

Es la política del Distrito Unificado Escolar de Gilroy permitir que las fotografías e imágenes de video de los estudiantes sean utilizados en materiales producidos por el distrito incluyendo pero no limitado a las páginas web/redes sociales, folletos, carteles, otros materiales impresos y programación de televisión por cable. Los estudiantes pueden ser identificados por su nombre para proporcionarles oportunidades de reconocimiento cuando corresponda. De vez en cuando, se invita a los medios de comunicación locales a visitar nuestras escuelas para destacar eventos especiales, actividades y/o celebraciones durante el día escolar. Todas las fotografías o grabaciones de video tomadas por los medios de comunicación y autorizadas por el Distrito Escolar Unificado de Gilroy y/o el sitio escolar también serán permitidas por el distrito.

Los padres y tutores legales pueden solicitar que las fotografías y las imágenes de videos de los estudiantes no sean usadas completando el formulario adjunto y devolviéndolo a la oficina de la escuela que asiste el estudiante.

Solicitud para restringir el uso de fotos y videos de estudiantes durante el ciclo escolar 2024-25

Nombre del estudiante: _____ #ID del estudiante: _____

Escuela: _____

☐ Por la presente solicito al Distrito Escolar Unificado de Gilroy **NO** utilizar fotografías o imágenes de video del estudiante mencionado anteriormente.

Comprendo que esta solicitud permanecerá vigente durante el ciclo escolar 2024-25. También entiendo que esta solicitud **no** prohibirá el uso de fotos y videos del nombre antes mencionado en materiales producidos como anuarios y periódicos.

Firma del Padre/Tutor

Fecha

Este formulario se mantendrá en los archivos de la escuela del estudiante mencionado anteriormente.

Solo para uso de la escuela

Fecha de ingreso en Aeries _____ Por _____

Academic Honesty Agreement (Summary)

The Gilroy Unified School District's Board Policy 5131.9: 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. Cheating and collusion include but are not limited to:

1. Copying, in part or whole, from another's examination, paper (including homework assignments), mathematical calculation(s), research, creative project, etc.
2. Submitting as one's own work an examination, paper, mathematical calculation (s), research or creative project, or the like which has 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.

The following descriptions [from the University of Texas and the University of Exeter] further refine acts of cheating/collusion:

- Using unauthorized books, notes, electronic aids or other materials in an examination.
- Obtaining an examination paper ahead of its authorized release.
- Either aiding or obtaining aid, from another person, where such aid is not explicitly permitted in the assignment.
- Acting dishonestly in any way, whether before, during or after an examination or other assessment so as to obtain or offer to others an unfair advantage in that examination or assessment.
- Allowing someone else to write your papers.
- Allowing someone else to modify your essays in any substantive way.

The Gilroy Unified School District's Board Policy 5131.9 Academic Honesty describes plagiarism as the act of obtaining or attempting to obtain credit for academic work by representing the work of another as one's own (including text found on the internet) without the necessary and appropriate acknowledgment. Specifically, plagiarism is:

1. The act of incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgement and representing the product as one's own work.
2. The act of representing another's intellectual or creative work such as musical composition, computer program photograph, painting, drawing, sculpture, research, etc., as one's own work.

The following descriptions [from the University of Texas and the University of Exeter] further refine acts of plagiarism:

- Failing to acknowledge the sources of any information in your paper which is not either common knowledge or personal knowledge.
- Failing to acknowledge direct quotation either by using quotation marks when quoting short passages or indentation when quoting longer passages.
- Too closely paraphrasing the original works of your source.
- Borrowing the ideas, examples or structure of your source without acknowledging it.
- Taking, buying or receiving a paper written by someone else and present it as your own.
- Using one paper for two different courses, or re-using a paper previously submitted for credit, without the prior approval of both instructors.

- Direct copying of text from a book, article, fellow student's essay, handout, web page or other source without proper acknowledgment.
- Claiming individual ideas derived from a book, article, etc., as one's own and incorporating them into one's own and incorporating them into one's work without acknowledging the source of these ideas.
- Overly depending on the work of one or more without proper acknowledgement of the source, by constructing an essay, project, etc., by extracting large sections of text from another source, and merely linking these together with a few of one's own sentences.

