SUNNYVALE
SCHOOL DISTRICT



2025-2026

Family Handbook

and

Notice of Your Rights & Responsibilities

A valuable resource for parents and students

Superintendent's Welcome

Dear Sunnyvale Families,

It is a true honor to introduce myself as the new Superintendent of the Sunnyvale School District. I am excited to join this incredible community and grateful for the opportunity to serve our students, families, and staff. Together with our Board of Education, I look forward to building on the District's tradition of excellence and working in partnership to support every child's growth and success.

Sunnyvale School District offers a wide range of programs and services that reflect our promise that every student will be known by name, strength, and need, ready to excel in high school and beyond, and to lead a life of joy and purpose, as outlined in our Strategic Plan. From our Dual Language Immersion program to our award-winning, robust social-emotional learning supports, we are dedicated to providing a safe, inclusive, and engaging learning environment where every student can thrive.

This year, our school district is focusing on three key areas to help all students succeed:

1. Excellent Reading for Every Student

We're committed to making sure every student gets top-notch reading help. This includes our multilingual students! Our goal is to build strong reading skills, from the basics to understanding complex topics, so all students can become great readers and learners.

2. Partnering with Families

We believe that when schools and families work together, students thrive. That's why we're focusing on engaging parents and guardians in new and helpful ways. We want to support you in supporting your child's learning journey.

3. Students Present and Welcomed Every Day

It's so important that students are in school and ready to learn. We're working to make sure all students attend school regularly and feel welcomed and safe each and every day they walk through our doors. Let us know how we can support you in making sure your child attends each school day.

This Family Handbook contains important information, guidelines, and resources to help you navigate the school year. I encourage you to take time to review it and use it as a reference throughout the year. Strong partnerships between home and school are essential, and I look forward to meeting you and working together to support our students.

Thank you for being a valued part of the Sunnyvale learning community. Here's to a wonderful school year ahead!

Dr. Gudiel Crosthwaite
Superintendent

SUNNYVALE SCHOOL DISTRICT

2025-2026 Family Handbook

and Notice of Your Rights & Responsibilities

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ENCOURAGING FAMILY INVOLVEMENT IN SCHOOLS

Family involvement means being an active participant in your child's life and education. This includes important daily routines such as checking their backpack and ensuring they read for 20 minutes each day. You can also help your child by creating a quiet, distraction-free space for homework and making sure they complete their assignments. Finally, communicate daily with your child by asking them about both the challenging and positive parts of their day.

One of the best ways for parents to be involved in their child's education is to communicate regularly with teachers. Communicate with your teacher the successes and challenges you see at home around learning. Consistently check in about homework and school projects, making them a top priority in their schedule. As you foster after-school activities such as sports and extracurricular activities consider how to model to them how important education is.

Another way parents and family members can be involved is to volunteer at the school by helping in the workroom with copying papers and other tasks for teachers, reading with students who can benefit from one-on-one help, helping with fundraisers like Walkathons, and assisting with extracurricular activities.

The end result is that when parents volunteer at school, their children's grades tend to increase, their behavioral issues tend to decrease, and they have a more positive attitude toward school and learning. Please contact your school for more information about parental involvement or volunteering.

Parent/Guardian & Student – Other Rights and Responsibilities

To promote a safe and secure environment it is necessary for all students to obey classroom and school rules. Students are expected to participate in class activities without disrupting others. Consistent plans for positive consequences for appropriate student behavior will help establish

As the parent of a student you have many rights and responsibilities. We urge you to read this information.

Teachers build your child's education one day at a time, so every day is essential. Promotion or even graduation can be put in jeopardy if too many days are missed. Work with the teacher when a child must miss school. Get homework assignments and review work. There is only one chance to get a great education.

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

BP . . . . District Board Policy
AR. . . . Administrative Regulation
EC. . . . Education Code
HSC . . Health and Safety Code
PC. . . . Penal Code
WIC . . Welfare and Institutions Code
CCR . . California Code of Regulations
CAC . . California Administrative Code
CC. . . . Civil Code
FC . . . . Family Code
GC . . . Government Code
VC. . . . Vehicle Code
BPC. . . Business and Professions Code
FAC. . . Food and Agriculture Code

USC . . . . . United States Code
CFR. . . . . Code of Federal Regulations
ESEA . . . . . Elementary and Secondary Education Act
PPRA. . . . . Pupil Privacy Rights Amendment
FERPA . . . . . Family Educational Rights and Privacy Act
PPACA . . . . Patient Protection and Affordable Care Act
Title VI. . . . . Title VI (or VII, or IX) of the Civil Rights Act of 1964
ADA . . . . . Americans with Disabilities Act
IDEA . . . . . Individuals with Disabilities Education Act
§ 504. . . . . Section 504 of the Rehabilitation Act of 1973
EOA . . . . . Equal Opportunities Act
CIF. . . . . California Interscholastic Federation

a positive environment. Cooperation among parents, students, and school personnel is required to create a school where teachers can teach, and students can learn.

The Student Is Responsible For:

- Respecting the authority of teachers, principals, and other school personnel to enforce district and school rules.
- Behaving in classrooms and on school campuses without disrupting or interfering with the rights of other students and staff.
- Following the standards of behavior and following rules of the school.
- Attending assigned classes daily and being on time.

The Parent Is Responsible For:

- Accepting and respecting the right of the Board of Education to require standards of behavior for all students and for all non-students during school activities.
- Reviewing district policy and school rules with family members to ensure all are familiar with and understand the standards of behavior.
- Ensuring regular attendance.
- Cooperating with school officials in carrying out appropriate disciplinary actions when necessary.
- Seeking out appropriate community agencies for assistance in supporting harmful behavior correcting misbehavior of the student as needed.

The Teacher Is Responsible For:

- Reviewing regularly with students and parents district discipline policy and school rules.
- Enforcing district policy and school rules.
- Establishing an atmosphere that welcomes the social-emotional and cultural needs of the students to enable students to focus on their studies without disruption.
- Communicating with students and parents regarding behavior concerns and proposed solutions.
- Reporting any continuing student behavior concerns to appropriate school personnel.

The Principal Is Responsible For:

- Establishing school expectations consistent with district discipline policy that will ensure a positive learning environment.
- Communicating to parents, staff, and students district discipline policy and school expectations.
- Enforcing district discipline policy and school expectations.
- Assisting students, parents, and staff in seeking solutions to behavior concerns.

Visiting Campus

Entering the school campus without authorization from a school official is strictly prohibited, and is considered trespassing. Violators will be reported to the Police Department or School Resource Officer.

Protocol for Visitors at School

All visitors, including parents, must check in at the school office. In order to maintain the least amount of disruption during the school day, the following are required for visitors:

- Visitors must have a valid photo identification
- Visitors are asked to check in with the school office and obtain a visitor's badge
- Visitors are not permitted in classrooms without direct approval of an administrator and the teacher
- Visitors may be asked to wait in designated office area to meet teachers or counselors for a conference
- Former students may not visit teachers during the school day unless prior permission has been obtained

Visits to Classrooms

Parents and caretakers are welcome and encouraged to visit their student's classrooms. We do require that you make an appointment through the school office before visiting any classroom as District policy and the State law requires that all visitors report to the school office in order to secure a visitor's pass. It is also important that you sign out when leaving. Please follow the procedure of signing in/out to ensure everyone's safety. No student visitors will be permitted on campus during school hours. [EC 32211, 32212, 35292, 49091.10; PC 626-626.10, 627.2]

ENROLLMENT AND ATTENDANCE

Every day counts in a child's education. Every day a student is in school, he/she learns more about responsibility and achievement. It is important that your child takes advantage of every opportunity to learn in order to be successful. This can only happen when your child is in class every day and ready to learn when class begins. Being tardy is disruptive to the whole class as well as to your student. Make sure your child stays home only when he or she is sick and family vacations are taken.

Enrollment

1. Enrollment is at your home school site when school is in session. At the time of enrollment, parents/guardians must provide all proofs of residence; proof of immunizations recorded on an original yellow California immunization card or medical printout. Proof of a U.S. given TB skin test taken within 12 months of registration, or a TB Risk Assessment Form (MD signed in USA). An original birth certificate if born in U.S.A. A translated birth certificate or passport if born out of the U.S.A. All records and proofs should be originals.
2. Students who turn 4 by September 2 of this school year are eligible to enroll in Transitional Kindergarten (TK). Note that students must be 5 years of age on or before September 1st to be eligible for Kindergarten for this school year.
3. Prior to first grade entry, all students are required to have proof of a physical examination (CHDP). [1]
4. Prior to kindergarten or first grade students are required to have proof of an oral health assessment.
5. A delay in enrollment will result if proofs of residence and required immunizations are incomplete.
6. Middle school students must have a Tdap booster before 7th grade.
7. Parents/Guardians will receive your student's class assignment the week prior to the start of the school year. This information will be sent via email and/or posted at the school site. Students with unresolved returned mail, out of date Affidavit of Residency or lapsed transfers will not be given class assignments.
8. We are unable to reserve classroom space. Students who were previously registered but miss the

[1] With the sunsetting of the CHDP (Child Health and Disability Prevention Program), these requirements will be adjusted.

first three days of school will be considered “no-shows, “and disenrolled on the fourth day of school. Parents will need to register again. Placement at the home school is not guaranteed.

9. Students who are ill on the first day of school must have a doctor’s note excusing their absence. A parent/guardian must call the school on the first day of school if their student is too ill to attend. In order to protect your student from a “no-show” disenrollment and losing their classroom placement, please call every day, and bring in a doctor’s note as well as a parent’s note by the third day of school.

Affidavits and Proof of Residency

Please be aware that P.O. Boxes and business addresses do not meet residency requirements. A student may only have one address at a time and must live in the Sunnyvale School District full-time. The same is true for shared custody; only one address may be used to determine residency. The student must live/sleep within the district the majority (over 50%) of the time. A family must live in the district and occupy the address they are claiming at the time of enrollment.

1. All students attending the Sunnyvale School District will be asked to prove residency in the district unless they are attending school on an approved Interdistrict Transfer agreement. Residency is defined as a student living over 50% of the time at an address within district boundaries. The district will investigate if a student’s residency comes into question. Parents/legal guardians will be notified prior to the district conducting an address investigation.
2. The only residency exception will be in cases of shared child custody. Court papers defining the custody as well as a parent/legal guardian providing a calendar of the days the student will be residing in the Sunnyvale School District must be provided. The parent with the majority of custodial care will determine the address used by the school district.

   Yearly proof of residency is required as well as yearly renewals for all Affidavit type documents. To meet residence requirements parents/legal guardians need four original and current documents:

   - California Driver’s License or California ID with the correct, current address.
   - Income Tax records – the most current State or Federal tax return.
   - Monthly mortgage statement, latest property tax bill, or rental agreement with a manager/owner’s phone number (monthly space rental receipt for mobile home units).
   - A current utility bill (PG&E, cable/internet, water) issued within the last 30 days.
3. Affidavits of Residency: Used when a student’s family is living in shared housing with a primary resident. Four current (dated in the last 30 days) and original proofs of residence are required from both the parent/guardian and the primary resident. Parent(s)/Guardian(s) must be present while filing an Affidavit at the district office.
4. Families without a permanent address are asked to support their residency claims. This may be done by confirmation from a social worker or agency, nightly shelter, or motel/ hotel room receipts. The McKinney Vento Act stipulates a student who has a temporary address due to economic hardship does not have to produce proofs of residency in order to enroll in school. However, once enrolled, confirmation of residency will be required and what proof is needed will be determined on a case-by-case basis by the Director of Student Information within 45 days of starting school. TB, immunizations, and birth certificate are still required. provide the required four proofs of residency. A Caregiver Affidavit may not be used for childcare providers or for students who reside out of the Sunnyvale School District boundaries. Students must live with the guardian, full time, within the Sunnyvale School District attendance area.

5. A Caregiver Affidavit is a district document identifying a student's full-time legal guardian. Both the Caregiver's Affidavit and the parent's release of responsibility statement should be notarized. The full-time caregiver becomes responsible for all medical and educational decisions. The caregiver must be a district resident who can All Affidavits grant permission for a resident verification officer to confirm addresses through observation or inquiry. Confirmation of a student having moved or never lived in the district will result in disenrollment. If it is determined that false information was given to secure or to determine residency, the student will be disenrolled within five school days.
6. Students who move during the school year will be given an opportunity to complete the school year through an approved Interdistrict (moving out of district) or Intradistrict (moving within the district) Transfer. Parents/guardians who tell the school of their move will be given preference through a transfer to complete the school year provided a resident student is not being displaced or there is sufficient space throughout the district in the requested grade. In the event of an emergency, it is vital that current information is on file for your student's safety.

Attendance Options

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

1. Intradistrict Open Enrollment:

Open Enrollment is a request for a transfer from your school of residence, based on your address, to another Sunnyvale district school outside of your attendance area or to a program of choice. The Superintendent can declare any school too impacted to accept Open Enrollment applications. Open Enrollment is not necessary for students who are registered and wish to attend their resident school. Only Open Enrollment requests submitted during the application period during the first 10 school days in February will be processed completely for approval or denial in the first lottery drawing. Requests submitted after the February deadline will be denied if there is no space, or placed in a second lottery to be held before the end of the school year.

All transfer requests should be made on an "Open Enrollment Request" form available at all schools, district office, or online. All students must live in the Sunnyvale School District and have completed registration at their resident school for a grade they will attend in the next school year. There is no guarantee of placement; Open Enrollment is a random, unbiased selection process that identifies, if available, space for transfer students after space has been allocated for resident students.

Applicants will be notified of their lottery number. Transfers are based on available space and student priority in the requested grade and school. Available openings will be filled in lottery order after seats are reserved for neighborhood students. Parents/guardians applying for a change of school will be notified as soon as practical, but notification may be as late as August at the beginning school year after available space is determined.

Once enrolled, a student on an approved open enrollment transfer will not be required to reapply for

admission to the school or program of choice. The student, however, may be subject to displacement due to excessive residential enrollment. Transportation is not provided for a student who is attending a school or program of choice through Open Enrollment. Please note that poor attendance, which is considered to be six (6) or more tardies or ten (10) or more unexcused absences, may result in the cancellation of an Open Enrollment transfer and return to their resident school. If a transfer is denied because there was no available space; applicants may reapply during the next Open Enrollment period, to be considered for the same or another school of choice.

Please note that a student on an Open Enrollment transfer is expected to attend the middle school assigned to the neighborhood attendance area determined by the student's address. Assignment to an elementary school of choice does not change your middle school destination unless you are successfully selected through Open Enrollment for a middle school out of your attendance area.

A move within the district that changes your school attendance area also changes your student's enrollment priority to the date that you provided proof of your move to a district staff employee. This becomes your new registration date, replacing any previous date. [EC 200, 35160.5, 35291, 35351, 46600-46611, 48200, 48204, 48300-48316, 48980; 5 CCR 11992-11994; 20 USC 6311, 6313, 7912; BP 5116.1]

2. Interdistrict Attendance:

The Governing Board recognizes that parents/guardians of students who reside within the geographic boundaries of one district may, for a variety of reasons, desire to enroll their children in a school in another district.

Because of overcrowding within district schools and limited district resources, the Board discourages transfers into the district and will consider approving such transfers only on a case-by-case basis through an interdistrict attendance agreement.

1. Students who are currently enrolled in our schools as of January 1 but who move outside our district attendance boundaries will be only allowed to complete the school year in which they are enrolled. Students are expected to enroll in their home school district for the subsequent and future years.
2. Students who are enrolled in the highest grade of middle school, who moved out of district, may be permitted to complete their last year at the middle school of enrollment if the school has not been determined to have an impacted enrollment.
3. Children of employees of the Sunnyvale School District employed at least twenty (20) hours per week or of employees of the Fremont High School District employed at least (20) hours per week will be permitted to attend on an interdistrict transfer agreement provided all other conditions are met and space is available at the time of enrollment. If employment ends, students who are currently enrolled in our schools as of January 1 will be allowed to complete the school year in which they are enrolled. Students are expected to enroll in their home school district for the subsequent and future years.
4. All other initial requests for an Interdistrict Attendance Permit will be approved or denied based upon the availability of space.

