

Folsom Cordova Unified School District

Parent's Rights and Responsibilities Handbook & Student Code of Conduct 2026-2027

Board of Education

Jennifer Laret, President	YK Chalamcherla, Vice President
David Reid, Clerk	Chris Clark, Member
Kara Lofthouse, Member	Erik Swanson, Superintendent

Folsom Cordova Unified School District
1965 Birkmont Drive, Rancho Cordova, CA 95742
Phone (916) 294-9000 FAX (916) 294-9020 Website: www.fcusd.org

Vision Statement

Empowering all students to thrive through educational excellence.

Mission Statement

FCUSD is committed to providing excellence in educational programs that carry high expectations for each student's success. In collaboration with our community, the mission of FCUSD is to ensure all students demonstrate high levels of learning through our commitment to continuous cycles of improvement, transformative social emotional learning, and engaging, culturally responsive instruction.

Receipt of Notice

The Board of Education is required by law to notify parents/guardians of certain rights and responsibilities. This annual notification contains a summary of these rights and responsibilities. You may contact the principal of the school your child attends if you have questions regarding this information.

FCUSD's Commitment to All Students

The Folsom Cordova Unified School District (FCUSD) fosters the safety, success, and wellness of all students by creating a positive school culture and celebrating the power of diversity and differences. Our schools, students, families, and employees will treat each other with respect, and refuse to tolerate behavior that causes harm. Hateful and discriminatory actions or words – which target a person's actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, immigration status, socioeconomic status, physical/mental attributes, or religious beliefs or practices - will not be tolerated in our school communities.

The information contained in this document is important for you and your child(ren). Please review each section to familiarize yourself with Education Code 48980 pertaining to your rights, responsibilities, and important policies of the Folsom Cordova Unified School District.

You are invited to share your comments and/or request additional information regarding District policies related to these programs, activities, and services from the office of your child's school, or by contacting the District Education Services Center at 916-294-9000.

The Board of Trustees, Superintendent, and staff wish you a most enjoyable and successful year.

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Campus Safety

PROTECTION OF STUDENTS AND STAFF

To provide for the protection and the safety of students, teachers, employees, and school property, the public (except those persons exempted) is required to register in the school office prior to entering or remaining on the school premises during school hours. Signs are posted at each school entrance indicating the location of the school office (place of registration) and penalties for failure to comply. Should you have any questions, please contact the school's office.

EMPLOYEE CODE OF CONDUCT; INTERACTIONS WITH STUDENTS

EC 44050; BP 4119.21; AR 4119.24, 4219.24

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

In addition, Regulations 4119.24 and 4219.24 describe district and Board expectations to maintain appropriate adult-student interactions. All "Adults" with whom students may interact at school or in school-related activities, including but not limited to employees, independent contractors, volunteers, student teachers, interns, and visitors to maintain the highest professional and ethical standards in their interactions with students both within and outside the educational setting. Such adults shall not engage in unlawful or inappropriate interactions with students and shall avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety.

Please see Appendix for full versions of AR 4119.24 and 4219.24: Maintaining Appropriate Adult-Student Interactions.

CIVILITY AND MUTUAL RESPECT

EC 44811; BP 1313, 1313.02

Folsom Cordova Unified School District (FCUSD) staff will treat parents and other members of the public with respect and expect the same in return. The Superintendent is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school grounds. Board Policy 1313.02 promotes mutual respect, civility, and orderly conduct among FCUSD district employees, parents, and the public. This policy is not intended to deprive any person of his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free workplace for our students and staff. In the interest of presenting FCUSD employees as positive role models to the children of district programs, as well as the community, the Superintendent encourages positive communication and discourages volatile, hostile, or aggressive actions. The Superintendent seeks public cooperation with this endeavor. Any individual who disrupts or threatens to disrupt school operations, threatens the health and safety of students or staff, willfully causes property damage, uses loud and/or offensive language which could provoke a violent reaction, or who has otherwise established a continued pattern of unauthorized entry on school property, will be directed to leave school property promptly by the Superintendent or designee.

NONDISCRIMINATION

34 CFR 104.8, 106.9; BP 0410, 6178; BP and AR 5145.3

The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment), or bullying based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; religious creed; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; a perception of one or more of such characteristics; or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact:

Jim Huber, Ed.D., Assistant Superintendent, Educational Services
Compliance Officer, Section 504 Coordinator, ADA Coordinator (Students)
jhuber@fcusd.org
916-294-9000 x 104580

Shannon Diaz, Director of Compliance (Employees)
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415

1965 Birkmont Drive
Rancho Cordova, CA 95742

Please see Appendix for full version of BP and AR 5145.3 Nondiscrimination/Harassment.

BULLYING

BP 5131.2

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation. Prohibited student conduct includes, but is not limited to, harassment of students or staff, including bullying, intimidation, cyberbullying, hazing or initiation activity, ridicule, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause bodily harm or emotional suffering.

Please see Appendix for full version of BP 5131.1 Bullying.

SEXUAL HARASSMENT

EC 231.5; 5 CCR 4917; AR 5145.7, BP and AR 5145.7

The Governing Board is committed to maintaining a learning environment that is free from discrimination and harassment. Board Policy 5145.7 prohibits sexual harassment of any student by any employee, student, or other person at district or at district-sponsored or district-related activities. The District is committed to taking serious, immediate, and appropriate action with respect to violations of sexual harassment policy. Students shall be assured that they need not endure any form of sexual harassment. They shall further be assured that they need not endure, for any reason, any harassment that impairs the educational environment or a student's emotional well-being at school. Should a student believe that they have been subjected to sexual harassment, they shall file a complaint in accordance with the guidelines outlined under the Uniform Complaint Procedures or with the school principal. Students can be assured that the District will not tolerate retaliation as a result of the filing of a complaint. Any student who engages in the sexual harassment of anyone on district grounds or at a district-sponsored or district-related activity, or off-campus when the conduct has a continuing effect on campus, shall be subject to disciplinary action.

Please see Appendix for full version of BP 5145.7 Sexual Harassment, AR 5145.7 Sexual Harassment, and AR 5145.71 Title IX Sexual Harassment Complaint Procedures

Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742

UNIFORM COMPLAINT PROCEDURES (UCP) Annual Notice

5 CCR 4632; BP and AR 1312.3, BP 0460

The Folsom Cordova Unified School District annually notifies our students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of our Uniform Complaint Procedures (UCP) process. Annual written notice of the complaint procedures shall be in English,

and when necessary, in the primary language, pursuant to Ed Code Section 48985 or mode of communication of the recipient of the notice.

The UCP Annual Notice is available on our website at www.fcusd.org.

We are primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities Subject to the UCP

- Accommodations for Pregnant and Parenting Students
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs\
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content

Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, 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 program or activity conducted by an educational institution, as defined in Section 210.3, that if funded directly by, or that receives or benefits from, any state financial assistance.

Educational and graduation requirements for students in foster care, students who are homeless, students from military families and students formerly in Juvenile Court now enrolled in a school district.

- Every Student Succeeds Act
- Instructional Materials and Curriculum: Diversity
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupils Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Site Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing
- School or athletic team names, mascots, or nicknames
- Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
- Any other state or federal educational program the Superintendent of Public Instruction (SPI) or designee deems appropriate

Filing a UCP Complaint

A UCP complaint, except for a UCP complaint alleging unlawful discrimination harassment, intimidation, or bullying, shall be filed no later than one year from the date the alleged violation occurred.

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six (6) months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist in the filing of the complaint.

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

A student enrolled in any of our public schools shall not be required to pay a student fee for participation in an educational activity.

A student fee complaint may be filed with the principal of a school or our Superintendent or their designee.

A student's fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Responsibilities of the Folsom Cordova Unified School District

The District shall post a standardized notice, in addition to this notice, with educational and graduation requirements for foster youth, students experiencing homelessness, students from military families, students formerly in Juvenile Court now enrolled in a school district, students who are migratory, and newcomer students.

The District advises complainants of the opportunity to appeal an Investigation Report of complaints regarding programs within the scope of the UCP to the Department of Education (CDE) within thirty (30) calendar days of receiving the District's decision.

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

Copies of UCP procedures shall be available free of charge.

For UCP Complaints Regarding State Preschool Health and Safety Issues Pursuant to Section 1596.7925 of the California Health and Safety Code (HSC)

In order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the California Health and Safety Code (HSC) a notice shall be posted in each California State Preschool Program (CSPP) classroom in the district.

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

Contact Information

Complaints within the scope of the UCP are to be filled with the person responsible for processing complaints:

Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742

The above contact(s) is knowledgeable about the laws and programs that they are assigned to investigate in Folsom Cordova Unified School District.

WILLIAMS UNIFORM COMPLAINT PROCEDURES

BP and AR 1312.4

The District's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to the following:

1. Complaints regarding the insufficiency of textbooks and instructional materials, including any complaint alleging that: (Education Code 35186; 5 CCR 4681)
 - a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state-or-district-adopted textbooks or other required instructional materials to use in class.
 - b. A student does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each student.
 - c. Textbooks or instructional materials are in poor or unusable condition or unusable condition, have missing pages, or unreadable due to damage.
 - d. A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.
2. Complaints regarding teacher vacancy or misassignment, including any complaint alleging that: (Education Code 35186; 5 CCR 4682)
 - a. A semester begins and a teacher vacancy exists.
 - b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20% percent English learners in the class.
 - c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.
3. Complaints regarding the condition of school facilities, including any complaint alleging that: (Education Code 35186; 5 CCR 4683)
 - a. A condition poses an emergency or urgent threat to the health or safety of students or staff.
 - b. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5.

Please see Appendix for full version of AR 1312.4 Williams Uniform Complaint Procedures.

A notice of the Williams Act complaint rights to parents, guardians, students, and teachers is posted in all District classrooms and available on the District's website at www.fcusd.org.

Folsom Cordova Unified School District's Uniform Complaint policy and procedures are available free of charge and are posted on the District's website at www.fcusd.org, and are available in English, Spanish, and Russian.

This notice is provided to students, employees, parents or guardians of students, school and district advisory committees, appropriate private school officials or representatives, and other interested parties.

PERSONAL PROPERTY

The District is not responsible for loss or theft of personal property. Students are discouraged from bringing non-instructional items to school, such as AirPods, cell phones, speakers, or skateboards, or other high value devices. Refer to the student-parent handbook at each school for more specific rules.

SAFE SCHOOL ENVIRONMENT

As required by law, the Folsom Cordova Unified School District must allow a student attending a "persistently dangerous" school, or who becomes a victim of a violent criminal offense while in or on the grounds of a school that the student attends, to attend a safe public elementary or secondary school within the District's jurisdiction. (20 USC 791{a})

SCHOOL SAFETY AND HOMICIDE THREATS

EC 49390, 49391, 49392; BP and AR 0450

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm and fully committed to maximizing school safety and to creating a positive learning

environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. The Superintendent or designee shall consult with local law enforcement and other appropriate individuals and agencies to address the security of school campuses and providing a safe environment for students, staff, and visitors on campus.

If a District employee observes or suspects that any unauthorized person is in possession of a firearm on or near school grounds or at a school activity, or any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or school activity the employee shall immediately notify the principal or designee and law enforcement. This may include possession, use or depictions of firearms, ammunition, shooting, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the students. It may also include a warning by a parent, student or other individual. After the initial report, the District shall immediately investigate any threat or perceived threat (e.g., threat assessment).

The prohibition against the possession of firearms on school grounds shall be included in the District's comprehensive safety plan and shall be communicated to District staff, parents/guardians, and the community.

SAFE STORAGE OF FIREARMS AND SCHOOL SAFETY

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

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

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm at others.
 - **NOTE:** The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person know or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually access the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.
 - **NOTE:** Your county or city may have additional restrictions regarding the safe storage of firearms.

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

WHAT TO EXPECT DURING A SCHOOL EMERGENCY

EC 32281; BP and AR 0450

The safety of students and staff is our highest priority. Multiple safety measures on campus are in place, including regular staff training, Comprehensive School Safety Plans posted on all school websites, practice drills, security cameras on all campuses, School Resource Officers throughout the District and a strong partnership with law enforcement and first responders.

Should an emergency situation on campus occur, please review the procedures below to be aware and prepared. It is important for parents/guardians to be knowledgeable of these procedures and to know what occurs during emergency situations.

The first priority for school staff during an emergency is to ensure the safety of students, staff members, and any guests who are on campus by enacting your site's Comprehensive School Safety Plan and following all steps to secure safety.

Emergency situations can cause disruptions to regular communication, schedules, and plans.

Schools work with students to prepare them for situations by conducting drills each year. Some may be as simple as the traditional fire and evacuation drill, while others focus on lockdown situations and intruders on campus. The purpose is never to scare students or parents/guardians, but to provide the skills and knowledge needed to remain safe during an emergency situation.

Students Roles in an Emergency

We ask that students remain calm and follow the directions and safety measures that have been practiced according to the site's Comprehensive School Safety Plan. Perpetuating rumors or hearsay can have a negative impact on important safety steps. This includes sending unverified information via text message or social media posts.

Please note that per [Board Policy 5131.8](#), students TK - 8 grade are not allowed to have cell phones during the instructional day.

We want parents/guardians and students to have accurate and timely information. School leadership is committed to responsive communication and updated information to families following actions taken for securing a situation with the safety of all involved as the priority.