The Gilroy Unified School District's Board Policy 5131.9: 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.

I have read and understand the above descriptions and illustrations of cheating, collusion and/or plagiarism and I agree to not engage in any of these acts as a student enrolled in the Gilroy Unified School District.

Student Name (Please Print)

Student Signature

Student Number

Parent/Guardian Signature

Date

Return by September 27, 2024

Sexual Harassment Complaint Form

Complaints shall be filed with

GUSD Asst Superintendent of
Human Resources
Gilroy Unified School District
7810 Arroyo Circle
Gilroy, CA 95020
(669) 205-4000

From: _____ School/Department _____

1. Identify the offending person or persons.

2. Give specific examples of offensive conduct. *(If more space is required, please attach additional pages.)*

3. What remedy are you seeking?

4. Describe any informal efforts you made to correct the situation described above.

Your Signature: _____ Date: _____

Board Policy Reference: Policy 5145.7 _____ To Be Completed by Human Resources

Date Received: _____

By _____ Sexual

Harassment Complaint Form# _____

Reference Code _____ Date

Resolved _____

By _____

Uniform Complaint Form – Complaints shall be filed with

Human Resources
Gilroy Unified School District
7810 Arroyo Circle, Gilroy, CA 95020 (669) 205-4000

From: _____ School/Department _____

Or if not an employee: _____

Address: _____

Telephone: _____

1. Identify the offending person or persons (if known).

2. State what happened to cause the complaint. Be specific. (If more space is required, please attach additional pages.)

3. What remedy are you seeking?

4. Describe the informal efforts you made to correct the situation.

Your signature _____ Date: _____

Board Policy 1312.3 Uniform Complaint Procedures

To be completed by Human Resources

Date Received: _____ By: _____

Optional Uniform Complaint Policy Complaint Form # _____ Reference Code: _____

Date Resolved: _____ By: _____

Williams' Uniform Complaint Procedure Form

Education Code (EC) Section 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the following contact information.

Response requested: Yes/No Name (Optional):

Mailing Address (Optional):

Phone Number Day (Optional):

Evening (Optional):

Issue of complaint (please check all that apply):

1. Textbooks and instructional materials:

- A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
- A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials
- for each pupil.
- Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Facility Conditions

- A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
- A school restroom has not been maintained or cleaned regularly, is not fully operational and has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
- The school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.

3. Teacher Vacancy or Misassignment

- Teacher vacancy- A semester begins and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been

assigned at the beginning of a semester for an entire semester.)

- Teacher misassignment- A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.
- Teacher misassignment- A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Date of Problem: _____

Location of Problem (School Name, Address, and Room Number or Location): _____

Course or Grade Level and Teacher Name: _____

Please describe the issue of your complaint in detail. You may attach additional pages if necessary to fully describe the situation.

Please file this complaint at the following location: Principal of the School

Gilroy Unified School District-Human Resources
7810 Arroyo Circle
Gilroy, CA 95020



Gilroy Unified School District
Enrollment Center

7810 Arroyo Circle Gilroy, CA 95020
Tel. 669-205-4000 fax: 408-842-1158
www.gilroyunified.org

SUPERINTENDENT
Anisha Munshi, Ed. D.

BOARD OF EDUCATION
Melissa Aguirre ♦ Tuyen Fiack ♦ Mark Good ♦ Gabriel Kim
Michell Nelson ♦ James E. Pace ♦ Linda Piceno

2024-25 Intra-District Transfer Request

(Submit to District Office Only)