The Superintendent or designee may grant a transfer if extraordinary circumstances prevail. The Board may rescind the transfer at any time based upon financial conditions or other circumstances that would put the best interests of the district at risk.

All interdistrict transfers are subject to a valid release from the student's home school district.

While on an interdistrict transfer, students must maintain satisfactory academic performance, good

attendance and behavior. Students who fail to meet these expectations may be disenrolled provided that both the student and parent/guardian have received prior written notification.

A child of an active military duty parent/guardian shall not be prohibited from transferring out of the district to a school district of choice if the other school district approves the application for transfer. [BP 5117 March 2019; EC 41020, 46600-46610, 48204, 48300-48317, 48900, 48915, 48915.1, 48918, 48980, 48985, 52317, 8151; CA Constitution Article 1, Section 31]

3. Attendance Where Caregiver Resides:

If your child lives in the home of a caregiving adult, as defined by law, or a foster home your child may attend the school district in which that residence is located. Execution of an affidavit under penalty of perjury pursuant to the Family Code by the caregiving adult is required to determine that your child lives in the caregiver's home. [EC 48204(a)(5), 48980; FC 6550-6552]

4. Attendance in District Where Parent / Guardian is Employed:

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

5. Special Enrollment Allowances for Some Categories of Students:

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

Student Immigrant and Religious Rights

All school age children must be admitted to California Public Schools and be offered all programs accessible to other students. School districts cannot ask about a student's immigrant or religious status. The state Attorney General has information about "know your rights": *https://oag.ca.gov/immigrant/resources*. Immigrant students are still considered residents of their current school district even if parents are deported or are being held in custody. [EC 200, 220, 234.1, 234.7]

General Absences

The majority of school districts are funded based on their daily attendance. The state only awards funding to school districts for actual attendance; they do not fund districts for the excused absences listed below. There are two types of absences – excused and unexcused. Always review the school calendar and plan activities and vacations during days off.

Other attendance reports, such as truancy, rely on excused and unexcused absences. There are legal consequences if your child misses too much school. You must send a note and/or phone the school within 72 hours to clear any excusable absences. Parents/Guardians have the right to be notified on a timely basis if their child is absent from school without permission. Unexcused absences are recorded as a truancy.

Excused Absences

Children cannot learn if they are not in school. Children ages 6 to 18 years are required to attend every school day. Daily school attendance improves student achievement. Research shows that a student that is absent 10 percent of the time (called a chronic absentee whether or not the absences are excused) is more likely to have difficulty learning, achieving, and graduating from high school. Teach your child(ren) that school attendance is an important family value.

Student absences from school shall be excused for the following reasons:

Medical reasons – their own illness or the illness of their child; quarantine; mental or behavioral health services; medical, dental, optometric, or chiropractic services; or

Family reasons – to spend time with a family member leaving for or returning from active military duty (duration at the discretion of the Superintendent); observance of a holiday or ceremony of their religion; attendance at a religious retreat (maximum 1 day); participating in a cultural ceremony or event; by parent/guardian request in writing and approved by the designated representative pursuant to governing board standards; or

Grieving or attending a funeral – of an immediate family member (maximum 5 days); a person their parent/guardian determines to be closely associated enough to be considered an immediate family member (maximum 3 days); accessing victim services, grief support services, or safety planning services for the student/family (including relocation); or

Personal business reasons – jury duty (as provided by law); attendance or appearance in court; attendance at an employment conference; attendance at a nonprofit organization's educational conference on the legislative or judicial process; serving as a member of an election precinct board; attending their own naturalization ceremony to become a United States citizen; engaging in a civic or political event, provided that they notify the school ahead of time (maximum 1 day for grades 7-12); the pupil's participation in military entrance processing.

A school administrator may authorize or extend some excused absences. Students shall be allowed to complete all assignments and tests missed during an excused absence that can be reasonably provided. Upon satisfactory completion within a reasonable period of time, shall be given full credit for those assignments and tests. The classroom teacher(s) shall determine which assignments and tests shall be reasonable equivalent to, but not necessarily identical to the assignments and tests that the student missed during the absence. [EC 48205, 48260]

Districts may allow students, with parental or guardian consent, to be excused to participate in moral or religious exercises or instruction. [EC 46014]

School authorities may excuse any student in grades 7 through 12 from school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian. [EC 46010.1]

Unexcused Absences (truancy)

When a student misses school without an excuse, they are considered truant. The state defines three levels of truancy, each carrying more severe penalties for both the student and the parent(s)/guardian(s). A student is classified as a:

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

Habitual Truant – if they are truant three or more times in a school year and an effort has been made by the school/district to meet with parents.

Chronic Truant – if they miss 10 percent or more of the school days from the date of their enrollment or the start of the school year to the current date without a valid excuse.

Early intervention and cooperation between the school and the family is the most effective way to support student learning. The school will notify the parent/guardian, who are obligated to compel the student to attend school.

Students and parents face penalties as defined in Education Code, Welfare and Institutions Code, and Penal Code; including referral to a student attendance review board (SARB). A student who is truant may additionally be referred to a community service program; the county probation department; the District Attorney's office; or the Juvenile Court. The parent/guardian of a truant may face fines, imprisonment up to one year, or both; be required to meet regularly with district staff; and/or be required to attend classes at the student's school. [EC 48260, 48260.5, 48261, 48262, 48263, 48263.5, 48263.6, 48264.5, 48291, 48293, 48320; PC 270.1; WIC 256, 258, 601, 601.3]

Minimum Days/Pupil Free Staff Development Days

If your child will be affected by minimum days or staff development days, we will give you at least one month's notice. The dates that were known at press time are printed in the calendar in this booklet. [EC 48980]

Leaving School at Lunchtime

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

Individualized Instruction

You must notify the school if your child has a temporary disability and cannot attend in a regular classroom. If your temporarily disabled child is located outside your school district, notify both the district where your child resides and the district where the child is located. Within five (5) days of notice, the district(s) will determine if the student qualifies; within five (5) days of the determination shall commence instruction in the home or in a hospital or other residential health facility. The district(s) will notify you if your child qualifies, when instruction will begin, and for how long it will continue. Each hour of instruction at home or in a facility will count as a full day but cannot exceed 5 days per week nor the number of days in the school year. There are accommodations for pregnant or parenting students (see page 35 for more information). [EC 46015, 48206.3, 48207, 48207.5, 48208, 48980]

Independent Study

It is imperative that your student attend school daily as lost classroom time is difficult to replace. However, in certain circumstances students may wish to be absent from their assigned school site, but continue to participate in their studies. In such cases you may request your student be placed on "Independent Study" (during which time they will be provided with a course of instruction to be completed away from school). To request Independent Study, you must fill out and return an Independent Study Contract.

Independent Study is available to students on a case-by-case basis considering the length of the absence, the student's academic history, teacher availability, and other factors. Students who are not on

Independent Study (and who are otherwise absent for an unexcused reason) will not receive attendance or coursework credit. Such students may also be considered truant. [EC 51745-51749.3]

Guidelines governing Independent Study

After school is in session, absences between 5 and 10 days can receive attendance credit unless they coincide with the end or beginning of a school year. Contracts will not be issued with dates beginning before September 15 or ending after June 1. Days of attendance credit may be across school holidays as long as the school days are consecutive and do not exceed the total number of days approved on the Independent Study Contract. A student may not exceed 10 Independent Study days per school year unless the student qualifies for long term Independent Study. Long term independent study is available for specialized cases (such as health issues) and requires approval of both the principal and Director of Student Services and Supports.

1. Independent Study is a signed contract between student, parent/guardian, and the school district.
2. The principal may use their discretion to approve or deny a contract.
3. Your child's teachers and the school office staff must be notified at least 5 school days before the requested start date of the Independent Studies to gather homework assignments and prepare the Independent Study contract.
4. Each contract is limited to a minimum of 5 days and a maximum of 10 school day. If the end of the contract period passes without work being returned to the school by a child or parent, the contract is void. Void contracts can affect future independent contracts being granted.
5. A student on an Independent Study contract may turn in homework prior to, but no later than the due date on the contract. Homework may be turned in early for appropriate credit, but late work is not accepted.
6. Teachers require a minimum of one week to evaluate work with appropriate credit of 1 to 10 days of attendance credit depending on the work returned.
7. A student with disabilities, as defined in Education Code section 56026, is not eligible for Independent Study unless their Individualized Education Program team makes the decision that they can receive FAPE in the Independent Studies setting. [EC 51745]
8. Schools cannot save spaces; if a contract due date is missed and the student has not returned to school they may lose their classroom placement if there are resident students on a waiting list ready to fill openings. Upon returning, the student may be administratively placed in another school if there is no longer available space in their grade when they return. Students who are ill on their return date (and can provide a doctor's excusal note) may have a parent/guardian turn in assignments to the school on or before the end of the contract expiration date in order to meet the contract deadline. School work approved by the teacher for content (but turned in after the due date) may be given academic credit, but not attendance credit, and can negatively affect future contract requests.

Notice of Alternative Schools

California state law authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code defines alternative school as a school or separate class group within a school which is operated in a manner designed to: (a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy. (b) Recognize that the best learning takes place when the student learns because of his desire to learn. (c) Maintain a learning situation maximizing student self-motivation and encouraging the

student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects. (d) Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process. (e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the principal's office in each attendance unit have copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district. [EC 58501]

INSTRUCTION, CURRICULUM, AND ASSESSMENTS

Academic Standards and Assessments

Each district in California decides how they will teach and what resources they will use. More information can be found at *www.cde.ca.gov/re/cc/*. California uses a computer-based student testing system tied to the standards for English language arts, mathematics, and science called the California Assessment of Student Performance and Progress (CAASPP). The tests include the Smarter Balanced Assessment Consortium Assessments, California Science Tests (CAST), California Alternate Assessments (CAA), and Standards-based Tests in Spanish (STS) for Reading/Language Arts. Parents can exempt their child(ren) from CAASPP testing by submitting a letter in writing annually. More information about the CAASPP can be found at *www.cde.ca.gov/ta/tg/ca/*. [EC 60119, 60604, 60615, 60640; 5 CCR 852]

Screening for risk of reading difficulties, including dyslexia, is one of many tools that educators can use to support student learning. Students in grades K-2 will be screened annually for reading difficulties; students who do not speak sufficient English will be screened in their primary language. [EC 53008, 56335; IDEA; § 504]

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

Local Control Funding and Accountability

The Local Control Funding Formula (LCFF) provides money to school districts with a uniform base grant for every student, adjusted by grade level. Districts also receive adjustments for the number of students living in poverty, English learners, and foster youth. Then there are further adjustments for concentration of these groups if they are above 45% and at 55% of the district's enrollment. More information about the LCFF is available at *www.cde.ca.gov/fg/aa/lc/*.

The Local Control Accountability Plan (LCAP) is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.

The LCAP is intended to balance the needs of all educational partners, including parents, students, teachers, principals, administrators, other employees, employee associations, and stakeholders, while both streamlining engagement and condensing several preexisting plans. The LCAP must focus on eight areas identified as State priorities:

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

The plan must describe the overall vision for students, annual goals including language acquisition, and specific action to achieve these goals. The plan will demonstrate how the district's budget will help achieve the goals, and annually assess how well the strategies improved outcomes. Anyone can bring or forward ideas or comment to the governing board on proposals or expenditures at parent or community engagement meetings. Complaints regarding the LCAP may be filed anonymously or using the District Uniform Complaint Procedures. [EC 305, 47606.5, 47607.3, 52060-52076; 5 CCR 4600, 4622]

School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is a document that represents a school's cycle of continuous improvement of student achievement. The annual process includes developing, reviewing, and updating the SPSA with a comprehensive review of data and the development of actions necessary to achieve school goals. The plan addresses funding and proposed expenditures related to state and federal categorical programs and is aligned to the district Local Control and Accountability Plan (LCAP). Each year, the School Site Council, English Learner Advisory Committee, and the local governing board approve the SPSA and the document is available on the school website.

Language Acquisition Programs

Language acquisition programs are designed to ensure that English learners acquire English as rapidly and effectively as possible. They provide instruction based on the state-adopted academic content standards, including English language development (ELD) standards.

The District offers a Structured English Immersion program in which nearly all instruction is in English with curriculum and presentation designed for students who are English learners. [EC 305(a)(2), 306(c)(3)]

The District offers a Dual Language Immersion program in which instruction is delivered in both English and Spanish. The program is designed for both English learners and native English speakers to develop as bilingual and biliterate. [EC 306(c)(1)]

Parents/Guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. Parents/Guardians may submit written or verbal requests for the establishment of a language acquisition program in addition to the program available. Schools in which the parents/guardians of 30 pupils or more per school or 20 pupils or more in any grade request a language acquisition program are required to offer such a program to the extent possible. Please contact the District office or your school principal for more information. [EC 306, 310; 5 CCR 11310]

Parents/Guardians have a right to opt their child(ren) out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. [20 USC 6312(e)(3)(A)(viii)]

English Learners (EL) Identification and Support

Home Language Survey

The California Education Code contains legal requirements that direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the

home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. Although the home language survey is completed each time a family registers in a new California school district, the original home language survey is recorded in the California school database, California Longitudinal Pupil Achievement Data System (CALPADS), and is always the survey that is followed if the responses are different. Parents have the right to correct the home language survey one time in a student's career before the administration of the Initial English Language Proficiency Assessment (iELPAC), within the first 30 days of enrollment. We ask families to answer home language survey questions honestly because we want to make sure your child has access to specific supports and programs. For example, students could qualify for Summer Explorations Summer School, Kids Learning Afterschool (KLAS), tutorials, and/or interventions. For more information see Expanded Learning Opportunities section below and visit the California Department of Education website at *www.cde.ca.gov/ta/cr/elforms.asp*.

English Language Proficiency Assessment of California (ELPAC)

Initial ELPAC (iELPAC) – the required state test for English language proficiency that is given to students whose home language survey shows a language other than English as responses to questions one, two, or three. If the only reported language other than English is the answer to question 4, the decision to administer the iELPAC is based on teacher and/or parent recommendation. The purpose of the iELPAC is to determine the English proficiency of students entering California schools for the first time, and is given only once in a student's educational experience. For more information visit the California Department of Education website at *www.cde.ca.gov/ta/tg/ep/initialelpac.asp*.

Summative ELPAC (sELPAC) – measures how well English learner students are progressing with English language development in each of the four domains: listening, speaking, reading and writing. The purpose of the sELPAC is to measure progress toward English proficiency and to help determine if a student is ready to be reclassified as English proficient. Students also must receive an overall sELPAC score of 4. For more information about reclassification see below and visit the California Department of Education website at *www.cde.ca.gov/ta/tg/ep/summativeelpac.asp*.

Alternative ELPAC – the Alternative Initial or Summative ELPAC measures the same English language development skills for students who have an Individualized Educational Plan (IEP) where this assessment is appropriate. Not all students with an IEP will take the Alternative ELPAC. Only 1% of a district's population of students with special needs are expected to be taking alternate assessments. A student's IEP team decides whether a student should be recommended for alternate assessments. Please see your child's case manager if you have further questions.

EL Program, Supports, and Services

Designated ELD (dELD) – in itself a curricular area, "a protected time during the regular school day when teachers use the California ELD standards as the focal standards in ways that build into and from content instruction." (CA ELA/ELD framework, p.115) Accordingly, ELD is related, but distinct from other content areas such as English Language Arts (ELA) and, while using language as its primary matter, the foci and lenses are different. Designated ELD's primary target is the development of language and a variety of effective communication means for academic purposes (speaking, listening, writing, reading) as described by the progression in the ELD standards, with an intentional foregrounding of the needs of ELs in any given group. dELD does not exist in isolation from other content areas. On the contrary, in order to be relevant and cohesive, it feeds from themes and content from other subject areas in the multidisciplinary curriculum. In other words, dELD may address content from ELA, Math, Social Studies, Physical Education,

Art or Science, but the focus remains on how language practices support the accomplishments of academic tasks.