If a violent situation occurs, students should:

- Notify the nearest school staff member
- Share all relevant information with law enforcement, teachers, and school staff
- During and after the crisis, to the extent that is safe, keep personal items with them, do not pick anything up, and not go back for anything until receiving clearance
- Stay calm and reassure fellow students

Parent/Guardian Roles in an Emergency

- Please familiarize yourself with your school site's Comprehensive School Safety Plan posted on your school's website
- Stay calm during a school emergency
- Make sure your emergency contact numbers and email are updated and on file in the school's office
- During a school emergency, please rely on law enforcement and/or District updates for accurate information. Updates will be sent as soon as possible

IMPORTANT: Allow for a reasonable amount of time before receiving a communication update from law enforcement and/or District leaders. In an emergency, they will be working first to secure site safety before sending a communication update.

- Rely on factual information from law enforcement, the school, or the District.

- It is not uncommon for incorrect/false rumors to surface.
- Inaccurate information can be alarming and potentially dangerous.
- Crisis counseling services will be available for you or a child affected by a crisis.
- Please contact a school administrator or counselor about accessing counseling resources.

Reunification Process

If there is a traumatic event after which it's decided that no more instruction will occur that day, a formal reunification process will be initiated. The school will send a notification to parents/guardians asking that they come pick-up their student.

Please ***DO NOT*** arrive at a school site until you are notified of the pickup location. *Parents/guardians coming to campus without authorization during an emergency can potentially make a situation more hazardous, placing themselves, first responders, students, and school personnel in additional jeopardy.* Parents or guardians will pick up at the school site, or at an alternate location, depending on the emergency situation. At the pickup site, staff will identify the child, and unite them with the parent(s)/guardian(s).

Parent/guardian identification will be required for formal reunifications to pick-up your child.

PLEASE DO NOT GO TO THE SCHOOL DURING A LOCKDOWN. NO ONE WILL BE ALLOWED TO ENTER OR EXIT THE CAMPUS UNTIL THE LOCKDOWN HAS BEEN LIFTED.

Please contact your child's school principal to learn more about specific safety procedures at their school.

Your Rights and Educational Services

RIGHT TO A FREE PUBLIC EDUCATION REGARDLESS OF IMMIGRATION STATUS OR RELIGIOUS BELIEF SEC 234.7; BP 5145.13

The Governing Board is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status. All students have the right to equal access to free public education regardless of immigration status of the student or the student's parents or guardians or religious beliefs and their rights related to immigration enforcement.

- All children have the right to a free public education
- All children ages 6 -18 years must be enrolled in school
- All students and staff have the right to attend safe, secure, and peaceful schools
- All students have a right to be in a public-school learning environment free from discrimination, harassment, bullying, violence, and intimidation
- All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other characteristics
- When enrolling a child, schools must accept a variety of documents from the student's parent/guardian to demonstrate proof of the child's age or residency
- You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school
- Federal and state laws (FERPA, Family Educational Right and Privacy Act pursuant 20 USC 1232) protect student education records and personal information. These laws generally require schools to get written consent from parents/guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school district must provide parents/guardians with written notice of the school's directory information policy (InfoSnap), and let you know of your option to refuse release of your child's information in the directory.

- You have the option to provide your child's school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.
- You have the option to complete a Caregiver's Authorization Affidavit or Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.
- Your child has the right to report a hate crime or file a complaint to the school district if he or she is discriminated against, harassed, intimidated, or bullied on the basis of his or her actual or perceived nationality, ethnicity, or immigration status.

Consistent with requirements of the California Office of the Attorney General, FCUSD has developed procedures for addressing any requests by a law enforcement officer for access to district records, school sites, or students for the purpose of immigration enforcement.

LANGUAGE ACQUISITION PROGRAM

EC306, 310; BP and AR 6174

As required by law, the Folsom Cordova Unified School District (FCUSD) shall provide to students effective and appropriate instructional methods, including but not limited to, establishing language acquisition programs as defined in Ed Code 306. This requirement is intended to ensure that all students, including English learners and native speakers of English, have access to the core academic content standards, including the English language development standards, as applicable, and become proficient in the English language. The Language Acquisition FCUSD currently offers to all English Learner Students is Structured English Immersion (SEI).

Language Programs:

Language programs are multilingual programs that offer opportunities for students who are not English learners to be instructed in languages other than English. These programs may lead to proficiency in languages other than English. The information about the Global Economy Initiative can be found at FCUSD Language programs include :

- World Language Courses for secondary students

Other Language programs not currently offered by FCUSD could include but are not limited to:

- One-Way Immersion for English-only students
- Foreign Language Elementary Experience (FLEX)
- Heritage/Indigenous Language
- Dual-Language Immersion (Two-Way)
- Developmental Bilingual
- Transitional Bilingual (Early Exit)
- One-Way Immersion for English Learners

Parent Choice:

Parents have the right to request a new or different Language program placement for their child. A brief description of the process is as follows; please refer to AR 6174 and BP 6174 for more detail:

1. A parent may request a new program at their school site (written or verbal). The school site will track requests.
2. When the requests meet the state determined threshold (30 students or more per school or 20 students or more within a single grade level), the following will happen:
 - a. The school will notify the District, the parents of students attending the school, school staff, ELAC, and DELAC of the request; The District will perform a cost analysis and needs assessment for implementation of any new language acquisition or language program (i.e.: certificated teachers with appropriate authorizations, necessary instructional materials, professional development related to the new program, and opportunities for parent and community engagement to support the proposed program goals), and
3. The district will make a determination (within 60 calendar days of reaching the threshold) whether it is possible to implement the requested program. The District's determination is provided in writing to parents of students attending the school, the staff, and administration. If the determination is to implement the requested program, a

reasonable timeline of actions is published. If the determination is to not implement the requested program, the District writes an explanation of that determination and may offer an alternate option that can be implemented at school.

As outlined above, the following direction from the CDE, site collects requests (verbal or written) and reports to the Categorical Programs office at the Education Services Center when the threshold for requests has been made.

PRIVACY RIGHTS REGARDING STUDENT RECORDS

EC 49063, 49069; AR 5125, 5125.3

Federal and state laws grant certain privacy rights and rights of access to student records to students and to their parents or guardians. Full access to all personally identifiable written records maintained by the school district or county office must be granted to:

- Parents or guardians of students younger than age 18
- Parents or guardians of students age 18 or older if the student is a dependent for tax purposes
- Students age 16 or older or have completed 10th grade

Parents/guardians may review individual records by making a request to the principal. At each school, the principal or designee shall act as custodian of records. The principal will see that explanations and interpretations are provided if requested. A parent or guardian has the right to question and receive an answer regarding items on their child's record that appears inaccurate, misleading or that invades his/her child's privacy. Information, which is alleged to be inaccurate, inappropriate, or misleading, may or may not be removed by the Superintendent or his/her designee. A log or record of the maintenance of each student's record of enrolled students shall be kept in the school office.

In addition, parents or guardians of eligible students may receive a copy of any information in the student's records at a reasonable cost per page. School district policies and procedures relating to types of records, kinds of information retained, persons responsible for maintaining students records, directory information, access by other persons review and to challenge the content of records is available through the principal or his/her designee. Parents may contact the school to review the log listing of those that have requested or received information from a student's file.

Access to a student's records will only be granted to those with a legitimate educational interest who are officials or employees whose duties and responsibilities to the district, whether routine or as a result of special circumstance, require that they have access to students records. School officials may be authorized to inspect student records if a legitimate educational interest exists. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibilities. A school official is a person employed by the district as an administrator, supervisor, instructor, support staff member (including health or medical staff and law enforcement unit personnel), a person serving on the Governing Board, a person or company with whom the district has contracted to perform a special task (such as attorney, auditor, consultant or therapist), a parent or student serving on an official committee (such as a disciplinary or grievance committee), assisting another school official in performing his or her tasks. (FERPA, 34 Code of Federal Regulations (C.F.R.) Part 99.7(a) (3)(iii) and 99.31(a)(1) and Ed. Code §49063 (d), 49064 and 49076)

Parents or an eligible student may challenge, review, or receive a copy at a reasonable cost per page, of the requested records. Parents or guardians may contact the school district or county office for any policy regarding the review and expunging of student records.

If you believe the school district is not in compliance with federal regulations regarding privacy, you may file a complaint with the United States Department of Education at the following address: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202- 5920.

TRANSCRIPT IMMUNIZATION OPT OUT FOR GRADES 9 – 12

It is the practice of the Folsom Cordova Unified School District (FCUSD) to include a student's immunization records on the official student transcript, as most colleges require proof of immunization for registration.

Parents and guardians may request that FCUSD NOT include a student's immunization record on their transcript by completing an opt-out form and returning it to the student's Counseling Office at their school. Forms can be requested from your school's Counseling Office.

NONCUSTODIAL PARENTS

BP 5021

School officials shall presume that both parents/guardians have equal rights regarding their child, including but not limited to, picking the student up after school or otherwise removing the student from school, accessing student records, participating in school activities, or visiting the school. When a court order restricts access to the child or to his/her student information, a parent/guardian shall provide a copy of the certified court order to the principal or designee upon enrollment or upon a change in circumstances. In the event of an attempted violation of a court order that restricts access to a student, the principal or designee shall contact the custodial parent and local law enforcement officials and shall make the student available only after one or both of these parties' consent.

REPORTING TO PARENTS REGARDING TEACHERS AND PARAPROFESSIONALS

20 USC 6312; 34 CFR 200.48; BP 4112.2; AR 4222

Individual teachers are to communicate in writing to students and parents at the beginning of the school year the classroom grading policy, which includes homework requirements, make-up procedures, and the weighting of course work as it pertains to the calculation of the final grade. Course expectations shall be provided at this time.

Federal law allows you to ask for certain information about your child's classroom teachers and paraprofessionals and requires the District to give you this information if you ask for it. You may ask about the type of state credential a teacher has and the grades and subjects the teacher is licensed to teach. You may also ask about the teacher's college major and any advanced degrees. If a paraprofessional is assigned to assist your child, you may ask about his/her qualifications.

INTRA/INTERDISTRICT ATTENDANCE OPTIONS

EC 48980, 35160.5, 46600-4611, 48204, 48301; AR 5117, 5116.1

Students who reside within the District attendance area may apply for enrollment in any District school, providing the school of choice has space available. A student who currently attends a school and resides within that school's attendance area shall not be displaced by another student who transfers from outside of the attendance area.

In accordance with an agreement between the Governing Board and the board of another district, a permit authorizing a student's attendance outside his/her district of residence may be issued upon approval of both the district of residence and the district of proposed attendance.

A student who wishes to attend the schools of this district but does not reside here must secure an interdistrict agreement from the district of residence to be approved by the district Superintendent or designee. The school district of residence initiates the agreement. All agreements are handled by the Office of Attendance and Due Process:

<https://www.fcusd.org/departments/attendance-safety/interdistrict-transfers>

Pupils residing in this school district may be allowed to attend schools in another school district. All agreement forms are provided and processed by the Office of Attendance and Due Process and approved by the district of attendance.

ABSENCES

EC 46014, 48205; BP 6154; AR 5113

Each student is granted ten (10) parent-verified excused absences for mental or physical health reasons. Once a student has surpassed their ten (10) excused absences, we require a doctor's note (note on medical letterhead signed by a licensed medical professional). We require that each day a student is absent has a corresponding note. Otherwise, additional absences will be marked "unexcused."

Other excused absences shall be for justifiable personal reasons protected under California Education Code, such as an appearance in court, observance of a holiday or ceremony of his or her religion, participation in religious exercises or

instruction away from the school site, and attendance at religious retreats. **For these justifiable personal reasons, the parent/guardian must submit a request in writing to the school authorities for prior approval.** EC 48205

No student may have his or her grade reduced or lose academic credit for any absence or absences excused if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. EC 48205

Students in grades K-12 shall not be absent from school without their parents'/guardians' knowledge or consent except in cases of medical emergency or confidential medical appointments.

School administrators may excuse any student in grades 7 through 12 from school to obtain confidential medical services without the consent of the student's parent or guardian. Middle school and high school students may be absent to participate in civic or political events.

TARDINESS/TRUANCY

EC 48262

California law mandates that each child 6 years of age or older, and younger than 18 years of age, attend school every day and on time. California law further requires that any child who has been absent without valid excuse and/or a tardy in excess of 30 minutes on each of the three or more days in one school year, may be reported as a truant to the Office of Attendance and Due Process.

Any student is deemed to be a habitual truant who has been reported as a truant three or more times in a school year. No student shall be considered a habitual truant unless an appropriate school official has made a conscientious effort to hold at least one conference with the student and the student's parent or guardian. Any student considered a habitual truant, or who is irregular in school attendance, or who is habitually insubordinate or disorderly during school attendance, may be referred to a School Attendance Review Board (SARB) which will require the attendance of both the parent or guardians and the student.

The primary responsibility for school attendance is assigned to the parent or guardian. As students grow older, they too may be assigned by the SARB some responsibility for regular school attendance. If after a SARB meeting a student's truancy continues, then the parent may be referred to Sacramento County Truancy Court.

Parents or guardians with difficulties at home that are preventing the regular and on-time school attendance of their students may contact the administration at the school where their student(s) are enrolled or contact the FCUSD Office of Attendance and Due Process at (916) 294-9012 for family support assistance.

EXCESSIVE ABSENCES

Students experiencing excessive school absences (missing 10% or more of the school year) may be referred to the School Attendance Review Board (SARB) or may receive a home visit from a representative of Attendance & Due Process. The SARB is designed to assist the student and parent in reducing school attendance problems by maximizing use of school and coordinated community resources.

