

ALUM ROCK

UNION ELEMENTARY SCHOOL DISTRICT



2026-2027

Student/Parent

Information Handbook

Dr. Marnie Hazelton
Superintendent

Board of Trustees

Linda Chavez President, · Andrés Quintero, Vice-President
Minh Pham, Clerk · Corina Herrera-Loera, Member, Minh Nguyen, Member

Information in this Handbook represents the rights and responsibilities for students and parents. It has been prepared and distributed as required by Education Code Section 48980. A copy is provided to all students and their parents in the Alum Rock Union Elementary School District. This Handbook is also available online at www.arusd.org.

Alum Rock Union Elementary School
District
2930 Gay Avenue
San Jose, CA 95127
(408) 928-6800
www.arusd.org

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

PARENT CALENDAR 2026-2027

July							August							September							October							November							December							
M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	
				3			3	4	5	6	7			1	2	3	4				1	2			2	3	4	5	6*	7	8	9	10	11			1	2	3	4		
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27	29	29	30	31			31							28	29	30					26	27	28	29	30		30							28	29	30	31					

January							February							March							April							May							June						
M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S
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July							August							September							October							November							December							
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27	29	29	30	31			31							28	29	30					26	27	28	29	30		30							28	29	30	31					

Student / Teacher Calendar		Minimum Days	
Teacher Work Days	August 10-11, 2026	No School	
Teacher PD Days	August 7, 2026	Teacher PD Days - no school	
First Day of School	August 12, 2026	Teacher Work Day - no school	
Labor Day	September 7, 2026	End of trimester	*
Fall Break	October 5-6, 2026	First / Last Day	◇
Veteran's Day	November 11, 2026		
Thanksgiving	November 23-27, 2026		
Holiday Break	Dec. 21, 2026- Jan 1, 2027		
Teacher PD Day	January 4, 2027		
Martin Luther King Jr	January 18, 2027		
Winter Break	February 15-19, 2027		
Cesar Chavez Day	March 31, 2027		
Spring Break	April 19-23, 2027		
Memorial Day	May 31, 2027		
Last Day of School	June 4, 2027		
Juneteenth	June 18, 2027		

TOTAL INSTRUCTIONAL DAYS: 180-60 day trimesters



board approved 3/14/24

TOTAL INSTRUCTIONAL DAYS: 180-
60 day trimesters





ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

2930 Gay Avenue, San José, CA 95127 • Phone: 408-928-6800 • Fax: 408-928-6416 • www.arusd.org

Welcome to the 2026–2027 School Year

Dear Alum Rock Union Elementary School District Families,

It is with great honor, humility, and excitement that I welcome you to the 2026–2027 school year as your new Superintendent of Schools for the Alum Rock Union Elementary School District.

Our district has a proud tradition of serving students with excellence, and I am privileged to join a community that is deeply committed to ensuring every child has the opportunity to learn, grow, and thrive. I believe that strong partnerships between our schools and families are the foundation of student success. Together, we can create learning environments where every student feels safe, supported, challenged, and inspired to reach their fullest potential.

This Parent Handbook is designed to serve as a valuable resource throughout the school year. It provides important information about district policies, procedures, expectations, and the many supports available to students and families. More importantly, it serves as a guide for how we can work together to promote the strongest possible academic, social, and emotional outcomes for every child.

Your involvement matters. Research consistently shows that students achieve more when families are actively engaged in their education. Whether you are communicating with your child's teacher, participating in school events, volunteering, or simply encouraging learning at home, your partnership plays an essential role in your child's success.

As Superintendent, I am committed to listening, learning, and working alongside our dedicated educators, staff, families, and community partners to ensure every student experience a welcoming, inclusive, and high-quality educational experience. Together, we will continue building schools where students develop the knowledge, confidence, character, and skills they need to succeed in school and in life.

Thank you for entrusting us with your children's education. It is truly an honor to serve the students, families, and dedicated staff of the Alum Rock Union Elementary School District. I look forward to meeting many of you throughout the year and celebrating the achievements of our incredible school community.

I wish you and your family a successful, joyful, and rewarding school year.

With gratitude and partnership,

Dr. Marnie Hazelton
Superintendent

Dr. Marnie Hazelton, Superintendent

Board of Trustees: Linda Chavez, President, Andrés Quintero, Vice-President
Minh Pham, Clerk · Corina Herrera-Loera, Member · Minh Nguyen, Member

**Alum Rock Union Elementary School District
Board of Trustees**

July 2026

Linda Chavez - President, term expires November 2026

Andres Quintero – Vice President, term expires November 2026

Minh Pham – Clerk, term expires November 2026

Corina Herrera-Loera – Board Member, term expires November 2028

Minh Nguyen – Board Member, term expires November 2028

The Board of Trustees meets on the second Thursday of each month at 5:30p.m. unless
otherwise posted.

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1.0 NOTICE OF NONDISCRIMINATION-TITLE IX

The Alum Rock Union Elementary School District prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation and bullying of any student based on the student or staff member's race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, or gender expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics in its educational programs and activities or employment practices as required by Americans with Disabilities Act (ADA), Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and Section 504 of the Rehabilitation Act of 1973. The lack of English language skills will not be a barrier to admission and participation in the District's programs. Students, parents, employees, or others who wish further information about these regulations, or who wish to file a complaint, should contact the following persons:

1.1 American with Disabilities Act (ADA) Coordinators

Affirmative Action Title IX Coordinator for Employees:
Title IX Coordinator for Students:
504 Coordinators:

Cari Vaeth (408) 928-6812
Dr. Kiela Jimenez (408) 928-6935
Dr. Kiela Jimenez (408) 928-6935

1.2 Civil Rights Complaints

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

1.3 Non-Discrimination Against Pregnant Students

Federal law guarantees equal opportunities to pregnant and parenting students. Under California law, pregnant and parenting students may not be excluded from any academic, extracurricular, research, job training, or other program or activity. Pregnant and parenting students have the right to stay in regular school and be free of discrimination.

Participation in special schools or programs reserved or designed for pregnant or parenting students must be completely voluntary on the part of the student. Such programs or schools must be comparable to programs and schools offered to non-pregnant students.

Schools must treat pregnancy as they treat other medical conditions. Health plans, medical benefits, and related services are to be provided to pregnant students in the same manner as services to students with "other temporary disabilities."

1.0.1 Lactating Pupil Accommodations

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

- (a) Reasonable accommodations under this section include, but are not limited to, all of the following:
 - 1. Access to a private and secure room, other than a restroom, to express breast milk or breast-feed an infant child.
 - 2. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk.
 - 3. Access to a power source for a breast pump or any other equipment used to express breast milk.
 - 4. Access to a place to store expressed breast milk safely.
- (b) The district provides a lactating pupil on a school campus with a reasonable amount of time to accommodate her need to express breast milk or breast-feed an infant child.
- (c) The district ensures that a pupil does not incur an academic penalty as a result of her use, during the school day, of the reasonable accommodations specified in this section, and pupils are provided the opportunity to make up any work missed due to such use.

2.0 PARENT’S CIVIL RIGHTS

2.1 Consolidated Programs and General School Programs

In accordance with Title 5, Section 4621, these procedures are distributed annually via this Student/Parent Information Handbook. The following complaint procedures shall be employed in case of alleged district violations of federal or state law or regulations, or of alleged unlawful discrimination as stipulated in the statute. The district shall follow complaint procedures pursuant to state regulations when addressing complaints alleging unlawful discrimination or failure to comply with the law in consolidated categorical programs, migrant education, child care and development programs, child nutrition programs and special education programs. Complaints concerning special education programs shall be addressed in accordance with the regulations and procedures of the Special Education Local Planning Area, and should be directed to the Director of Special Education. Complaints about any general school programs or school processes may be directed first to the School Principal and if it doesn’t get resolved then to the district’s Assistant Superintendent, Instructional Services.

The district will investigate and seek to resolve complaints at the local level using the process described in Administrative Regulations 1312.3, Uniform Complaint Procedures. Many times, an informal discussion with the complainant to understand his/her perspective and to treat his/her concerns as an educational problem, to be solved will avoid the necessity of a written complaint. If direct preliminary discussion is unsuccessful or inappropriate, the following District complaint process will be initiated:

The Alum Rock Union Elementary School District has primary responsibility for ensuring that it complies with state and federal laws and regulations governing district educational programs and civil rights protections regarding actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics. (5 CCR 4610)

Any complaints alleging unlawful discrimination or failure to comply with state and federal laws in consolidated categorical aid programs, migrant education, childcare and development programs, child nutrition programs, and special education programs will be reviewed and mediated or investigated by the district. Procedures for ensuring compliance are established in Administrative Regulations 1312.3, Uniform Complaint Procedures.

In matters concerning Uniform Complaint Procedures, the complainant will have the opportunity to provide relevant information as part of the investigation using the Alum Rock Union Elementary School District Uniform Complaint Procedure form available at all schools and the district office. Within thirty days of receipt of the complaint, the district will provide a written report to the complainant. Complaints alleging discrimination must be filed within six months from the alleged occurrence or when knowledge was first obtained. Complainants may also pursue civil law remedies through mediation centers, the County Office of Education, and public/private interest attorneys.

2.1.1 Uniform Complaint Procedures

2.1.2

Level 1:	Complainant files a written complaint at the school or with the compliance officer at the district office on the Alum Rock Union Elementary School District Uniform Complaint Procedure form stating the problem. Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.
Level 2:	A final decision shall be sent to the complainant within 60 calendar days of the district's receipt of the complaint. Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report, “Final Written Decision”.
Level 3:	If the complainant is dissatisfied with the compliance officer's decision, the complainant may, within 5 business days, file the complaint in writing with the Board. If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

Level 4:	If dissatisfied with the district’s resolution of a complaint, the complainant has the right to appeal to the California Department of Education within fifteen days after the district’s report is issued. In a discrimination complaint, the complainant has the right to seek legal remedies (such as court action) when at least sixty days have passed after filing an appeal with the California Department of Education: Education Code 262.3 The complainant must specify the reason for the appeal, and must include a copy of the locally filed written complaint and the district’s decision.
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The Board of Trustees assures that:

- Retaliation in any form for the filing of a complaint is prohibited.
- The identity of any complainant alleging discrimination shall be kept confidential as appropriate.
- When possible, notices will be in English and the student’s primary language.
- When possible the written report of findings will be in English and in the language of the complainant.
- A copy of the district’s policy and complaint procedures may be obtained, free of charge, through the Superintendent’s office.

For assistance regarding the filing of complaints under the Uniform Complaint Procedure, contact the Student Support Services Department at (408) 928-6945.

A complainant may pursue available civil law remedies outside of the district’s complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints, however, a complainant must wait until sixty days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the district has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622; Education Code 262.3

Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

2.2 Williams Uniform Complaint Procedure – SB 550 and AB 2727

For assistance regarding the filing of complaints under the Williams Uniform Complaint Procedure contact The Director of Student Support Services, Programs and Compliance (408) 928-6555. You may also visit our department website at <https://www.arusd.org/departments/instructional-services/student-support-services/williams-settlement> for more information.

Education Code (EC) Section 35186, created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment

Pursuant to California *Education Code* (EC) Section 35186, parents, guardians, pupils, and teachers are hereby notified that:

1. There should be sufficient textbooks and instructional materials. This means each pupil, including English learners, must have a textbook or instructional material, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.

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

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, and/or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

A complaint form may be obtained at the school office, district office, or downloaded from the school district’s website at

<https://www.arusd.org/departments/instructional-services/student-support-services/williams-settlement> You may also download a copy of the California Department of Education complaint form from the following website: <http://www.cde.ca.gov/re/cp/uc>

3.0 Elementary Schools

Adelante Dual Language Academy PK-8th

1720 Hopkins Dr. San Jose, CA 95122

928-1900 FAX 928-1901

Principal: Victor Guendulain

Assistant Principal: Maria Belen Taitiano

Assistant Principal: Erika Bair

Aptitud Community Academy at Goss TK-5th

2475 Van Winkle Lane San José, CA 95116

928-7650 FAX 928-7651

Principal: Suyen Jimenez

Hubbard Media Arts Academy TK-5th

1680 Foley Avenue San Jose, CA 95122

928-7700 FAX 928-7701

Principal: Sandra Sarmiento, Ed.D.

Linda Vista Elementary School TK-5th

100 Kirk Avenue San Jose, CA 95127

928-7800 FAX 928-7801

Principal: Suzanne Cicala

Lyndale Elementary School TK-5th

13901 Nordyke Drive San Jose, CA 95127

928-7900 FAX 928-7901

Principal: Jackie Montejano

McCollam Elementary School TK-5th

3311 Lucian Avenue San Jose, CA 95127

928-8000 FAX 928-8001

Principal: Linda Diaz-Sepulveda

Russo/McEntee Academy TK-5th

2851 Gay Avenue San Jose, CA 95127

928-8900 FAX 928-8901

Principal: Emeric Bisbee

Painter Elementary School PK-6th

500 Rough & Ready Rd. San Jose, CA 95133

928-8400 FAX 928-8401

Principal: Joseph Manluco, Ed.D.