Integrated ELD – students also receive Integrated English Language Development (iELD) that is enmeshed in every content area, it complements (not replaces) the language instruction during dELD. Accordingly, educators employ both content specific standards and the ELD standards as companions in the process of designing, implementation, and assessment of outcomes in their lessons.

Language Review Team

Each year a team composed of an administrator, instructional coach, and teacher come together to discuss what the student is doing well in the four domains (listening, speaking, reading, writing), based on EL standards. As a team, they also plan for what interventions students need in order to develop in their ELA progress and growth. The team also discusses ways to continue to support each student and makes sure the student reclassifies as English proficient and exits from English Learner programs. These meetings occur 2 times per year.

Expanded Learning Opportunities

Sunnyvale Elementary School District provides additional instructional time and academic support in its summer school program. This program runs between June and July each academic year and is offered through Summer Explorations Summer School. In addition, during the school year we have our KLAS afterschool program that has an emphasis in providing English Language support within different contents (English, STEAM *(Science, Technology, Engineering, Art, and Math)*, Physical Exercise) that students engage within blocks of time.

Structured English Immersion Pathway

Most students in Sunnyvale and across the State of California are in Structured English Immersion (SEI) programs. In a SEI program, students receive designated and integrated ELD. Identified English learners will be placed in this pathway unless they opt/qualify for the pathway below. [EC 305(a)(2), 306(c)(3)]

Dual Language Immersion Pathway

Dual Language Immersion (DLI) is open to all students regardless of language background. Students may be dominant Spanish, English, or other language speakers and all benefit from a DLI program. Given the structure of this program, procedures including lottery and/or primary and target language screening will be in place to ensure equitable access to the pathway and keep a balanced proportion of English dominant, Spanish dominant, and multilingual students. Visit our Dual Language Immersion Program webpage for more information at *www.sesd.org/about-usnew/departments/teaching-and-learning-department/instruction/two-way-dual-language-spanish-english-juntos-program*. [EC 306(c)(1)]

EL Notifications

Parents are notified annually of their child's English Learner status. In addition, parents are sent Initial ELPAC results when their child takes this state assessment within the first 30 calendar days of starting school. This assessment occurs one time in the student's school career. Students will also take the Summative ELPAC yearly until they exit out of the English Learner Program and services.

Reclassification Notification

Once a student is able to meet criteria one, two, and four listed in the table below, then a letter will be sent home to notify parents that the child is being recommended for reclassification as an English Proficient studen. Once again, students must earn a score of 4 on Summative ELPAC. See below for more

information. This is the culmination and expectation for the educational trajectory of any EL student in the district, and it is a reason for celebration for the family and the entire educational community.

Reclassification Criteria

The English learner (EL) reclassification criteria set forth in California Education Code remains unchanged and are available on the California Department of Education Reclassification web page at www.cde.ca.gov/sp/el/rd/. In order to reclassify, students have to meet all four criteria. [EC 313]

Criterion 1:	• Assessment of English Language Proficiency (ELP), using an objective assessment instrument, including, but not limited to the ELPAC. Across the state, students must score a Summative ELPAC Overall 4 is required. — OR — • If taking the alternate ELPAC: English Language Proficiency Overall 3 is required.
Criterion 2:	• Teacher Evaluation, including, but not limited to, a review of the student's curriculum mastery. The student demonstrates basic English proficiency comparable to English only peers in their current grade level (if student has IEP, comparable to EO peer with similar disability type). • Student meets report card requirements (3s or 4s; or students with IEP criteria) in all ELA strands (copy of report card attached) — AND/OR — • Student meets grade level writing sample requirements.
Criterion 3:	• Family opinion and consultation.
Criterion 4:	• Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age. For Sunnyvale School District students this will be: • CAASPP (Grades 3rd – 8th: English Language Arts/Literacy score of Level 3 or Level 4; or CAA score of Level 3 or Level 2. • Local Reading/English Language Arts Assessment, examples NWEA or iReady • Reading, CORE Literacy Assessment (Highly recommended to be on or close to grade level.) • For students who have IEP's and are eligible, SANDI.

English Learner Advisory Committee (ELAC)

A school site with 21 or more English learners (ELs) must have a functioning ELAC that meets the following requirements:

a. Family members are elected by parents or guardians of ELs.

b. Families of ELs constitute at least the same percentage of the committee membership as their children represent the student body.

c. The ELAC shall be responsible for assisting in the development of the schoolwide needs assessment and ways to make families aware of the importance of regular school attendance.

d. The ELAC shall advise the principal and staff in the development of a site plan for ELs and submit

the plan to the school site council for consideration for inclusion in the School Plan for Student Achievement (SPSA).

e. The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. [EC 52176(b), 62002.5; 5 CCR 11308]

District English Learner Advisory Committee (DELAC)

Each LEA with 51 or more English learners (ELs) must form a DELAC unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee. Parents or guardians, or both, of pupils of limited English proficiency who are not employed by the district shall constitute a majority of the DELAC.

The DELAC shall advise the school district governing board on all of the following tasks:

a. Development of an LEA master plan, including policies, per the State Board of Education (SBE) EL Roadmap Policy, guiding consistent implementation of EL educational programs and services that takes into consideration the SPSAs.

b. Conducting an LEA-wide needs assessment on a school-by-school basis.

c. Establishment of LEA program, goals, and objectives for programs and services for ELs per the SBE-adopted EL Roadmap Policy.

d. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.

e. Review and comment on the LEA's reclassification procedures.

f. Review and comment on the written notifications required to be sent to parents and guardians.

g. Under the local control funding formula, LEAs with at least 50 ELs and whose total enrollment includes at least 15 percent ELs must establish a DELAC, and that DELAC must carry out specific responsibilities related to the Local Control and Accountability Plan (LCAP), including providing input regarding the LEA's existing language acquisition programs and language programs, and, where possible, the establishment of other such programs. If the DELAC acts as the ELAC, the DELAC shall also review and comment on the development or annual update of the LCAP. [EC 52062(a)(2), 52063(b)(1), 52176(a), 62002.5; 5 CCR 11301, 11308]

Academic Counseling

Counseling related to academic and/or nonacademic courses, classes, electives, school-related activities, team sports, athletic competitions, and school facilities will be available to all students without regard to their gender, gender identity, the gender listed in their records, or any protected group as defined by State or Federal law. School counselors are credentialled educators specializing in pupil services. They help students in grades 7-8 make decisions about courses, extra-curricular activities, and preparation for college and/or careers. The District Uniform Complaint Procedure (see page 56) may be used to file a complaint. [EC 221.5, 221.8, 48980, 49600, 51229; GC 11135; Title VI, Title IX; § 504; CIF 300D]

District Courses

Annually the District prepares curriculum, course titles, aims, and descriptions in a prospectus. The

prospectus is available at each school site and may be reproduced at cost. Parents/Guardians have the right to review all course material. [EC 49091.14, 51101; PPRA]

Curriculum and Personal Beliefs

Whenever any part of the instruction in comprehensive sexual health, sexual abuse, or human trafficking prevention education conflicts with your religious training and beliefs or personal moral conviction, or those of your child, your child shall be excused from such instruction if you request an excuse in writing. No student shall be penalized, sanctioned, or disciplined for such an excuse, and shall have an alternative education activity available. [EC 51240, 51938, 51950; PPRA]

Tests/Surveys on Personal Beliefs

You and/or your child(ren) over 18 will be notified before administration of any confidential test, questionnaire, or survey containing questions about your child's, or your personal beliefs, political practices, mental health, anti-social, illegal, self-incriminating, demeaning behavior, critical appraisals of others close to the family, about legally confidential relationships such as ministers or doctors, income (unless to determine eligibility for receiving financial assistance), sex, family life, morality, or religion. You will be asked for written permission except for exempt surveys (in grades 7-12) that are part of sexual health programs or State surveys. Parents may opt their child(ren) out of all surveys, without penalty, including those seeking information to be used in marketing. Parents have the right to review any survey or educational materials related to the survey on any of the above items. The District has developed policies relating to surveys and personal information. Notice will be sent to parents prior to such test or survey. If you believe your rights have been violated, you may file a complaint with the Family Policy Compliance Office at U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920. [EC 51513, 51938, 60614; 60615; PPRA; 34 CFR 98; ESEA]

Dissection of Animals

If your child chooses not to participate in the dissection of animals, and if the teacher believes that an adequate alternative education project is possible, the teacher may work with the student to develop and agree upon an alternative education project for the purpose of providing your child an alternate avenue for obtaining the information required by the class. The school will need a signed note from you indicating your child's objection. [EC 32255-32255.6]

Student Promotion / Acceleration / Retention

In general, students entering the district are placed in their age-appropriate grades, regardless of prior schooling. In some cases, students may be admitted, in accordance with district policies, into a subsequent or previous grade level at the discretion of the school administration.

To appeal a grade placement, the parent/guardian shall submit a written request to the site principal, specifying the reasons that an alternative grade placement is more appropriate. The appeal must be initiated within 10 school days of registration. For summer registrations, the appeal must be within the first 10 days of the start of the school year.

The principal shall be provided an opportunity to state orally and/or in writing the criteria on which his/her decision was based. Academic and social-emotional criteria will be used to make the most appropriate placement determination.

Within 30 days of receiving the request, the Superintendent or designee shall determine whether or not to overrule the decision. Prior to making this determination, the Superintendent or designee may

meet with the parent/guardian and the principal. If the Superintendent or designee determines that the parent/guardian has overwhelmingly proven that the decision should be overruled, he/she shall overrule the decision.

If a student is identified as performing below the minimum standard for promotion to the next grade level based on the indicators specified in Board policy, the student shall 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.

For students with special needs, their Individualized Education Program (IEP) will describe the conditions by which the students will take standardized tests and alternative classroom tests and assessments. The IEP establishes the plans to meet proficiency standards. An IEP team (Individualized Education Program under IDEA) meeting will be held for any student receiving special education services when considered for possible retention.

Special program students cannot be retained based solely on their disability or if they are "less than reasonably fluent" in English.

A decision to retain a student will only be considered after the following procedures have been followed:

- Holding a parent/guardian conferences
- A support and intervention plan has been developed
- Evidence that intervention/strategies have been implemented
- Follow-up meetings are held to determine progress or consider retention

[BP/AR 5123 March 2019; EC 48070.5]

College and Career Planning Tools

Parents/Guardians now have direct access to online tools and resources that help them prepare their child(ren)'s path to college and a career. Student information can be shared directly throughout the college admission process. Individual student data from California Longitudinal Pupil Achievement Data System (CALPADS) is linked with the California College Guidance Initiative (CCGI). Tools such as *www.CaliforniaColleges.edu* can be used as early as sixth grade and through 12th grade. It also helps with scholarships and financial support through programs like the Student Aid Commission. [EC 60900.5; FERPA]

SCHOOL RECORDS AND STUDENT ACHIEVEMENT

Pupil Records

Parents, guardians, foster parents, certain caregivers, and students over 18 have the right to review, inspect, and get copies of school records within five business days of a written or oral request or before any meeting regarding an individualized education plan (IEP) or a hearing. Those records are confidential, and privacy will be maintained. Student records are provided to schools where student transfers or wants to enroll. In some instances, information about your child may be released to District staff, foster agencies, short-term residential treatment programs, after school programs, summer camps, lawyers,

law enforcement, state researchers, and nonprofit researchers. Sharing of pupil records must conform to federal laws and in some cases must be approved by the State Committee for Protection of Human Subjects. The records include transcripts, discipline letters, commendations, attendance, and health information. The records are maintained at the school office by the office staff. There is someone to help interpret the material. When more than one child is named in the records, parents may only see material related to their child. If requested, the district will provide a list of types and locations where materials are held. There is a log of who has viewed the records that is kept at the same location as the records. District policy or administrative regulation 5125 sets forth the criteria by which school officials and employees can look and change or delete the files and why. Files may be reviewed to identify students eligible for public school choice or supplemental educational services. You may have copies made for twenty-five cents (25¢) per page. If you cannot afford the cost of copies, they will be provided free of charge. With the proper documentation, the records can be changed to reflect a legal change of name and/or gender of a student or a former student. You also have the right to file a written request with the superintendent challenging the records if you think there is an inaccuracy, unsubstantiated conclusion or inference, a conclusion outside the observer's expertise, a comment not based on personal observation with time and date noted, misleading information, or a violation of privacy rights. You can file a complaint about how your request was handled with the district or with United States Department of Education. You will get to meet with the superintendent or designee within 30 days. If your challenge is sustained, the changes will be made. If not, you can appeal to the school board, which has final authority. If you still have a different view, your view can be included in the student's record. [EC 8484.1, 49060, 49062.5, 49063, 49064, 49068, 49069.3, 49070-49079.7, 51101, 56043, 56504; CC 1798.24; FERPA]

Students of Military Families

For a smoother transition, the District has established guidelines for transferring credits and meeting graduation requirements of students from military families. Also students can be registered in their district of choice, but must provide proof of residency within 10 days. [EC 51225.1, 51225.2]

Student Data from Social Media Websites

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

Regulations Regarding Student Achievement

The Board of Education believes good communication between parents and teachers is important in the educational process. All appropriate forms of communication should be used. The progress report should reflect student progress in classwork and proficiency levels and indicate educational growth in relation to the student's ability, citizenship and effort. [EC 49067]

Teacher Qualifications

A provision of federal Title I requires all districts to notify parents of children in Title I schools that they have the right to request and receive timely information on the professional qualifications of classroom teachers and paraprofessionals including state qualifications, licensing for the grade level or subject taught, any waivers for qualifications, emergency provisions, college major, graduate degrees and subject, and if paraprofessionals or aides are in the classroom and what their qualifications are. [ESEA; 20 USC 6311; 34 CFR 200.37, 200.53, 200.55, 200.57, 200.61]

Release of Directory Information

The law allows schools to release "directory information" to certain persons or organizations including military recruiters. Directory information includes student's name, address, telephone number, email address, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous school attended. Directory information does not include citizenship status, immigration status, place of birth, or any other information indicating nationality. You may have the district withhold any of this information by submitting a request in writing by September 30th. Written notification received after the date specified will be honored, but the student's information may have been released in the interim. In the case of students with exceptional needs or who are homeless, no material can be released without parent or guardian consent. [EC 49061(c), 49070, 49073(c), 56515; FERPA; ESEA]

SCHOOL SAFETY

Safe Place to Learn

It is State and District policy to improve student safety, connections between students and supportive adults, and connections between schools and communities. These policies prohibit discrimination, harassment, intimidation, and bullying at all school sites or at any school sponsored activity. School site staff trained in anti-bias shall be made known to students. When safe to do so, District employees must intervene immediately when they see discrimination, harassment, intimidation or bullying. Certificated staff in grades 7-12 get information about helping LGBTQ students. Information about district programs and services and links to community and statewide resources related to: suicide prevention; sex discrimination including Title IX information; hate violence; sexual harassment including the District's Policy (also included in this booklet); harassment, intimidation, and bullying; and cyber-bullying including social-media bullying are available on the District's website at *www.sesd.org/Page/5414* and online at *www.cde.ca.gov*, *https://calschls.org/about/the-surveys/*.

The District Uniform Complaint Procedure may be used to file a complaint. Contact the District Complaint Officer(s) listed on page 55 for assistance. [EC 200, 215, 220, 221.6, 221.61, 221.8, 230, 231.5, 233, 234, 234.1, 234.4, 234.5, 234.6, 244, 51101, 66250, 66260.6, 66270; PC 422.55, 422.6; 5 CCR 4900; BP 5131.2 March 2024]

Student Injuries During School Year

Your child(ren)'s school does not provide medical insurance coverage for school accidents. This means that you are responsible for your child(ren)'s medical bills if he/she gets hurt during school activities. Myers-Stevens offers student's accident insurance plans to help pay those bills. A brochure explaining coverage is being sent home with your child(ren).