INDEPENDENT STUDY TK-12

BP and AR 6158; EC 51747

Duration: 3 days minimum – 15 days maximum per school year

Please Note: Because of serious cybersecurity concerns, students are not able to access the District server from outside the U.S. This means they cannot access Clever, Google Classroom, or their email from a server outside the U.S.

BEFORE the student leaves:

- Independent Study requests must be submitted at least 10 school days before the leave of absence.
- Independent Study is not available the first two weeks of school or the last two weeks of school. Students who fail to report back by the third day of instruction may be disenrolled. If space is no longer available, the student will be

overflowed to another neighboring school or at the secondary level the student may lose their spot in a high demand class.

- Office staff will ensure that the contract is completed in full. Parent/Guardian must sign the contract 10 days prior to the begin date of the contract.
- Parent/Guardian is responsible for the supervision of the child while he or she is completing the assignments necessary for evaluation.
- Parent/Guardian is liable for the cost of replacement or repair for willfully damaged or destroyed books or other school property
- All completed work must be returned to the classroom teacher by the return date specified in the agreement.

WHEN the student returns:

- The student must turn in their work product (i.e., assignment) in person or electronically in pdf format on the END date on the Independent Study Contract in order to receive attendance credit for contracts 3 days or greater.

OVERFLOW INFORMATION AND APPEAL PROCESS

On occasion, FCUSD will need to overflow students in grades TK-5 when there is no room at the student's home boundary school at the time of registration. Action is taken when class sizes exceed limits that are affected by class size funding or contractual obligations. For example, if the district established class size in a primary grade to be 24 for the year, the 25th student would be overflowed.

Schools will overflow students after the following actions, with Education Services Center assistance, have been exhausted:

- Creating a combination class to house extra students
- Adding an extra teacher (if there is space to house extra students) if there are extra students in one grade or extra students in two grades

Overflow students are selected by the date of completed registration at the home boundary school. Students who register first have preference for space at the school. Students will be overflowed until there is an available space at your home boundary school. The time frame depends on two things: your student's wait list number (students are called back to their home school base on their registration date) and the turnover rate at your home school. This timeframe could be a few days, weeks, months, or an indefinite period of time. The turnover of students during the school year is difficult to predict.

- If your home boundary school enrollment is impacted and you choose to keep your child out of school outside of the Independent Study guidelines, they may be disenrolled. Upon your return, you will have to re-enroll your student. Since the District won't hold spots for students not attending school, your student may be overflowed at that time.

We try to keep siblings together. If one of your children must be bused, we will make an effort to find a school to also accommodate their sibling if this is requested.

Transportation is provided from school to school and free of charge for students who have been overflowed to another school. Home boundary school office staff will facilitate paperwork and give the parents/guardians the bus route number, a bus stop location, and pick up time. Parents are asked to provide assistance to students so that they get on the bus.

To ensure stability in classrooms we do not call students back to their home school after October 31. If you wish to have your student return to the home school after October 31, please inform your home school.

Appeal Process

Parents/guardians may appeal in writing in the order below. The decision by Educational Services or Student Services is final.

1. Principal
2. Assistant Superintendent of E

STUDENTS WITH DISABILITIES – Under Section 504

BP and AR 6164.6; EC 56301; CFR 300.301

If your child is temporarily or permanently disabled, he/she has the right to be educated in facilities and receive services comparable to those provided to students without disabilities, to the maximum extent appropriate. Without discrimination, Section 504 of the Rehabilitation Act provides for qualified students to receive reasonable accommodations allowing for equal access. If you have questions about programs concerning students that qualify for 504 services, please see the Appendix for full versions of AR 6164.6 regarding identification and education under Section 504 (including procedural safeguards).

AMERICANS WITH DISABILITIES NOTICE

The Folsom Cordova Unified School District welcomes those with disabilities to participate fully in the programs, services, and activities involving their child. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in any program, service, or activity involving your child, please contact the principal of the school where your child attends at least 48 hours before the scheduled event, so that we may make every reasonable effort to accommodate you. Government Code Section 54953.2; Americans with Disabilities Act of 1990, Section 202 (42 U.S.C. Section 12132)

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION

EC 56301, 56302; BP and AR 6164.4

The Governing Board recognizes the need to actively seek out and evaluate district residents from ages 3 to 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

The Superintendent or designee shall develop processes to determine when an individual is eligible for special education services and shall establish systematic procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment.

The Superintendent or designee shall establish a method whereby parent/guardians, teachers, appropriate professionals, and others may refer a student for assessment for special education services. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modifications to the general instructional program. Parents/guardians may start this process by submitting a written request for an evaluation to the school administrator or the Special Education Department.

The District's child find process includes the collection of data and, at reasonable intervals, the screening of such data to determine if students are making adequate progress, as appropriate. A student shall be referred for special education instruction and services only after the resources of the regular education program have been considered and used where appropriate. However, the district shall ensure that evaluations of children suspected of having a disability are not delayed or denied because of the implementation of response to intervention strategies. A parent/guardian or the district may initiate a request for an initial evaluation to determine if the student is a student with a disability.

See the Appendix for a full version of AR 6164.4 for more information regarding identification and evaluation of individuals for special education.

RACE/ETHNICITY RE-IDENTIFICATION

On October 19, 2007, the United States Department of Education (ED) published its final guidance to states on maintaining, collecting, and reporting race and ethnicity data. Changes in how race and ethnicity data are collected and maintained will affect schools and districts. While re-identification of race/ethnicity using the final guidance is not mandatory, educational institutions are required to provide students who enter an educational institution or program on or after the implementation deadline the opportunity to re-identify.

FAMILIES IN TRANSITION (F.I.T)

BP 6173

The McKinney-Vento Homeless Assistance Act ensures that students who lack permanent housing have equitable access to enrollment, consistent attendance, and meaningful opportunities for success in school.

The McKinney-Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate

nighttime residence. This definition also includes:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Children and youth who may be living in motels, hotels, trailer parks, shelters
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, or
- Migratory children who qualify as homeless because they are children who are living in similar circumstances listed above

Any student determined to be eligible under the McKinney-Vento Act shall be immediately enrolled in school, even if the student, the student's parent, or guardian is unable to produce records normally required to establish residency, in accordance with Board Policy 6173.

Parents, guardians, or students who believe this law applies to them should contact the District Liaison in the Families in Transition Department for further information and support, (916) 294- 9000 X 610140

**FOSTER YOUTH
BP 6173.1****RIGHT TO REMAIN IN YOUR SCHOOL OF ORIGIN**

- You have the right to stay in the same school after you move to a new foster care placement. Your "school of origin" can be:
 - The school you attended when you first entered foster care
 - The school you most recently attended, or
 - Any school you attended in the last 15 months that you feel connected to
- Your school district must work with you, your education rights holder (ERH), your caregiver, and your social worker/probation officer to develop a plan to transport you to your school of origin
- If you are transitioning from elementary school to middle school or from middle school to high school, you have the right to transition to the same school as your classmates.
- If there is any disagreement about which school you will attend, you have the right to stay in your school of origin until the disagreement is resolved.

RIGHT TO IMMEDIATE ENROLLMENT IN SCHOOL

- You have the right to immediately enroll in your home school after you move placements
- You cannot be forced to attend a continuation school or other alternative education program, such as independent study, even if you are behind in credits or have discipline problems at school
- You have to immediately enroll in school and begin attending classes, even if you do not have the paperwork you would normally need for enrollment (such as birth certificate, transcript, or individualized education program) or you did not check out from your previous school
- Your previous school must send your education records to your new school after you enroll
- You have the right to participate in any activities at your new school, such as sports teams, tutoring, or after-school clubs, even if you miss a tryout

RIGHT TO PARTIAL CREDITS FOR HIGH SCHOOL STUDENTS

- If you change schools during the school year, you have the right to partial credits in all classes that you are passing when you leave your old school, even if you don't complete the entire class
- After you change schools, your new school must accept any partial credits issued by your old school
- After you change schools, you have the right to be enrolled in the same or similar classes you were enrolled in at your last school
- You cannot be forced to retake a class or part of a class that you have already completed with a passing grade if it would make you off-track for high school graduation
- You have the right to take or retake any class that you need to go to a California University or University of California
- Your grade cannot be lowered because you were absent from school for a court hearing, placement change, or a court related activity

GRADUATION RIGHTS

- If you are behind on your credits, and you transferred schools after your second year of high school, you may be eligible to graduate under Assembly Bill (AB) 167/216 by completing only the state graduation requirements (130 credits in specific classes) instead of your school district's requirements.
- Your school must inform you of your right to this option within 30 days of your school transfer, including consulting with you and your ERH about your options. If you do not qualify when you transfer, the school must reassess whether you qualify within the first 30 days of the next school year. You can also request a reassessment at any time and the school must complete it within 30 days.
- You have the right to stay in high school for a fifth year to complete your school district graduation requirements, or the state graduation requirements, even if you are over eighteen.
- If you are eligible (even if you were not originally eligible, your district failed to inform you when you were eligible, or you are now attending adult school), the decision or whether to graduate under AB 167/216, to defer the decision, or to change your mind before you graduate, is made by your ERH, or if you are over eighteen.

SCHOOL DISCIPLINE RIGHTS

- You cannot be suspended for more than 5 school days in a row or for more than 20 days in a school year.
- You have the right to be told why you are being suspended and the right to provide your version of events and evidence before you are suspended unless there is an emergency. If the behavior for which you are being suspended could subject you to criminal charges, you should consult with your ERH or attorney before providing an oral or written statement to the school or police.
- Your attorney and social worker must be invited to a meeting before your suspension can be extended beyond 5 days and a suspension can only be extended if you are being considered for expulsion.
- You have the right to a formal hearing, and to be represented by an attorney at that hearing before you are expelled.
- If you are facing school discipline, your ERH, attorney, and social worker must be notified. If you are in special education, they must be invited to a meeting to decide whether your behavior was related to your disability.

MARRIED/PREGNANT/PARENTING STUDENTS

EC 222; BP and AR 5146

The Governing Board recognizes that early marriage, pregnancy, or parenting may disrupt a student's education and increase the chances of a student dropping out of school. The Board, therefore, desires to support married, pregnant, or parenting students to continue their education, attain strong academic and parenting skills, and to promote the healthy development of their children in participation in regular school programs or alternative programs, activities, and courses equal to regular program. The district shall not discriminate against any student on the basis of the student's marital status, pregnancy, childbirth, false pregnancy, termination of pregnancy, related recovery, a student's actual or potential parental family, or marital status that treats students differently on the basis of sex.

Parents/guardians shall be annually notified at the beginning of the school year of the rights and options available to pregnant and parenting students under the law, which also includes an annual school year welcome packet and through independent study contracts. Pregnant or parenting students shall retain the right to participate in regular education programs or alternative educational programs. The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the student and/or the student's child.

The district shall provide reasonable accommodations for lactating students to express milk or breast-feed an infant child on campus. The district shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery there from in the same manner and under the same policies as any other temporary disability. The student shall not incur an academic penalty for using any of the reasonable accommodations and shall be provided the opportunity to make up work due to such use. (See Welcome Packet for full accommodations - [whs.fcusd.org/academics/adolescent-parent-program](https://www.whs.fcusd.org/academics/adolescent-parent-program))

Any complaint alleging discrimination on the basis of pregnancy, or marital or parental status, district noncompliance with requirement of Education Code 46015 or district noncompliance with the requirement to provide reasonable accommodations

for lactation shall be addressed through the district's uniform complaint procedures in accordance with 5 CCR 4600-4760 – BP/AR1312.3 – Uniform Complaint Procedures - www.fcusd.org/departments/compliance/complaints/uniform-complaints

ANIMAL USE

EC 32255-32255.6; AR 5145.8

The provision for animal use requires that the District observe a student's right to refrain from harmful or destructive use of animals, such as dissecting or experimenting on animals. The student must notify the teacher of his/her objection.

STUDENT FEES

EC 49013; BP and AR 3260

No student shall be required to pay any fees, deposits, or other charges for his/her participation in an educational activity offered by a school or District that constitutes an integral fundamental part of elementary and secondary education, including but not limited to, curricular and extracurricular activities. As necessary, the Board may approve fees, deposits, and other charges which are specifically authorized by law. For such authorized fees, deposits, and other charges, the district shall consider students' and parents'/guardians' ability to pay when establishing fee schedules and granting waivers or exceptions. Parents may file a complaint of noncompliance under this section with the principal of the school alleged to be in noncompliance per the Uniform Complaint Procedure.

SUBMISSION OF STUDENT GPA TO CALIFORNIA STUDENT AID COMMISSION

State law, AB 20160, requires all public schools to electronically submit Grade Point Averages (GPAs) for Grade 12 students to the California Student Aid Commission, which uses the information for Cal Grant award consideration.

Parents and guardians may request that the Folsom Cordova Unified School District NOT submit a student's GPA to the California Student Aid Commission by completing an opt-out form and returning it to the student's school office. Forms can be requested from your school registrar's office.

Note: Opting out does NOT exclude a student from applying for the Cal Grant, but it could delay the process.

SCHOOL ACCOUNTABILITY REPORT CARDS (SARC)

EC 35256, 35258; BP 0510

California public schools annually provide information about themselves to the community allowing the public to evaluate and compare schools for student achievement, environment, resources, and demographics. School Accountability Report Cards(SARC) represent extensive profiles of every school with information on per students and staffing expenditures, textbooks and instructional materials, special programs, support personnel, teacher credentialing, demographics, standardized test scores, intermediate and high school drop out rates, curriculum, staff development, facility conditions, instructional time, school discipline, and high school SAT scores.