Ryan STEAM Academy TK-5th

1241 McGinness Drive San Jose, CA 95127

928-8650 FAX 928-8651

Principal: Clarissa Johnston-Abril

San Antonio/ LUCHA Elementary School TK-5th

1721 E. San Antonio St. San Jose, CA 95116

928-8700 FAX 928-8701

Principal: Iris Charest

Assistant Principal: Guadalupe Cruz

THE ALUM ROCK SCHOOL DISTRICT EARLY LEARNING SYSTEM: Learning begins at birth, and healthy, high-quality early learning experiences lead to success in school and life. The Alum Rock Union Elementary School District's Quality for All: Prenatal through 3rd-grade Health and Early Learning strategic plan outlines a framework to ensure that all children in the district are healthy, thriving, and on a positive path to reaching their full potential. Early Learning works in partnerships to build an inclusive, equitable, high-quality integrated service delivery system to support families in the district, along with a mixed delivery system of choice from the universal early learning options for families to access.

THE ARUSD EARLY LEARNING CENTER: The Alum Rock Union Elementary School District, in partnership with Kidango, has expanded our early childhood education services to serve more children under the age of three through the opening of The ARUSD Early Learning Center in July 2023. This program provides inclusive, equitable, affordable (free), and universal access to high-quality early learning experiences, Birth through Five. The program features infant, toddler, preschool, transitional kindergarten, and kindergarten classrooms. Special Education preschool classrooms also provide services to students in both AM and PM sessions. Expanded hours are available to provide a universal 9-hour day through before and after-school care, intersession, and summer school programming.

CALIFORNIA STATE PRESCHOOL PROGRAMS WITH THINK TOGETHER: The Alum Rock Union Elementary School District in partnership with Think Together offers full-day dual immersion preschools in Spanish (Adelante 1 and Adelante 2) and Vietnamese (Painter) as well as a blended program in English for 4-year-old students at McCollam. Eligibility is based on gross monthly income, family size, and need. Children must be 3 years old by September 1st of the current school year. For more information, please feel free to contact our enrollment team at (510) 603-8402.

Our program adheres to all state regulations in accordance with the California Department of Education. Think Together Early Learning Program maintains a waitlist. All families are ranked based on need and then gross family income and family size. Guidelines for admission priority are the same for waitlisted families and follow:

First: The child is the recipient of Child Protective Services or At-Risk of being neglected, abused, or exploited.

Second: Once the set-aside is filled, a child with exceptional needs from an income-eligible family AND the family meets a need criteria. Prioritize based on income ranking order.

Third: Eligible children not enrolled in Transitional Kindergarten. Prioritize children with the lowest income ranking first. If 2 or more children are within the same ranking prioritize dual language learners, then based on the child who has been on the waiting list for the longest time.

Fourth: Family income is not more than 15% above income threshold AND family meets a need criterion. Prioritize exceptional needs children, then 4-year-olds, then 3-year-olds. (limited to 10% of funded enrollment)

Fifth: Family meets eligibility criteria but does not meet the need criteria. Prioritize based on income ranking order.

Sixth: Family resides in approved neighborhood school boundary. Prioritize based on income ranking order.

4.0 Middle Schools

Ocala STEAM Academy 6th-8th

2800 Ocala Avenue San José, CA 95148

928-8350 FAX 928-8351

Principal: Kelsey White

Assistant Principal: Adam Stickles

Assistant Principal: Marisa Pena

Renaissance Academy of Arts, Sciences, and Social

Justice at Mathson 6th-8th

2050 Kammerer Ave San José, CA 95116

928-8500 FAX 928-8501

Principal: Jose Cortez

Assistant Principal: Christina Luu

Sheppard Middle School New Tech Network & Verizon

Innovative Learning 6th-8th

480 Rough & Ready Rd San José, CA 95133

928-8800 FAX 928-8801

Principal: Doug Kleinhenz

Assistant Principal: Primavera Hernandez

Assistant Principal: Kathleen Wyatt

5.0 NOTICE TO PARENTS – RIGHTS AND RESPONSIBILITIES

The California Education Code Section 48980 requires school districts to notify parents and guardians yearly of their rights and responsibilities concerning the following areas:

5.1 Child Abuse



CALIFORNIA MANDATED REPORTING EASY STEPS... WHAT MUST BE REPORTED and HOW TO REPORT!

“Our children’s safety is of utmost importance to us.”

What Must be Reported:

Any of the below acts involving anyone under the age of 18:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect

The mandated reporter must only have *reasonable suspicion* that a child has been mistreated; no evidence or proof is required prior to making a report.

The case will be further investigated by law enforcement and/or child welfare services.

How to Report:

By Phone: Immediately, or as soon as possible, make a telephone report to child welfare services and/or to a Police or Sheriff’s department.

- Child Welfare Services phone # 408-299-2071
 - Option 1 for English and Option 3 for Mandated Reporter
 - Option 2 for Spanish and Option 2 for Mandated Reporter
- Santa Clara County (24 hour) Reporting Child Abuse 1-833-722-5437
- Police Department phone # 408-277-8911
- Sheriff’s Department phone # 408-808-4400

In Writing: Within 36 hours, a written report must be sent, faxed or submitted electronically. The written report should be completed on a state form called the 8572.

Other information:

- Safeguards for Mandated Reporters:
 - The Child Abuse and Neglect Reporting Act (CANRA) states that the name of the mandated reporter is strictly confidential, although it is provided to investigative parties working on the case.
 - Under state law, mandated reporters cannot be held liable in civil or criminal court when reporting as required; however, under federal law mandated reporters only have immunity for reports made in good faith.
- Failure to report:
 - Failure to report concerns of child abuse or neglect is considered a misdemeanor and is punishable in California by six months in jail and/or up to a \$1,000 fine.
- For the complete law and a list of mandated reporters refer to California Penal Codes 11164 -11174.3.

5.2 Electronic Transfer of Student Data to the California Department of Education: California School Information Services (CSIS) Program

Under state law, all school districts are required to transfer specific data on individual students to the California Department of Education (CDE). This data is used by CDE for state reporting. Data is also used by districts and/or public institutions to obtain information about students who are transferring from another district or are applying for admission. All data maintained by the CSIS Program are in compliance with federal and state privacy and confidentiality requirements. The benefits of this program to students and parents 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 benefit from the streaming and reduction of required state reporting.

5.3 Employment-Based School Attendance Options

An application for an inter-district transfer of a student may be made based upon employment of the parent. An elementary school pupil (K-6) shall be deemed to have complied with the residency requirements for school attendance if the pupil's parent or legal guardian is employed within the boundaries of the school district. Allen Bill (AB 149), Education Code 48204 (f)

5.4 Special Education

Special Education programs or services are provided for students who meet eligibility criteria in one of the 13 disability categories. Those categories include: Autism, Deaf Blindness, Deafness, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Emotional Disturbance, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment. The Individualized Education Program (IEP) Team determines the service needs.

5.5 Grading and Evaluation

Student grades in courses offered in district schools provide for measurement of student progress in meeting instructional objectives aligned with state content and performance standards. Grades in district schools culminate in formal, permanently recorded grades based upon uniform standards. Grades should be based on the student's work and his/her mastery of course level standards, benchmarks, course objectives, and content as demonstrated through assignments and assessments.

5.6 Insurance/Student Injuries

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

5.7 Moves-Family Residential

When parents move, they must immediately inform their child's school. Verification of the new address is necessary. For parents who move out of Alum Rock Union Elementary School District, an interdistrict transfer will be required in order to allow the student to continue attending in the district.

5.8 Police Officers Interviewing Students While on Campus

Police officers have the right to question students at school whom they feel may be suspects or witnesses. School officials have no guaranteed right to be present for an interview with the student. The child/student, however, does have the right to have a parent or school support person, of his or her own choice, present during the interview. The school is required to notify the parent if the child is released to an officer except when the child is placed into custody as a victim of child abuse or neglect. Education Code 48906

5.9 Pupil Progress

Each school shall prescribe regulations requiring the evaluation of student's achievement for each grading period. A parent conference or written report is required when it becomes evident to the teacher that the student is in danger of failing a course. The refusal of a parent to attend the conference or to respond to the written report shall not preclude failing the pupil at the end of the grading period. Education Code 49067

In grades 2-8, students take a local assessment three times a year to measure growth towards meeting state grade level standards in English Language Arts and Mathematics. In TK – Kindergarten students are given an assessment that measures student mastery of letters, sounds, sight words, number sense and additional foundational skills. Teachers on an ongoing basis conduct checks for understanding, use formative assessment and review student work to check progress.

The local assessments listed below are administered throughout the year:

- **ESGI**- One on one Foundational Reading and Math Skills assessment for TK, given 3 times during the year
- **Amplify mClass DIBELS**- Reading Difficulty Screener for K-2nd Grade, given in the late fall
- **Benchmark Level Screener**- Reading Fluency Level for K-5th Grade, given 2-3 times during the year.
- **Standards Unit Assessments**- Standards based assessments given 5 items a year.
- **MDTP**- Math placement and readiness exams given at the end of each year to 5th - 8th grade students.

5.10 District Elementary School (Grades TK-5th)

Assessment of student progress in district elementary schools (Grades 1 through 5th) is based on the student's mastery of state, grade level academic content standards using a standards-based report card and rubric scores of 1-4.

Blank	Not assessed at that time
1 =	Below Standard
2 =	Approaching Standard
3 =	Meets Standard
4 =	Exceeds Standard

In Transitional Kindergarten student progress is based on the student's mastery of foundational skills/standards using a grading scale of 1-3.

/	Not introduced	✓ indicates area of growth
1 =	Exploring: Needs continued support and assistance	
2 =	Building: making progress toward TK goals	
3 =	Integrating: consistently meets TK goals	

In Kindergarten student progress is based on the student's mastery of foundational skills/standards using a grading scale of 1-3.

/	Not introduced	✓ indicates area of growth
1 =	Below grade level standards	
2 =	Not yet/approaching grade level standards	
3 =	Meets or exceeds grade level standards	

The progress of English Learners (ELs) is assessed according to their language of instruction. Marks used to report the progress of English Learners are based on mastery of English Language Development (ELD) standards at the student's level of English proficiency and his/her progress towards meeting grade-level content standards.

Standards Based Report Cards are distributed by trimester-three times a year- (November, March, and June). At risk students receive a progress report in the middle of trimester 1 and 2.

5.11 District Middle Schools (Grades 6-8)

Grades for achievement shall be reported each marking period as follows (AR 5121):

Honor Roll:	Superintendent's Honor Roll	=	4.0 and above
	Principal's Honor Roll	=	3.5 – 3.99
	Dean's Honor Roll	=	3.0 – 3.49
Grades:	A+	=	4.3 grade points
	A	= Outstanding Achievement	4.0 grade points
	A-	=	3.7 grade points
	B+	=	3.3 grade points
	B	= Above Average Achievement	3.0 grade points
	B-	=	2.7 grade points
	C+	=	2.3 grade points
	C	= Average Achievement	2.0 grade points
	C-	=	1.7 grade points
	D	= Below Average Achievement	1.3 grade points
	D+	=	1.0 grade points
	D-	=	0.7 grade points
	F	= Little or No Achievement	0.0 grade points
	I	= Incomplete	0.0 grade points

5.12 End of Trimester Grades –Middle School

The final grade of each trimester in middle schools will be based on assignments, participation, and assessments of course content. Any questions regarding grades should be directed to the student's teacher or the Principal.

Classes-Start Date

8/12/26

Classes-End Date

6/4/27

End of trimester reporting period for students in grades 6-8, report cards will be mailed home the following week.

Trimester 1

11/6/26

Trimester 2

3/3/27

Trimester 3

6/4/27

Minimum Days – Students are dismissed early for the purpose of teachers preparing reports, progress reports and conducting Teacher-Parent conferences.

Collaboration Days - Every Thursday, students are dismissed early for the purpose of teacher related activities, (i.e. collaboration.)

5.13 8th Grade Promotion Criteria

Students who receive a cumulative GPA of 2.0+ will fully participate in promotion and promotion related activities (walk the stage; receive a certificate, activities, etc.).

Additional criteria may be used to determine who fully participates:

Cumulative 2.0

Behavioral Considerations

IEP Goals

Attendance

Contract on case-by-case basis to support students at-risk of not having a 2.0 GPA

Students who receive a cumulative GPA of 1.75 – 1.99 will receive a certificate and may participate in activities depending on their behavior. They do not walk the stage.

Students who receive a GPA of 1.74 or less will participate in activities depending on their behavior. They do not walk across the stage and they do not receive a certificate.

*Some schools may select to recognize a valedictorian and salutatorian during their promotion ceremony. The criteria are solely based on Grade Point Average of the three years in middle school. In case of a tie, the school can determine to have multiple representatives as valedictorian or salutatorian.

Valedictorian – Student with the highest cumulative GPA (grade 6-8)

Salutatorian –Student with the second highest cumulative GPA (grades 6-8)



ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

2930 Gay Avenue, San José, CA 95127 · Phone: 408-928-6800 · Fax: 408-928-6416 · www.arusd.org

August 11, 2026

To Parents/Guardians:

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). All local education agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents, on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher:
 - Has met the qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - Is teaching in the field of discipline of the certification of the teacher.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact Irma Barahona, Coordinator Human Resources Department, at (408) 928-6806.