Many coverage options are available. The Student Health Care and High Option 24 Hour Accident plans are especially recommended for those students with no other insurance because they provide the most help when injuries occur. Student Health Care covers illness as well as injury, twenty-four hour a day.

If your child does have other health coverage, student insurance may also be used to help those charges not covered by other insurance. If your child qualifies for Medicare, you must obtain from your school office a copy of the "Important Notice to Persons on Medicare" prior to applying for student insurance. Please review your brochure carefully. If you have questions or need help with your application, please call the plan administrator, Myers-Stevens, at (800) 827-4695. Bilingual representatives are available for parents who need assistance in Spanish.

Student Safety in the Event of a Disaster

Evacuation: Activation Method: (Fire Alarm or Intercom Announcement)

1. Rescue anyone in imminent danger, if possible.
2. Follow fire routes posted in each room or EXIT signs to get outside.
   a. Teachers must take class attendance list.
   b. Do not allow students to stop for coats, books, personal items, restroom use, etc.
   c. Last person out must close the door.
3. Proceed to designated assembly area outside, at least 100 ft. away from the building.
4. Once outside, teachers take attendance using the class list and report any missing, injured, or additional students in their assembled area to the Crisis Response Team. The CRT reports this information to Incident Commander.
5. Remain in designated assembly areas until "All Clear" is given.

Lockdown: Activation Method: (Intercom Announcement)

1. Lock all doors.
2. Turn off the lights.
3. Pull drapes or mini-blinds closed if you have them.
4. Remain in classrooms and containment (Safe Room) areas until notified.
5. No person is to enter or exit the locked room.
6. Frequently check for updates via email.
7. Wait for "Attention Please, our campus is now on all clear," instructions from your Principal or Site Incident Commander or Emergency Responders.
8. Changes in lock-down conditions will be given over the intercom.

Shelter-In-Place: Activation Method: (Intercom Announcement)

NOTE: A Shelter-in-Place is initiated when an incident is occurring off school property and requires police or fire response. In the event of a Shelter-in-Place, please:

1. Gather all students into the building.
2. Close all exterior windows and doors.
3. Instruction, class changes, and all normal INDOOR work activity may continue as scheduled unless otherwise directed via intercom announcements
4. Remain inside the building until an "All Clear" announcement

Earthquake: Activation Method: (Intercom Announcement)

During an earthquake, if you are inside:

1. Drop, cover, and hold a furniture leg under desks or furniture with your back to the window areas and as far as you can get from falling glass.
2. Stay away from shelving and bookcases.

3. Leave the building when the signal is given, or if it is not sounded, when the shaking stops. the signal for evacuation of the building is the same as the fire alarm.
4. Assume your responsibilities as assigned by the Incident Commander, as part of the Incident Command System.
5. Return to the classroom when the all-clear signal is given.

During an earthquake, if you are outdoors: Stay clear of buildings, trees, or other falling hazard areas. Move to evacuation assembly areas. Follow directions of emergency personnel.

Hold-In-Place: Activation Method: (Intercom Announcement)

NOTE: A Hold-in-Place is initiated when an urgent incident or medical condition involving a student and/or staff where this response protocol is intended to shelter students from the incident location. In the event of a Hold-in-Place announcement, please:

1. Staff should efficiently move students away from the incident location by returning to their classroom or evacuating to another location/room in the school. Students may remain outside under supervision if the incident is inside the school.
2. Staff should scan hallway and move students, other occupants into the nearest room, and report these student(s) names to the office.
3. Instruction and all normal INDOOR work/activity may continue as scheduled unless otherwise directed via intercom announcements.
4. Remain at your location until an "ALL Clear" announcement.

Student Release Process:

In the event of an emergency that requires students to be released from campus, the school will initiate a structured and systematic student release process. This process ensures that each student is released only to an approved guardian listed in the student's emergency contact information. The primary goal is to maintain student safety and school accountability, ensuring that all students are reunited with their families in a safe and orderly manner. This approach is designed to reduce confusion, protect students, and provide clear communication during potentially high-stress situations.

Transportation Safety Plan

Pursuant to legislation known as the Thomas Edward Lanni School Bus Safety Act of 1997, the "Scope of Transportation Services" found on page 30 of this booklet contains procedures for school personnel to follow to ensure the safe transport of pupils. [EC 39831.3; VC 22112]

School Safety Plan

Every year, each school shall review and update its plan by March 1. Each school shall make its plan public and shall share the plan with numerous community leaders, school site personnel, and parent groups. Plans should, among other things, provide guidance for the response to and/or the prevention of bullying, child abuse, disasters, and criminal activity. Key elements are to be described in the School Accountability Report Card. Planned responses to criminal incidents need not be disclosed. The Uniform Complaint Procedure can be used regarding School Safety Plan compliance. [EC 32281, 32282.1, 32286, 32288, 32289, 51101]

Campus Security and Use of Surveillance Cameras

The Sunnyvale School District is dedicated to creating and maintaining a safe, secure, and conducive learning environment for all students, staff, and visitors. To support this commitment, the Governing Board has implemented comprehensive campus security measures as outlined in Board Policy and Administrative Regulation. These measures are designed to protect district property, facilities, and equipment from vandalism and theft while ensuring the safety of everyone on school grounds.

Surveillance Cameras on School Grounds

To enhance campus security, the SSD has deployed surveillance cameras across various strategic locations. These locations include, but are not limited to, parking lots, perimeters, walkways, entrance and exit doors, interior hallways, large open interior spaces such as cafeterias, gymnasiums, and foyers, lunch areas, lobbies, and athletic fields.

Objectives of Surveillance Camera Use

The reasonable use of surveillance cameras aims to achieve the following objectives:

Deter Criminal Activities: The presence of surveillance cameras serves as a deterrent to potential vandalism, theft, and other criminal activities on school grounds and buses.

Monitor and Respond to Incidents: Surveillance cameras provide real-time monitoring capabilities, allowing school authorities to quickly respond to incidents and emergencies.

Support Disciplinary Actions: Recorded footage can be used as evidence in disciplinary proceedings for both students and staff, ensuring fair and accurate adjudication of incidents.

Enhance Safety Plans: Regular review and assessment of surveillance footage help in refining campus security procedures and safety plans.

Privacy and Ethical Use

No Concealed Cameras: All cameras are placed visibly, and no concealed cameras are used on school grounds to respect privacy rights.

Audio Recording Disabled: The audio recording capability of surveillance equipment is disabled to prevent eavesdropping and ensure compliance with privacy laws.

Notification and Signage: Clear signs are posted around school premises to inform students, staff, and visitors about the use of surveillance cameras. Annual written notices are also provided to students and parents/guardians.

Access and Use of Recorded Footage

Restricted Viewing: Only authorized personnel, such as the Superintendent or designee, may view the recorded footage. Access is granted based on necessity and relevance to security concerns.

Student Records: Recorded images that identify students and are maintained by the district are considered student records and are handled in accordance with education laws and policies.

Personnel Records: Footage related to district employees may be treated as personnel records and will be managed as per applicable laws and district policies.

Destruction of Records

Surveillance recordings not preserved for student or personnel records, or law enforcement proceedings, will be destroyed every thirty (30) days to maintain data privacy and security.

By implementing these measures, Sunnyvale School District continues to enhance campus security

and foster a safe educational environment for all. The integration of surveillance cameras both on school grounds and buses is a critical component of our comprehensive safety strategy, ensuring the well-being of our students and staff. For more detailed information on our campus security policies and procedures, please refer to *Board Policy 3515* and *Administrative Regulation 3515.16*. [BP 3515 May 2023; AR 3515.16 June 2024; EC 49050-49051; PC 626-626.11; CA Constitution Article 1, Section 28; FERPA]

Safety Beyond School

There are several topics where school districts are either required or recommended to inform parents/guardians about student safety beyond school grounds, events, or activities.

Safe Gun Storage

Guns are now the third leading cause of death for children in this country. Over 80 percent of teens who commit suicide with a gun used one that belonged to someone in their home. Anyone who reasonably knows a child might access a firearm without permission, loaded or not, is criminally liable for where that firearm is taken, brandished, or how it is used. This includes all school facilities or activities, events, and public places. More Information about gun safety and the safe storage of firearms can be found at *https://oag.ca.gov/firearms/tips*. Those responsible for access to a firearm could lose the right to own a firearm for 10 years, face fines, imprisonment, and civil liability. When there is a threat of a homicide, school staff shall notify law enforcement. [EC 48980, 48986, 49390, 49391, 49392; PC 25000-25140]

Water Safety / Drowning Danger

Drowning is a leading cause of death and hospitalizations for California children ages 1 to 4, and one of the leading causes for youth up to 19 years old. Water safety and swimming education is very effective in helping to prevent drowning. The school or district may have information about where to enroll your child(ren) in these classes. [EC 51140; HSC 115920-115929]

Use of Synthetic or Counterfeit Drugs

Use of any drugs, including synthetic drugs such as fentanyl, that are not prescribed for you by your physician are potentially very dangerous. Fentanyl accounted for more than 80 percent of the drug-related deaths among youth in California in 2021. It is 50 times more potent than heroin, and 100 times more potent than morphine. Many counterfeit drugs are sold on the street as if they were known name-brand or generic drugs; and many of them may contain fentanyl or other dangerous synthetic drugs. Social media (i.e. TikTok, Whatsapp, Snapchat, etc.) is often the source of misinformation about synthetic drugs. [EC 48980, 48985.5]

STUDENT SERVICES

Student Meal Program

The District's Food Service Department serves breakfast and lunch daily to all students at no cost. Dinner is available at qualifying sites. We seek to ensure no child is denied meals regardless of allergies or dietary restrictions. Although meals are free for all students, we require parents to complete the district's household income form which can be found at *www.sesd.org/page/5688*.

The district participates in the following programs. Students who participate in these programs will not be identified, and will get meals for free. (All programs offered follow meal patterns and dietary specifications established by the USDA)

1. School Breakfast Program: Breakfast is served daily before the beginning of classes.

   If your child is not able to eat breakfast, before school, they will have the opportunity to eat breakfast at our "second chance breakfast" which is usually offered mid-morning.

2. National School Lunch Program: The district provides students an OFFER VS SERVE (OVS) lunch menu. Students are offered the 5 components of a complete meal. They can bypass some of the food items offered but are required to take at least 3 meal components. This would be considered a complete meal. The goal of OVS is to reduce food waste while providing flexibility for students and the opportunity to skip over foods they do not intend to eat.
3. Child and Adult Care Food Programs/Snack Program: Schools participating in an afterschool program provide students with dinner and a snack.

Program Application

Families are required to complete the district's household income form that is provided each year in the welcome packet. This form collects family household income information which helps to determine funding for district programs. This Institution is an Equal Opportunity Provider.

Menus are Subject to Change; for current menu information visit *www.sesd.org/page/5690*. [EC 49510-49520, 49558; 42 USC 1761(a)]

Student Use of Technology

The Governing Board intends that technological resources provided by the district be used in a safe and responsible manner in support of the instructional program and for the advancement of student learning. All students using these resources shall receive instruction in their proper and appropriate use.

Teachers, administrators, and/or library media specialists are expected to review the technological resources and online sites that will be used in the classroom or assigned to students in order to ensure that they are appropriate for the intended purpose and the age of the students.

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

District technology includes, but is not limited to, computers, the district's computer network including servers and wireless computer networking technology (wi-fi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off site or through district-owned or personally owned equipment or devices.

Before a student is authorized to use district technology, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement. In that agreement, the parent/guardian shall agree not to hold the district or any district staff responsible for the failure of any technology protection measures or user mistakes or negligence and shall agree to indemnify and hold harmless the district and district staff for any damages or costs incurred.

The district reserves the right to monitor student use of technology within the jurisdiction of the district without advance notice or consent. Students shall be informed that their use of district technology, including, but not limited to, computer files, email, text messages, instant messaging, and other electronic communications, is not private and may be accessed by the district for the purpose of ensuring proper use. Students have no reasonable expectation of privacy in use of the district technology. Students'

personally owned devices shall not be searched except in cases where there is a reasonable suspicion, based on specific and objective facts, that the search will uncover evidence of a violation of law, district policy, or school rules.

The Superintendent or designee may gather and maintain information pertaining directly to school safety or student safety from the social media activity of any district student in accordance with Education Code 49073.6 and BP/AR 5125 – Student Records.

Whenever a student is found to have violated board policy or the district's Acceptable Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the district's equipment and other technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and board policy.

The Superintendent or designee, with input from students and appropriate staff, shall regularly review and update procedures to enhance the safety and security of students using district technology and to help ensure that the district adapts to changing technologies and circumstances.

Internet Safety

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

To reinforce these measures, the Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities.

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors.

The district's Acceptable Use Agreement shall establish expectations for appropriate student conduct when using the Internet or other forms of electronic communication, including, but not limited to, prohibitions against:

1. Accessing, posting, submitting, publishing, or displaying harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs
2. Intentionally uploading, downloading, or creating computer viruses and/or maliciously attempting to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking"
3. Distributing personal identification information, including the name, address, telephone number, Social Security number, or other personally identifiable information, of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting one's own personal identification information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. [BP 6163.4

May 2020; EC 49073.6, 51006, 51007, 60044; PC 313, 502, 632, 653.2; 15 USC 6501-6506; 20 USC 7101-7122, 7131; 47 USC 47 USC 254; 16 CFR 16 CFR 312.1-312.12; 47 CFR 54.52]

Scope of Transportation Services

Designated Safety Area round-trip transportation to/from home/school by Sunnyvale School District buses is provided as a courtesy at no cost, although not required by law, to all students who attend school sites within those designated areas listed below, of a student's home school boundary. In addition, the district provides transportation service to all students whose home school grade level exceeds class size limitations and therefore must attend a school beyond their attendance boundary.

Sunnyvale School District has Administrative Regulation 3540 that designates Safety Areas across our district boundaries. The following Safety Zones will be provided transportation services as a courtesy to regular education and special education students that attend the following schools:

Safety Area 1:	Vargas School and Sunnyvale Middle Schools – For those students who live between Evelyn Ave. and Maude Ave. and between the westernmost boundary to South Pastoria Avenue North of the railroad tracks.
Safety Area 2:	Lakewood School – For those students who live north of Highway 101 between Mathilda Avenue and Fair Oaks Avenue.
Safety Area 3:	Lakewood School – For those students that live South of Highway 101 from North Borregas Avenue to Fair Oaks Avenue.
Safety Area 4:	San Miguel School – For those students who live east of Lawrence Expressway, North of Oakmead Parkway, West of Lakeway, and South of Highway 101.
Safety Area 5:	Ellis Elementary School and Sunnyvale Middle School – For those students that live from North Fair Oaks Avenue and East to Bartlett Avenue, from Kifer Road North to California Avenue.
Safety Area 6:	Ellis Elementary School and Sunnyvale Middle School – For those students that live on Reed Avenue East of Evelyn Avenue, on Evelyn Avenue North of Reed Avenue to Wolfe Road.
Safety Area 7:	Columbia Middle School – North of 101, East of Fair Oaks Avenue.
Safety Area 8:	Bishop Elementary School and Columbia Middle School – For those students who live East of Mathilda, North of Iowa Avenue, West of North Sunnyvale Avenue, and South of the railroad tracks. As well as, students residing in the apartments known as Ironworks Apartments located at 457 East Evelyn Avenue and 392 East Evelyn Avenue.

Transportation by district bus (large bus) and contractor bus (small bus) is also provided for special needs students who require transportation under their individualized education programs ("IEPs"). Those whose handicapping condition dictates the need for specialized equipment (for example wheelchair lift, seat belt/harness, vest) necessary for safe transport to and from school will generally be provided the contractor bus (small bus). Additionally, transportation will be provided to such students who attend programs that are located outside district boundaries.