School Accountability Report Cards are available through your school office and are posted on the District's website at www.fcusd.org and CA Dept. of Education (CDE) website at www.cde.ca.gov/ta/ac/sa/

STUDENT USE OF THE INTERNET AND ONLINE SERVICES

BP 6163.4

The District provides student access to the District Technology Resources as educational tools. Use of these resources is a privilege conditioned on the student and the student's parent/guardian agreeing to the district policies and terms of the Student Technology Use Agreement. Student access to the District Technology Resources will be created except when the student's parent/guardian has notified the district in writing not to allow access to be created. If such an election is made and an assignment is due that requires utilization of District Technology Resources, an appropriate alternative assignment will be provided to the student with no penalty. Students who use District resources agree to abide by all District policies and guidelines for their legal use.

The District will provide reasonable supervision of students using its resources and will attempt to do what is technologically reasonable with filtering software to prevent students from obtaining access to pornographic or harmful matter as defined by state and federal law.

Students using the District's internet access and technology resources shall have no right of privacy in their use of those systems. Staff may monitor or examine all system activities a student takes part in to ensure proper use of the system. Students who fail to abide by District policies and guidelines may be subject to disciplinary action, revocation of their privilege to use the systems, or legal action as appropriate.

PROMOTION, ACCELERATION AND RETENTION

EC 48070.5 BP and AR 5123

Decisions to promote students shall be made on the basis of achievement of grade-level standards, test scores, and other indicators of academic achievement designated by the Board of Education.

Retention will be considered for students who do not meet minimum grade-level standards in reading, language arts, and math. Principals and teachers will determine which students must be retained. Students who have special needs or whose teachers have determined that retention is not the appropriate intervention may be exempt if so, determined by a team of the student's parents/guardians and educators.

In special situations, acceleration may be appropriate when the decision is in the best interest of the student. Considerations for the decision to accelerate will depend on academic grades, achievement test scores, social and emotional development, teacher's opinion, and the parent/guardian recommendation.

STUDENT DATA FOR STATE REPORTING

This District maintains data with the statewide California Longitudinal Pupil Achievement Data System (CALPADS) Program in the electronic transfer of student data for state reporting to the California Department of Education and to Districts and/or public/postsecondary institutions to which the student is transferring or applying for admission. All data maintained by the CALPADS Program is in compliance with federal and state privacy and confidentiality requirements. The data being transferred is specific to the state reports and records transfer requirements, and no additional data is reported.

The benefits of this system to the student and parent are that student records can be transferred much more promptly, and that information about student assessment and academic placement will be available at the time of transfer. Schools and Districts will benefit from the streamlining and reduction of required state reporting.

STUDENT TESTING

EC 60615; AR 6162.51

STANDARDIZED ASSESSMENT AND TESTING

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

CAASPP (CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS)

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

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

CAST (California Science Test) - The computer-based California Science Test (CAST) measures students' understanding of the California Next Generation Science Standards (NGSS). The test is administered in grades 5, 8, and once during high school-typically grade 11.

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

Pursuant to California Education Code 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments. If the parent submits the exemption request after testing begins, any test(s) completed before the request is submitted will be scored; the results will be included in the pupil's records and reported to the parent.

School district employees will not solicit or encourage any exemption request on behalf of a pupil or group of pupils.

ELPAC (ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA)

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

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

PFT (PHYSICAL FITNESS TEST)

This test is used to assess the physical fitness of students in grades 5, 7, and 9. It consists of assessments in five fitness areas: Aerobic Capacity, Abdominal Strength and Endurance, Trunk Extensor Strength and Flexibility, Upper Body Strength and Endurance, and Overall Flexibility. Student participation is recorded and required for each component-students with disabilities participate in the fitness areas as specified by their IEP.

COLLEGE ENTRANCE AND PLACEMENT EXAMS

- ACT (American College Testing)
- AP (Advanced Placement)
- PSAT (Preliminary Scholastic Aptitude Test)
- NMSQT (National Merit Scholarship Qualifying Test)
- SAT (Scholastic Aptitude Test)

The PSAT/NMSQT is offered once a year at various locations. Please see your school counseling websites for information about requirements, deadlines to register, and testing dates and locations.

More information on the PSAT/NMSQT, SAT, and AP can be found at www.collegeboard.org.

More information on the ACT can be found at success.act.org/

ALTERNATIVE SCHOOLS

EC 48980, 58501; AR 6181

California state law authorizes all school districts to provide for alternative schools. EC 58501 defines alternative school as a school or separate class group within a school that is operated in a manner designed to:

- A. Maximize the opportunity for students to develop self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy, and:
- B. Recognize that the best learning takes place when the student learns because of his/her desire to learn.
- C. Maintain a learning situation maximizing student self-motivation and encouraging the student in his/her own time to follow his/her own interests. These interests may be conceived by him/her totally and independently or may result in whole or in part from a presentation by his/her teachers of choices of learning projects.
- D. Maximize the opportunity for teachers, parents, and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- E. Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

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

The following alternative programs may be provided for students in the District:

- Adult Education Program
- Adolescent Parenting Program
- Community Day School
- Continuation High Schools
- Elementary Opportunity Classes
- Independent Study Programs
- Virtual Learning Program

*Parents have the right to call or write to their student's school and request an assessment from the school psychologist.

** Please contact your school counselor if your son or daughter is interested in Regional Occupational Program (ROP) classes and is handicapped, disadvantaged, or enrolled in special education. Additional assistance is available to provide equal access and opportunity for success.

Mental and Physical Health

STUDENT MENTAL HEALTH AND ACCESSING SERVICES

EC 49428; AR 2022: AB748/EC 49428.5; AB748 (Jan. 12, 2022) and EC 49428.5

In accordance with AB 2022 (September 18, 2018) and EC 49428, Folsom Cordova Unified School District is sharing this information with students and families, to notify them how to initiate mental health services in school settings and in the local area. The contacts provided here are the recommended starting points to accessing mental health services. Sometimes working with multiple agencies and health insurance can be frustrating when you are trying to help a child get needed mental health support. FCUSD partners with Care Solace to assist families to access mental health services. We encourage you to not give up, continue to advocate for your child, and be patient with mental health providers as they work to address your needs as quickly and effectively as they are able. FCUSD contracts with Care Solace to help families navigate access to mental health and substance abuse treatment. You can self-refer by completing an online referral at www.caresolace.com/fcUSD or by calling 1-888-515-0595.

FCUSD is committed to promoting student wellness to help all students achieve academic, social-emotional, and behavioral success. Student mental health is supported by FCUSD through Student Wellness Team clinicians onsite, a variety of services ranging from school wellness campaigns to more intensive and individualized support programs. We also work closely with partners and community service agencies for additional service considerations to best support our students and families.

All students and their parents or caregivers can request mental health support, including assistance with social, emotional, and/or behavioral needs, at their school site. **The first step is to talk to your school counselor or site administrator about the mental health needs of your child.** They will work with you and your student to find the best available school-based support, depending on the needs of your child. These team members will also provide further instructions, if needed, to help get the right support in place for your child.

FCUSD Wellness Space

fcusd.org/family-community/wellness/vws

Folsom Cordova USD Student Wellness Team

(916)-294-9000 x102445

In California, The Children and Youth Behavioral Health Initiative (CYBHI) will increase the availability of mental health services on school campuses. In order to participate in this program, FCUSD collects health insurance information for all students.

Why are we asking for your child's health insurance information? Under the Children and Youth and Behavioral Health Initiative (CYBHI) health plans are now required to reimburse public schools for providing certain mental health and emotional wellbeing support with no copays or deductibles for parents/caregivers. Agreeing to provide this information to your child's school WILL NOT result in any costs for services being passed onto you or your family. These services are completely free and receiving these services in school WILL NOT affect your child's coverage under the health plan or insurer. We will continue to seek parent/guardian consent for mental health services according to California Education Code requirements.

If more support is needed than what is available at school, the following National and Community Resources are provided as a starting point for options and considerations.

National Resources

Suicide and Crisis Lifeline – call or text 988

Care Solace

888-515-0595

www.caresolace.com/site/fcusd

The Trevor Project - LGBTQ suicide hotline

Trained counselors are available for support 24/7

Text: 'START' to 678-678

Call: 1-866-488-7386

Chat: chat.trvr.org

Community Resources

Sacramento County 24-Hour Suicide Prevention Hotline 24 hours per day/7 days per week

(916) 368-3111 or Toll Free (800) 273-8255

Sacramento County Mental Health Access Team

Call the Mental Health Access Team to request services and an over-the-phone assessment in order to be referred to an appropriate mental health service provider.

Monday - Friday, 8 am - 5 pm

(916) 875-1055 or toll free (888) 881-4881

Fax (916) 875-1190

The Source Crisis Sacramento; 24/7 support line for youth up to 26 years of age.

Call or text (916) 787-7678;

(916) Support Chat [@thesourcesacramento.com](https://www.facebook.com/thesourcesacramento)

Sacramento County Community Support Team

Staff support individuals with navigating mental health services, provide field-based assessments, and can refer to other community resources as needed

Monday - Friday, 8 am - 5 pm (916) 874-6015

Sacramento County Mental Health Urgent Care Clinic

Provides services on a walk-in basis to individuals of all ages who are experiencing a mental health and/or co-occurring substance abuse crisis.

Monday - Friday, 8 am - 12 am

Saturday - Sunday and Holidays, 8 am - 8 pm

2130 Stockton Boulevard, Building 300, Sacramento, CA 95817

(916) 520-2460

TOBACCO-FREE SCHOOL POLICY

EC 48901; BP 5131.62

The use of tobacco products or any products containing tobacco or nicotine are prohibited at all times on District property and in District vehicles. This prohibition applies to all parents, employees, students, visitors, and other persons.

District policy and the Education Code prohibit the possession, use, manufacture, distribution, or dispensing of tobacco and nicotine products at school or during school related activities. The District defines "tobacco and nicotine products" as a lighted or unlighted cigarette, cigar, pipe or other smoking product or material, smokeless tobacco in any form, and electronic cigarettes. "Electronic cigarettes" are defined as battery-operated or other electronic products designed to deliver nicotine, flavor, and other chemicals by turning the substance into a vapor that is inhaled by the user, including but not limited to electronic vaping devices, personal vaporizers, digital vapor devices, electronic nicotine delivery systems and hookah pens.

Persons determined to have used or to be in possession of tobacco or nicotine products at school or school related activities may be subject to discipline under District policy and/or other applicable laws.

SUBSTANCE ABUSE EDUCATION/PREVENTION/INTERVENTION

EC 51513; AR 5022; BP 6162.8

The intent of the District policy is to establish an atmosphere that will promote understanding of the use, abuse, and misuse of drugs, alcohol, and tobacco. Curricula shall be course-specific, as well as appropriately infused into various content areas.

For the protection of students, school employees will make every effort to prohibit the flow of drugs in the school. When substance abuse incidents occur, school staff will:

1. Provide emergency medical assistance.
2. Require parental involvement.
3. Enforce the laws regarding use and distribution of illegal substances.
4. Discipline students.
5. Provide assistance to students seeking help, according to established rules and regulations.

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes or practices may be administered to any students in grades 7-12 inclusive. The parent or guardian is given the opportunity to review the test, questionnaire, or survey, and to request that his or her child not participate. The California Healthy Kids Survey is administered to students annually for students in grades 5, 7, 9, and 11 and all students in our alternative educational sites. A student may not be subject to disciplinary action, academic penalty, or other sanction if the student's parent/guardian declines to permit students participation, and an alternative educational activity shall be made available.

PHYSICAL EXAMINATION

EC 49451; AR 5141.3

A physical examination may not be required of a child whose parent has filed an objection for that specified school year. However, the child may be sent home if, for good reason, he or she is believed to be suffering from a recognized contagious or infectious disease, until the school authorities are satisfied that any contagious or infectious disease does not exist.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students are encouraged to schedule medical appointments during non-school hours.

ORAL HEALTH SERVICES

AR 5141.6; EC 49452.8; HSC 104855

Tooth decay is the most chronic yet the most preventable health care needs among California children. It is the cause of 874,000 school days missed each year, which costs the schools \$29 to \$32 million dollars annually in average daily attendance funding. Currently, over half of California kindergarteners have experienced tooth decay, and by third grade, this number rises to over 70 percent. If left untreated, tooth decay affects children's academic performance, social-emotional development, sleep, nutrition, and overall health.

California law, Education Code Section 49452.8, requires that your child have an oral health assessment (dental check-up) by May 31 in either transitional kindergarten, kindergarten, or first grade, whichever is his or her first year in public school. Assessments that have happened within the 12 months before your child enters school also meet this requirement. The law specifies that the assessment must be done by a licensed dentist or other licensed or registered dental health professional. Under Senate Bill 379, school districts may provide dental assessments onsite. For grades preschool to 5th or 12th, the dental assessments will be provided with passive permission and no dental treatment will be provided. Any abnormal results will be reported to the parent. A parent/guardian may submit a request annually in writing, to the principal of the school, that his/her child be excluded from any of these screening programs. The reasons for not completing an assessment shall include all of the following:

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

The law states schools must keep student health information private. There are dental resources as listed below:

1. Medi-Cal/Denti-Cal's toll-free number or Web site can help you to find a dentist who takes Medi-Cal Managed Care Health Options: 1-800- 423-4263; smilecalifornia.org.
2. Sacramento Covered's toll-free number or Website can assist you in locating free or low-cost insurance or to find out if your child can enroll in the program: 1-866-850-4321 or at: www.SacramentoCovered.org.
3. For additional resources that may be helpful, contact your local public health department at: www.saccountyoralhealth.net for their website and for email: oralhealth@saccounty.net

The topical application of fluoride, including fluoride varnish, or other decay-inhibiting agent to the teeth, is available to students during the school year. Such applications shall only be provided to a student whose parent/guardian submits correspondence to Health Services with an indication consenting to the treatment. (Health and Safety Code 104830, 104850, 104855)

MEDICATION

EC 49423, 49480; AR 5141.21

Prescribed medication that is required during the school day may be administered by a school nurse or other designated school personnel, according to physician orders. Written orders from a physician and written consent by the parent or guardian are required on the FCUSD Non-Prescription Medication form and Prescription Medication form, Parent/Physician Release for Medication at School.