Sincerely,

Cari Vaeth

Interim Assistant Superintendent, Human Resources

Dr. Marnie Hazelton, Superintendent

Board of Trustees: Linda Chavez, President, Andrés Quintero, Vice-President
Minh Pham, Clerk · Corina Herrera-Loera, Member · Minh Nguyen, Member

5.14 Student Cumulative Records

5.14.1 Access without Written Consent

School personnel with legitimate educational interests, schools of intended enrollment, specified federal and state educational administrators, and those who provide financial aid are entitled to access pupil cumulative files without parent consent. Access may also be obtained without parental consent in response to a court order. Education Codes 49076, 49077, 49078

5.15.2 Inspection of Records

Parents or legal guardians have a right to review their child's cumulative record. Student records are available for review during regular school hours. Requests for access should be directed to the Principal, and must be granted within five days from the date of the request. In the case of separated or divorced parents, both parents shall have equal access to school records, unless there is a current restraining order specifically preventing records access. (A restraining order preventing access to the pupil does not prevent access to records.) Education Codes 49061, 4906

5.14.3 Maintenance of Records

A log shall be maintained at each school of student's records which lists all persons or organizations requesting or receiving information from that record. Requests to access the log should be directed to the Principal. Education Code 49064

5.14.4 Notification of Rights Under FERPA for Elementary and Secondary Schools

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

- The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.
- Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
- Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.
- If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise the parent or eligible student of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Trustees; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
- A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- Upon request, the school discloses education records, without prior consent, to officials of another school district in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

*Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920*

5.15 Student Directory Information

Directory information includes one or more of the following items: Student's name, address, date and place of birth, dates of attendance, and the most recent previous public or private school attended by the student. Education Code 49073

Student information may only be released to school personnel, to a school-sponsored parent organization, or law enforcement agencies. All other requests shall be denied.

A natural parent, an adoptive parent, a legal guardian, or the parent having legal custody of the pupil, may challenge the content of a record, offer a written response/rebuttal to a record, or consent to release the record to others. Either parent may grant consent to release information if both parents have notified in writing to the school or school district that such an agreement has been made.

5.16 Transfer of Records

Any school district requesting the transfer of a pupil's records for the purpose of enrollment shall notify the parent of his/her right to receive a copy of the record or to challenge the content of the request. Education Code 49068

5.17 Transfers within Alum Rock Union Elementary School District (ARUSD)

Parents of students who are attending Alum Rock Union Elementary School District (ARUSD) schools will be permitted to apply for a transfer from one school to another for the following school year. Students will be assigned to their requested school based on program need or space availability. Transportation services will not be provided for intradistrict transfer students.

Transfer request forms are available at every school office and at the Alum Rock Union Elementary School District Office in the Student Services Department.

5.17.1 Transfers-Intradistrict (within ARUSD)

An elementary student residing in the Alum Rock Union Elementary School District may be granted an intradistrict transfer to attend another district school when space is available and when:

- Students of working parents receiving child care from the same person or program for at least one year. Child care must be located within the boundaries of the requested school.
- A change of residence within the district's attendance boundaries.
- Students, who, through the student overflow process, were assigned a school due to lack of space availability at the attendance boundary area school and wish to continue at the school of assignment.
- Student whose parent/guardian is a district employee at the requested school. Student whose parent/guardian is employed within the attendance boundary of the requested school.
- Transportation services for intradistrict transfer students will not be provided by the district.
- Specialized programs are available

5.17.2 Open Enrollment (Middle School transfers within ARUSD)

Open enrollment allows parents and students to select which middle school they wish to attend starting the new school year. In this process, parents and students may select up to three middle schools they wish to attend. Students will be placed on a space available basis. Applications are available at all schools and at the Student Services Department (2930 Gay Avenue San Jose, CA 95127). To help parent/guardians identify schools to consider for open enrollment, visits to observe schools may be scheduled by contacting individual middle school offices. Selection process as follows:

5.10.1.1 All students who select their neighborhood school as their first choice or who do not select a school will be assigned to their neighborhood middle school.

5.10.1.2 The number of students selected to attend a specific school will be based on space available at each grade level.

5.10.1.3 Parents will be notified by letter of their child's school by the Student Services Department.

5.17.3 Transfers-Interdistrict (between ARUSD and another District)

Students may transfer to another school district for last year's privilege (grades 5 or 8), program offerings not available in ARUSD, physical, emotional or psychological need (K-8), parental employment (K-6), or child care (K-6).

Applications are available through the Student Services Department at (408) 928-6945. Transportation services for interdistrict transfer students will not be provided by the district. Interdistrict transfer agreements must be renewed annually. Interdistrict students may be subject to displacement due to increased attendance at the transfer site. Principals have the right to recommend to the Director of Student Services to revoke a transfer based on a student's poor attendance, poor academic performance and/or student's inappropriate conduct.

6.0 PARENT INFORMATION-WHERE TO GO FOR HELP AND INFORMATION

Parent Communications: www.arusd.org; Parent Square; ARUSD Facebook Page, Home Access Center (eSchool)

6.1 After-School Activities

Each elementary and middle school has a variety of after-school activities such as Homework Center, Enrichment Activities, tutoring, and/or sports. See the Principal or Assistant Principal for information.

6.2 Expanded Learning Programs (ASES & ELOP)

The Alum Rock Union School District is proud to offer Expanded Learning Programs at every school site. These programs provide students with a safe, supportive, and engaging environment before and after the regular school day.

Before School Program: Available beginning one hour before the first school bell.

After School Program: Begins at the end of the regular school day and operates until 6:00 p.m., Monday through Friday, on all days that school is in session.

Expanded Learning Programs serve students in grades TK–8 and provide:

- Homework assistance and academic support
- Tutoring in reading, writing, and mathematics
- Enrichment activities that promote creativity, leadership, and student engagement
- Structured recreation and physical activity opportunities
- Social-emotional learning and skill development

In addition to before and after school programming, the district provides up to **30 days of Expanded Learning opportunities during non-school days throughout the year**. These programs are offered during intersession periods, including **November Break, Presidents' Week Break, Spring Break, and Summer**, providing students with continued access to academic support, enrichment activities, recreation, and engaging learning experiences when school is not in session. Communication is sent out via Parent Square, please make sure to download the app to receive communication.

The district partners with community-based organizations to provide high-quality expanded learning opportunities, including Think Together, YMCA, and Boys & Girls Club. Beginning this school year, additional enrichment opportunities will be offered in coordination with our ASES and ELOP programs, allowing for increased student access and participation.

To learn more about available programs, registration, and enrollment, please contact the Student Support Services Office at (408) 928-6555, email: expandedlearning@arusd.org, or visit the district's Expanded Learning webpage.

<https://www.arusd.org/departments/instructional-services/student-support-services/expanded-learning-program>. Families may register through InPlay, the district's online registration platform, where links to specific program offerings are available.

Priority enrollment is provided to English Learners, Foster Youth, McKinney Vento, Migrant Education students. For additional information regarding registration and program availability, please contact your child's school.

6.3 Classroom Material Policy

The Alum Rock Union Elementary School District's policy is to provide Board-approved core content area textbooks (hardbound and/or digital) for all TK-8 students.

Required supplementary materials for full-class use are selected by classroom teachers and other staff members using certain criteria for evaluating materials.

When parents have a concern regarding supplemental classroom materials, the following process allows for their input:

1) The parent discusses the nature of concern with the teacher. If the issue remains unsolved, 2) The parent discusses the concern

with the principal, 3) The principal arranges an interview with the parent and appropriate personnel at the district office.

6.4 Community Resources

Santa Clara County Suicide and Crisis Hotline (24 hour/English & Spanish): Dial 988 or (855) 278-4204	The lifeline is staffed 24 hours a day, every day, and provides compassionate support to those having a mental health or substance use crisis
Santa Clara Valley AL-ANON FAMILY GROUPS AND ALATEEN 1 West Campbell Ave., Room Q82, Campbell CA, 95008 (408) 379- 9375 Taped meeting information: (408)379-1051 Spanish Intergroup: (408) 437-3130 1376 4 th St. San Jose CA	Al-Anon: For families of alcoholics. Alateen (ages 13-19) for teens with alcoholic parents.
ALUM ROCK COUNSELING CENTER 1245 E. Santa Clara St., San Jose (408) 294-0500 24/7 Crisis Hotline (408)294- 0579	Counseling for families, individuals, and children. 24-hour crisis intervention for adolescents in San Jose. Will go to the home within 1 hour for children under 18 years.
BILL WILSON CENTER 3490 The Alameda Santa Clara, CA 95050 (408)243-0222	Counseling center for families and youth. The goal is to support family unity through improved communications and stress reduction.
CHILDREN'S HEALTH INITIATIVE, SANTA CLARA FAMILY HEALTH PLAN 6201 San Ignacio Ave., San Jose, CA 95119 (408)376-2000	School for Healthy Kids Children's Health Initiative (CHI) provides access to health insurance for children.
UPLIFT FAMILY SERVICES 251 Llewellyn Avenue, Campbell, CA 95008 (408) 379-3790 (main #) Client Services (408) 379- 3796 After hour & Weekend Emergencies (877) 412- 7474	Uplift Family Services deals with substance abuse through counseling and education. Comprehensive outpatient counseling services to adults, couples, children and families.
KAISER HOSPITALS SANTA CLARA (408) 851-1000 SAN JOSE (409) 972-3000	Full range of alcohol and drug abuse services beginning with a very thorough evaluation (affiliated with the psychiatry department). Must be a Kaiser member.
NARCOTICS ANONYMOUS SANTA CLARA COUNTY (408) 998-4200	Groups meet daily. Quite a few members are teenagers in their late teens. Participants follow a 12-step program.
SANTA CLARA COUNTY DEPARTMENT OF SOCIAL SERVICES: CHILDREN'S SERVICES SAN JOSE (866)901-3212	Adoption and foster care services.
BAY AREA COMMUNITY HEALTH 2880 Story Rd. San Jose, CA 95127 408-729-9700	Numerous services; medical, dental, behavioral health, optometry, chiropractic, podiatry, women's health, public health insurance enrollment, and specialty care referrals through multiple locations in the Cities of San Jose and Gilroy

6.4.1 Family Resource Centers (FRCs)

SOMOS Mayfair Mayfair Early Learning Center 2000 Kammerer Ave San Jose, CA 95116 Contact: Nayeli Sedano Phone: (408) 390-1329 Email: nsedano@somosmayfair.org	SOMOS Mayfair Hubbard Media Arts Academy 1680 Foley Ave. San Jose, CA 95122 Contact: Brenda Garcia Lujano Phone: (408) 593-5454 Email: bgarcia@somosmayfair.org
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The Family Resource Centers (FRCs) serve ALL ARUSD schools. All families have access to services that are offered at the FRCs.

6.5 Counseling and Other School Services (Supplementary)

Supplementary counseling services may be provided at schools. Contact the School Counselor or Principal at your school. No counselor shall unlawfully discriminate against any student. In addition, when exploring the possibility of careers and courses leading to such careers, counseling staff shall not differentiate career, vocational, or higher education opportunities on the basis of the sex of the student. (Education Code 221.5; 5 CCR 4930) The school may refer parents to community resources for student's mental health needs.

Suicide Prevention and Intervention

Suicide is a leading cause of death among youth, and school personnel is often in a position to recognize warning signs of suicide. The district makes an effort to develop measures and strategies for suicide prevention, intervention, and after-care. These efforts may include staff development, providing student instruction in positive coping skills, providing information and resources to parents/guardians regarding suicide prevention and intervention, promoting a positive school climate, and providing crisis management, and counseling (including for bereavement). If you or someone you know is struggling emotionally or needs support, please call and/or text:

- Suicide and Crisis Lifeline, formerly known as the National Suicide Prevention Lifeline dial 988 – the three digit, nationwide phone number to connect directly to the 988 Suicide and Crisis Lifeline. By calling or texting 988, you will connect with mental health professionals with the Lifeline Network for confidential support.
- Pacific Clinics Mobile Crisis Response Team 24-hour crisis (408) 379-9085
- If your child is in immediate crisis, call 911 and ask for a Crisis Team Member (CIT)

6.6 District Committees

6.6.1 District English Learners Advisory Committee (DELAC)

The District English Learner Advisory Committee meets regularly to provide input to the district Board of Trustees on: district goals and objectives, the plan for English Learners education, the Annual Language Census, reclassification procedures, and need's assessment. Each school's English Learners Advisory Committee (ELAC) elects one of its members to serve on DELAC.

6.6.2. English Learner Advisory Committee (ELAC)

Each school with more than twenty English Learner students is required to establish an English Learner Advisory Committee (ELAC). Committee members are elected by the parents of English Learner students. Some of the duties and legal responsibilities of ELAC are to provide input to the principal on instructional and support needs of English Learners, elect the site representative for the District English Learner Advisory Committee (DELAC), and assist with the school's needs assessments. ELAC may elect to become a sub-committee within the School Site Council. Contact your school principal for more information.