School activity trips or field trips are considered an extension of the classroom, therefore, when available, district buses will be used. When district buses are not available, then an outside contractor that has been approved by the district transportation department will be arranged for, and secured, by the

individual school site requesting the trip. Students with special needs requiring specialized transportation will be provided with such. All morning or a.m. pickup times reflect the time the bus leaves the stop. The district, therefore, advises that the student arrives at his or her assigned bus stop five (5) minutes before the bus is scheduled to leave. The afternoon or p.m. drop-off times are all approximate and can range up to fifteen (15) minutes before or after the scheduled time, due to unforeseen circumstances beyond the district's control (for example illness of students and/or drivers, student disciplinary problems on the bus, or unusual or unexpected traffic conditions. The district makes every effort to deliver students on time, within reason, for purposes of safety and efficiency.

Buses will not wait for parents to pick up the students at bus stops. It is each parent's responsibility to teach the student how to get home on his or her own, or to have some other contingency plan for when the parent cannot meet the student at the bus stop. Students refusing to walk home and/or to get off the bus because they have no parent present to pick them up; will be returned to their school of attendance at the end of the bus route (approximately 4:00 p.m.). The school site will then contact the student's parents to notify them of this circumstance, and the need to pick up their student at the school site. To ensure the safe and efficient delivery of every bussing student we must strictly enforce this policy! If you have questions, please call Denise Walker at (408) 522-8200 ext. 1062.

Bus Stop Locations

Bus stop locations are designated primarily at school sites, except in areas identified as hazardous in the scope of services. In those cases, efforts are made to locate stops deeper within residential neighborhoods to ensure student safety. All designated stops are selected with the intention of being as safe as possible and are generally placed at a midpoint relative to the group of students expected to use that stop. Students are expected to follow all behavior and conduct expectations while waiting for and boarding the school bus. For safety and security reasons, a comprehensive list of designated bus stop locations is not published publicly. Instead, stop information is shared directly with families who are registered for transportation services. Stops that require a driver escort or student use of traffic control devices (such as crosswalks or traffic signals) are clearly identified in that communication.

Surveillance on School Buses

Cameras have been installed on our school buses as a measure to enhance our security protocols to transportation services, ensuring the safety of students during their time on our school buses. Video footage can and will be used in the event of safety or disciplinary review. This additional layer of safety is to help protect our students and drivers on a daily basis and to promote a safe and secure space for everyone on the bus. [BP 3515 May 2023; EC 35160, 39800-39860, 39839, 44808, 48900, 48918, 49060-49079, 49073-49079; 5 CCR 14103; 13 CCR 1200-1294; GC 7920.000-7930.215; CA Constitution Article 1, Section 28; FERPA]

Our Philosophy: Bus procedures & expectations of conduct

District philosophy is that all students can behave appropriately and safely while riding on a school bus. Inappropriate student behavior that interferes with the driver doing his/her job or preventing other students from having safe transportation is not tolerated.

Authority of Driver: Pupils transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street or highway. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil

to be denied transportation. A bus driver shall not require any pupil to leave the bus en-route between home and school or other destinations. [5 CAC 14103]

District Bus Expectations

1. Follow the directions of the bus driver.
2. Keep hands, feet, and objects to yourself.
3. No eating, drinking or gum chewing. All food and/or drinks must be packed in a bag or backpack and not taken out on the bus.
4. Talk quietly to others sitting in your seat, no cell phone use while on the bus.
5. No teasing, harassing others, or unkind, vulgar, or obscene language.
6. Saving seats is not permitted.
7. Stay seated with your feet on the floor at all times.
8. No radios, skateboards, skates, scooters, balls, any object that will not fit into the student's lap, or any object the driver deems hazardous for transport will be allowed on the bus.
9. Do not litter.
10. Windows are to be kept at proper levels. (ask the driver)

What Happens When Policies Are Not Followed

1st Incident: Driver verbally warns student.

2nd Incident: Student receives a citation; Student Services notifies the parent(s) of the infraction.

3rd Incident: Student receives a citation and is suspended from the bus for 3-5 days; Student Services notifies the parent(s) of the infraction.

4th Incident: For the fourth or a severe incident, the student receives a citation and is suspended from the bus for a minimum of 5–10 days; the parent(s) is/are to attend a conference with Student Services

Severe Disruption

The following inappropriate behavior will result in automatic suspension of a length to be determined by the Director of Facilities and Operations, and could result in the termination of bus riding privileges:

1. Fighting (any students hitting each other)
2. Verbal abuse or profanity.
3. Direct disobedience of bus driver or supervisor.
4. Lighting matches or creating an open flame; smoking/vaping on the school bus.
5. Entering or exiting the bus through windows or emergency exit doors.
6. Vandalism or graffiti.
7. Student giving a false name.
8. Bringing weapons, or weapon-like replicas, onto the bus.

The Sunnyvale School District is committed to safe school campuses and buses to support a quality educational environment. Weapons of any kind, brought onto a school campus or school bus will result in immediate action by the school and the Board of Education.

It is in your child's interest that we work together in a relationship that provides safe transportation. Please feel free to call the Operations office at (408) 522-8225 if you have any questions.

1. Students who ride a school bus to school should go directly to the bus stop from home in the morning and report directly to their home from the bus stop in the afternoon. Students should not arrive at their designated bus stop location any earlier than 5 minutes prior to the scheduled pick up time. It is the parent responsibility to pick up students at the bus stop; drivers cannot wait for parent pickup.
2. Orderly behavior is expected at all bus stops. Students must wait for the school bus at the bus stop , where the driver can see the student, not in a car across the street or in a parking lot. Students should

be in an orderly line and never crowd or push another student. Students must remain 12 feet back from the approaching bus until the bus comes to a complete stop.

3. Throwing of items is not permitted at or around the bus stops by school students
4. State law does not permit live animals, insects, or any type of glass containers to be transported on a school bus. (Students should check with their bus driver concerning any large objects the day before bringing them).
5. While students are aboard a school bus or school pupil activity bus, they are directly responsible to the bus driver. The bus driver will supervise the loading and unloading of students from the bus. Students should remain in line until the bus has come to a complete stop, the door has opened, and the driver has signaled to load or unload the bus. Students are expected to load and unload the school bus or school pupil activity bus in an orderly, courteous manner
6. Students are expected to load and unload the school bus at their assigned designated stop at all times. Should parents find it necessary to have their child load or unload the bus at a different authorized stop, a note shall be submitted to the school principal who will present that information to the Transportation Lead. The Transportation Lead shall authorize this change and then update the driver. The bus driver will not permit a change without this authorization.
7. Upon boarding the school bus or school pupil activity bus, students shall enter one at a time, without pushing or shoving, and go quickly to their seats. They shall sit facing in a forward manner with their back against the seatbacks, and remain seated, and follow all bus rules until their destination has been reached. After the bus has come to a complete stop, the driver will indicate when it is safe to stand and unload the bus. If a student drops anything while loading or unloading the bus he/she should get the attention of the driver. Never go under or near the bus to retrieve objects since the driver may not see you.
8. The driver of a school bus shall operate warning lights and signs at all school bus stops when the school bus is stopped for the purpose of loading and/or unloading pupils, regardless of whether the pupils must cross the street or private road. Students shall use the official traffic control device (red, amber, green) to cross the street when the bus stop is in close proximity. If the signal light is not near the bus stop the driver shall ask at each stop if any pupil must cross the street that the bus is stopped on, then escort those pupils who must cross the street in front of the school bus.
9. Students shall wait for direction from the driver and shall not cross the street until directed to do so and shall cross between the driver and the bus. Students shall never run back to the bus or cross back over to get mail, etc. At no time will a driver permit a student to cross the street behind the bus.

Additional Procedures

In compliance with Education Code 39831.5, the following procedures shall be implemented:

1. Upon registration and every year thereafter posted online, a copy of this safety plan shall be provided to the parents or guardian of school bus riders.
2. At least once each year, all pupils who receive home-to-school transportation shall receive safety instruction that includes, but is not limited to, proper loading and unloading procedures, including escorting by the driver, proper passenger conduct, bus evacuation, and location of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit. As part of the instruction, pupils shall evacuate the school bus through emergency exit doors.
3. Prior to departure on a school activity trip, all pupils riding on a school bus or school pupil activity bus shall receive safety instruction which includes, but is not limited to, location of emergency exits, and

location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.

4. Special needs students riding District buses and using special equipment shall have the assistance of the Parent or Guardian when boarding the bus.

In compliance with Vehicle Code Section 22112, the following procedures shall be implemented:

1. On approach to a school bus stop, where pupils are loading or unloading from a school bus, the driver of the school bus shall activate the flashing amber and red signal lights at all times when the school bus is stopped for the purpose of loading and unloading pupils. The flashing red signal lights shall not be operated at any place where traffic is controlled by a traffic officer nor on school sites or on streets adjacent to school sites.
2. The driver shall stop to load or unload pupils only at a school bus stop designated for pupils by the school district or authorized for school activity trips.
3. When a school bus is stopped on a highway or private road that is not adjacent to a school for the purpose of loading or unloading pupils, at a location where traffic is not controlled by a traffic officer or official traffic control signal, the driver shall do all of the following:
   - 200 hundred feet prior to the bus stop the driver shall activate the flashing amber lights.
   - After coming to a complete stop, check carefully for approaching traffic in all directions and activate the flashing red light signal system when safe to do so.
   - Before opening the door, ensure that the flashing red signal lights are activated and that it is safe to enter or exit the school bus. Ask if there are any pupils that need to cross the street. Instruct and monitor students' safe entry or exit from the school bus.
   - Escort all pupils who need to cross the highway or private road. The driver shall use an approved hand-held "STOP" sign while escorting all pupils.
   - Require all pupils to walk in front of the bus as they cross the highway or private road.
4. Ensure that all pupils who need to cross the highway or private road have crossed safely, and that all other unloaded pupils and pedestrians are a safe distance from the bus and it is safe to move before setting the bus in motion. Except at a location where students are loading or unloading from a school bus and must cross a highway or private road upon which the school bus is stopped, the flashing red signal lights and stop signal arm requirements imposed by this section do not apply to a school bus driver at the following locations:
   - School bus loading zones on or adjacent to school grounds or during an activity trip, if the school bus is lawfully parked.
   - Where the bus is disabled due to mechanical breakdown.
   - Where students require assistance to board or leave the school bus
   - Where the roadway surface on which the bus is stopped is partially or completely covered by snow or ice and requiring traffic to stop would impose a safety hazard.
   - On a state highway with a posted speed limit of 55 miles on hour or higher where the school bus is completely off the main traveled portion of the highway.
   - Any location determined by a school district, with the approval of the Department of the Highway Patrol, to present a traffic or safety hazard

<u>Note to all Parents, Guardians, and Visitors to Sunnyvale School District School Sites:</u>

For the safety of all California Public School Students, pursuant to the California Vehicle Code, the law requires the Sunnyvale School District to establish school bus only drop and pick up zones at each school site. These zones are for the use of Yellow School Busses only, and must be kept clear of all other traffic. Due to the increased usage of these marked zones by parents in private vehicles or others in service vehicles, School Buses are not able to use these safety zones. Ultimately it is the School Sites' responsibility and obligation to remind parents and others of the specific drop and pickup zones to be used at each site, and that the illegal use of marked School Bus and/or Red Curbed Zones is subject to citation by Sunnyvale Public Safety and/or the California Highway Patrol. Sunnyvale School District would like to take this opportunity to remind Parents, Guardians, and Visitors that safety is everyone's responsibility. We expect all of our visitors to comply with all traffic laws and use prudent safe behavior when you are at or near our school sites.

School Accountability Report Card

The purpose of the School Accountability Report Card (SARC) is to provide parents and the community with important information about each public school. Sunnyvale School District provides this information annually by February 1st to the community to allow public comparison of schools for student achievement, environment, resources and demographics. The SARC is available in the front office of each school site and on the District website at *www.sesd.org/page/742* and the school site websites. [EC 33126, 35256, 35258, 51101; ne]

Services to Students with Disabilities

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

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

Married, Pregnant, or Parenting Students

A student under 18 years old who entered a legal marriage has rights and privileges as if they were 18 years old, even if the marriage has been dissolved.

Pregnant or parenting students who are 18 years old or who have permission from their parent/guardian may, but are not required to take excused leave for up to eight weeks to protect the health of the student and the infant. More than eight weeks may be granted if it is deemed medically necessary. Certification from a physician or nurse practitioner that the student is able to participate in the regular education program may be required only if it is required for students returning from other temporary disabilities.

A parenting student may be excused for absences as listed under "General Absences" on page 10. They may also be excused as the custodial parent to care for a sick child. A note from a physician shall not be required for such an absence.

Accommodations

When necessary, the District shall provide accommodations for the student to access and participate

in the educational program. Reasonable accommodations shall be provided to any lactating student to express breast milk, breastfeed, or any other breastfeeding related needs. These accommodations include, but are not limited to a private, secure room other than a restroom to express milk or breastfeed, and a reasonable amount of time to do so; permission to bring equipment for expressing milk onto campus, and access to power to operate it; and a safe place to store expressed milk. There shall be no penalty for using these accommodations, and opportunity to make up any missed work shall be available.

Educational and Support Services

Pregnant or parenting students will not be required to complete schoolwork or other requirements while on leave. Time shall be provided to make up work without penalties.

These students may choose to return to the same school or choose to attend an alternative program with access to comparable courses, programs, and activities. Generally, a classroom setting is preferred unless an alternative will better meet the needs of the student and/or their child. Any alternative program offered specifically for pregnant or parenting students shall be comparable to that offered to other students, and participation shall be voluntary.

Childbirth, pregnancy, or related recovery will not in and of itself deny a student access to any educational program, course, or activity.

As possible, and sometimes in collaboration with community organizations or agencies, the District will provide services to pregnant and parenting students and their children. These services may include academic and personal counseling; supplemental instruction; parenting and life-skills education; childcare and development services; special nutrition and supplements for pregnant and/or lactating students; health care services; and tobacco, alcohol, or drug prevention/intervention. Where appropriate, staff shall get related professional development.

The District shall not treat students differently based on their actual or potential parental, family, or marital status on the basis of sex. Complaints related to pregnancy, marital status, parental status, or lactation accommodations can be made using the “Uniform Complaint Procedure” on page 56. [BP 5146 October 2024; EC 221.51, 222, 222.5, 230, 46015, 48200, 48205, 48980, 49553; 5 CCR 4600-4670, 4950; FC 7002; HSC 104460; 42 USC 1786; 7 CFR 246.1-246.28; 34 CFR 106.40]

Pupil Fees

While there are limited exceptions, families and students should not have to pay fees for most items related to public education. There are four types of fees identified in Education Code:

Pupil Fees: No fees or deposits can be required or collected for items including, but not limited to, materials, supplies, equipment, uniforms (i.e. band, cheerleading, basketball), lockers, locks, books, class apparatus, musical instruments.

Educational Activity Fees: No fees can be required or collected for student participation in an event or activity, either curricular or extracurricular, that is an essential part of a student’s education or for transportation to those events. There can be no fees required for registering or participating in regular or extra classes.

Voluntary Donations: While voluntary donations may be suggested for activities, no student may be denied participation based on the family’s ability to make a donation.

Exceptions: When fees may be required: By law, there are exceptions to the prohibition against charging of fees or deposits. These exceptions include, but are not limited to, transportation to non-essential activities, non-essential events where attendance is optional (such as a school dance), food

served to students, damage to district provided materials such as textbooks, cost of community service classes, and fingerprinting. Money may also be collected for material used for projects that a student will be taking home, such as, material used in a career class like woodshop or sewing. The Uniform Complaint Procedure can be used regarding pupil fee compliance. A complaint may be filed with the school principal, and may be filed anonymously. [EC 17551, 17552, 32033, 32220-32224, 35330, 35331, 38084, 38120, 39807.5, 49010-49014, 49065, 51815, 52373, 52922; 5 CCR 4610, 4630]

HEALTH SERVICES

Student Wellness

Wellness has a direct impact on a student's learning and social development. There are laws and policies that support and protect student wellness.