Over-the-counter medication, required during the school day, may also be administered following a written request by the parent or guardian on FCUSD Parent Release for Non- Prescription Over-the-Counter Medication in School. Forms for prescription and over the counter medication can be found here: <https://www.fcusd.org/departments/health/forms>

All medication must be in its original pharmacy or manufacturer's container. Prescription medication must be properly labeled with the name of the student, name of the prescribing physician, name of the dispensing pharmacy, name of the drug, strength of the medication, dosage, method of administration, frequency/ time of administration, duration of administration, and expiration date. Over-the-counter medication must be labeled with the name of the student, name of the medication, dosage, method and frequency of administration, and expiration date. All medications taken at school, except for emergency medications authorized to be self carried by the student, must be kept in the office. *For field trips and school sponsored activities, medications must be submitted to the school office with the necessary forms.

A student who brings medication (prescription or non-prescription) on school grounds and either (1) gives or sells the medication to other students; or (2) self-administers a medication without the District's assistance, may be subject to discipline.

CONSENT TO IMMUNIZE

EC 49403; BP 5141.31

Your child must be immunized against certain diseases before being admitted to school, unless a medical exemption has been provided by a California medical doctor. The school district may administer immunizing agents to prevent or control communicable disease to students whose parents or guardians have consented in writing to such immunization. Please visit the FCUSD Health Services webpage at www.fcusd.org/departments/health for further information.

ACCIDENT INSURANCE

EC 49471 49472; BP 5143

If students wish to participate in athletics (grades 7-12), they must show evidence of medical insurance, as well as having had a physical exam within the last twelve months. The District does not insure students for injury sustained while at school. The District provides a voluntary student accident insurance application, available at school sites and online. Visit the FCUSD Risk Management webpage at www.fcusd.org/departments/compliance/risk-management for further information.

NUTRITIOUS MEALS AVAILABLE TO ALL STUDENTS

EC 49520; AR 3553

All FCUSD schools participate in the federal National School Lunch and School Breakfast Programs, which are supported by federal and state reimbursements based on household income eligibility. In addition, under the California Universal Meals Program, all enrolled students have access to one free, nutritious breakfast and lunch every school day. While not required to receive school meals, completing an application for Free and Reduced-Price Meals could help your school receive additional funding. Paper applications are available at school sites, or you can apply online at the [FCUSD Food Services webpage](#).

HOME AND HOSPITAL INSTRUCTION

EC 48206.3, 48207, 48208

Services may be provided to students who are temporarily disabled, unable to attend regular classes or alternative education programs, and are confined to their residences due to verified physical, mental, or emotional disability. Parents may apply in writing for Home Hospital Instruction. Parental consent, medical verification, and authorization for exchange of information are required. These forms are available at the school sites or online, www.fcusd.org/departments/health/forms

For students who have a disability qualifying them for Special Education services, home and hospital instruction may be considered through the IEP process. When a student is hospitalized or in a residential health facility located outside the school district, it shall be the primary responsibility of the parent to apply for instruction at the school district in which the hospital is located.

MANDATED SCREENING

EC 49452

Pursuant to Education Code Section 49452, the District will provide testing for the sight and hearing of students. The District may provide for the screening of the condition known as scoliosis. A report of abnormal screening results will be sent to the

parent. A parent/guardian may submit a request annually in writing, to the principal of the school, that his/her child be excluded from any of these screening programs.

ADMINISTRATION OF EMERGENCY EPINEPHRINE AUTO-INJECTORS FOR ANAPHYLACTIC REACTIONS EC 49414; BP 5141.21

Pursuant to Education Code Section 49414, effective January 1, 2015, the District shall provide for each school site, emergency epinephrine auto-injectors. School nurses or trained personnel who have volunteered may use epinephrine auto-injectors to provide emergency medical aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction. Anaphylaxis is a rapid, severe allergic response triggered by insect stings, foods, medications, latex materials, and other unknown causes. It is life threatening and requires immediate treatment. In the event that an epinephrine auto-injector is administered, Emergency Medical Services (EMS) will be called to provide continuing care. All students who have had a prior allergic reaction or have a medical prescription for epinephrine must provide an auto-injector for their personal use per the District's Administering Medication and Monitoring Health Conditions, Board Policy 5141.21.

ADMINISTRATION OF EMERGENCY NALOXONE HCL FOR OPIOID OVERDOSE EC 4914.3; BP 5141.22

Current law (Education Code 49414.3) allows schools to provide emergency naloxone HCL for individuals who may be experiencing opioid overdose or poisoning. Opioid overdose can occur when a person knowingly or unknowingly ingests an opioid (such as fentanyl, heroin, or oxycodone) and experiences the physical symptoms of an overdose. These symptoms can include shallow or raspy breathing, decreased level of consciousness, and drowsiness. Without immediate administration of naloxone and summoning Emergency Medical Services (911), death could occur. Individuals may experience opioid overdose/poisoning that have no known previous history of use.

Education Code 49414.3 allows for school nurses or trained personnel to administer a naloxone nasal spray to an individual who is exhibiting potentially life-threatening symptoms of opioid overdose after exposure or ingestion of an opioid. Training will be provided to personnel regarding signs and symptoms of overdose, how to administer the naloxone nasal spray, calling EMS (911), and any follow up documentation or actions required.

For any questions, please contact your school nurse or the Folsom Cordova Unified School District Health Office at 916-294-9013.

COMPREHENSIVE SEXUAL HEALTH

The District is required at the beginning of each school year, or at the time of enrollment for a new student, to inform each parent about instruction in comprehensive sexual health education and HIV/AIDS prevention education planned for the coming year. The Family Life program includes a comprehensive sexual health education and HIV/AIDS prevention education program taught by District personnel in which reproductive organs and their functions are described, illustrated, and discussed. Written and audiovisual materials are available for inspection.

A parent or guardian of a student may request in writing that his or her child be excused from part of the comprehensive sexual health education, HIV/AIDS prevention instruction, and any assessments related to that education. A student may not be subject to disciplinary action, academic penalty, or other sanction if the student's parent/guardian declines to permit student's participation, and an alternative activity shall be made available. **For Elementary:** request the Great Body Shop curricula and Project Protect, **For Middle School:** request Positive Prevention Plus curricula and Project Protect. **For High School:** request the Goodheart-Wilcox curricula and Project Protect

PESTICIDE APPLICATION AND NOTIFICATION

EC 17611.5, 17612.3; AR 3514.2

The Healthy Schools Act of 2000 requires that parents be provided with written notification of expected use of pesticides or herbicides on school sites during the school year. The following may be used at school sites:

Name of Pesticide	Active Ingredient(s)
Photoxin (Rodent Bait)	Aluminum Phosphide
Roundup/Ranger Pro (Weed Control)	Glyphosate

Surflan (Weed Control)	Oryzalin
Merit (Insect Spray for trees/shrubs)	Imidacloprid
Rodent Bait (Gophers)	Chlorophacinone
Tempe SC Ultra (Landscape Insect Spray)	Cyfluthrin Cyano
SpeedZone (Herbicide)	2,4-D, 2-ethylhexylester (CS-No: 128-43-4) R(+)(2) Methyl-4- chlorophenoxy) propionic-acid (MCP) 3,6-Dichloro-o- anisic acid (Dicamba)(CAS-No: 1918-00-9) Carfentrazone-ethyl (CAS-No: 128639-02-01) TradeSecrets

Parents/guardians may request prior notification of each application at their child’s school site. Upon completion of the Request for Individual Pesticide Application Notification, you will be contacted 72 hours prior to the intended application. In an emergency, pesticides may be applied without prior notice, but you will be provided notice following any such application. The form requesting notification is available in your child’s school office.

ASBESTOS MANAGEMENT PLAN
AR 3514; 40 CFR 763.84, 763.93

School facilities shall be inspected for asbestos-containing materials. Based on the results of the inspection, an appropriate response which is sufficient to protect human health and the environment shall be determined from among the options specified in 40 CFR 763.90. The District may select the least burdensome response, taking into consideration local circumstances, including occupancy and use patterns within the school building and economic concerns such as short-term and long-term costs.

An asbestos management plan for each identified school site shall be maintained and regularly updated to keep it current with ongoing operations and maintenance, periodic surveillance, inspection, re-inspection, and response action activities. The asbestos management plan shall be available for inspection in the District Facilities Department and school offices during normal business hours. Parent/guardian, teacher, and employee organizations shall be annually informed of the availability of these plans.

Directory Information
EC 49061 49073; AR 5125.1

Federal and state law allows the District to disclose directory information to outside organizations, without written consent, unless you have advised the District that you do not want directory information released. The District has designated the following information to be directory information: email address, date of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, and most recent previous school attended. The District may release directory information, upon request, to outside organizations including the following entities: parent/school organizations, military recruiters, prospective employers or colleges and universities. Directory information may be released to other public agencies providing services to current students. The District will deny the release of specific categories of directory information to any public or private non-profit organization if the District believes that the release of such information is contrary to the best interest of the student which may include citizenship status, immigration status, place of birth, or other information indicating national origin (except where the District receives consent as required under state law). Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g;34 CFR § 99.31).

In addition, the No Child Left Behind Act of 2001, §9528 (20U.S.C. §7908), requires that we release secondary school student names, addresses, and telephone listings to military recruiters upon their request, unless a parent has “opted out” of providing such information. In order to opt out the parent must complete registration through InfoSnap, in which parents/guardians have to sign the District Directory Information form in the agreements section.

USAGE OF STUDENT NAMES, PHOTOS, AND VIDEOS FOR PUBLIC RELEASE

Folsom Cordova Unified School District uses visual media to celebrate school and student success and to inform its community. The District may allow photographs, video footage, and/or the names of students to be used in District-owned and District-produced materials, including but not limited to School and District websites, brochures, posters, printed publications, cable television programming, and official District social media platforms. These materials may also include displays of student work. Students may be identified by name to provide them with recognition opportunities when appropriate.

This usage does **not** include school yearbooks. If you do not want your student's photo included in a yearbook, please contact your school principal.

PHOTOS & VIDEO FOR DISTRICT PURPOSES

Unless a parent, legal guardian, or student age 18 or older requests to opt-out, Folsom Cordova USD **may** use photographs, video footage, and/or the name of a student in District-produced materials.

Parents/guardians who **do not** want their student's name, photograph, and/or video footage used in District-produced materials may choose to opt-out during the school registration process. At any time during the year, parents may change their student's opt-out status by contacting their student's school directly.

Requests remain in effect for the current school year only and must be renewed annually.

Please note: requests for opt-out **do not** restrict the use of visual media in student-produced materials such as yearbooks or school newspapers.

Please contact your school office or visit the District's website at www.fcusd.org/departments/communications-and-community-engagement/photo-and-video-opt-outopt-in-forms for more information.

PHOTOS & VIDEOS OF STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS

It is the District's policy to require written permission from parents/guardians before using photos of video footage that identifies students with Individualized Education Programs. Consent forms can be obtained from school offices, or by visiting the District's website at

www.fcusd.org/departments/communications-and-community-engagement/photo-and-video-opt-outopt-in-forms.

Student Conduct Code Responsibilities and Expectations

RESPONSIBILITIES AND EXPECTATIONS: DISTRICT STAFF RESPONSIBILITIES

TITLE 5, CCR 5530; EC 44807

To maintain and encourage acceptable standards of student behavior, District personnel should provide good examples for students in real life. District personnel shall:

- Establish an atmosphere in which productive learning can take place.
- Establish an atmosphere of mutual respect.
- Teach the District standards of behavior.
- Identify the causes of student misconduct.
- Find constructive methods of preventing and controlling such misconduct.
- Consistently and fairly apply classroom, school, and District rules.
- Communicate regularly with students and parents regarding the student's academic progress and behavior.

STUDENT SEARCHES

District/Site Administrators may conduct searches of students and their personal belongings while on school property or at school-sponsored events. Searches of students and personal belongings will be conducted when there are reasonable grounds to suspect that the search will provide evidence that the student is violating the law and/or school regulations. The

scope of the search will be related to the objectives of the search, the age and sex of the student, and the nature of the violation. District/Site Administrators, with the assistance of school staff, are authorized to conduct these searches using walk-through metal detectors or handheld screening wands.

Any student who leaves school without permission and re-enters during the same day will immediately be searched (along with their personal belongings) for weapons, drugs, or other contraband.

By way of example, and not limitation, "personal belongings" include backpacks, briefcases, bags, et cetera. Searches are also conducted of school property under joint control. "School property" under joint control includes lockers, desks and district-issued devices..

Lockers are school property under the joint control of the school and the students. There is no expectation of privacy. The District may search lockers, or any other school property under joint control, at any time. Searches may be random and without cause of any kind.

Automobiles parked on the school premises or in the school parking lot are subject to search when officials have reason to believe weapons, drugs, or objects prohibited by school policy or state law are contained therein.