6.6.3. Migrant Education Program

The Migrant Education Program provides preschool, health, summer, and parent support services through its collaboration with the Migrant Regional Office located at the Santa Clara County Office of Education. Parent informational meetings are held regularly throughout the year to identify the needs of migrant students and families in the district. Parents receive information that addresses the academic, social, and health needs of their children. For more information, contact the Student Support Services Department at (408) 928-6555 or contact Juan Rosas, Recruiter at jrosas@sccoe.org

6.6.4. School Site Council (SSC)

The California Education Code requires the School Site Council to help develop a *School Plan for Student Achievement* for federally

funded programs operated at the school. The council must recommend the proposed plan to the Board of Trustees for approval, monitor its implementation, and evaluate the results. The SSC reviews the budget annually and helps establish a new budget. Members are elected by their peers, for example; classroom teachers by classroom teachers, parents by parents. The SSC is a decision-making group of parents, community members and school staff members.

6.7 Emergency and Safety Procedures

During school hours, if the Superintendent declares an emergency, all students and staff will be required to remain at school or an alternate safe site under the supervision of district personnel until:

1. Regular dismissal time and released only then if it is considered safe, OR
2. Student is released to an adult authorized by the parent or legal guardian whose name appears on district emergency records. If students are on their way to or from school by bus, they will be brought to school.

6.7.1 Reminders to Parents About Legal Duties to Safely Store Firearms

The District is committed to student health and safety and safe schools. Parents and guardians are reminded of their obligation to safely store firearms in their household. A copy of state law and local (city and county) ordinances requiring safe storage of firearms are included in Appendix H.

APPENDIX H

Safe Storage of Firearms

Section 25100 (Criminal Storage of Firearm) of the California Penal Code provides:

- (a) Except as provided in Section 25105, a person commits the crime of “criminal storage of a firearm in the first degree” if all of the following conditions are satisfied:
 - (1) The person keeps any firearm within any premises that are under the person’s custody or control.
 - (2) The 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, or that a person prohibited from possessing a firearm or deadly weapon pursuant to state or federal law is likely to gain access to the firearm.
 - (3) The child obtains access to the firearm and thereby causes death or great bodily injury to the child or any other person, or the person prohibited from possessing a firearm or deadly weapon pursuant to state or federal law obtains access to the firearm and thereby causes death or great bodily injury to themselves or any other person.
- (b) Except as provided in Section 25105, a person commits the crime of “criminal storage of a firearm in the second degree” if all of the following conditions are satisfied:
 - (1) The person keeps any firearm within any premises that are under the person’s custody or control.
 - (2) The 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, or that a person prohibited from possessing a firearm or deadly weapon pursuant to state or federal law is likely to gain access to the firearm.
 - (3) The child obtains access to the firearm and thereby causes injury, other than great bodily injury, to the child or any other person, or carries the firearm either to a public place or in violation of Section 417, or the person prohibited from possessing a firearm or deadly weapon pursuant to state or federal law obtains access to the firearm and thereby causes injury, other than great bodily injury, to themselves or any other person, or carries the firearm either to a public place or in violation of Section 417.
- (c) Except as provided in Section 25105, a person commits the crime of “criminal storage of a firearm in the third degree” if the person keeps any firearm within any premises that are under the person’s custody or control and negligently stores or leaves a firearm in a location where the 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, unless reasonable action is taken by the person to secure the firearm against access by the child.

The City of San José's "SAFE STORAGE OF FIREARMS IN A RESIDENCE" (San José Municipal Ordinance no. 30015 (Part 5, Chapter 10.32 of Title 10) provides:

Part 5 - SAFE STORAGE OF FIREARMS IN A RESIDENCE

10.32.160 - Definitions.

As used in this Part, the following terms have the following meaning:

A."Firearm" means a device, designed to be used as a weapon, from which is expelled through a barrel, a projectile by the force of an explosion or other form of combustion.

B."Locked Container" means a locked container as defined in California Penal Code Section 16850, as amended from time to time.

C."Residence" means any structure intended or used for human habitation, including but not limited to houses, condominiums, rooms within a Residence, in-law units, motels, hotels, single room occupancy units, time shares, and recreational and other vehicles where human habitation occurs.

D."Trigger Lock" means a trigger lock that is listed on the California Department of Justice's roster of approved firearms safety devices, and that is identified as appropriate for that firearm by reference to either the manufacturer and model of the firearm or to the physical characteristics of the firearm that match those listed on the roster for use with the device under California Penal Code Section 23635, as may be amended from time to time.

(Ord. 30015.)

10.32.170 - Firearms in Residence - Prohibition, Exception for Reporting Theft or Loss, and Sunset for Reporting Exception.

A.A person who owns or possesses a Firearm and keeps it in his or her Residence shall store the Firearm in a Locked Container or disable the Firearm with a Trigger Lock upon leaving the Residence.

B.A person who owns or possesses a Firearm who reports to the San José Police Department that a Firearm was stolen or lost within 24 hours of the time he or she knew or reasonably should have known that the firearm had been stolen or lost shall not be prosecuted for violation of subsection A.

C.Subsection B shall remain in effect for one calendar year from the date the Ordinance adding this Part 5 of Chapter 10.32 of Title 10 of the San José Municipal Code takes effect.

(Ord. 30015.)

Santa Clara County's SAFE STORAGE OF FIREARMS Ordinance (*Ord. No. NS-644, adopted Dec. 10, 2019, and codified herein, become effective Mar. 9, 2020*)

Sec. B19-16. - Definitions.

(a) *Firearm* means any gun, pistol, revolver, rifle, or any device that is designed or modified to be used as a weapon, from which is expelled through a barrel a projectile by the force of an explosion or other form of combustion. "Firearm" does not include imitation firearms, BB guns, or air rifles as defined in Government Code section 53071.5 or any successor legislation.

(b) *Close proximity and control*, as used here, means within arm's reach of a person who is actively paying attention to the firearm such that they could gain control of the weapon before an unauthorized person could access the weapon.

(c) *Locked container* means a locked container as defined in Penal Code section 16850, as amended from time to time and as listed on the California Department of Justice Bureau of Firearms roster of approved firearm safety devices.

(d) *Residence* means any structure intended or used for human habitation, including but not limited to houses, condominiums, rooms, in-law units, motels, hotels, single room occupancies, time shares, and recreational and other vehicles where human habitation occurs, whether on a temporary or permanent basis, and whether owned, leased, rented, or used with or without compensation, and regardless of the lawful status of the structure or its occupancy. Notwithstanding the foregoing,

"residence" shall not include a seasonal hunting lodge when used by an individual with a valid hunting license from the state Department of Fish and Wildlife and when no child who does not also hold a valid hunting license from the state Department of Fish and Wildlife is present. A "seasonal hunting lodge" for the purposes of the previous sentence must be lawfully used for temporary human habitation, used by a given individual less than 90 days in a calendar year, and not located in an Urban Residential, Commercial, or Industrial District as defined by the Zoning Ordinance.

- (e) *Trigger lock* means a trigger lock that is listed on the California Department of Justice's roster of approved firearms safety devices and that is identified as appropriate for that firearm by reference to either the manufacturer and model of the firearm or to the physical characteristics of the firearm that match those listed on the roster for use with the device under Penal Code section 23655(d).

([Ord. No. NS-644, § 1, 12-10-19, eff. 3-9-20](#))

Sec. B19-17. - Prohibition on keeping firearms in a residence unless in locked container, disabled with a trigger lock, carried by an authorized user, or in immediate control or possession of an authorized user.

- (a) Except when carried on the person of an individual in accordance with all applicable laws or when in the close proximity and control of a person who is authorized to carry a firearm in accordance with all applicable laws, in the unincorporated area of the County no person shall keep a firearm in any residence unless the firearm is stored in a locked container or the firearm is disabled with a trigger lock. This provision does not apply to the storage or use of a firearm outside of a residence.
- (b) Each day that a firearm is improperly stored shall constitute a separate violation of this Section.
- (c) The first violation of this Section shall be an infraction punishable by a fine not to exceed \$500.00.
- (d) All additional violations of this Section beyond the first violation shall constitute an infraction punishable by a fine not to exceed \$1,000.00.

([Ord. No. NS-644, § 1, 12-10-19, eff. 3-9-20](#))

Sec. B19-18. - Reporting theft or loss to law enforcement.

Nothing in this Chapter affects a person's obligations under California Penal Code § 25250 to report that a firearm has been lost or stolen to local authorities within five days of the time he or she knew or reasonably should have known that the firearm had been lost or stolen.

([Ord. No. NS-644, § 1, 12-10-19, eff. 3-9-20](#))

6.8 Exclusions from School Attendance

Children suffering from contagious or infectious disease may be excluded from school. Education Code 49451. A student whose mental disability would be detrimental to the welfare of other students may be excluded from school. Education Code 48213. Students who do not have state-required immunizations must be excluded. Health and Safety Code Section 3380-89, Chapter 7

6.9 Home and School Club

The Home and School Club is a parent group at some schools in the Alum Rock Union Elementary School District. Home and School Clubs are organized to provide specific enrichment activities or to sponsor family activities at the school through their fund-raising efforts. Call the principal at your child's school for more information.

6.10 Unhoused Family Assistance

The Governing Board desires to ensure that unhoused students have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services necessary for them to meet the same challenging academic standards as other students (cf.6011 – Academic Standards)

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way.

You are guaranteed enrollment in school by the federal McKinney Vento Act and California state law if you live: 1. In a house or apartment with more than one family due to loss of housing or economic hardship 2. With friends or family because you are a runaway or an unaccompanied youth 3. In substandard housing (without electricity, water or heat) 4. In a shelter (family, domestic, violence, or youth shelter or transitional living program) 5. In a motel, hotel or weekly rate housing 6. In an abandoned building, in a car, at a campground, or on the streets.

You can enroll in school immediately even without the documents normally required for enrollment such as: 1. Proof of residency 2. Immunization records or other required health records 3. School records 4. Legal guardianship papers

Your child may: 1. Participate fully in all school's activities and programs for which he/she is eligible 2. Receive transportation to and from the school of origin if you request it. 3. Continue to attend the school in which he/she was last enrolled even if you have moved away from that school's attendance area. 4. Qualify automatically for school nutrition programs.

Your responsibilities are to: 1. Make sure your child gets to school on time and ready to learn 2. Stay informed on school rules, regulations, and activities 3. Contact the homeless liaison for assistance in removing barriers to your child's education 4. Attend parent/teacher conferences, Back to School Nights, and other school related activities.

For questions about enrolling in school or for assistance with school enrollment contact the McKinney Vento Liaison:

Dr. Kiela Jimenez
Director of Student Support Services and Compliance Department
2930 Gay Ave., San Jose, CA 95127
Direct Line: 408-928-6945

6.11 Megan's Law Penal Code 290(N)-290.4

State law mandates that law enforcement take the responsibility to notify the public concerning serious and high risk sex offender registrants, Penal Code 290 (LA) (1) (1)

Parent or staff concerns regarding the location of sex offender registrants should be addressed to the San Jose Police Department. To discuss concerns, call the Sexual Assault Unit at (408) 277-4102. To view the Department of Justice information on sex offenders at the San Jose Police Department, go to 201 West Mission Street, San Jose, CA 95110.

6.12 Back-To-School Night/Open House

To acquaint parents with the teachers and school, an evening meeting is held once each fall. These meetings are called "Back-To School Night". These meetings may be conducted virtually or be pre recorded if necessary. Parents are encouraged to use this opportunity to meet the school staff, learn about the procedures and assignments, etc. All schools hold a Spring Open House and/or Culminating Event in the Spring to highlight the school programs, highlight student successes and work. For information about the dates for these events at your child's school, contact your school principal.

6.13 Parental Financial Liability

While a student is accountable for his/her willful acts of misconduct, parents are financially responsible for damage and injury caused by their child's misconduct. Whenever a student damages, defaces in any way or steals any school district property; the parents or guardians of that student shall be liable for restitution. This same liability will prevail even if the damage or loss was not intentional, but resulted from other negative or inappropriate behavior not acceptable on district property. The Alum Rock Union Elementary School District will seek restitution for any and all losses or damage to district property brought about by any student through inappropriate means. The parent or guardian of a minor/student shall be liable to the school district for all property belonging to the district loaned to the minor and not returned upon demand of an employee of the district authorized to make that demand.

6.14 Parent-Teacher Association/Parent-Teacher-Student Association

Many schools in the Alum Rock Union Elementary School District have a parent organization called the Parent-Teacher Association (PTA). Membership is open to all parents of students at the school. Middle Schools have the choice of forming a PTA or PTSA. In the Parent-Teacher-Student Association (PTSA), students may become members, may vote, and may hold elected office.

PTA/PTSA membership supports hospitality activities, program, publicity, parent education and financial transactions and includes membership in the National and State PTA Organization.

The PTA/PTSA committees work together on district-wide issues. Contact the principal to see if there are PTA/PTSA opportunities at your school.

6.15 Parent/Teacher Conferences

At the elementary level, Parent/Teacher Conferences are held each fall. Spring conferences are held only when there is a need expressed by either the parent or the teacher. Topics covered during the conference include information about instructional materials, homework expectations, grading and student progress. Parents may request additional conferences at other times as

needed.

6.16 Parent Visitations at School

Members of our community are always welcomed at our schools. However, to limit disruptions to the learning environment, classroom visits should be pre-arranged. We ask that visitors park in designated parking areas when provided. All visitors must go to the school office to register their presence on campus and to obtain a visitor's pass. Visitors should turn in the pass when they sign out. For purposes of safety, state law requires schools to register all visitors who enter school property. Unauthorized persons are prohibited from entering or remaining on school grounds. If court restraining orders exist which limit a parent's access to visiting his/her child or in receiving information about the child's progress, it is the responsibility of the custodial parent to provide the principal with a copy of such an order. Only those people listed on the student's Emergency Information Card are permitted to pick up a child without specific further parental permission.