Students are encouraged to drink water throughout the school day. They are allowed to bring and carry water bottles except in libraries, computer labs, science labs, or other places where it may be dangerous to have drinking water. [EC 38042]

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

Student Access to Mental Health Services

School-based mental health services help address barriers to learning and provide appropriate student and family support in a safe and supportive environment. Reaching out for mental health services is simple; contact your school counselor, nurse, health aide, principal, or the district office. In the community a good place to start may be Santa Clara County Behavioral Health, 828 South Bascom Ave, San Jose, CA 95128, (800) 704-0900. If you are in crisis contact this number or dial 911 immediately. [EC 49428]

Suicide Prevention

Suicide is a leading cause of death among youth, and school personnel is often in a position to recognize warning signs. The District makes an effort to reduce suicidal behavior and its impact and has developed strategies to intervene. These may include staff development, student instruction in coping skills, informing parents/guardians, methods for promoting a positive school climate, crisis intervention, and counseling (including for bereavement). Information about district programs and services and links to community and statewide resources are available on the District's website at *www.sesd.org/domain/970*. Students can also reach out for help 24-hours / 7-days a week from the California Youth Crisis Line at (800) 843-5200. [EC 215, 234.5, 234.6, 49602, 49604; GC 810-996.6; PC 11164-11174.3; WIC 5698, 5850-5883; BP 5141.52 November 2021]

Tobacco-, Alcohol-, and Drug-Free Schools

The Board has adopted Tobacco-Free, Drug-Free, and Alcohol-Free campus policies to promote student health and well-being. The district has prevention and intervention programs. There may be programs through the district or in the community to support students' cessation from use of tobacco, alcohol, or drugs. For more information, please contact the school/district nurse or a school administrator. [EC 51202-51203, 51260-51269; HSC 104420, 11999-11999.3]

Immunizations

Documented proof that immunizations are up-to-date is required before attending school; districts may

not allow "conditional" admittance into schools. Students may not participate in a classroom setting unless they have been fully immunized against diphtheria, hepatitis b, haemophilus influenza type b, measles, mumps, pertussis (whooping cough), poliomyelitis, rubella, tetanus, and varicella (chickenpox).

If an outbreak of a communicable disease occurs, a non-immunized student will be excluded from school for their own safety until such a time as directed by health officials or district administration. [HSC 120325, 120335, 120375, 120400-120435, 120440, 120480; EC 48216, 48852.7, 48853.5, 49403; 17 CCR 6000-6075; 42 USC 11432(C)(i)]

Parents/Guardians of students entering grade 6 are advised to follow current immunization guidelines, as recommended by the Centers for Disease Control and Prevention, the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding immunization against human papillomavirus (HPV) before admission or advancement to grade 8. HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks. [EC 48980.4; HSC 120336]

Exemptions

These requirements do not apply if a form from licensed physician cites why they should not. The physician submits the standardized electronic form directly to the California Immunization Registry (CAIR-ME) and to the school for exemption; this is the only form the school will accept. The form will include physician information, the child's name and their school, the parent's/guardian's name, and the specific basis for and duration of the exemption.

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

Physical Examinations

Many things impact a child's ability to learn, to progress, and to succeed; including their health. There are required immunizations that may be given during a physical exam by a physician. Your child may qualify for Medi-Cal or other government programs. You can contact Medi-Cal for information at (800) 541-5555 or your county health department at:

Stanford Children's Health Specialty Services
1195 W Fremont Avenue, Sunnyvale, CA 94087
(408) 426-5590 *www.stanfordchildrens.org*

There are some screenings that may happen at school. If you do not want your child to have any, or all, of these screenings, give the school a written letter annually specifying which screenings you are denying consent for. If your child has had screenings outside of school, you may also submit a certificate verifying they have been done. When there is a good reason to believe that your child is suffering from a recognized contagious or infectious disease, he/she may be sent home and shall not be permitted to return to school until the contagious or infectious disease does not exist. [EC 49450, 49451; PPRA]

Vision and Hearing Screening

An authorized person will check your child's vision upon enrollment and in grades 2, 5, and 8 (unless they enroll into grade 4 or 7). Hearing tests will be conducted when your child is enrolled or first enters

a District school. You may submit a letter annually denying consent or a certificate from a physician or optometrist verifying prior testing has been done. [EC 44878, 49451, 49452, 49452.5, 49455]

Oral Health Assessment

Oral health is a part of a child's overall health; a child with cavities is not healthy, even if it is in a baby-tooth. A child with cavities may have problems paying attention and learning. They need their teeth to eat properly, talk, smile, and feel good about themselves. Parents/Guardians must submit, by May 31st of the child's first year of school (TK, kindergarten, or grade 1), proof that their child's oral health has been assessed (no earlier than 12 months before the child started school). The assessment must be done by a licensed dentist or licensed or registered dental health professional. The parent/guardian may be excused from this requirement if the assessment would be a financial burden, there is lack of access to an appropriate professional, or they do not consent to the assessment. [EC 49452.8]

Medication

Children may take medication, which is prescribed by a physician, received in its original container, and can get help from school personnel during the school day if:

1. The district designee has received a written statement from the physician detailing the medication name, method, amount, and time schedules by which the medication is to be taken; and
2. Parent, guardian, or caregiver annually submits a written statement asking the school district to assist their child in taking the medication or allow the student to self-administer certain medications. The statement gives permission to communicate with the health care provider or pharmacist, and acknowledges understanding of how the medication will be administered.

This includes allowing a school staff member to volunteer and be trained to identify the need for, and to administer epinephrine to a student for anaphylaxis; glucagon as prescribed for diabetes; or anti-seizure medication as prescribed to a student diagnosed with seizures, a seizure disorder, or epilepsy. Each school determines if it will have staff trained in the use and storage of auto-injectable epinephrine and/or anti-seizure medication. The District will have a supply of auto-injectable epinephrine at each school site. A school nurse or trained volunteer school employee may administer emergency naloxone hydrochloride or another opioid antagonist to persons suffering, or reasonably believed to be suffering, from an opioid overdose. [EC 49414, 49414.1, 49414.3, 49414.5, 49423, 49423.1, 49468.2, 49480]

Students may carry and self-administer a blood glucose level test, diabetes care, inhaled asthma medication, and auto-injectable epinephrine if the rules above are met and if a physician confirms in writing that the student is able to self-administer. The District does not allow parents to administer medical cannabis on campus. [BP 5141.21 January 2023; EC 49414, 49414.1, 49414.5, 49423, 49423.1, 49480; HSC 11362.79]

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

Guidelines to Use for Dropping Off Medication(s)

1. Confirm that the appropriate medication forms have been completed correctly:
   - The doctor's order needs to match the bottle description, dosage, and name.
   - The form must have a doctor's signature and date.
   - The form must have a parent's signature and date.

2. You can pick up forms from your child's school, or download them from the district website: *www.sesd.org/Page/676*
3. Medication(s):
   - Needs to be in a labeled pharmacy bottle and labeled with the student's name, medication, and dosage matching the information on the permission form (see above).
   - If it is a controlled substance, such as Ritalin, the pills have to be counted by the staff person who is accepting the bottle, with the parent present.
   - After the pills are counted, the staff person accepting the pills needs to note on the medication log the number of pills, initial next to it and the parent initials it.
   - All medications must be brought to the health office by the parent and checked in by a staff person by entering and signing it in on the student's medication check-in/ check-out sheet. Parent must co-sign for each medication that is being dropped off.
   - At the end of the school year, all medications must be picked up by the parent from the health office and checked out by a staff person. Both the staff person and the parent must sign the medication check-in/ check-out sheet for each medication that is picked up. Any medication which is not claimed by a parent by the end of the school year will be disposed of.
   - Even over-the-counter/non-prescription medication MUST be accompanied by a doctor's order and signature and parent signature.

Use of Medical Equipment at School

To promote the health and safety of every person on campus, if your child needs to use medical equipment (wheelchair, crutches, knee scooter, etc.) at school, a doctor's note is required. The doctor's note should include: the duration of time the student will need to use the equipment, an explanation that the child has been taught how to use it, and provide recommendations if accommodations are needed, such as excuse from or modifications for PE, etc. The schools cannot provide medical equipment for your child to use at school. It must be supplied by your medical provider. Please see the guidelines above for medications, if your child needs any pain medication, even over the counter medication.

Medical and Hospital Insurance for Students

The district DOES NOT provide insurance on individual students. However, you may purchase accident insurance through the district for medical and hospital services covering your child. The insurance provides coverage for your child while on school grounds or in school buildings during the time your child is required to be there because of attendance during a regular school day of the district; or while being transported by the district to and from school or other place of instruction; or while at any other place as an incident to school-sponsored activities. The school district assumes no liability for accidents to pupils at school. [EC 32221.5, 49471, 49472]

Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses. Some pupils may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health insurance programs. [EC 32221.5]

Enrollment in a Health Care Plan

All children and their families must be enrolled in a health care plan. There are several options for

getting a health plan; through an insurance agent, or low cost provider such as Medi-Cal and Covered California at (800) 300-1506 or online at *www.coveredca.com*. You can get assistance applying for health care coverage for families in Santa Clara County by calling (877) 557-0093. [PPACA]

TTY English: (888) 889-4500 TTY Español: (800) 300-0213

School-Sponsored Athletics

If a student participates in school-sponsored athletics other than physical education or athletic event during the school day, parents/guardians and the student athlete are required to annually; (1) complete a concussion awareness form, (2) complete a sudden cardiac arrest awareness form, and (3) sign a document acknowledging receipt of an Opioid Factsheet received either in print or electronic format. [EC 33479, 49475, 49476]

Diabetes Information

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

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

Type-2 Diabetes:

Type-2 diabetes is when your body can't use the insulin it makes as well as it should. It is the most common form of diabetes in adults, and is becoming more common in children, especially overweight teens. It is estimated that one in three children born in the US after the year 2000 will develop type-2 diabetes.

Type-2 diabetes can be prevented or delayed through lifestyle changes and medical intervention, and it is treatable. Eating healthy foods in the correct amounts and exercising regularly (at least 60 minutes every day) can help children achieve or maintain a normal weight and normal blood glucose levels.

The first step is to visit a doctor who can determine if your child is overweight. A doctor can prescribe medication if appropriate and can order tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (may lead to full onset type-2 diabetes).

Type-1 Diabetes:

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

Risk Factors:

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

Being overweight: The single greatest risk factor for Type-2 diabetes is excess weight. In the US, almost one out of every five children is overweight. Being overweight more than doubles a child's chance of developing diabetes.

Family history of diabetes: Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.

Inactivity: Being inactive further reduces the body's ability to respond to insulin.

Specific racial/ethnic groups: Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type-2 diabetes.

Age/Puberty: Type-1 diabetes usually occurs in the early years, and before reaching puberty. Type-2 diabetes is more likely to develop during or near puberty, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms:

There are usually warning signs when a child might have diabetes. Not everyone with diabetes develops these symptoms, and not everyone who has these symptoms necessarily has diabetes. Type-2 symptoms generally develop slowly over time. Type-1 symptoms show up quickly – in a matter of weeks or even days, and are much more severe.

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular/No menstrual periods, and/or excess facial and body hair growth in girl
- High blood pressure or abnormal blood fats levels
- For type-1; Nausea, vomiting, and/or stomach pain

Parents/Guardians of children displaying warning signs should immediately consult with the student's primary care provider to determine if screening for diabetes is appropriate. Following a diabetes's diagnosis, parents/guardians should work with the primary care provider to develop a lifestyle and medical treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

Diabetes Screening Tests:

Your doctor may have your child take one or more of the following blood tests to confirm the diagnosis:

Glycated hemoglobin (A1C) test: A blood test measures the average blood sugar level over two to three months

Random (non-fasting) blood sugar test: A blood sample is taken at a random time; this test must be confirmed with a fasting blood glucose test.

Fasting blood sugar test: A blood sample is taken after an overnight fast; a high level on two separate tests indicates diabetes.

Oral glucose tolerance test: A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid.

If the primary care provider thinks your child has type-1 diabetes, blood may also be tested for

autoantibodies (substances that indicate the body is attacking itself) that are often present in type-1 diabetes but not in type-2. The child's urine might be tested for ketones (produced when the body burns fat for energy), which may also indicate type-1 diabetes instead of type-2 diabetes.

More information can be found on these websites: California Department of Public Health, *www.cdph.ca.gov*; Centers for Disease Control and Prevention, *www.cdc.gov/diabetes/*; American Diabetes Association, *https://diabetes.org*.

The information provided in this booklet is intended to raise awareness about this disease. Contact your child's primary care provider, school nurse, or school administrator if you have questions. [EC 49452.6, 49452.7; HSC 104250]

Meningitis

Meningococcal disease or Meningitis can be a life threatening infection that can be treated, but cannot always be cured. Routine vaccinations are recommended for 11-12 years olds, students entering high school and students living in college dorms. [HSC 120395-120399]

Fluoride Treatments

Children are eligible for fluoride treatments through a program organized by the county health officer. Parents will get a record that the treatment was applied. The county health officer will determine how to pay for the program. Parents or a student 18 years old or more have the right to refuse this program using the form provided by the school district. This program is not meant to replace regular profession dental care. [HSC 104830-104865]

STUDENT BEHAVIOR

All pupils have the right to participate fully in the educational process, free from discrimination, harassment, violence, intimidation, and bullying. Schools have an obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity and ensure safe school sites.

Students are encouraged to report anything they see or hear about that might be suspicious or dangerous to a teacher or other staff member. Any staff member that receives such a report will quickly take appropriate action, and the student's identity will remain confidential.

Eligibility for Extra-Curricular / Co-Curricular Activities

To be eligible to participate in extracurricular and co-curricular activities, students in grades 7-8 must demonstrate satisfactory educational progress in the previous grading period, including, but not limited to maintenance of a minimum of 'Approaching Proficiency' in all enrolled classes.

The Superintendent or designee may grant ineligible students a probationary period not to exceed one semester. Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation.

Any decision regarding the eligibility of a homeless student, foster youth, or child of an active duty military family for extracurricular or co-curricular activities shall be made by the Superintendent or designee in accordance with Education Code 48850 and 49701.

The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and co-curricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

School Rules

You have a right to review school and district rules regarding student discipline. If you wish to do so, please contact the school office. [EC 35291, 48980, 51101]

Electronic Devices / Cellphones

The District does not allow the use of electronic devices on school campuses. The District does not assume responsibility for lost or stolen items. Students are permitted to possess cellphones on campus, however, the devices(s) must be turned off during the school day and not be visible. The District may also regulate student use of social media while they are on campus or attending school-sponsored activities.

However, no student shall be prohibited from possessing or using an electronic device that is determined by a licensed physician and surgeon to be essential for the health of the student and use of which is limited to purposes related to the health of the student. Failure of a student to adhere to the guidelines will result in progressive disciplinary action, which may include, but is not limited to, confiscation, parent contact and suspension. [EC 48901.5, 48901.7; ne]

Dangerous or Inappropriate Objects

Dangerous or inappropriate objects, including but not limited to weapons, knives, laser pointers, explosives/ fireworks, mace, pepper spray and imitation firearms (Air Soft Guns/ Pellet Guns) are not permitted on any school campus at any time or while under school jurisdiction. To furnish, possess or use any of these dangerous and inappropriate objects may result in suspension and/or expulsion. [AR 5131.7 June 2024; PC 417.25, 417.27]

DISCIPLINE

Civility

The District believes that every person deserves to be treated with dignity and respect in their interactions within our School Community. Civility has an impact on effective operations and on the creation of a safe and positive school climate for everyone.