Canines may be used to search a student's personal belongings and vehicles and school property under joint control. Canine searches will be used to search a student's person when either: (1) there are reasonable grounds to suspect a particular student of wrongdoing; or (2) the District determines that the school has a drug crisis or problem.

DUE PROCESS AND THE RIGHT TO APPEAL

EC 35291; AR 5144.1

District and school rules pertaining to student discipline are available to parents and guardians of district students in the school office.

No student will be suspended or expelled without due process. As an added safeguard, a student and his/her parent/guardian have the right to request an appeal within 5 days regarding the discipline imposed. AR 5144.1 sets forth a complete explanation of the procedures for suspension, expulsion, and appeals.

STUDENTS ELIGIBLE FOR SPECIAL EDUCATION SERVICES

The suspension and expulsion processes for students eligible for special education services may include additional and/or different requirements to meet the provisions of the Education Code.

Conduct Code Violations and Consequences

DISTRICT RESPONSIBILITY TO MAINTAIN SAFE SCHOOLS

School officials work to ensure and maintain order, student and staff safety, protect property, and maintain appropriate conditions conducive to learning. When investigating allegations of misconduct by students or staff, school officials may interview students without parental consent. (Education Code 44807)

DEFINITION OF STUDENT MISCONDUCT

EC 48911

Suspension shall be imposed only when other means of correction fail to bring out proper conduct. However, a student may be disciplined, to include suspension and/or expulsion, for any of the reasons set forth in the California Education Code. At the current time, this includes the categories of behavior set forth in Education Code Sections 48900 and 48915, plus those described in 48900.2, 48900.3, 48900.4, and 48900.7. To assist students in modeling appropriate behavior, District staff has prepared this Student Conduct Code which lists various types of inappropriate behavior. It is not, however, the intent of the District that the Student Conduct Code define in detail every possible situation which may warrant disciplinary action nor to list

every possible consequence. The District will proceed with disciplinary action permitted by law for misconduct even if it is not specifically listed in this Student Conduct Code.

RELATED TO SCHOOL ACTIVITY OR SCHOOL ATTENDANCE

A student will not be disciplined unless his/her conduct is related to school activity or school attendance. Conduct related to school activity or attendance may occur at any time and include, by way of illustration and not limitation:

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

TYPICAL DISCIPLINARY ACTIONS

Students of the District are required to follow and comply with school and District conduct rules. Schools will go over expectations within the first 3 weeks of school. If a student chooses to break the rules, he/she will be subject to various consequences.

A list of typical disciplinary actions which may result from a student's breach of school regulations is listed below. The actual action taken by the District may vary from the list below and the level of discipline imposed will depend on the frequency and seriousness of the violation.

1. Parent Conference

A parent/teacher/principal conference may be required to discuss the student's behavior and/or to reach an agreement on the student's behavior.

2. Detention

A student may be assigned to a supervised area for a specific period of time before or after school or on a Saturday.

3. Recommended Counseling

A student may be recommended for counseling services to discuss problems. Any fees for counseling services will be the parent/guardian's responsibility.

4. Loss of Privileges

A student's participation in school activities or events including but not limited to games, dances, field trips, promotion ceremonies, graduation exercise or other senior activities may be limited or revoked.

5. Restorative Work

Restorative circles and conflict resolution

6. Weekend School

A student may be required to attend class on a Friday night or Saturday for repeated unexcused absences from class(es) or for other infractions.

7. Community Service on School Grounds

A student may be required to perform community service on school grounds during school or non-school hours. This may include outdoor beautification, campus betterment and teacher or peer assistance programs.

8. Behavior Contract

The District may enter into an agreement with the student wherein he/she agrees to comply with the conditions contained in the contract, and the school rules. The student agrees to refrain from committing the same violation and/or breaking other school regulations. This contract may be in addition to a suspension /or expulsion and/or in lieu of such actions.

9. In-School Suspension, EC 48911

- A student may be assigned to a supervised suspension classroom separated from other students at the school site for the period of the suspension.
- Suspension by principal, principal's designee, or superintendent.
- Education Code 48911 (h) states: ..., a "principal's designee" is any one or more administrators at the school site specifically designated by the principal, in writing, to assist with disciplinary procedures.
- At the middle school and high school level, the school site Assistant Principals are the "principal's designee for disciplinary procedures."

10. At-Home Suspension, EC 48910 (a)(b), 48911

A student may be suspended from attending regular classes and prohibited from attending school, participating in school activities, and being on school grounds for a period of time.

- Suspension by Principal - Suspension by the principal or designee shall be preceded by an informal conference. At that conference, the student shall be informed of the reasons for the disciplinary action and the evidence against him/her. In addition, the student shall be given the opportunity to present his/her version and evidence in his/her defense. At the time of the suspension, the principal or designee shall make a reasonable effort to contact the student's parent or guardian in person or by telephone. Whenever a student is suspended from school, the parent or guardian shall be notified in writing of the suspension. The notice shall contain a statement of the facts leading to the decision to suspend; date and time when the student will be allowed to return to school; and a request that the parent or guardian attend a conference with school officials, including notice that state law requires parents or guardians to respond to such request without delay. The Assistant Principal shall serve as the Principal's designee and will assist with disciplinary procedures.
- Suspension by Teacher - A teacher may suspend any student from the class for the day of the suspension and the day following, for any act stated in EC 48900. (Secondary day is defined as an instructional period; elementary day is defined as a calendar day.) If the student has more than one teacher, the student is only precluded from attending the suspending teacher's class. Prior to excluding a student from the classroom, the teacher must inform the student which District policy the student has violated, that the teacher intends to suspend, and that the student has the opportunity to respond to the charges. As soon as possible, the teacher shall request a parent/guardian conference, at which time the circumstances of the suspension and the data will be presented.

11. Expulsion

A student may be expelled from all schools in the District and removed from the immediate supervision and control of school personnel. The student would be prohibited from being on school grounds. The Board of Education has the authority to expel students for serious and/or repeated offenses. Typically, student expulsions are a last resort after other actions have been tried. In certain situations, however, expulsion is appropriate, or may be required by law, on the first offense. A student on a suspended expulsion may be excluded from participation in extracurricular/co-curricular activities. The activities include but are not limited to, field trips, athletic events, theater events, proms, student dances, student government, graduation ceremonies, band events or similar activities.

12. Administrative Transfer to Another School Site

A student may be administratively transferred to another school site by the Director of Behavior Intervention & Student Services or other administrative designee(s) and directed to successfully complete a District approved rehabilitation plan.

In circumstances involving severe and/or pervasive misconduct, a student may receive a schedule change or be moved to another classroom by a school site administrator or may be administratively transferred to another school site by a District Administrator. When a schedule change or school transfer is deemed necessary, the School and/or District Administrator shall first consider transferring the aggressor/respondent in the matter, prior to considering transfer of the victim/complainant. School and/or District Administrators must also consider the individual needs of the student(s) involved, including but not limited to special education and graduation requirements. Student(s) may also be required to complete a District rehabilitation plan.

13. Notice to Law Enforcement Authorities, EC 48906

The District may notify the appropriate law enforcement authorities for various student violations of school rules and state law. For certain violations, the District is required by law to notify the appropriate law enforcement authorities.

If a school administrator releases your child from school to a peace officer for the purpose of removing him/her from school premises, the school administrator 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 a suspected child abuse. In those cases, the peace officer will notify the parent or guardian. EC 48906

Additional Considerations

A. MORE THAN ONE CONSEQUENCE

Depending on the nature of the offense, the site administrator will determine whether the consequences should include more than one form of discipline. Typical consequences which are determined and combined by a site administrator include home suspension, in-school suspension, Saturday school, intervention group, detention, administrative transfer to another school site, community service or counseling.

B. EDUCATIONAL RECORD

In determining the appropriate level of consequence, the District may consider a student's grades, attendance, prior discipline, and particular circumstances.

C. RELATED TO SUSPENSION

1. First Offense Suspensions, EC 48900.5
For some infractions, the student may be suspended on the first offense if it is determined that the student's presence causes a danger to persons.
2. Gang Related
Offenses that are deemed gang-related, through partnership with law enforcement, are generally of the nature where the student's presence does pose a danger to persons or property or threatens to disrupt the instructional process. In such cases, the student may be suspended up to five days on the first offense as well as recommended for an administrative transfer to another school site and possible recommendation for expulsion.
3. Violation of Suspension Rules
Violation of suspension rules may result in a minimum consequence of a warning and a maximum consequence of a referral to the appropriate law enforcement agency.

D. DURING SUSPENSION

1. Parental Supervision
Students on home suspension are expected to be under the supervision of a parent/guardian during school hours. (7:00 a.m. - 4:30 p.m.)
2. Stay off School Grounds
Students on home suspension must stay off any school campus unless a prior arrangement has been made with a school administrator to come to the office on official business with the student's parent/guardian.
3. No School-Sponsored Activities
Students on suspension may not attend any school-sponsored activity (whether on or off any school campus – including weekends and holidays). This includes, by way of illustration and not limitation, graduation ceremonies, field trips, athletic events, proms, dances, athletic activities, latch key and after-school recreation.
4. Make-Up Work, EC 48913
Upon the request of the parent, a legal guardian or other person holding the right to make education decisions for the students, or the affected students, a teacher shall provide to a student in any grades 1-12, inclusive, who has been suspended from school for two or more school days, the homework that the student would otherwise been assigned.

A student absent due to suspension may complete and turn in work during the period of suspension in the same manner and at the same time as other students enrolled in the class. Work not submitted in a timely manner will be received, rejected

and/or graded in accordance with the teacher's standard policy regarding all other "late" work. It is the individual responsibility of any suspended student to remain informed of class assignments and due dates.

E. VANDALISM All parents and guardians are asked to help prevent vandalism by impressing upon their child the seriousness of destroying school property. Citizens living near the schools are requested to report any acts of suspected vandalism to the school principal or to the proper authorities - in Rancho Cordova call 916-362-5115, or in Folsom call 916-355-7231.

Note: The 911 emergency telephone number will quickly summon emergency service in a crisis situation. This number may be used to contact the local fire department, sheriff's office, police department, or the highway patrol. Parents of students who vandalize school property may be charged for the damage incurred.

F. PAYMENT FOR DAMAGES

EC 48904, 48905; BP 3515.4, 5131.5

If a student's willful misconduct results in damage or injury to school property, or the personal property of any District employee, the student's parent/guardian is liable for all damages caused by their student.

If the student's parent/guardian is unable to pay for the damages, the District will provide a program of voluntary work for the minor in lieu of payment of monetary damages.

The parent/guardian is responsible for the amount of any reward not exceeding ten thousand dollars (\$10,000) paid for information leading to the apprehension of the person causing the damage. The District may withhold the grades, diplomas, or transcripts of the student until such damages are paid or the property returned, or until completion of a voluntary work program in lieu of payment of money.

G. CONFISCATED PROPERTY

Any confiscated items may be returned to the parents and not the student. The District is not responsible for loss of or damage to confiscated materials.

Illegal and dangerous objects including but not limited to, guns, knives, controlled substances, drug paraphernalia, and other dangerous objects will be turned over to the appropriate law enforcement authorities.

MOBILE COMMUNICATION DEVICES

BP 5131.8 Board approved June 4, 2020 (Revised September 21, 2023; Revised November 21, 2024)

The Governing Board recognizes that the use of mobile communication devices and social media during the school day is disruptive of the academic environment and instructional programming.

"Mobile communication device" shall mean cell phones, smartphones, smart watches, ear buds, and other mobile communication devices.

"Social media" shall mean a public or semipublic internet-based service or application where a substantial function of the service or application is to connect users in order to allow users to interact socially with each other by creating or posting content viewable by other users, including, but not limited to, on message boards, in chat rooms, or through a landing page or main feed that presents the user with content generated by other users.

Students in grades TK – 8 may not use mobile communication devices and social media once they have entered campus for the instructional day. Devices must be powered off and placed out of sight during the school day. Students who need to call parents may use phones located in the administrative office. Students in grades 6 - 8 may resume the use of their mobile communication devices and social media after the last period of the day, and during after school extracurricular and sporting activities. A site principal serving grades 9 - 12, in consultation with site faculty may request that the Superintendent adopt the grades 6 - 8 mobile communication and social media policy, for that site, provided such change shall start at the beginning of a semester. The Superintendent shall consult with the Student Advisory Board before making a decision on such a request.

The Board gives the district and site administrators the authority to use any product or policy that the district and/or site administrators feel would assist the schools in successfully implementing the restriction of mobile communication devices and social media on campus.

Unless a site serving grades 9 - 12 has adopted the grades 6 - 8 mobile communication and social media policy, students in grades 9-12 may use mobile communication devices and social media on campus during passing periods and lunch as long as the device is utilized in accordance with law and in accordance with BP/E 6163.4 Student Use of Technology.

The Governing Board understands that grades 9 - 12 site administrators may need flexibility in regard to student use of mobile communication devices and social media on their campus. Thus, site principals are authorized to impose a temporary ban on student use of mobile communication devices and/or social media while on campus when there is a specific concern in regard to student, staff and/or public safety. Principals implementing a temporary ban of student use of mobile communication devices and/or social media on campus will notify the Superintendent, staff, students and families the reason and duration of the ban as soon as the ban is deemed necessary.

Mobile communication devices shall be powered off during instructional time. However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

1. In the case of an emergency, or in response to a perceived threat of danger.
2. When a teacher, administrator, or other district employee grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher, administrator or other district employee.
3. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being.
4. When the possession or use is required by the student's individualized education program.

Mobile communication devices and social media shall not be used in any manner that infringes on the privacy rights of any other person.