6.17 Parent Volunteers

The district welcomes and appreciates the active engagement of parents as volunteers in all schools. Parent volunteers help enrich the student's education and provide extra assistance for teachers and school staff. Opportunities also exist for committee membership (at both school and district levels) that are concerned with programs and services for students. On July 2, 2013, the Alum Rock Board of Trustees approved a new parent involvement policy regarding parent volunteer opportunities at all schools. The policy acknowledges the importance of increased parent involvement. Further information regarding the implementation of the policy will be provided by each school. Board Policy 6020 states:

"The Board of Trustees recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement in school and a positive environment. Parent involvement in the education process is fundamental to a healthy system of public education and that family involvement at home and at school in the education of children results in improved pupil achievement. Therefore, the District believes it is every family and guardian's obligation and responsibility to volunteer at least 30 hours per year at the student's school site, of which 10 of those hours should include volunteer time in the student's classroom."

6.18 Physical Education Requirement

The Education Code requires every student to take physical education unless he/she is legally exempt for health/medical reasons. Instruction in physical education shall be provided for a total period of time, not less than 200 minutes each ten school days for elementary students. Education Codes 51210 (7) and 51223. Middle School students shall attend a total period of time not less than 400 minutes each ten school days. Education Code 51222. Middle School Students are required to dress out for physical education class. Each Middle School will inform their parents of the dress code requirements for Physical Education Class. See section 11.15

6.19 Public Use of School Property

Certain District facilities are available for use or rent to individuals and community organizations. Alum Rock Union School District is pleased to announce a new online facility request and rental system, designed to provide a convenient and accessible user experience. With our new online system, reservation requests can be easily submitted and quickly reviewed by the district. Renters have the opportunity to view facility photos and descriptions, see real-time availability, get estimated quotes, and pay online. To view the district's available facilities, please go to www.arusd.org.

If you need any assistance setting up an account and/or in placing a facility use request, please contact Facilitron at: support@facilitron.com, or by calling them directly at: 800-272-2962. The following uses and items are prohibited: alcoholic beverages, illegal drugs, smoking, firearms, fireworks, carnivals, animals/pets, golf, skateboards and parking in unauthorized areas.

All Board policies, California Education Code Section 32210, California Penal Code Section 626.8 and California Vehicle Code Section 21113 are enforced.

6.20 Restitution for Lost or Destroyed Property

Student grades, diplomas, and transcripts may be withheld from students and parents when a student has damaged, destroyed, or not returned loaned property of the district and restitution has not been made. The records are withheld from the student and parent, but cannot be withheld from a requesting school. Education Codes 48904, 48904.3

6.21 School Resources

If you have questions or concerns about the progress and achievement of your student, it is important that you speak with the teacher. It may be necessary to get additional help; if so follow the steps listed below of persons to contact:

1. Teacher
2. School Counselor
3. Assistant Principal (Middle Schools)
4. Principal

6.22 School Safety/Emergency Preparedness Plans

Each school has a site emergency plan. The plan is standardized to promote coordinated efforts within the school district, flexible to meet the needs of any disaster, and for purposes of assigning and training personnel and students with the school's emergency preparedness plan. The School Safety Plans are reviewed and revised annually and appropriate drills and training are provided to help all personnel become familiar with their responsibilities. Emergency preparedness also includes close cooperation and planning with police, fire, civic emergency agencies, and the community and school parent groups.

6.23 Section 504

A disabled student eligible for services under Section 504 is one who (a) has a physical or mental impairment that substantially limits one or more major life activities including learning, (b) has a record of such impairment, or (c) is regarded as having such impairment. Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. A qualified disabled student, with respect to public preschool, elementary, secondary, or adult educational services, is a disabled person of any age during which non-disabled persons are provided such services, or of any age during which is mandatory under state law to provide such services to disabled persons. Any student may be referred by a parent/guardian, teacher, other certificated school employee, or community agency for consideration as a student with a disability under Section 504. This referral should be made in writing to the principal.

6.24 Student's Safety Before and After School

For the safety of students, parents may drop students off at school no more than 30 minutes before the start of school, unless the student is involved in a regular school activity or community program. Similarly, parents are to arrange to have their student picked up right after school in the designated area on campus unless the student is involved in a regular school activity, sports or community programs or staying at the request of school personnel. It is the school's responsibility to contact the parent when the school wishes to have the student remain after school. If your child is a bus rider, it is the responsibility of the parent to make arrangements to meet the child at the designated bus drop off location at the designated time. In case of emergency, all children should be encouraged to go directly to the school office at any time before or after school. It is unsafe for students to be left at school during unsupervised times. Parents who routinely fail to meet this responsibility will be notified by the school, notified in writing by the Student Services Department, and in the case of repeated occurrences, reported to the appropriate community agency.

6.25 Summer Academic Programs/Extended Learning Opportunities (ELOP)

The district may offer tuition-free summer academic programs for targeted students including: Special Education, English Learners, Foster Youth, homeless students, Displaced Students, Migrant Education, and students considered academically at risk in reading, writing, and math. In addition, Alum Rock offers a variety of summer enrichment programs free of cost to enrolled students. To learn more about available programs, registration, and enrollment, please contact the Student Support Services Office at (408) 928-6555, email: expandedlearning@arUSD.org, or visit the district's Expanded Learning webpage. Families may register through InPlay, the district's online registration platform, where links to specific program offerings are available.

6.26 Smoke/Tobacco-Free District

The use of tobacco products, tobacco-related products, or vapor emitting electronic devices with or without nicotine content by all persons is prohibited on school district property. This includes school buildings, grounds, school-owned vehicles, and school-sponsored events off campus.

6.27 Special Education

If you need information about Special Education and the referral process, please contact your school's Principal or School Psychologist. For further information, call the Special Education Department at the District Office (408) 928-6950.

6.28 Student Success Team (SST)

The Student Success Team (SST) is a problem-solving and coordinated approach that assists students, families, and teachers to seek

positive solutions for maximizing student potential. It provides an opportunity for school staff, parents, community agencies and others important in the life of the student to present their concerns about how the school environment may not be reaching the needs of the student. Through discussion and study, the team plans a positive course of action, assigns responsibilities, and monitors results over a period of time. The philosophy of the SST process is based on the belief that the school, home, and community need to work together to assist the student with problems that become evident in the school setting. By bringing together these networks of support, successful intervention can occur. These networks of support, both within the school and the home, may serve to provide supportive and preventive measures necessary to serve the student in the general education program.

6.29 Tobacco, Alcohol, and Illicit Drugs

The use of alcohol and other drugs may adversely affect a student's ability to achieve academic success. Alcohol and drugs are physically and emotionally harmful and have serious social and legal consequences. It is the policy of the Alum Rock Union Elementary School District Board of Trustees to keep district schools free of tobacco, vapor emitting electronic devices with or without nicotine content, alcohol and other drugs. The school administrator may suspend a student engaged in these activities for up to five days. In addition, the police may issue a citation that could result in heavy fines or community service.

6.30 Volunteers Public Schools

6.30.1 Safety for Student/Fingerprint Requirements

Volunteers are required to be fingerprinted and have tuberculosis test results submitted to Human Resources. Volunteers are directed to Human Resources by the school Principal.

The cost for live scan fingerprint clearance is \$35.00. A Charge Authorization form is required if the School site or Department is paying for the live scan fingerprint clearance fee.

The Human Resources Department will process volunteers Monday through Friday, by appointment only.

6.30.2 Documents Required from Volunteer Fingerprint Applicants:

- Volunteer Application- Completed by applicant and signed by Principal or Program Manager
- Proof of TB (tuberculosis bacillus) clearance

FEE- One of the Following:

- Money Order
- Cashier's check
- Charge Authorization Form

Photo ID- One of the Following

- Valid State Issued Photo ID; Driver's License or Identification Card
- Permanent Resident Card
- Alien Certificate of Registration Card
- Valid Passport

Proof of Legal Name- One of the following:

- Social Security Information-Please provide legal name from Social Security Card issued and provide Social Security number.
- ITIN (Individual Taxpayer Identification Number)- Number must be verified on an original document distributed from the Internal Revenue Service Department

A long term or seasonal volunteer is one who voluntarily provides a service to a school district without compensation. The service may occur on a regular basis and/or ongoing basis throughout the school year or during a specific period of time such as an athletic season. These services do not necessarily have to be performed on consecutive days. The intent, however, is to use a long-term or seasonal volunteer over an extended period of time. For further information, please contact your child's school. Please contact Human Resources if you have questions regarding the fingerprinting process.

6.31 Volunteer Drivers

The Superintendent or designee may authorize the transportation of students by private vehicle when the vehicle is driven by an adult age 21 or older who possesses a valid California driver's license. All non- ARUSD employee drivers must have district fingerprint clearance on file. All drivers must have an insurance policy with the following minimum coverage: \$100,000 per person, \$300,000

each occurrence for bodily injury, and \$250,000 property damage. Volunteer drivers should know that they are assuming certain responsibilities and possible risks, and they must agree to the requirements detailed on the Private Vehicle Driver Guidelines. Please contact the principal for a copy of the guidelines or more information. (Board Policy 6153)

7.0 STUDENT HEALTH

The Alum Rock Union Elementary School District is served by three full-time Credentialed School Nurses. Under the Nurses' direction, a School Health Assistant provides the following on a daily basis: first aid care for ill and injured students, assistance with medication administration at each school, and assistance with health screenings.

7.1 Head Lice

When a student has been identified as having head lice and/or nits (eggs) located close to the scalp, the student's parent/guardian is contacted. The student can remain at school until the end of the school day. The school's Health Assistant or office staff will provide the parent with information regarding head lice, re-admission requirements, and resources for treatment.

Exposure notices will be sent home every time there is a new case reported. It is important that parents check their child's head for head lice as needed. Please notify your school's health office if your child contracts head lice.

The student may return to school the following day if all live lice and nits have been removed from the hair. The Health Assistant or office staff will examine the student's head before re-entry into the classroom. If the student returns to school and has live lice, the student will be excluded from school. The student will be given an unexcused absence if the student does not return to school for inspection after two days from the date of exclusion. If a student exhibits a chronic case of lice infestation, the school administrator may request that the student be seen by their primary care physician for diagnosis and treatment. Staff shall maintain the privacy of students identified as having head lice.

7.2 District Hearing, Dental, Vision Screenings and Wellness Checks

In accordance with California law, Alum Rock Union Elementary School District will provide for hearing, dental, and vision screenings for all students enrolled in its California schools upon initial enrollment and at least every three years thereafter.

STUDENT'S HEALTH SCREENINGS AND GRADE LEVELS	
Vision: Education 49455	Grades TK, K, 2, 5, 8 and all Special Education Students according to their IEP/504 initial or review dates
Color Vision: Education 49455	During Grade 1 (boys only)
Hearing: Education 49452	Grades TK, K, 2, 5, 8 and all Special Education Students according to their IEP/504 initial or review dates

All Alum Rock Union Elementary School District students are screened at the grade levels listed above (Education Code 49455, 49452, 49452.5). Students may also be screened if the parent, teacher, or District Nurse suspects a vision or hearing problem. Students referred for Special Education assessments are also screened. Those who fail the initial screening will be retested. Parents/Guardians will be notified and referred for further follow-up when a problem is identified (Education Code 49456). Parents/Guardians may submit a written request for exemption from any health screening (Education Code 49451). A parent/guardian may file a statement, signed and in writing, with the school Principal stating that the parent/guardian will not consent to a screening or wellness check. The student will then be exempt, but Alum Rock Union School District will inform the parent/guardian if the school suspects a vision, dental, hearing, or emotional wellness problem based on observation of appearance, behavior, or complaints of the student. If a student is exempt from screening, the parent/guardian will provide proof of hearing and/or vision testing from the student's medical provider.

An opt-out consent form (reverse consent form) will be sent home to parents/guardians or opt-out forms will be made available in the front offices for screenings that are offered for dental and vision (for students in non-mandated grades/not receiving Special Education services). Parents/Guardians who do not want their student to participate in these non-mandated screenings can fill out the opt-out consent form and turn it into the school office prior to the screenings.

7.3 Healthier Kids Foundation

Healthier Kids Foundation (HKF) is a nonprofit organization in Santa Clara County focused exclusively on addressing children's health issues. Their mission is to ensure that every child in our community receives the family-centered care needed to improve their overall health and education readiness.

Healthier Kids Foundation engages children and parents/guardians in prevention services, health screenings, case management services, and educational workshops throughout Santa Clara County. HKF focuses its programming on prevention and wellness to

ensure that children and their families obtain health coverage; access preventive dental, hearing, and vision services; and develop and implement healthy lifestyle skills.

Healthier Kids Foundation is partnering with Alum Rock School District to:

- Provide health screenings (hearing, dental, vision and wellness check).
- Connect parents/guardians to appropriate preventative and intervention health services based on the outcome of their child's screening result and the child's type of insurance as needed.
- Assist parents/guardians with enrolling their children into health coverage as needed.
- Provide classes that offer the education and tools to live a healthier lifestyle.