Student and Parent / Guardian Information				
Student Last Name			Parent / Guardian	
Student First Name			Residence Address	
Date of Birth				
Special Services	IEP	504	Phone Number	
Current School of Attendance			School Request	
Grade Level in 2024-2025 School				
Reason(s) for the Request				
<i>Please check one or more of the reasons for request listed below. Please attach supporting documentation if required.</i>				
GUSD Open Enrollment Priorities <input type="checkbox"/> Parent/Guardian is an employee at school requested (20+ hours per week) <input type="checkbox"/> Sibling(s) attending school requested (name of siblings REQUIRED): _____ School Preference(s) <input type="checkbox"/> Childcare/Transportation <input type="checkbox"/> Already attending school <input type="checkbox"/> Other (attach separate document stating reason for transfer request)				
Signature of Parent/Guardian:			Date	
<p>Please note the following regarding our Transfer Request process:</p> <ul style="list-style-type: none">• <u>INCOMPLETE APPLICATIONS MAY NOT BE PROCESSED.</u>• Intradistrict transfer requests are accepted between December 31st and April 1st for the following school year, and approvals are subject to student enrollment and available space.• Transfer requests for elementary schools will be processed by the end of the second week of the 2024-2025 school year.• The District retains the right to maintain appropriate balances among schools.• Although we try to keep siblings together when possible, approval of one sibling does not guarantee approval of subsequent sibling transfer requests.• Approved intra-district transfer requests automatically renew each year.• Approved intra-district transfer requests remain in effect until the student finishes the last grade for the school requested.• Transportation will be not provided under this request.• Student <u>must</u> be currently enrolled, attending school and have a verified address on file for consideration.				
District Office Use Only				
Decision	Approved	Denied	Signature	
Waitlist	Yes	No	Reason	



Gilroy Unified School District
7810 Arroyo Circle, Gilroy, CA 95020
Request for Interdistrict Attendance Permit

School of Residence: For School Year: Grade: New Request: Renewal Request:

District Requested: School Desired:

STUDENT AND PARENT GUARDIAN INFORMATION

Student Name: Birth date: Grade Today: M F

Parent (s) /Guardian's Name (s):

Home Address:

Home Phone: () - Work Phone: ()

REASON (S) FOR REQUEST

Please check one or more of the reasons for the request listed below and complete the information to the right to further explain. Attach supporting documentation if required.

Reason for the request

- ☐ Child Care (**K-6 only-proof required**) Provider's address: Phone:
- ☐ Change of Residence (former/future resident) Former address: Date of move:
- ☐ Employment within requested District (**proof required**) Employer: Address:
- ☐ 8th / 12th Grade Privilege
- ☐ Other

PARENT / GUARDIAN STATEMENT

In making this request, I understand the following conditions: 1) approval by both districts is required; 2) the district requested may investigate the student's attendance, behavior, and academic records before acting on the request. If granted, this permit will be in force for one (1) year and will remain in force only if the student meets the attendance, behavior, and academic requirements of the district requested;

3) if the permit is granted, the student and parent/guardian will be expected to cooperate with school personnel; 4) if the permit is granted, the parent/guardian will be responsible for the student's transportation to and from school; and 5) if the request is denied by the district and all appeal rights have been exhausted in the district, I have the right to appeal the decision to the Santa Clara County Board of Education. I hereby certify that the student and parent/guardian information provided above is accurate and that I understand and agree to the above stated

DECISION OF AFFECTED DISTRICTS

District of Residence

Approval

Denial

District Requested

Reason(s) for Decision if Denied:

Approval

Denial

Reason(s) for Decision if Denied:

Administrator: Date:

Phone: (408)847-

Administrator: Date:

2700 Fax: (408)842-1158

Phone:

Fax:

Glossary of Terminology

AB 65 Funds are provided to encourage school improvements to meet the educational, personal, and career needs of every student. A School Site Council (SSC) is required at each SIP school to assist in implementing the School Improvement Program.

Average Daily Attendance-ADA is the figure used to compute the dollar amount the District receives from State and Federal tax dollars. It is the average number of the District students in daily attendance.

English Learner Proficiency Assessment of California (ELPAC) is a required State test administered for initial identification to all enrolling students who have a home language other than English. The initial test is administered within the first 30 days of enrollment. Schools use the information for program placement. The ELPAC summative assessment is also administered on an annual basis to all identified English Learners in the district. The results are used to demonstrate progress toward English proficiency. Parents are notified of the results annually. The results determine whether the student is classified as fluent English proficient or English Learner.

Cumulative File-CUM FILE is required by State law to maintain specific information about students by the school district. As required, the Cum File is the student's academic record from Kindergarten through high school.

California Assessment of Student Performance & Progress – CAASPP has been developed by CDE to assess school and district performance on core curriculum standards approved by the state for grades 3-8 and 11. They are part of the State's testing program. Parents have the right to exempt their son/daughter from these assessments by submitting a request to the school.