While respecting every individual's right to free speech, that right does not allow for disruption of school classes, activities, meetings, or other events. Students, staff, parents, guardians, and the community are expected to be polite, courteous, respectful, and behave appropriately at all school or district activities and events. Practices that promote civil behavior include, but are not limited to, actively listening, giving full attention, not interrupting, welcoming and encouraging participation by everyone. Civility is hindered by disruptive behavior or speech, violence or the threat of violence, or harassment or bullying of any kind; these behaviors are prohibited and are subject to discipline according to law and District policies. [BP 1313 September 2021; EC 32210- 32212, 44050, 44807, 44810, 44811, 48900 et seq, 48950; CC 51.7, 1708.9; GC 54954.3, 54957.9; PC 415.5, 422.6, 627.4, 627.7]

School's Role Regarding Discipline

A safe, secure school, free of weapons, violence, and unlawful or disruptive behavior, is essential to maintaining an educational environment that promotes learning and protects the health, safety, and welfare of all students. At the beginning of the school year or at the time of enrollment, each Principal shall inform all students and parents/guardians of the school and District discipline rules and procedures and of the availability of District policies and regulations relating to student discipline, suspension and expulsion.

The Board of Education expects teachers, counselors and school officials to contact the parent/guardian to remedy inappropriate school behavior at the earliest stage. It is District policy to enforce standards of acceptable behavior among all students.

School staff:

- Will fairly and equitably enforce the written policies of the school and District.
- May search student if there is reasonable belief that the student has illegal, dangerous or inappropriate objects at school and will seize them.
- May search student property, including but not limited to vehicles.
- May search school property, including but not limited to lockers.

District Discipline Policy

SESD discipline policy states that all students, staff, parents/guardians and volunteers have the right to be free from any hate crime, hazing, and/or degrading and inflammatory statements, which includes, but is not limited to abusive, harassing, or insulting behavior which degrades or stereotypes an individual on the basis of race, immigration status, ethnicity, culture, heritage, gender, sexual orientation, physical or mental attributes, religious beliefs and practices.

- Does not permit gangs or gang activities, such as but not limited to: initiations, paraphernalia, clothing, writings, tagging, comments, gestures, or any form of gang activity on its campuses and at its activities.
- Does not permit the administering of corporal punishment to students.

Parent Responsibility

Parents or guardians are liable for all the damages caused by the willful misconduct of their minor children that result in death or injury to other students, school personnel, or damage to school property. Parents are also liable for any school property loaned to the student and willfully not returned. Parents' or guardians' liability may be as much as $25,100 in damages and another maximum of $13,800 as adjusted annually by the California Department of Education for payment of a reward, if any. With a few exceptions, the school district may withhold the grades, diplomas, or transcripts of the student responsible until such damages are paid or the property returned or until completion of a voluntary work program in lieu of payment of money. If your child commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities, or otherwise willfully defies the authority of school personnel, and is suspended for such misconduct, you may be required to attend a portion of a school day in your child's classroom. Civil penalties may also be enforced with fines up to $25,000. [EC 48900.1, 48904, 51101; CC 1714.1; GC 53069.5]

Vandalism

Graffiti and scratching glass or other material on someone else's property is considered vandalism. Those convicted face fines, imprisonment and the requirement to clean up the damage or perform community service. Parents/Guardians may be liable to pay fines as high as $10,000 and be required to participate in the clean-up. [PC 594-594.8]

Impersonation on the Internet

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

Drugs, Alcohol, and Tobacco

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

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

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

Except for members of the military, possession of tobacco by anyone under 21 is illegal and can lead to a $75 fine or thirty (30) hours of community service. Possession of approved tobacco cessation aids is not prohibited. A "tobacco product" is any product made or derived from tobacco or nicotine that is intended for human consumption, including an electronic device that delivers nicotine (commonly known as "e-cigarettes" or "vaping"). [EC 48900, 48901; HSC 11357, 11357.5, 11361, 11362.1, 11362.3, 104495, 104559; PC 308; VC 13202.5; BPC 22950.5, 25608; 20 USC 812, 814]

Suspension and Expulsion

Suspended students shall not attend any educational and school-related extracurricular and co-curricular activities during the period of suspension. "Suspension" means removal of a student from ongoing instruction for adjustment purposes. "Expulsion" means removal of a student from immediate supervision and control, or the general supervision of school personnel. Students with disabilities have procedural safeguards and a right to a Free and Appropriate Public Education (FAPE).

A student may be suspended upon a first offense if the principal or designee determines that the student violated Education Code section 48900 (a)-(e), or if the student's presence causes a danger to persons. A student may be suspended from school and/or recommended for expulsion if the principal of the school in which the student is enrolled determines that other means of correction have failed to bring about proper conduct and the student has committed an act as defined in Education Code.

A student may be suspended or expelled for any acts that occur at any time related to school activity or attendance, including, but not limited to: while on school grounds, going to or coming from school, during lunch, whether on or off campus, and during or while going to or coming from a school-sponsored activity.

Administrators may also take appropriate disciplinary action when information becomes available about student misconduct which occurs off school grounds or outside of school activities, where the misconduct has a direct and detrimental effect on or seriously threatens the discipline, educational environment, safety or general welfare of students, faculty, staff and/or administrators of the district. [BP 5144.1 June 2024; EC 48900, 48900.2, 48900.3, 48900.4, 48900.7]

Grounds for Suspension or Expulsion

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

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) (1) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(2) Pupils who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stole or attempted to steal school property or private property.

(h) (1) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of the pupil's own prescription products.

(2) Pupils who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

(3) Except as provided in Section 48910, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.

(4) Except as provided in Section 48910, commencing July 1, 2024, a pupil enrolled in any of grades 9 to 12, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.

(5) (A) A certificated or classified employee may refer a pupil to school administrators for appropriate

and timely in-school interventions or supports from the list of other means of correction specified in subdivision (b) of Section 48900.5 for any of the acts enumerated in paragraph (1).

(B) A school administrator shall, within five business days, document the actions taken pursuant to subparagraph (A) and place that documentation in the pupil's record to be available for access, to the extent permissible under state and federal law, pursuant to Section 49069.7. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.

(D) Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or

other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image

(ii) A post on a social network internet website, including, but not limited to: (I) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1); (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated; (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

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

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's exceptional needs.

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

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have

committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w)(1) A suspension or expulsion shall not be imposed against a pupil based solely on the fact that they are truant, tardy, or otherwise absent from school activities.

(2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community. [EC 35291, 48900, 48901.1, 48910]

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

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

Mandatory Suspension / Expulsion

Education Code Section 48915(a): Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that the expulsion is inappropriate, due to the particular circumstance:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code, except for i) the first offense for the sale of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis; ii) over-the-counter medication for medical purposes; or iii) medication prescribed for the pupil by a physician.
4. Robbery or extortion.
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

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

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

2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4 Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

Student Search

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

Interviewing Students during School

Upon presentation of proper identification to the Principal or designee, duly authorized representatives of law enforcement shall be allowed to interview students. The investigating officer may request a staff member be present at such an interview. Prior parent notification or presence is not required. If a student is removed from school by a law enforcement representative, the Principal and law enforcement agent are required to make an attempt to notify the parent/guardian except when the student is taken into custody as a victim of suspected child abuse. [EC 48906]

Release of Student to Peace Officer

If a school official releases your child from school to a peace officer for the purpose of removing them from the school premises, the school official shall take immediate steps to notify you or a responsible relative of your child, except when a student has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent or guardian. [EC 48906; PC 11165.6]

PROTECTIONS, COMPLAINTS AND PROCEDURES

The District is primarily responsible for compliance with local, state, and federal laws and regulations; has policies and procedures to address allegations of unlawful discrimination, harassment, intimidation, bullying, and complaints alleging violation of laws governing educational programs, activities, and pupil fees. Employees, students, parents or guardians, school and district advisory committee members, appropriate private school officials and other interested parties are advised of the district policies and how to file a complaint if they so desire.

Nondiscrimination / Harassment

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, 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, 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.

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.

All allegations of unlawful discrimination in district programs and activities shall be brought, investigated, and resolved in accordance with Board Policy 1312.3 – Uniform Complaint Procedures.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools. [BP 5145.3 March 2024; EC 200-262.4, 48900.3, 48900.4, 48904, 48907, 48950, 48985, 49020-49023, 49060-49079, 51204.5, 51500, 51501, 60010, 60040-60052; 5 CCR 432, 4600-4670, 4900-4965; CC 1714.1; GC 11135; PC 422.55, 422.6; § 504; Title VI; Title VII; Title IX; ADA; 20 USC 1681-1688; 42 USC 6101-6107; 28 CFR 35.107; 34 CFR 100.3, 104.7, 104.8, 106.45, 106.8, 110.25, 99.31]

Sex Discrimination and Sex-Based Harassment

The Governing Board is committed to maintaining a welcoming, safe, and supportive school environment that is free from discrimination and harassment. The Board prohibits at school or at school-sponsored or school-related activities, sex discrimination and sex-based harassment, as defined in the accompanying administrative regulation, targeted at any student, based on the student's actual or perceived sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; and, parental, marital, and family status.

Additionally, the Board prohibits retaliatory behavior or action against any person who complains or testifies about conduct that reasonably may constitute sex discrimination, including sex-based harassment, reports such conduct, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy.

The district strongly encourages students who feel that they are being or have experienced sex discrimination, including sex-based harassment, on school grounds or at a school-sponsored or school-related activity, or off-campus when the conduct 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 sex discrimination, including sex-based harassment, by or against a student in a district education program or activity shall report the incident to the Title IX Coordinator within one workday.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through Administrative Regulation 5145.71 – Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

The Title IX Coordinator shall offer and coordinate supportive measures to be provided to the complainant and, if the district has begun grievance procedures or offered an informal resolution process

to the respondent, offer and coordinate supportive measures to be provided to the respondent as deemed appropriate under the circumstances.

The Superintendent or designee shall ensure that all district staff are trained regarding the district's sex discrimination and sex-based harassment policy, and that all employees receive training related to their duties under Title IX as specified in Administrative Regulation 4119.11/4219.11/4319.11 – Sex Discrimination and Sex-Based Harassment.

Instruction / Information

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

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

Disciplinary Actions

Upon completion of an investigation of sex discrimination and/or sex-based harassment, any student found to have engaged in sex discrimination, and/or sex-based 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 sex discrimination and/or sex-based harassment, any employee found to have engaged in sex discrimination against, and/or sex-based 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

The Superintendent or designee shall maintain records in accordance with law, including in accordance with 34 CFR 106.8 as specified in Administrative Regulation 5145.71 – Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures, and district policies and regulations, of all reported cases of sex-based harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. [BP 5145.7 October 2024; EC 200-270, 220.1, 220.3, 220.5, 35292.5, 48900, 48900.2, 48904, 48980, 48985, 49060-49079; 5 CCR 432, 4600-4670, 4900-4965; CC 1714.1, 51.9; GC 12950.1; FERPA; Title VI; Title VII; 20 USC 1092, 1221, 1681-1688; 34 USC 12291; 42 USC 1983; 34 CFR 106.1-106.82]

Discrimination, Harassment, Intimidation, or Bullying Complaints

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

The District is committed to equal opportunity for all individuals in education and in employment. The District shall promote programs that ensure non-discriminatory practices in all District activities. Information about district programs and services and links to community and statewide resources related to: suicide prevention; sex discrimination including Title IX information; hate violence; sexual harassment including the District's Policy (also included in this booklet); harassment, intimidation, bullying; and cyber-bullying including social-media bullying are available on the Districts website at *www.sesd.org/page/4316*. You may contact your school's office or the District office to obtain a free copy of the district's complaint procedures. If you want further details in this regard, or if you believe you or your child(ren) have been subjected to the above and wish to file a complaint, please contact the District official responsible for compliance with Title V, Title VI, Title IX, § 504, and Uniform Complaints. The Governing Board designates the following compliance officer(s) to receive and investigate all complaints and ensure district compliance with law:

Jeremy Nishihara, Assistant Superintendent of Human Resources and Information Systems
819 W Iowa Ave, Sunnyvale, CA 94086
(408) 522-8200 ext. 1010 *jeremy.nishihara@sesd.org*

The Uniform Complaint Procedure can be used in cases of discrimination or a violation of a federal or state law within the following programs as identified by the District's Board Policies: accommodations for pregnant, parenting, and lactating students; adult education; after school education and safety; American Indian education; bilingual education; State Program for Students of Limited English Proficiency; career technical education/training, agricultural career technical education, and ROP programs and centers; child abuse; civil rights guarantees that receive state or federal financial assistance; course content; classroom curriculum; textbook or supplemental instructional material; tenth-grade counseling; ESEA (Titles I-VII); student achievement plans; intersession; State Compensatory education; special education; foster youth,

homeless youth, juvenile court youth, and newcomer students; migrant education; discrimination, harassment, intimidation, and bullying; physical education (including instructional minutes grades 1-6); nutrition services; student fees; LCAP; Consolidated Categorical Aid; Economic Impact Aid; school improvement; safe place to learn; school safety plan; School Safety and Violence Prevention Act; tobacco-use prevention education; child development; State Preschool programs; Early Childhood Education Program Assessments; Peer Assistance and Review; Williams Settlement issues and other areas designated by the District. [EC 200-212.6, 220-220.5, 221.61-221.8, 222-222.5, 230-231.5, 234 et seq., 244, 260-262.4, 35186, 48645.7, 48853-48853.5, 48987, 49010-49016, 49069.5, 51210, 51222, 51223, 51225.1-51225.2, 51228.3, 52075, 52334.7, 56500.2, 56501; PC 422.55; CC 51-52; GC 11135; 5 CCR 4600- 4687, 4900-4965, 15580-15584; 20 USC 11431-11435; FERPA; EOA; Title VI; Title VII; Title IX; § 504; IDEA; ADA; 34 CFR 106.9]

District's Uniform Complaint Process

You may contact your school's office or the District office to obtain a free copy of the district's complaint procedures. The complaint procedure can be used for a variety of issues not mentioned above including but not limited to employee issues and policies and procedures of the district. Confidentiality and privacy shall be respected in all complaint investigations. Complaints alleging discrimination may be filed by a person on their own behalf or on behalf of another person or group of people within six months of the occurrence or when facts became known. Complaints regarding a special needs student or pupil fees may be filed within 12 months of the occurrence. Complaints regarding LCAP may be filed anonymously. Complaints regarding Pupil Fees may be filed anonymously and with the principal. If a complaint regarding pupil fees is valid, then the parents are due full reimbursement. Staff has been trained to deal with these types of complaints.

Those complaining (Complainants) are protected from retaliation and their identities are confidential when related to discrimination. Staff dealing with complaints are knowledgeable about the laws and programs they are investigating. The complaint may be dismissed if complainant obstructs or does not provide all information. If the District acts in the same manner, the finding may be affected.

1. Complaints made under this procedure shall be directed to the Uniform Complaint Officer who is responsible for processing the claims. A complaint under the Uniform Complaint Procedure should be completed within 60 days from the receipt of the complaint. The Superintendent and complainant may agree in writing to extend the timeline.
2. You may contact the UCP Officer to obtain a copy of the complaint process.
3. You may choose to have your complaint mediated.
4. There shall be an investigative meeting after receiving the complaint.
5. The compliance officer shall send a written report about the investigation and decision. There are then five days to appeal to the Board of Education.
6. If you are not satisfied with the results, the complainant then has 15 days to appeal to the California Department of Education. The appeal must include a copy of the locally filed complaint and a copy of the LEA decision.
7. There is nothing in this process to preclude a complainant from pursuing available civil law remedies outside of the district's complaint procedures. Such remedies may include mediation, attorneys, and legal remedies. Civil law remedies may include, but are not limited to, injunctions and restraining orders.

   For discrimination complaints, 60 days must elapse from the time an appeal is filed with CDE before pursuing

civil remedies except for an injunction. Complaints may also be forwarded to appropriate state or federal agencies in the following cases:

American Civil Liberties Act 504: Office of Civil Rights

Child Abuse: Department of Social Services, Protective Services Division, or law enforcement

Discrimination/Nutritional Services: U.S. Secretary of Agriculture

Employment Discrimination: Department of Fair Employment and Housing, Equal Employment Opportunity Commission.