Alum Rock School District shares minimal confidential information with Healthier Kids Foundation such as student names, student numbers, grade level, teacher's name, parent's/guardian's names, language, and gender in order to assist Healthier Kids Foundation in being able to follow up with families about results and services as needed. A parent/guardian may request that their student not participate in these screenings by providing a request in writing each year to the Special Education Department at the District Office.

7.3.1 Vision Screenings

Healthier Kids Foundation uses a digital photo optic scan camera to screen children for undetected vision issues. If the screening indicates a potential vision issue, a staff member will contact the parent/guardian and mail home a letter explaining the results of the vision screening and recommendations for follow-up with the student's medical provider. After follow-up is completed by the student's medical provider, the parent/guardian is to provide the results to the school's health office.

7.3.2 Dental Screenings

Healthier Kids Foundation uses licensed dentists to screen children for undetected dental issues and recommended follow-up care. If the screening indicates a dental concern, the parent/guardian will be sent home a notification explaining the results of the dental screening and recommendations for follow-up with the student's dental provider.

7.3.3 Hearing Screenings

Healthier Kids Foundation uses an OAE (otoacoustic emission) screening device to screen children for undetected hearing issues. It is a similar system to the one used to screen your child's hearing at birth. If the screening indicates a potential hearing issue, a District Nurse will conduct an audiometer hearing test. If these tests indicate a potential hearing issue, a staff member will contact the parent/guardian and mail home a letter explaining the results of the hearing screening and recommendations for follow-up with the student's medical provider. After follow-up is completed by the student's medical provider, the parent/guardian is to provide the results to the school's health office.

7.3.4 Wellness Checks

Completed in partnership with the Social and Emotional Learning department, a Wellness Check is a brief, 15-minute, conversation with a physician where students answer questions about how they've been doing over the previous seven days. The questions focus on students' strengths, emotions, and thoughts. Based on how the student responds, there may be support offered immediately by the school counselor, or within the following days. Parents/Guardians may be contacted by the school counselor and a Healthier Kids Foundation Parent/Guardian Advocate who will collaborate with them to identify supportive opportunities and resources for the student and the family. Students who receive help early for challenging emotions and thoughts are better able to attend school, learn and grow.

For more information about the Healthier Kids Foundation, please visit hkidsf.org or call 408-564-5114.

7.4 Illness

For the safety and protection of all concerned, we ask you to please observe your child carefully each day before sending them to school. Children showing any of the following symptoms or conditions should be kept at home:

- Common Cold (when there is significant nasal discharge and/or a productive cough)
- Temperature of 100.4 Degrees F or Higher (The student may return to school when they have been without a fever for 24 hours without the use of fever-reducing medication.)
- Vomiting (The student may return to school 48 hours after vomiting has stopped or a medical provider documents that the

student can return to school.)

- Diarrhea (The student may return to school 48 hours after diarrhea has stopped or a medical provider documents that the student can return to school.)
- Any Skin Rash (The student may return when the rash is gone or a medical provider documents that the rash is not contagious.)
- Sores of Any Kind (Unless they can be covered with a bandage)
- Earache or Ear Drainage
- Sore Throat
- Suspected Contagious Condition (i.e. Impetigo, Ringworm, Scabies, Pertussis/Whooping Cough, etc.; The student may return to school when the condition has resolved, and/or the Santa Clara County Public Health Department or a medical provider documents that the student can return to school.)
- Head Lice (Please notify the school and see the section on head lice in the handbook.)

If a student is at school with any of the above symptoms or conditions, the parent/guardian will be called to pick up the student from school. If a parent/guardian cannot be reached, emergency contacts on the student's emergency card will be contacted. The parent/guardian is responsible for transporting the student home. There will be no transportation provided by the district (i.e. school bus) to prevent exposure to other students. Under certain circumstances, you may be asked to consult a physician and to provide a written note from your doctor indicating the diagnosis and when the student may return to school. Additionally, the Santa Clara County Public Health Department has the authority to keep students home from school longer than what the doctor has ordered even when symptoms have been resolved.

7.4.1 Use of Medical Equipment at School

To promote the health and safety of every person on campus, if your child needs to use medical equipment (i.e. wheelchair, crutches, knee scooter, etc.) at school, a doctor's note is required. The doctor's note should include: the duration of time the student will need to use the equipment, an explanation that the child has been taught how to use it (including using the toilet independently), and provide recommendations if accommodations are needed, such as an excuse from physical activity, etc. The school or district cannot provide medical equipment for your child to use at school. It must be supplied by your medical provider. Please see the guidelines in Section 7.10 for medications, if your child needs any pain medication, including over the counter medication.

7.5 Immunizations

Children must have their immunizations up-to-date before they can attend school in California. Parents/Guardians must present the child's valid Immunization Record to the school as proof of immunization prior to admission. Valid immunization records are a California yellow card, another state's immunization card, or an official print-out of immunizations. Immunization records from outside the United States must be transcribed by a medical provider. Except for print-out records, the Immunization Record must be dated and stamped by the medical provider next to each immunization given or transcribed. Children who have not completed all immunizations, but are up-to-date, will be admitted "on condition" that the next and remaining doses are received when due. If the next and remaining doses are not received when due, the child will be excluded.

To enter or transfer into public or private elementary and secondary schools, children under age eighteen must have immunizations as outlined below. Please see the immunization website www.shotsforschool.org created by the California Department of Public Health for more information.

Vaccine	K-12 Admission and Transfers	Students going from 6 th to 7 th Grade (non-transfer)
DTaP	5 doses • Four doses OK if at least one dose was given on or after the 4th birthday • Three doses OK if at least one dose of Tdap, DTaP, or DTP was given on or after the 7th birthday • One or two doses of Td vaccine given on or after the 7th birthday count towards the K-12 requirement • For 7th-12th graders, at least one dose of Tdap administered on or after the 7th birthday meets the requirement	1 Tdap • For 7th-12th graders, at least one dose of pertussis-containing vaccine is required on or after the 7th birthday.

Polio (OPV or IPV)	4 doses Three doses of polio OK if one dose was given on or after the 4th birthday	
Hepatitis B	3 doses	
MMR	2 doses - Two doses of measles, two doses of mumps, and one dose of rubella vaccine OK, separately or combined - Only doses administered on or after the 1st birthday meet the requirement	
Varicella	2 doses	2 doses

7.6 TB Requirement

Effective June 1, 2014, students are no longer required to have mandatory TB testing, but must undergo a TB risk assessment prior to entering transitional kindergarten or upon transfer, at any grade level, to Santa Clara County schools. TB Risk Assessments must include evaluation by a health provider and be completed on the Santa Clara County Public Health Department TB Risk Assessment for School Entry form (copies available in the school office). TB risk assessment and test results (if indicated) must be submitted prior to school entry. Documented TB screening and tests performed in the United States up to twelve months prior to registration for school are considered valid.

Students who have a positive risk assessment shall have a TB test. All children with a positive TB test shall undergo medical evaluation, including a chest x-ray. If the x-ray is normal and the child has no TB symptoms, the child may start school with a physician's approval. If the child has an abnormal chest x-ray, the child must undergo further evaluation and cannot enter school unless treatment has been initiated.

7.7 Physical Examinations

It is recommended that all children have a physical examination within eighteen months before entering the first grade. Annual physical examinations play a critical role in maintaining overall health and optimizing school performance. These exams provide an opportunity for healthcare providers to identify and address any potential health issues early on, which can prevent more serious problems from developing. Early detection and management of conditions such as vision or hearing impairments, chronic illnesses, or mental health concerns can significantly improve a student's quality of life and their ability to focus and perform well in school.

7.8 Dental Screenings

California law, *Education Code* Section 49452.8 requires that your child have an oral health assessment (dental check-up) by May 31 in kindergarten (TK or K) or first grade, whichever is the student's first year in public school. Assessments that have happened within twelve months before your child enters school also meet this requirement. The law specifies that the assessment must be done by a licensed or registered dental health professional. For more information, please contact the Health Assistant at your child's school.

7.9 Diabetes

Pursuant to California Education Code 4952.7, local educational agencies must provide Diabetes Type 2 information to parents and guardians of incoming seventh grade students beginning July 1, 2010. To meet this requirement, a Diabetes Type 2 information sheet is available in appendix A.

Pursuant to California Education Code Section 49452.6, this type 1 diabetes information is for local educational agencies to provide to parents and guardians of incoming elementary school students beginning January 1, 2023.

Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated, and the guidance provided is intended to raise awareness about this disease.

Type 1 diabetes usually develops in children and young adults but can occur at any age. According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively. The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.

Type 1 diabetes affects insulin production. As a normal function, the body turns the carbohydrates in food into glucose (blood

sugar), the basic fuel for the body's cells. The pancreas makes insulin, a hormone that moves glucose from the blood into the cells. In type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise. Over time, glucose can reach dangerously high levels in the blood, which is called hyperglycemia. Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes.

It is recommended that students displaying warning signs associated with type 1 diabetes, which are described below, should be screened (tested) for the disease by their health care provider.

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

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

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

Diabetic Ketoacidosis (DKA) is a complication of untreated type 1 diabetes. DKA is a medical emergency. Symptoms include:

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

TYPES OF DIABETES SCREENING TESTS THAT ARE AVAILABLE:

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

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

Contact the District Nurse, school administrator, or health care provider if you have questions.

7.10 Assistance with Medication at School

Any student who is required to take medication during the school day may be assisted by designated school personnel if the school

receives a completed “Authorization to Take Medication in School Form” signed by a California licensed health care provider and the student’s parent or guardian (Education Code 49423). Upon written parent’s authorization and health care provider approval, a student may be allowed to carry and self-administer epinephrine prescription auto-injectable epinephrine (Epi-Pen) or prescription inhalers. The “Authorization to Take Medication in School Form” can be obtained from the school health office or on the district website. No medications, including herbal remedies or other over-the-counter drugs will be stored or dispensed at school without written authorization from the health care provider and parent. All medication forms must be renewed at the beginning of the school year before school employees may assist with medication. Medication must be supplied by the parent in the original over-the-counter container. Parents/Guardians of a student on continuing medication for a non-episodic condition shall inform designated school personnel of the medication being taken, dosage, and name of the prescribing health care provider (Education Code 49480).

7.11 Student Wellness Policy 5030

The Board shall adopt goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the district determines appropriate. The district’s nutrition education and physical education programs shall be based on research, consistent with the expectations established in the state’s curriculum frameworks to include a planned sequential curriculum and instruction that helps develop the knowledge, skills, and confidence necessary to maintain a healthy lifestyle.

All students in grades K-8 shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education, recess, school athletic programs, extracurricular programs, before-and after-school programs, and other structured and unstructured activities.

The Superintendent or designee encourages school staff to avoid the use of non-nutritious foods as a reward for students’ academic performance, accomplishments, or classroom behavior. School staff is encouraged to use the district’s food service department to provide healthy class party/celebration options. Foods that do not meet the nutrition requirements (Smart Snacks) may not be offered or sold on school or district grounds from midnight to one hour after the end of the school day.

7.12 Meal Application- Applications will not be required for the school year 2025-2026

For the 2025–2026 school year, **Alum Rock Union Elementary School District’s Child Nutrition Services** Department will continue participating in the United States Department of Agriculture (USDA) National School Lunch Program, School Breakfast Program, and Child and Adult Care Food Program, meals intended for enrolled students only.

Through the Community Eligibility Provision (CEP) and/or California’s Universal Meals Program (state-funded site reimbursement), all enrolled students will receive breakfast and lunch at no cost, regardless of household income.

Meal applications may or may not be required depending on your child’s school site, to help determine eligibility for other local or state-funded educational benefits.

Important: The Child Nutrition Services Department cannot provide a letter confirming a student qualifies for the “free lunch program” unless a completed meal application is submitted and processed for the 2025–2026 school year (if required by the school site).

For questions, please contact the Child Nutrition Services Office at (408) 928-6903.

7.12.1 Field Trip Lunches

Schools are required to send home the “Request for Bag Lunch Form” to all students participating in a field trip. Each student is to accept or deny a bag lunch. Schools are not allowed to tell a student to bring lunch from home. The Child Nutrition Department is mandated to provide meals to all needy students.

7.12.2 Food Allergies/Medical Special Meals Request Form

If your child has food allergies or special dietary needs, you will be required to have your child’s physician complete the Medical Statement to Request Special Meals and/or Accommodations form. The completed form must be returned to your child’s school. The cafeteria will modify your child’s breakfast, lunch and/or supper to provide food options specific to your child’s needs, when possible. If the cafeteria cannot meet your child’s dietary needs, you will need to send a meal from home. A copy of this is located at the end of this booklet and is available in English.