The use of mobile communication devices and social media may NOT be used at any time in the gym locker rooms or restrooms.

When a school official reasonably suspects that a search of a student's mobile communication device will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

When a student uses a mobile communication device or social media in an unauthorized manner, the student may be disciplined and a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate. If turned over to the principal, a parent/guardian may be notified and may be required to pick up the device from school. A student who violates this policy may be restricted from possessing a mobile communication device at school or school-related events.

A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off campus use of a mobile communication device or social media that poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The Superintendent or designee shall inform students that the district will not be responsible for a student's mobile

communication device that is brought on campus or to a school activity and is lost, stolen, or damaged.

Behavior and California ED Code Reference

Current FCUSD Board Policies and Administrative Regulations may surpass the minimum California Education Code requirements.

Interventions and Support Services for Students

All Folsom-Cordova Unified School District administrators are committed to utilizing interventions and disciplinary supports, and consequences that are consistent, reasonable, restorative, fair, age appropriate, and reflective of the severity of the student's misconduct. Even though there are situations that might signal suspension from school, it is the District's goal to support students in learning the skills necessary to function in the school environment and to avoid negative behavior.

Please note that this document is intended as a reference tool for illustrating and clarifying existing federal, state law and regulations as well as Board policies and regulations. Such laws, rules and regulations are subject to frequent change and court interpretation and shall prevail in the event of any conflict with statements in this summary. As a "living document" this resource may be updated without notice from time to time to conform to law or as otherwise deemed appropriate.

There is a wide range of support interventions used to minimize suspensions and expulsions, and to provide our students with meaningful experiences in our learning communities. The following are some representative examples of the interventions our school and district staff employ in order to improve climate and reduce or eliminate behavior exhibited by students that may result in suspension from school or possible recommendation for expulsion:

PARENT OUTREACH

- School to Home Communication
- Parent-Teacher Conferences
- Parent Outreach
- Campus Parent Portal
- District Digest/social media outreach
- Informational Parent Nights
- Parent Group Meetings
- Parent Observation of Child in Class
- District Knock and Talks/Tap and Chats
- ParentSquare
- Technology outreach
- Parent Focus Groups
- Anti-Bullying Campaigns and annual policy distribution to parents and other members of our school communities
- Strengthening Families (Program)

COUNSELING & MENTAL HEALTH SUPPORT

- School Counselor Contacts
- Mental Health Specialist/School Social Worker referral, school Psychologist
- Resource Referrals
- Conflict Mediation
- Counseling for Skill Building
- Focus Groups
- Brief Interventions
- School Resource Officers (SRO)

ACADEMIC SUPPORT

- Coordination of Services Team (COST) meeting
- Student Success Team (SST) meetings
- Peer Tutoring
- Homework Center/Homework Help
- Study Hall
- Every Child by Name (ECBN)
- Multi-tiered System of Support (MTSS)
- Response to Intervention (RtI) Programs with Tiered Support
- Online Credit Recovery Programs
- Student Government/Leadership/Associated Student Body (ASB), Link Crew Opportunities at the middle and high schools
- Behavior Specialist Services
- Behavior Intervention Plan (BIP)
- Positive Behavior Intervention Support (PBIS) Plan
- IEP Team Meetings

ACCOMMODATIONS AND SPECIAL EDUCATION

- Manifestation Determination Meeting
- Classroom Modifications Specialized Academic Instruction and related services
- Alternative Dispute Resolution (ADR) Meeting

BEHAVIORAL INTERVENTIONS

- Response to Intervention (RtI)
- Programs with Tiered Support
- Positive Behavior Interventions and Supports (PBIS)
- Behavior Support
- Curriculum/Character Education
- Campus Clean-up, Community Service
- Warnings/Formal Reprimands/Teachable Moments
- Saturday School/detention
- Timeouts/Referrals to SRO
- Loss of Recess/Free time
- Individual Crisis Management Plan
- Section 504 Accommodations
- Alternative to Expulsion Program
- Administrative Transfers to other comprehensive school sites
- Student Handbooks reviewed with students in class
- School Attendance Review Board (SARB) and School Attendance Review Team (SART)
- Mentor programs (Link Crew and WEB) at all comprehensive middle and high schools
- Restitution
- Reintegration meetings
- Check in/Check out
- Restorative Circles
- Mediation/Conflict Resolution

COMMUNITY PARTNERSHIPS & RESOURCES

- Folsom Cordova Community Partnership (FCCP)
- Faith Based Partnerships
- Rancho Cordova Police Department/Sacramento Sheriff Department
- Folsom Police Department

Student Discipline Code

The student discipline code applies to all students attending school in the Folsom Cordova Unified School District who engage in conduct at school, at a school activity, or related to school attendance, including, by way of illustration and not limitation, the following circumstances: (1) while on any school grounds; (2) while going to or coming from any school; (3) during the lunch period, whether on or off the school campus; and (4) during, going to, or coming from a school-sponsored activity. Where appropriate, discipline should be progressive. This means that a student's first violation will usually merit a consequence of a lesser degree than subsequent violations, taking into account all factors relevant to the severity of the current violation. Except where specified by Education Code Section 48900.5, a student may be suspended when there has been a determination that other means of correction have failed to bring about proper conduct or are not currently feasible, or that the student's presence causes a danger to persons.

The student discipline code also applies to: (1) all school-related trips and excursions approved according to governing board standards; and (2) optional District educational programs such as: (a) summer school; (b) after-school programs and (c) pre kindergarten or preschool programs. At the principal's discretion, a student with documented discipline problems not requiring expulsion may be removed from the remainder of an optional educational program. Before a removal occurs, the parent will receive a written notice and an opportunity to be heard in front of the principal or principal's designee.

CONSEQUENCES/INTERVENTIONS

Understanding that consequences and interventions represent "teachable moments" is fundamental to a positive approach to discipline. The goal of progressive consequences and interventions is the teaching of pro-social behavior. Progressive consequences seek accountability and behavioral change. Prevention of negative behavior occurs by helping students learn from their mistakes. Essential to progressive discipline is helping students who have engaged in unacceptable behavior to:

1. Understand why the behavior is unacceptable and the harm it has caused
2. Understand what they could have done differently in the same situation
3. Take responsibility for their action
4. Be given the opportunity to learn pro-social strategies and skills to use in the future
5. Understand the progression of more stringent consequences if the behavior reoccurs

Consequences and interventions are most effective with students when they deal directly with the problem, in a way that is fair and impartial. These procedures were developed to establish a uniform discipline code for the District; it is expected that this code would be followed and consistently enforced throughout the Folsom Cordova Unified School District. All District staff who are authorized to impose disciplinary actions are expected to do so in a prompt, fair and lawful manner and to place emphasis on the student's ability to grow in self-discipline. All District staff are to assure due process for students. When choosing interventions and consequences for a student's behavior, District staff should consider the following factors:

1. Age, health, maturation and disability or special education status of the student
2. Student's prior conduct and record of behavior
3. Student's understanding of the impact of their behavior
4. Student's willingness to repair the harm caused by their behavior
5. Seriousness of the behavior offense and the degree of harm caused
6. Impact of the incident on overall school community
7. Whether the student's violation threatened the safety of any student or staff member
8. The likelihood that a lesser intervention or consequence would adequately address the violation

When students are disruptive or act inappropriately, and following consideration of the factors previously mentioned, District staff shall determine the level of consequence and intervention needed to assist the student in bringing about proper conduct. Consequences should be paired with an appropriate intervention. The following levels of interventions and consequences shall be applied in a logical, appropriate, and consistent manner:

Levels of Response – Interventions and Consequences			
Level 1	<p>Examples of Classroom Managed Responses</p> <p>These interventions and consequences aim to teach correct behavior so students may learn and demonstrate safe, respectful, and responsible behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Below are possible interventions and consequences that may be used.</p> <table border="0"> <tr> <td> <p>Possible Interventions</p> <ul style="list-style-type: none"> Establish positive relationship with student Seat change Pre-correction and redirection No contact contract Establish buddy teacher system Parent/Guardian accompany student in class Daily progress report for behavior Increase positive recognition Goal setting with student, possible counseling check-in </td> <td> <p>Required Consequences</p> <ul style="list-style-type: none"> Contact parent Verbal corrective feedback In-class timeout, Teacher detention Parent/Guardian conference, Teacher meeting Student verbal or written apology Use buddy teacher system Loss of class privileges Student written reflection Teacher and student conference/pose logical consequences </td> </tr> </table>	<p>Possible Interventions</p> <ul style="list-style-type: none"> Establish positive relationship with student Seat change Pre-correction and redirection No contact contract Establish buddy teacher system Parent/Guardian accompany student in class Daily progress report for behavior Increase positive recognition Goal setting with student, possible counseling check-in 	<p>Required Consequences</p> <ul style="list-style-type: none"> Contact parent Verbal corrective feedback In-class timeout, Teacher detention Parent/Guardian conference, Teacher meeting Student verbal or written apology Use buddy teacher system Loss of class privileges Student written reflection Teacher and student conference/pose logical consequences
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<p>Examples of Administrative Responses</p> <p>These interventions and consequences used in response to an office discipline referral, aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school. Interventions often involve support staff and aim to engage the student's support system to ensure successful learning, consistency, and change the conditions that contribute to the student's inappropriate or disruptive behavior. Below are possible interventions and consequences that may be used. Level 1 interventions may still apply.</p> <table border="0"> <tr> <td> <p>Required Interventions</p> <ul style="list-style-type: none"> Refer to SST/individual Education Plan (IEP) 504 team Increase positive recognition Collaborative problem solving Establish positive relationship with student Refer for substance abuse intervention Mentoring, Social/Academic Skills Group Develop/revise Behavior Support Plan (BSP) Check In/Check Out Refer to counseling program Refer for educational/psychological evaluation Refer to school/community based mental health </td> <td> <p>Possible Consequences</p> <ul style="list-style-type: none"> Parent/Guardian notification required Detention/Saturday School Student verbal or written apology Use buddy teacher system Change of class/withdrawal from class Conference with student Remove privilege/restricted activity Restitution/community Service Time out Relationship development action Restorative conferencing </td> </tr> </table>	<p>Required Interventions</p> <ul style="list-style-type: none"> Refer to SST/individual Education Plan (IEP) 504 team Increase positive recognition Collaborative problem solving Establish positive relationship with student Refer for substance abuse intervention Mentoring, Social/Academic Skills Group Develop/revise Behavior Support Plan (BSP) Check In/Check Out Refer to counseling program Refer for educational/psychological evaluation Refer to school/community based mental health 	<p>Possible Consequences</p> <ul style="list-style-type: none"> Parent/Guardian notification required Detention/Saturday School Student verbal or written apology Use buddy teacher system Change of class/withdrawal from class Conference with student Remove privilege/restricted activity Restitution/community Service Time out Relationship development action Restorative conferencing 	
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Level 3	<p>Examples of Administrative Removal Responses</p> <p>Level 3 interventions and consequences involve short-term removal of a student from the school environment due to the severity of the behavior or because Level 1 and Level 2 consequences have failed to bring about proper conduct. Level 1 and Level 2 interventions may still be applied in addition to those listed in Level 3. The duration of the suspension is to be limited as much as practicable while adequately addressing the behavior.</p> <table border="0"> <tr> <td> <p>Possible Interventions</p> <ul style="list-style-type: none"> Develop/revise Behavior Support Plan (BSP) Revise 504/IEP (students with disabilities) Develop Functional Behavioral Assessment Behavior Intervention Plan Restorative Justice re-entry conferencing </td> <td> <p>Required Consequences</p> <ul style="list-style-type: none"> Parent/Guardian notification Suspension from school (one to five days) and or In-School Suspension (one to four days) or Alternative to Suspension class, and (one to five days) Saturday School-applicable to middle and high school students </td> </tr> </table>	<p>Possible Interventions</p> <ul style="list-style-type: none"> Develop/revise Behavior Support Plan (BSP) Revise 504/IEP (students with disabilities) Develop Functional Behavioral Assessment Behavior Intervention Plan Restorative Justice re-entry conferencing 	<p>Required Consequences</p> <ul style="list-style-type: none"> Parent/Guardian notification Suspension from school (one to five days) and or In-School Suspension (one to four days) or Alternative to Suspension class, and (one to five days) Saturday School-applicable to middle and high school students
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<p>Examples of Administrative Removal Responses Including Possible Expulsion</p> <p>Level 4 involves the removal of the student from the school environment due to the severity of the behavior or because Level 1, 2, or 3 interventions and consequences have failed to bring about proper conduct and/or due to the nature of the act, the student's presence causes a danger to persons. These consequences focus on protecting the safety of the school community and ending self-destructive and dangerous behavior. Level 1, 2 and 3 interventions may still be applied, if applicable.</p> <table border="0"> <tr> <td> <p>Possible Interventions</p> <ul style="list-style-type: none"> Manifestation determination (IEP only)/504 compliance review Develop/revise Behavior Support Plan (BSP) Revise IEP (for students with disabilities) Develop Functional Behavioral Assessment Behavior Intervention Plan (BIP) Alternative educational placement </td> <td> <p>Required Consequences</p> <ul style="list-style-type: none"> Parent/Guardian notification Suspension from school (5 days) May refer for Expulsion (total removal from school if other means of correction have not brought about proper conductor are not feasible or there is a continuing danger to the physical safety of the student or others Mandatory recommendation for Expulsion for violations of Ca Ed Code 48915 (a1 A-E) </td> </tr> </table>	<p>Possible Interventions</p> <ul style="list-style-type: none"> Manifestation determination (IEP only)/504 compliance review Develop/revise Behavior Support Plan (BSP) Revise IEP (for students with disabilities) Develop Functional Behavioral Assessment Behavior Intervention Plan (BIP) Alternative educational placement 	<p>Required Consequences</p> <ul style="list-style-type: none"> Parent/Guardian notification Suspension from school (5 days) May refer for Expulsion (total removal from school if other means of correction have not brought about proper conductor are not feasible or there is a continuing danger to the physical safety of the student or others Mandatory recommendation for Expulsion for violations of Ca Ed Code 48915 (a1 A-E) 	
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Level 5	<p>Mandatory Recommendation for Expulsion and Mandatory Expulsion</p> <p>Mandatory removal from school and referral for expulsion for acts as specified in CA Ed. Code 48915 (C1-5)</p> <table border="0"> <tr> <td> <p>Possible Interventions</p> <ul style="list-style-type: none"> Manifestation determination(IEP only) /504 compliance review Alternative educational placement Mandatory referral for expulsion, mandatory expulsion </td> <td> <p>Required Consequences</p> <ul style="list-style-type: none"> Parent/Guardian notification Suspension from school (5 days) </td> </tr> </table>	<p>Possible Interventions</p> <ul style="list-style-type: none"> Manifestation determination(IEP only) /504 compliance review Alternative educational placement Mandatory referral for expulsion, mandatory expulsion 	<p>Required Consequences</p> <ul style="list-style-type: none"> Parent/Guardian notification Suspension from school (5 days)
	<p>Possible Interventions</p> <ul style="list-style-type: none"> Manifestation determination(IEP only) /504 compliance review Alternative educational placement Mandatory referral for expulsion, mandatory expulsion 	<p>Required Consequences</p> <ul style="list-style-type: none"> Parent/Guardian notification Suspension from school (5 days) 	

PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

Note: If the problem behavior is assigned to two or more levels, then whenever possible, the lowest level of intervention and consequence should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (*).

Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Requires Law Enforcement Notification
Absence from Class or School						
• Tardiness	•	•				
• Cutting class	•	•				
• Excessive absences/truancy	•	•				
Bullying						
• Intentional physical or verbal act or conduct including communications made in writing or by means of an electronic act that has an effect described in law (EC 48900(r))	•	•	•	•		
• Severe or pervasive physical or verbal act(s) or conduct including communications made in writing or by means of an electronic act that has an effect described in law (Suspension. Gr. 4-12 only EC 48900 (r))		•	Grade 4-12 only	Grade 4-12 only		
• Engaged in, or attempted to engage in, hazing as defined in law (EC 48900 (q))		•	•	•		
Contraband – Tobacco						
• Possession of tobacco or any products containing tobacco or nicotine (EC 48900 (h))	•	•	•			
• Possession of nicotine delivery systems (e.g., vaporizers, hookah pens) (EC 48900 (h))	•	•	•			
• Use of tobacco or any products containing tobacco or nicotine (EC 48900 (h))		•	•			
Contraband - Alcohol and Intoxicants						
• Possessed or under the influence of an alcohol beverage or an intoxicant of any kind (EC 48900 (c)) *		•	•	•		•
• Used, sold, or furnished an alcohol beverage or an intoxicant of any kind (EC 48900 (c))			•	•		•
Contraband - Controlled Substances						
• Possessed, offered, arranged, or negotiated to sell any drug paraphernalia (EC 48900 (j))		•	•	•		
• Possessed, or came to school under the influence of, a controlled substance (EC 48900 (c), 48915 (a1C)) *		•	•	•		•
• Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (EC 48900(p), 48915(c3))			•	•	•	•
• Used or offered a controlled substance (EC 48900 (c))			•	•		•
• Unlawfully offered, arranged, or negotiated to sell and delivered a "look alike" represented as a controlled substance, alcoholic beverage, or other intoxicant (EC 48900 (d))			•	•		•
• Sold a controlled substance (EC 48915 (c3))					•	•

PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

Note: If the problem behavior is assigned to two or more levels, then whenever possible, the lowest level of intervention and consequence should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (*).

Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Requires Law Enforcement Notification
Contraband – Weapons						
• Possessed an imitation firearm (EC 48900 (m))		•	•	•		
• Possessed a knife or other dangerous object (EC 48900 (b), 48915 (a1B)) *		•	•	•		•
• Sold or otherwise furnished any knife or other dangerous object (EC 48900 (b))			•	•		
• Brandished a knife at another person (EC 48915 (c2))					•	•
• Possessed an explosive as defined in federal law (EC 48915 (c5))					•	•
• Possessed, sold, or otherwise furnished a firearm (EC 48915 (c1))					•	•
Contraband - Other items						
• Possession of unauthorized items not otherwise included in this code	•	•				
• Unauthorized sale or distribution of goods not otherwise included in this code	•	•	•	•		
• Use of over-the-counter or prescription medicine in a manner other than prescribed by a physician or Education Code (EC 48900 (a1),(b), (c), (d)) *		•	•	•		•
Disruption						
• Engaged in behavior causing an interruption during class or other school activity	•	•				
• Ran, made excessive noise, or loitered in a hallway or between classes	•	•				
• Engaged in gambling	•	•	•			
• Repeated and chronic behavior that creates an environment preventing teaching and learning (Susp. Gr. 8-12 only EC 48900 (k))		•	Grade 8-12 only	Grade 8-12 only		
• False activation of a fire alarm (Susp. Gr.8-12 only EC 48900k)		•	Grade 8-12 only	Grade 8-12 only		
• Caused a major disruption to the atmosphere of order and safety in the school, such as a riot (Susp. Gr. 8-12 only EC 48900(k))			Grade 8-12 only	Grade 8-12 only		
Dress Code Violation						
• Wearing clothing that does not fit within dress code guidelines established by the District or school in accordance with BP/AR 5132 - Pupil Dress and Grooming (EC 35183)	•	•				
• Wearing clothing that does not fit within dress code guidelines and causes a major disruption to a safe school environment (Susp. Gr. 8- 12 only EC 48900 (k))	•	•	Grade 8-12 only			

PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

Note: If the problem behavior is assigned to two or more levels, then whenever possible, the lowest level of intervention and consequence should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (*).

Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Requires Law Enforcement Notification
Harassment						
<ul style="list-style-type: none"> Minor annoying behavior or negative gestures toward other students 	•	•				
<ul style="list-style-type: none"> Repeated annoying behavior or negative gestures toward other students despite directions to stop by staff(Susp. Gr. 8- 12 only EC 48900 (k)) 		•	Grade 8-12 only			
<ul style="list-style-type: none"> Intentionally engaged in harassment, threats or intimidation directed against District personnel or student(s) causing disorder and creating a hostile school setting (Susp. Gr. 8-12 only EC 48900.4) 		•	Grade 8-12 only	Grade 8-12 only		
<ul style="list-style-type: none"> Harassed/threatened/intimidated a student victim/witness in a school disciplinary proceeding (EC 48900 (o)) 		•	•	•		
Immodest/Offensive Behavior						
<ul style="list-style-type: none"> Inappropriate display of affection 	•	•				
<ul style="list-style-type: none"> Viewing or displaying obscene or sexually explicit content (EC 48900 (i)) 		•	•	•		
<ul style="list-style-type: none"> Intentional physical or verbal act or conduct that is of a sexual nature or considered obscene by a reasonable person (EC 48900 (i)) 		•	•	•		
<ul style="list-style-type: none"> Sexual harassment: Severe or pervasive physical or verbal act(s) or conduct of a sexual nature that has an effect described in law(Susp. Gr. 8-12 only EC 48900.2) 			Grade 4-12 only	Grade 4-12 only		
<ul style="list-style-type: none"> Committed a sexual battery (EC 48900 (n), 48915 (c4)) 					•	•
<ul style="list-style-type: none"> Committed or attempted to commit a sexual assault (EC 48900 (n), 48915 (c4)) 					•	•
Lying/Cheating						
<ul style="list-style-type: none"> Lying to get self or others out of trouble 	•	•				
<ul style="list-style-type: none"> Intentional lying to get another person(s) in trouble (Susp. Gr. 8-12 only EC 48900 (k)) 		•	Grade 8-12 only			
<ul style="list-style-type: none"> Cheating or plagiarism 	•	•				
Non-cooperative Behavior						
<ul style="list-style-type: none"> Trespassing; Unauthorized attendance at school activities 	•	•				
<ul style="list-style-type: none"> Failure to follow directions, share, respond to staff requests, or allow others to participate in an activity 	•	•				
<ul style="list-style-type: none"> Failure to follow directions leading to potential disruption or harm to self or others (Susp. Gr. 4-12 only EC 48900 (k)) 	•	•	Grade 4-12 only			
<ul style="list-style-type: none"> Failure to follow directions that directly leads to disruption or the harm of self or others (Susp. Gr. 4-12 only EC 48900 (k)) 		•	Grade 4-12 only	Grade 4-12 only		

PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

Note: If the problem behavior is assigned to two or more levels, then whenever possible, the lowest level of intervention and consequence should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (*).

Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Requires Law Enforcement Notification
Technology Violation						
• Violation of school rules regarding use of personal technology not resulting in harm	•	•				
• Violation of District's Acceptable Use Agreement for using District technology not resulting in harm	•	•				
• Using District technology without permission	•	•				
• Repeated violations of school rules, District Acceptable Use Agreement, or using District technology without permission (Susp. Gr. 8-12 only EC 48900 (k))		•	Grade 8-12 only	Grade 9-12 only		
• Use of electronic device(s) for which it is determined that such use directly causes physical or emotional harm to another person as defined in law (Susp. Gr. 4-12 only EC 48900 (r))		•	Grade 4-12 only	Grade 4-12 only		
Verbal and Written Aggression (Not Arising to Level of Bullying or Other Serious Offense)						
• Yelling or using aggressive language towards another student	•	•				
• Minor name calling or teasing, whether written or verbal, towards other students	•	•				
• Repeated name calling or teasing, whether written or verbal, towards other students despite directions to stop by staff (Susp. Gr. 8-12 only EC 48900 (k))		•	Grade 8-12 only			
• Use of profanity or vulgarity not directed at others (Susp. Gr. 8-12 only EC 48900 (k))	•	•	Grade 8-12 only			
• Habitual use of profanity or vulgarity (EC 48900 (i))		•	•			
• Threatened to cause an act of hate violence (Susp. Gr. 4-12 only EC 48900.3)		•	Grade 4-12 only	Grade 4-12 only		
• Threatened to cause physical injury (EC 48900 (a1)) *		•	•	•		
• Made terroristic threats against school officials or school property or both (EC 48900.7)		•	•	•		•

APPENDICES

[Policy 5145.3: Nondiscrimination/Harassment Status: ADOPTED](#)

Original Adopted Date: 05/19/2011 | Last Revised Date: 10/02/2025 | Last Reviewed Date: 10/02/2025

[Regulation 5145.3: Nondiscrimination/Harassment](#)

Original Adopted Date: 01/22/2015 | Last Revised Date: 11/12/2024 | Last Reviewed Date: 11/12/2024

[Policy 5131.2: Bullying](#)

Original Adopted Date: 03/06/2014 | Last Revised Date: 02/13/2025 | Last Reviewed Date: 02/13/2025

[Regulation 5131.2: Bullying](#)

Original Adopted Date: 08/13/2019 | Last Revised Date: 12/10/2024 | Last Reviewed Date: 12/10/2024

[Policy 5145.7: Sexual Harassment](#)

Original Adopted Date: 05/19/2011 | Last Revised Date: 10/02/2025 | Last Reviewed Date: 10/02/2025

[Regulation 5145.7: Sexual Harassment](#)

Original Adopted Date: 05/19/2011 | Last Revised Date: 11/12/2024 | Last Reviewed Date: 11/12/2024

[Regulation 5145.71: Title IX Sexual Harassment Complaint Procedures](#)

Original Adopted Date: 03/02/2021 | Last Revised Date: 11/12/2024 | Last Reviewed Date: 11/12/2024

[Regulation 1312.4: Williams Uniform Complaint Procedures](#)

Original Adopted Date: 05/14/2008 | Last Revised Date: 01/07/2025 | Last Reviewed Date: 01/07/2025

[Regulation 6164.4: Identification And Evaluation Of Individuals For Special Education](#)

Original Adopted Date: 02/02/2012 | Last Revised Date: 06/02/2016

[Policy 5146: Married/Pregnant/Parenting Students](#)

Original Adopted Date: 05/02/2014 | Last Revised Date: 02/13/2025 | Last Reviewed Date: 02/13/2025

[Regulation 4119.24: Maintaining Appropriate Adult-Student Interactions](#)

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[Regulation 4219.24: Maintaining Appropriate Adult-Student Interactions](#)

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[Policy 1312.3: Uniform Complaint Procedures](#)

Original Adopted Date: 01/17/2013 | Last Revised Date: 09/04/2025 | Last Reviewed Date: 09/04/2025

[Regulation 1312.3: Uniform Complaint Procedures](#)

Original Adopted Date: 01/17/2013 | Last Revised Date: 08/19/2025 | Last Reviewed Date: 08/19/2025

[Policy 3515.4: Recovery For Property Loss Or Damage](#)

Original Adopted Date: 11/04/2010 | Last Revised Date: 12/11/2025 | Last Reviewed Date: 12/11/2025

[Policy 5131.5: Vandalism And Graffiti](#)

Original Adopted Date: 05/05/2011 | Last Reviewed Date: 05/05/2011

[Policy 5143: Insurance](#)

Original Adopted Date: 09/15/2011 | Last Reviewed Date: 09/15/2011