General Education: this school district

Health and Safety/Child Development: Department of Social Services

Student Records: Family Policy Compliance Office (FPCO), Student Privacy Policy Office, US Department of Education, 400 Maryland Avenue SW, Washington, DC 20202

[EC 235, 244, 262.3, 33031, 33032, 33381, 48985, 56000-56885, 59000-59300, 64000(a); 5 CCR 4600, 4620-4632; 20 USC 11138; 34 CFR 300.510-511, 300.513]

Williams Settlement Complaints

Parents should use the District Uniform Complaint Procedure with modifications as included, to identify and resolve any deficiencies regarding instructional materials; facility cleanliness, safety, emergency or urgent facility conditions that pose a health or safety threat to students; or staff, teacher vacancies or misassignments. [EC 244, 35186, 48985]

Williams Settlement complaint procedure

A complaint form may be obtained, free of charge, at the school office, the district office, or downloaded from the district's website at *www.sesd.org/page/4316*, but the form need not be used to make a complaint. You may also download a copy of the California Department of Education complaint form from this website, *www.cde.ca.gov/re/cp/uc*. The Uniform Complaint Procedure shall be used for filing Williams related complaints with the following special circumstances applying:

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

data regarding complaints and resolutions to the county superintendent and the local governing board in public session making it part of the public records. [EC 35186, 48985]

Further Information is Available

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

DISTRICT FACILITIES

Healthy Schools Act Policy and Notification

It is the policy of the Sunnyvale School District to implement the Healthy Schools Act policies and procedures to control structural and landscape pests/weeds and minimize exposure of children, faculty, and staff to pesticides/herbicides.

It is the policy of the school district to control pests in the school environment. Pests such as cockroaches, fleas, fire ants, stinging wasps, termites and rodents are annoying and can disrupt the learning environment in schools. Pests are known to bite, sting, or transmit diseases, and may also cause allergic responses.

Pesticides/Herbicides

It is the policy of this school district to reduce exposure to pesticides and herbicides in the school environment. When pesticides or herbicides are used to control pests and weeds in schools, there is potential for human exposure. Excessive exposure may result in pesticide/herbicide poisoning or allergic responses in sensitive individuals. Children may be more susceptible to pesticides than adults due to their smaller size and rapid growth and development.

Health Schools Act of 2000

- Non-chemical prevention of pests and weeds is always preferred using such methods as sanitation, exclusion, and cultural practices.
- The selection and use of the least hazardous methods and materials effective for the control of targeted pests and weeds will be implemented.
- Precision targeting of pesticides and herbicides to areas not contacted by or accessible to the children, faculty and staff will be implemented.
- Application of pesticides/herbicides will only be used “as needed” to correct verified problems.
- All parents and staff will be notified annually in writing of the anticipated pesticide/herbicide products and applications to be regularly used throughout the school year. Parents may request in writing a separate written notice for each pesticide/herbicide application seventy-two hours prior to the anticipated application.

Warning signs will be posted at all entrances to the School District property twenty-four hours prior to regular pesticide/herbicide applications and will remain posted for seventy-two hours after the application.

Active ingredients of all pesticides/herbicides used by the School District may be obtained by written request to the Manager of Operations, Jeff Engel at 825 West Iowa Avenue, Sunnyvale, CA 94086 or *jeff.engel@sesd.org*, or by contacting the California Department of Pesticide Regulation, P.O. Box 4015, Sacramento, CA 95812-4015 or *www.cdpr.ca.gov*. [EC 17610.1, 17612, 48980.3; FAC 13184]

In the event of an "emergency" application of a pesticide to control a specific and documented problem, signs will be posted immediately and remain posted for seventy-two hours following the application procedure. The success of the Healthy Schools Act in schools is dependent upon the full cooperation of administrators, faculty, maintenance/custodial staff, parents, students and the community.

Only fully certified pesticides can be used on school grounds. The identification includes the name and active ingredients. The school's Integrated Pest Management Plan (IPM) is updated by July 31st each year. The IPM, pesticide names and active ingredients, and application dates are posted on the school and/or district website at *www.sesd.org/Page/4675*. The Sunnyvale School District invites questions, concerns and suggestions from our parents, community, students and staff. All comments addressing the above noted policy should be addressed to: Jeff Engel at (408) 522-8225 or *jeff.engel@sesd.org*.

The Healthy Schools Act of 2000 requires all California School Districts to notify parents and guardians of pesticides/herbicides they expect to apply during the year. We intend to use the following pesticides/herbicides in your school this year:

Product Name	Active Ingredient(s)
Arilon	Indoxacarb
FirstStrike soft bait	Difethialone
Maxforce Granular Bait	Hydamethylon
PreM Aqua Cap	Pendimethalin
Round Up Pro Max	Glyphosate, Potassium Salt
Turflon Ester	Triclopyr Butoxyethyl Ester

Asbestos-Containing Material / Surveillance and Re-Inspection

In compliance with the provisions of the Asbestos Hazard Emergency Response Act (AHERA), the district is required to issue notification to the users of its facilities with respect to the surveillance and maintenance program of all identified asbestos containing building materials in all district facilities. Sunnyvale School District continues to institute an asbestos maintenance and re-inspection program to ensure that the areas where asbestos containing materials are identified remains in an non-hazardous condition.

The district maintains an AHERA Management Plan for all district facilities. This Document is on file at the District's Department of Operational Services. If you have any questions or concerns, or wish to review this document, you may do so by contacting the designated person, Travis Howell at (888) 808-2552 or *travis.howell@sesd.org* to arrange for an appointment. Sunnyvale School District is committed to maintain a safe, hazard-free environment for its school community. We will continue to keep you informed of the ongoing asbestos surveillance and maintenance program. [40 CFR 763.93]

Lead Poison Testing

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

AUTHORIZATION FOR PHOTOGRAPHS AND VIDEOS

2025
2026

Sunnyvale School District is making a concerted effort to promote the positive activities, honors, and work of our staff and students. As such, during the school year, photos and/or videos may be taken of your child which could be posted in various media projects. This includes, but is not limited to, working with local newspapers, radio stations, television stations, and also developing our own publications, which may appear on the District website, social media accounts, as well as in other publications. No public disclosure of a student's contact information (phone number, address, etc.) would ever be made in these circumstances.

However, we need parent permission to use your child's image in our promotions and publications. As such, please make the selection of your choice below as to whether you give the District permission to use your child's photograph(s) and/or video imagery and then sign and return this form to the main office of your child's school. Please note your consent applies only to classroom activities or school events that are not open to the public

☐ **YES** — I consent. Through this consent, I understand that I am agreeing that (1) my child may participate and appear in District video and/or audio recordings, films, photographs, written articles, and on District websites and social media sites; and (2) to the use and editing of my child's image, voice and name in media projects by the District to print, broadcast or Internet media outlets, such as newspapers, radio and television stations and news websites. As consideration for my child's participation in such publications, I release the District, including its employees and contractors, from claims resulting from the use and editing of my child's image, voice or name, including to media outlets. I further understand no compensation will be paid for any inclusion of my child in District materials.

☐ **YES** — I consent, but only for use of such publications in the School Yearbook.

☐ **NO** — I do not consent to the use of my child's photograph, voice and/or name in various media projects. I understand this means my child will not be featured in publicity about the achievements or activities of my child's classmates or school. I understand this only applies to activities or school events that are not open to the public. Public events such as sporting events, graduation ceremonies, theater productions, and student concerts may be photographed or video-recorded by third parties, including the media. These persons and/or entities are not subject to the District's policies or the Education Code with regard to student privacy.

You may change your selection at any time by completing a new form at your school.

Student Name (print: Last, First) _____ Student ID Number (if known) _____

Parent/Guardian Name (print: Last, First) _____

Parent/Guardian Signature _____ Date _____

STUDENT ACCEPTABLE USE OF TECHNOLOGY

2025
2026

Purpose

The Sunnyvale School District "SSD" is committed to providing our students access to cutting edge instructional technology tools. The use of technology for the purpose of instruction provides our students with learning opportunities that extend well beyond the walls of the classroom. For students, use of technology in the classroom is for educational purposes, such as accessing curriculum-related information, sharing resources, and promoting innovation in learning. Learning how to use technology is a vital part of creating exemplary learners with the skills to succeed in the 21st century. No personal or unauthorized use of district technology tools or services is permitted.

Cyber Citizenship

Precautions will be taken to ensure that technology in the classroom is being used in an appropriate manner. Students will be instructed in the appropriate use and will be supervised while using technology for instructional purposes. Public posting of images, sound, video, or composing the text of or about individuals to any network resource without permission of the individual is not permitted. Harassment or bullying involving the use of technology or "cyberbullying" will not be tolerated from either school or home and may result in suspension and/or a recommendation for expulsion. Also, when appropriate, local law enforcement may be involved.

Terms and Conditions

Students Shall:

- Use technology for educational purposes only
- Communicate with others in a courteous and respectful manner
- Maintain the confidentiality of personal name, address, phone number, password(s), and respect the same privacy of others
- Use only accounts and passwords provided by the school
- Report any incident of harassment to a supervising district employee
- Agree to the review of communications, data, and files by the Sunnyvale School District
- Comply with copyright laws and intellectual property rights of others
- Report any violation of this Acceptable Use of Technology Policy to a supervising employee

Students Shall Not:

- Capture audio recordings, images and/or video footage at the school site and at school related activities, unless authorized by a staff member at the school site
- Cyberbully by posting or publishing images and video on social networking sites, blogs, or other websites that negatively impact the learning environment and/or harass students or staff members
- Enter unauthorized networks or software to tamper or destroy data
- Access or distribute abusive, harassing, libelous, obscene, offensive, profane, pornographic, threatening, sexually explicit, or illegal material
- Install personal software on district computers
- Use technology for commercial, purchasing, or illegal purposes
- Use technology in any other manner that violates district policies

Consequences for Violation

The use of technology in the classroom is a privilege, not a right. Suspension of the use of instructional technology at the school site, school disciplinary action, and/or legal action may result from the inappropriate use of technology. The site administrator will decide what is the appropriate use of technology at the school site.

Disclaimer: Students will be instructed on the appropriate use of technology in the classroom and be supervised while using technology for the purpose of instruction. The district provides Internet filtering software to stop most unwanted material from appearing on school computers. However, SSD cannot guarantee that students will not access inappropriate materials on the Internet or misuse technology in the classroom and the district cannot guarantee that all undesirable websites will be filtered.

STUDENT USE OF TECHNOLOGY AGREEMENT

2025
2026

COMPLETE FOR ALL STUDENTS

As a student user of Sunnyvale Elementary School District's data network, I have read and understand the Student Use of Technology Agreement Terms (page). I hereby agree to comply with the statements and expectations outlined in the Student Use of Technology Agreement Terms and Board Policy and Administrative Regulation (BP/AR) 6163.4, Internet Safe and Responsible Use, and to honor all relevant local, state, and federal laws, policies, regulations and restrictions. I understand that violations may result in revocation of permission to use computers and the network, disciplinary action, and/or legal action.

Student Name (print: Last, First) _____ Student ID Number (if known) _____

School _____ Grade _____

Student's Signature _____ Date _____

PARENT / GUARDIAN SECTION

As the parent/guardian of the student above, I have read the Terms of Use of Technology Agreement and grant permission for my student to access the Internet. I understand that the school's technology resources are designed for educational purposes only. I also understand that it is impossible for the school to restrict access to all the network. I understand that students and families may be held liable for violating conditions of this agreement. I accept full responsibility for supervision if and when my student's use is not in a school setting. [BP/AR 3521.1; AR 6163.2]

Parent/Guardian Name (print: Last, First) _____

Parent/Guardian Signature _____ Date _____

ACKNOWLEDGMENT OF RECEIPT OF ANNUAL NOTICE OF YOUR RIGHTS

As required by law, this is to notify of your rights and responsibilities. Please take time to carefully review the information in this booklet. If you have any questions regarding this information, please feel free to contact the District office. Education Code Section 48982 requires parents or guardians to sign and return this acknowledgment. After your review, please sign and return to your child's school this acknowledgment indicating you have received and reviewed these materials. By signing below, I am neither giving nor withholding consent for my child(ren) to participate in any program. I am merely indicating that I have received and read the booklet with notices regarding my rights relating to activities which might affect my child(ren).

Student Name (print: Last, First) _____ Student ID Number (if known) _____

Teacher/Homeroom _____ Grade _____

Address _____ City _____ Zip Code _____

Student's Signature _____ Date _____

Parent/Guardian Name (print: Last, First) _____

Parent/Guardian Signature _____ Date _____

SUNNYVALE SCHOOL DISTRICT

WE WANT TO STAY IN TOUCH!

We are excited to announce that we adopted a new form of school-to-home communication at Sunnyvale School District called ParentSquare. This unified communications platform is designed to keep parents and guardians informed and encourage greater engagement and connection with your school and the district. All district and school information will continue to be sent to your computer or phone via email and/or text message. For even more convenience and an enhanced experience, download the ParentSquare app (available for free for iOS and Android devices).

Follow SunnyvaleSD on **Facebook** or Sunnyvale School District on **Instragram** to connect and communicate with the district!

THE DISTRICT DIGEST

Look for the quarterly **District Digest** newsletter coming directly to your email inbox for messages from the superintendent and district-wide news and events or visit https://sesd-district-digest.org/

Look for **Peachjar** flyers from our schools and nonprofit community partners in your email inbox for events and program opportunities.



Each of our schools has a website. Be sure to bookmark them and visit them throughout the year for site specific announcements and events. **Start with www.sesd.org**.

For more information, please contact District Communications and Community Engagement Manager, Alia Wilson at 408-522-8200 ext 1084 or alia.wilson@sesd.org.

SUNNYVALE SCHOOL DISTRICT

2025–2026 Academic & Teacher Work-Day Calendar

187 Work Days | 181 Student Attendance Days

July 2025 Julio

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025 Agosto (10)

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025 Septiembre (21)

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025 Octubre (22)

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025 Noviembre (13)

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025 Diciembre (15)

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026 Enero (18)

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026 Febrero (15)

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026 Marzo (21)

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026 Abril (17)

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026 Mayo (20)

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026 Junio (9)

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Holiday – no school

Staff Development Day – no school

Teacher Learning Day – early release (K-5 only)

Approved: 12.12.2024; Updated: 6.18.2025

8/11-12	Optional Teacher Prep Day
8/13	Teachers' First Day
8/18	Students' First Day
9/01	Labor Day
9/02	First Full Day for TK & Kinders
9/09	Early Dismissal (K-5)
10/06-10	Conferences (TK-5)
10/13	Staff Development Day
10/21	Early Dismissal (K-5)
11/04	Early Dismissal (K-5)
11/07	Trimester Ends (K-8)
11/10	No School
11/11	Veterans Day observed
11/24-28	Thanksgiving Recess
12/22-1/02	Holiday Recess
1/13	Early Dismissal (K-5)
1/19	Martin Luther King Jr. Day
1/20	Staff Development Day
2/10	Early Dismissal (K-5)
2/16	Presidents Day
2/16-20	Winter Recess
3/06	Trimester Ends (K-8)
3/10	Early Dismissal (K-5)
3/16	No School
3/30 – 4/03	Conferences (TK only)
4/07	Early Dismissal (K-5)
4/13-17	Spring Recess
5/12	Early Dismissal (K-5)
5/25	Memorial Day
6/11	Students' Last Day (TK-8)
6/12	Teachers' Last Day

Bishop Elementary
450 N Sunnyvale Avenue
(408) 522-8229

Cherry Chase Elementary
1138 Heatherstone Way
(408) 522-8241

Cumberland Elementary
824 Cumberland Drive
(408) 522-8255

Ellis Elementary
550 E Olive Avenue
(408) 522-8260

Fairwood Explorer
1110 Fairwood Drive
(408) 523-4870

Lakewood Tech EQ
750 Lakechime Drive
(408) 522-8272

San Miguel Elementary
777 San Miguel Avenue
(408) 522-8278

Vargas Elementary
1054 Carson Drive
(408) 522-8267

Columbia Middle School
739 Morse Avenue
(408) 522-8247

Sunnyvale Middle School
1080 Mango Avenue
(408) 522-8288

Sunnyvale School District
819 West Iowa Avenue | (408) 522-8200
Sunnyvale, CA 94086 | www.sesd.org