7.12.3 Nutrition Guidelines-Education Code sec. 49430, 49431.7; California Code of Regulations sec. 15575, 15577, 15578; Code of Federal Regulation sec. 210.11, 220.12 NUTRITION GUIDELINES for FOOD ITEMS SOLD or OFFERED to STUDENTS Non-Compliant foods may not be sold from midnight to one hour after the end of the school day. Please refer to CDE Quick Reference Cards for further detailed information and requirements for PTA and Student Organizations in the Child Nutrition Services website. <http://childnutrition.arusd.org>

ELEMENTARY SCHOOLS	MIDDLE SCHOOLS
References: <i>Education Code</i> sections 49430-49434; <i>California Code of Regulations</i> sections 15575- 15578; <i>Code of Federal Regulations</i> sections 210.11. ● An elementary school contains no grade higher than grade 6. ● Effective from midnight to one-half hour after the end of the official school day. ● Applies to all foods sold to students by any entity. ● Sold means the exchange of food for money, coupons, vouchers, or order forms, when any part of the exchange occurs on a school campus. Compliant foods Must meet one of the following general food standards: ● Be a fruit, vegetable, dairy, protein, or whole grain item* (or have one of these be the first ingredient), or ● Be a combination food containing at least a quarter cup of fruit or vegetable. Must meet the following nutrition standards: ● Less than or equal to 35 percent calories from fat (except nuts, seeds, reduced-fat cheese or part-skim mozzarella, eggs, dried fruit and nut/seed combo, fruit, non-fried vegetables, seafood), and ● Less than 10 percent calories from saturated fat (except nuts, seeds, reduced-fat cheese or part skim mozzarella, eggs, dried fruit and nut/seed combo), and ● Less than or equal to 35 percent sugar by weight (except fruit**, non-fried vegetables, dried fruit and nut/seed combo), and ● Less than 0.5 grams trans fat per serving (no exceptions), and	References: <i>Education Code</i> sections 49430-49434; <i>California Code of Regulations</i> sections 15575- 15578; <i>Code of Federal Regulations</i> sections 210.11. ● A middle/junior high contains grades 7 or 8, 7 to 9, 7 to 10. ● Effective from midnight to one-half hour after the end of the official school day. ● Applies to all foods sold to students by any entity. ● Sold means the exchange of food for money, coupons, vouchers, or order forms, when any part of the exchange occurs on a school campus. Compliant foods Must meet one of the following general food standards: ● Be a fruit, vegetable, dairy, protein, or whole grain item* (or have one of these be the first ingredient), or ● Be a combination food containing at least a quarter cup of fruit or vegetable. Must meet the following nutrition standards: ● Less than or equal to 35 percent calories from fat (except nuts, seeds, reduced-fat cheese or part skim mozzarella, eggs, dried fruit and nut/seed combo, fruit, non-fried vegetables, seafood), and ● Less than 10 percent calories from saturated fat (except nuts, seeds, reduced-fat cheese or part skim mozzarella, eggs, dried fruit and nut/seed combo), and ● Less than or equal to 35 percent sugar by weight (except fruit**, non-fried vegetables, dried fruit and nut/seed combo), and ● Less than 0.5 grams trans fat per serving (no exceptions), and ● Less than or equal to 200 milligrams sodium per item/container (no exceptions), and

- Less than or equal to 200 milligrams sodium per item/container (no exceptions), and
- Less than or equal to 200 calories per item/container (no exceptions)

Paired foods

- If exempt food(s) are combined with nonexempt food(s) or added fat/sugar they must meet ALL nutrition standards above.
- If two foods exempt from one or more of the nutrition standards are paired together and sold as a single item, the item must meet for trans fat, sodium, and calories.

Check your district's wellness policy for stricter rules.

Groups or individuals selling foods/beverages to students must keep their own records as proof of compliance.

Elementary School – Beverage Restrictions

References: *Education Code* Section 49431.5, *California Code of Regulations* Section 15576, *Code of Federal Regulations* sections 210.10, 210.11, 220.8, 220.12

- An elementary school contains no grade higher than grade 6.
- Effective from midnight to one-half hour after the end of the official school day.
- Applies to all beverages sold to students by any entity.
- Sold means the exchange of beverages for money, coupons, vouchers, or order forms, when any part of the exchange occurs on a school campus.

A compliant beverage must be marketed or labeled as a fruit and/or vegetable juice, milk, non-dairy milk, or water and meet all criteria under that specific category.

Compliant beverages

- Fruit or Vegetable juice:
 - At least 50 percent juice, and
 - No added sweeteners, and
 - Less than or equal to 8 fluid ounce serving size
- Milk:

- Less than or equal to 200 calories per item/container (no exceptions).

Paired foods

- If exempt food(s) are combined with nonexempt food(s) or added fat/sugar they must meet ALL nutrition standards above.
- If two foods exempt from one or more of the nutrition standards are paired together and sold as a single item, the item must meet for trans fat, sodium, and calories.

“Entree” foods must be intended as the main dish and be a:

- Meat/meat alternate and whole grain rich food; or
- Meat/meat alternate and fruit or non-fried vegetable; or
- Meat/meat alternate alone (cannot be yogurt, cheese, nuts, seeds, or meat snacks = these are considered a “snack” food),

A competitive entree sold by District/School Food Service the day of or the day after it appears on the reimbursable meal program menu must be:

- Less than or equal to 400 calories, and
- Less than or equal to 35 percent calories from fat, and
- Less than 0.5 grams trans fat per serving

A competitive entree sold by Food Service if not on the menu the day of or day after or any other entity (PTA, student organization, etc.) must meet one of the following general food standards:

- Be a fruit, vegetable, dairy, protein, or whole grain item (or have one of these as the first ingredient), or
- Be a combination food containing at least ¼ cup fruit or vegetable.

And meet the following nutrition standards:

- Less than or equal to 35 percent calories from fat, and
- Less than 10 percent calories from saturated fat, and
- Less than or equal to 35 percent sugar by weight, and
- Less than 0.5 grams trans fat per serving, and
- Less than or equal to 480 milligrams sodium, and

○ Cow's or goat's milk, and ○ 1 percent (unflavored), nonfat (flavored, unflavored), and ○ Contains Vitamins A and D, and ○ At least 25 percent of the calcium Daily Value per 8 fluid ounces, and ○ Less than or equal to 28 grams of total sugar per 8 fluid ounces, and ○ Less than or equal to 8 fluid ounce serving size ● Non-dairy milk: ○ Nutritionally equivalent to milk (see 7 <i>CFR</i> 210.10(d)(3), 220.8(i)(3)), must contain per 8 fluid ounces: ■ At least 276 milligrams calcium ■ At least 8 grams protein ■ At least 500 IU Vitamin A ■ At least 100 IU Vitamin D ■ At least 24 milligrams magnesium ■ At least 222 milligrams phosphorus ■ At least 349 milligrams potassium ■ At least 0.44 milligrams riboflavin ■ At least 1.1 micrograms Vitamin B12, and ■ Less than or equal to 28 grams of total sugar per 8 fluid ounces, and ■ Less than or equal to 5 grams fat per 8 fluid ounces, and ■ Less than or equal to 8 fluid	● Less than or equal to 350 calories Check your district's wellness policy for stricter rules. Groups or individuals selling foods/beverages to students must keep their own records as proof of compliance. Middle/High School – Beverage Restrictions References: <i>Education Code</i> Section 49431.5, <i>California Code of Regulations</i> Section 15576, <i>Code of Federal Regulations</i> sections 210.10, 210.11, 220.8, 220.12 ● A middle/junior high contains grades 7 or 8, 7 to 9, 7 to 10. ● Effective from midnight to one-half hour after the end of the official school day. ● Applies to all beverages sold to students by any entity. ● Sold means the exchange of beverages for money, coupons, vouchers, or order forms, when any part of the exchange occurs on a school campus. A compliant beverage must be marketed or labeled as a fruit and/or vegetable juice, milk, non-dairy milk, water, electrolyte replacement beverage/sports drink, or flavored water and meet all criteria under that specific category. Compliant beverages ● Fruit or Vegetable juice: ○ At least 50 percent juice, and ○ No added sweeteners, and ○ Less than or equal to 12 fluid ounce serving size ● Milk: ○ Cow's or goat's milk, and ○ 1 percent (unflavored), nonfat (flavored, unflavored), and ○ Contains Vitamins A and D, and ○ At least 25 percent of the calcium Daily Value per 8 fluid ounces, and ○ Less than or equal to 28 grams of total sugar per 8 fluid ounces, and ○ Less than or equal to 12 fluid ounce serving
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ounce serving size ● Water: ○ No added sweeteners ○ No serving size limit All beverages must be caffeine-free (trace amounts are allowable). Elementary School – Student Organizations Reference: <i>California Code of Regulations</i> Section 15500 Student organization is defined as a group of students that are not associated with the curricula or academics of the school or district. Effective from midnight to one-half hour after the end of the official school day. Student organization sales must comply with all food and beverage standards and all of the following: ● Only one food or beverage item per sale. ● The food or beverage item must be pre-approved by the governing board of the school district. ● The sale must occur after the last lunch period has ended. ● The food or beverage item cannot be prepared on campus. ● Each school is allowed four sales per year. ● The food or beverage item cannot be the same item sold in the food service program at that school during the same school day.	size ● Non-dairy milk: ○ Nutritionally equivalent to milk (see 7 <i>CFR</i> 210.10(d)(3), 220.8(i)(3)), and ○ Less than or equal to 28 grams of total sugar per 8 fluid ounces, and ○ Less than or equal to 5 grams fat per 8 fluid ounces, and ○ Less than or equal to 12 fluid ounce serving size ● Water: ○ No added sweeteners ○ No serving size limit ● Electrolyte Replacement Beverages (NOT ALLOWED at Middle Schools) ● Flavored Water (NOT ALLOWED at Middle Schools) Middle Schools – Student Organizations Reference: <i>California Code of Regulations</i> Section 15501 Student organization is defined as a group of students that are not associated with the curricula or academics of the school or district. Effective from midnight to one-half hour after the end of the official school day. Student organization sales must comply with all food and beverage standards and all of the following: 1. Up to three categories of foods or beverages may be sold each day (e.g., chips, sandwiches, juices, etc.). 2. Food or beverage item(s) must be pre-approved by the governing board of the school district. 3. Only one student organization is allowed to sell each day. 4. Food(s) or beverage(s) cannot be prepared on campus.
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	5. The food or beverage categories sold cannot be the same as the categories sold in the food service program at that school during the same school day. 6. In addition to one student organization sale each day, any and all student organizations may sell on the same four designated days per year. School administration may set these dates.
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8.0 STUDENT ATTENDANCE

8.1 Attendance Regulations

Attendance and participation in class are essential if a student is to gain the maximum benefits from his/her educational program. Parents are required to call the school office when their child is absent.

Parents or guardians have five school days to verify the reason for their child's absence. If verification has not been received within this five-day period, the absence will be considered unexcused and cannot be changed, therefore, the child is at risk of becoming truant.

The regular and punctual school attendance of students is expected, encouraged, and as necessary, enforced. School attendance is an area of mutual cooperation between the school, the parents, and the student so that the whereabouts of each student will be known at all times during the school day.

The California Education Code requires student attendance as follows: *Ages 6 through 18*: Must attend school full time. If your child is absent excessively or truant from school, you will receive a letter with the following information:

Unexcused Absences and Tardiness:

This is to notify you that your child has been excessively absent or truant from school:

8.1.1 Education Code Section 48260 – Any pupil subject to full time education who is absent from school without valid excuse on three, or more than three, school days or is tardy in excess of 30 minutes in a school day on three or more occasions in one school year, is truant and shall be reported to the attendance supervisor of the superintendent of the school district.

8.1.2 Education Code 48260.5 – (A) Upon a pupil's initial classification as a truant, the school district shall notify the pupil's parent/guardian by first-class mail or other reasonable means, of the following: (1) That the pupil is truant. (2) That the parent/guardian is obligated to compel the attendance of the pupil to school... (3) That parents/guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chap. 2 of Part 27. (4) The parent has the right to meet with appropriate school personnel to discuss solutions. (5) The pupil may be subject to prosecution under the Education Code, Section 48264 (6) It is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

8.1.3 Education Code Section 48261 – Any pupil who has been reported as a truant and who is again absent from school without a valid excuse one or more days or tardy on one or more days, shall again be reported as a truant to the attendance supervisor or the superintendent of the district.

Students absent from school for some of the following reasons: illness, quarantine, medical, religious, court appearances, shall be allowed to complete all assignments/tests missed during the absence period. Students shall receive full credit upon satisfactory completion of all assignments/tests, within a reasonable time period. Education Code 48205

Verification of student absences is accepted only from parents or guardians, either by note or by telephone. The Principal or designee will require a note from the physician if your child is absent more than three consecutive days.

If a student is absent more than 10% (eighteen days) of the school calendar, it is considered excessive. At that time a Doctor's note verifying face-to-face consultations or verification of illness by school personnel (e.g. nurse, health assistant) will be required for any whole day (s) and/or single period absences. Each case will be considered individually and parents will be notified by letter, phone call, or conference. Absences which are not verified within five days are considered unexcused and could lead to truancy proceedings.

8.2 Closed Campus

It is the policy of the Board of Trustees that all school campuses are closed campuses for all students. Students are to remain at school until dismissal or a parent/guardian signs the student out of school during normal school hours.

8.3 Tardy Policy

Each school has written rules regarding student truancy. These rules are supported by district policy. Concerns regarding a school's tardy procedure may be addressed to the Principal.