Cost of Living Adjustment-(COLA) is a figure determined by the Federal Government to reflect the rate of inflation. It is used to compute an increase in funding for schools and school programs.

English Language Development-ELD instruction is an approach that teaches English language to EL students as a separate unit of instruction.

English Learners Programs support the development of English language skills and ensure access to grade level content for identified English Learners (EL). At the elementary level, these include Structured English Immersion (SEI). At the secondary level, English Learners receive English Language Development (ELD) and/or Academic Language Development (ALD) support along with their core content classes. Parents of Spanish speaking English Learners at the elementary level have the opportunity to apply for a waiver from SEI to the district Dual Immersion Program.

Gifted and Talented Education (GATE) students are identified as eligible for GATE through an evaluation process that determined potential student success in accelerated curriculum. Based on State GATE Standards, student needs are to be met as part of the integral school day through differentiating the core curriculum appropriately for gifted learners.

Individualized Education Plan-IEP is designed by parents, teachers and administrators specifically for each student placed in Special Education to meet that student's special needs.

On Campus Supervision-OCS is detention served at the school site.

Parent Teacher Association- PTA or Parent Teacher Student Association or Home and School club are school/ community organizations found at GUSD elementary and middle schools.

Resource Specialist Program-RSP is for Special Education students who are successful in regular classes most of the day and can be assigned to the Resource Special Teacher for part of the day.

Student Assistance Program-SAP is a systematic and comprehensive prevention and intervention program. The purpose of SAP is to identify, as early as possible, students who may need and/or desire special services in order to support and enhance their educational goals and experience.

School Attendance Review Board-SARB School Attendance Review Boards, composed of representatives from various youth-serving agencies, help truant students and their parents or guardians solve school attendance and behavior problems through the use of available school and community resources.

Special Day Classes-SDC are for Special Education students whose needs require Special Education classes more than 50% of the day.

School Site Council-SSC is a committee of parents, teachers, and students who meet regularly at the participating school. See PARENT INFORMATION for further information.

Single Plan for Student Achievement-SPSA is developed by each school to identify student achievement goals and actions to reach those goals.

Student Success/Study Team-SST is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated problem solving meeting where all the needed persons, including the student and parent, are present at the same time. It is an expression of the school's concern for students. It provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them.

Special Education Services are offered to students who are identified as having a learning disability and as performing academically below their learning ability. The identification process includes information from the SST-Student Success Team and testing by a school psychologist. After appropriate interventions have been tried in regular programs, a student may be identified and placed in a Resource Specialist Program (RSP), or a Special Day Class (SDC), at his/her home school or at another school with the appropriate program.

Suspension-From Classroom is when a student is suspended from the classroom for the day plus the following school day. The teacher and the parent shall meet in conference as soon as possible following the suspension. (EDUCATION CODE 48925 (d) See SUSPENSION in the Handbook.

Suspension-From School is when the Principal or principal designee suspends a student for a period not to exceed five (5) days.

Title I, Part A of the No Child Left Behind (NCLB) provides money to schools to help disadvantaged children meet high academic standards. The law provides that funds go to schools that have the highest concentrations of poverty.

Board of Education Agenda Online

Follow these easy steps to access the current Board Agenda online:

1. Access the internet on any computer
2. Visit the Gilroy Unified School District Website: <http://www.gilroyunified.org>
3. Click on the "Board of Education" tab at the top of the page
4. On the right hand side of the "Board of Education" page, click on "Agenda Online"

The public is welcome to attend Board meetings the first and third Thursday of each month. Additional meetings are scheduled if necessary. Meetings are held in the District Office Board Room at 7810 Arroyo Circle. Board meetings are televised on CMAP, Public Access Television and the Gilroy Unified School District YouTube Channel (accessible from the GUSD website). For more information, call (669) 205-4000.



**District Office 7810 Arroyo Circle
Gilroy, CA 95020**

(669) 205-4000

The redesign of this Information Handbook was influenced by the publications from the following school districts: Fresno Unified, Long Beach Unified, Los Angeles Unified, San Diego Unified, San Jose Unified & Santa Rosa City Schools