8.4 Types of Absences

EXCUSED ABSENCES (Ed. Code 48205)	WARRANTED ABSENCES (BP/AR 5113)	UNEXCUSED ABSENCES
1. Illness-A doctor's note may be required for extended illness. 2. Quarantine-under the direction of a county or city health officer. 3. Medical, dental, optometric, and chiropractic appointments or treatments. 4. Attending the funeral service of an immediate family member, if the service is conducted within the state, one day of excused absence provided by state law and up to three days if the service is conducted out-of-state. 5. Jury duty in the manner provided by law. 6. Medical appointments of a child of whom the pupil is the custodial parent. 7. Justifiable personal reasons, including, but not limited to, court appearances, observance of a holiday, religious events/retreats (not to exceed four hours per semester). 8. Serving as a member of a precinct for an election pursuant to Section 12302 of the Elections Code. A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon completion, within a reasonable period of time, shall be given credit thereafter. Exclusion from school to obtain required immunizations if the absence is not more than five days. EC48216	1. Court appearance either as a defendant or as a subpoenaed witness. 2. Observation of a holiday or a ceremony of the student's religion. 3. Additional days, in excess of state authorized absences, to attend funeral services of an immediate family member, at the discretion of the Principal or designee. 4. Personal or family emergency requiring the student's absence when approved at the discretion of the Principal or designee.	1. Absence without an excused or warranted reason, whether the absence is student or parent initiated. 2. Any absence not verified to the school Attendance Office within 5 school days. 3. Absence for which advanced approval is necessary and approval was not obtained before the absence. 4. Time out of class or school while in temporary custody under the jurisdiction of the Truancy Abatement Burglary Suppression Program, (TABS), unless otherwise indicated by TABS. 5. Absences for trips or vacation unless a short term independent study contract is arranged in advance.

8.5 School Consequences

School personnel may assign any or all of the consequences for unexcused student tardies and absences as appropriate.

Administration may:

1. Place a student on a School Attendance Improvement Contract.
2. Assign detention outside of the instructional day.
3. Assign Saturday School.
4. Restrict from promotion exercises at the 5th or 8th grade levels.
5. Request the Student Services Department to schedule a home visit by district/school personnel.
6. Refer to Student Services Department for School Attendance Review Board (SARB) hearing.

7. Request to have parent notify the school on each and every day of the student's absence.
8. Request parent to accompany the student to the classroom and remain with the student during class time.
9. Assign other consequences as deemed appropriate by administration and parents.

8.5.1 District Level Consequences

1. Administratively transfer student to another school within the district.
2. Declare student a legal truant.
3. Declare student a habitual truant.
4. Possible referral to SARB (School Attendance Review Board)
 - Place student/parent on Attendance Improvement Contract.
5. Refer parents and students to the Santa Clara County District Attorney's Office.

Teacher may:

1. Assign work.
2. Remove student privileges.
3. Assign classroom detention outside of the instructional day.
4. Refer to administration.
5. Set up a parent conference.
6. Write a Site Attendance Contract with parents and students.

9.0 STUDENT ACHIEVEMENT

9.1 Curriculum

Alum Rock Union Elementary School District uses State Board Adopted, Common Core aligned instructional materials.

Core Curriculum Matrix 2026-2027

(Special Education students will receive the core curriculum per Board policy.)

		Reading / Language Arts	English Language Development	Mathematics	History /Social Science	Science
Elementary School	TK	Learning Without Tears Benchmark: Ready to Advance	Learning Without Tears Benchmark: Ready to Advance			
	K	Heggerty Benchmark: Advance Benchmark: Adelante Voyager Sopris -Read Well	Benchmark: Advance Benchmark: Adelante	Pearson:enVision 2020 Math	School Specialty Studies Weekly	FOSS: Next Generation
	1	Heggerty Benchmark: Advance Benchmark: Adelante Voyager Sopris -Read Well	Benchmark: Advance Benchmark: Adelante	Pearson:enVision 2020 Math	School Specialty Studies Weekly	FOSS: Next Generation
	2	Heggerty Benchmark: Advance Benchmark: Adelante Voyager Sopris -Read Well	Benchmark: Advance Benchmark: Adelante	Pearson:enVision 2020 Math	School Specialty Studies Weekly	FOSS: Next Generation
	3	Benchmark: Advance Steps to Advance Benchmark: Adelante	Benchmark: Advance Benchmark: Adelante	Pearson:enVision 2020 Math	School Specialty Studies Weekly	FOSS: Next Generation
	4	Benchmark: Advance Steps to Advance Benchmark: Adelante	Benchmark: Advance Benchmark: Adelante	Pearson:enVision 2020 Math	School Specialty Studies Weekly	FOSS: Next Generation
	5	Benchmark: Advance Steps to Advance Benchmark: Adelante	Benchmark: Advance Benchmark: Adelante	Pearson:enVision 2020 Math	School Specialty Studies Weekly	FOSS: Next Generation
Middle School	6	McGraw Hill-Study Sync Voyager Sopris - Language Live	Houghton Mifflin-English 3D McGraw Hill-Study Sync	CPM (College Preparatory Mathematics) CC1	TCI History Alive: The Ancient World McGraw Hill-IMPACTO	Accelerate Learning: STEMscopes
	7	McGraw Hill-Study Sync Voyager Sopris - Language Live	Houghton Mifflin-English 3D McGraw Hill-Study Sync	CPM (College Preparatory Mathematics) CC2	TCI History Alive: The Medieval World and Beyond McGraw Hill-IMPACTO	Accelerate Learning: STEMscopes
	8	McGraw Hill-Study Sync Voyager Sopris - Language Live	Houghton Mifflin-English 3D McGraw Hill-Study Sync	CPM (College Preparatory Mathematics) CC3 Accelerated H S Algebra Math Vision Project	TCI History Alive: The United States Through Industrialism McGraw Hill-IMPACTO	Accelerate Learning: STEMscopes

California Healthy Youth Act (CHYA) Curriculum for Puberty (5th grade) and Sexual Health Education (7th Grade)

In alignment with the **California Healthy Youth Act (CHYA)**, state mandates and our commitment to supporting the physical and emotional well-being of our students, the Alum Rock Union Elementary School District will be providing puberty education to all 5th-grade students and comprehensive sexual health education for all 7th grade students.

What Your Child Will Learn

The 5th-grade curriculum is designed to be a foundation for health literacy. It focuses on normalization, hygiene, and the biological process of maturation.

Key topics covered by the PPMM health educators include:

- **The Science of Puberty:** An overview of the endocrine system and how hormones act as the body's chemical messengers to start the growth process.
- **Physical Changes:** Identifying the changes that happen to everyone (growth spurts, skin changes, body odor) and changes specific to biological males and females.
- **The Reproductive System:** Basic anatomy and an introduction to the biological processes of menstruation and sperm production.
- 7. **Hygiene and Self-Care:** Practical lessons on maintaining personal health, including the importance of sleep, nutrition, and skin/body care during puberty.
- 8. **Emotional Development:** Discussing the "mood swings" and social shifts that often accompany hormonal changes.
- 9. **Personal Safety and Boundaries:** Empowering students to set personal boundaries and identifying "trusted adults" they can talk to when they have questions.

The 7th-grade curriculum provides students with essential knowledge to protect their reproductive health and make informed, healthy decisions.

As part of this mandated program, the following topics will be covered:

- **Human Development:** Understanding the physical, emotional, and social changes of puberty and adolescence.
- **Reproductive Health:** Factual information on the human reproductive system and the biological processes of reproduction.
- **HIV & STI Prevention:** Information on the nature of HIV and other sexually transmitted infections (STIs), including how they are transmitted and methods for prevention, such as FDA-approved barrier methods and abstinence.
- **Pregnancy Prevention:** A review of various contraceptive methods, their effectiveness, and the importance of family planning.
- **Healthy Relationships:** Skills for identifying the difference between healthy and unhealthy relationships, including lessons on effective communication and setting personal boundaries.
- **Consent and Safety:** Understanding the legal and ethical aspects of consent, as well as tools to recognize and avoid sexual harassment, assault, and sex trafficking.
- **Media & Society:** Analyzing how social media, gender stereotypes, and external influences impact body image and perceptions of health.

Parent Information & Q&A Session

We will be holding a parent question and answer session for this later in the school year, prior to the instruction, so that you can attend and ask questions around the program.

Parental Review & Participation

We believe that parents and guardians are the primary educators for their children. To help you prepare for these conversations at home, we encourage you to review the curriculum materials at the Parent Preview Site:

- **Puberty Education (5th Grade) English:**
https://y-led.mn.co/plans/1971242?bundle_token=400600610bdbda5dafc1c87955e82356&utm_source=manual
- **Puberty Education (5th Grade) Spanish:**
- **Comprehensive Sexual Health (7th Grade) English:**
https://y-led.mn.co/plans/1971234?bundle_token=95be510c4601f18226f3b1a40a018381&utm_source=manual

- **Comprehensive Sexual Health (7th Grade) Spanish:**

https://y-led.mn.co/plans/1971233?bundle_token=08945eb56b6b85c36a3171f799024918&utm_source=manual

Your Rights to Opt-Out: Under California law, you may request that your child be excused from this instruction. If you choose to opt your child out, please submit a **signed, written note** to the school office before the instructional block begins. Dates for instruction will be sent out at least two weeks prior to instruction along with the parent Q and A information. Students who are excused will be supervised in a different location and given an alternative health-related assignment.

Our goal is to ensure every student feels informed, confident, and supported as they enter this new stage of development.

For specific questions about the curriculum of any subject area at your child's school, please contact the following individuals:

Elementary Level: Contact the Teacher or Principal **Middle School Level:** Contact the Teachers, Assistant Principal, or Principal

9.2 Homework Policy

Homework shall be part of all students' daily learning. The purpose of homework is to reinforce and extend the concepts taught in the classroom. Homework is assigned to meet students' needs appropriate to grade level, subject area and ability. Class time shall be used for learning activities which emphasize pupil-teacher interaction. Homework shall be an activity which students can do independently.

Teacher responsibilities:

1. To reinforce and extend class work.
2. To assign homework students can complete successfully.
3. To extend reading, writing, and thinking experiences in English/Language Arts, Social Science, Science, and Mathematics through homework.
4. To review homework with students, and to provide prompt and informative feedback on completed assignments, including re-teaching as needed.
5. To include the opportunity for students to explore selected topics in-depth as long-range projects. Assignments shall increase in sophistication, length, and degree of difficulty from lower to upper grade levels, and shall include periodic progress checks.

Parent responsibilities:

1. To provide a space at home for student to complete his/her homework.
2. To help the student do his/her homework.
3. To assure student has completed all his/her homework.
4. To ensure student has all school materials and homework for school.
5. To follow-up with teachers if student is having difficulty completing homework.

9.3 Homework Tips for Parents

The most effective homework programs are collaborative efforts that include the teacher, student, and parent. Parents support the homework effort by being a consultant to the students in the following ways:

- Be concerned-show by your interest that homework is important.
- Check and sign your child's homework log or agenda as needed.
- Make it clear to your child that homework is his/her personal responsibility, but that you are available to assist and/or seek assistance from the school.
- Decide with your child on a daily study time that is flexible and compatible with the family's schedule.
- Together, select a well-lighted and relatively quiet place where your child can study without interruptions. (NOTE: The public library is a good alternative.)
- Spend a few minutes discussing and/or checking the homework assignments.
- When your child asks for help, make sure you both understand the assignment. Sometimes a little brainstorming and encouragement may be all that is needed to get past a stumbling block.
- If your child has a long-range project, discuss your child's plan for completing the assignment and avoiding a last minute rush. Develop a timeline.

- Should you have any questions about a homework assignment or expectations, contact your child's teacher for clarification.
- Read aloud to your child or read with your child whenever possible. A brother, sister or neighbor might assist. After reading, take some time to discuss what was read, sharing opinions and feelings
- Praise and support your child's homework efforts.

9.4 Homework Centers

Most schools have after-school academic learning programs for students to receive help with their homework assignments. Please check with your child's school for further details.

9.5 Make-up Work

A student has the right to make-up work for an excused or warranted absence. Work must be completed within a reasonable time frame as allotted by the individual teacher. A student should check with the teacher immediately following the absence to receive missed assignments. If a student is suspended, work may be made up at the teacher's discretion. Education Code 48205 (b), 48913

9.6 Available Language Acquisition Programs and Reclassification Criteria

Annual Parent Notification Available Language Programs and Language Acquisition Programs Reclassification Criteria

To ARUSD Parents and Guardians,

Each year, Alum Rock Union Elementary School District is required to assess all English Language Learners and notify parents of their child's proficiency level in English. We must inform parents of the language acquisition program options available. From these options, parents may choose the one that best suits their child (California Education Code (EC) Section 310). This letter also contains the criteria for a student to exit the English Learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[v]).

Choosing a Language Acquisition Program

Parents or guardians may choose a language acquisition program that best suits their child (*EC* Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii],[v]); *EC* Section 306[c]).

Language Acquisition Programs Offered

We are required to offer, at minimum, a **Structured English Immersion (SEI)** program option (*EC* Section 305[a][2]). We also offer the following language acquisition programs:

- **Structured English Immersion (SEI):** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with a curriculum and a presentation designed for students who are learning English. At a minimum, students are offered Designated ELD and provided access to grade-level academic subject-matter content with Integrated ELD.
- **Dual-Language Immersion (DLI) Program:** A language acquisition program also referred to as **Two-Way Immersion** that provides language learning and academic instruction for native speakers of English and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to sixth grade. Parents requesting this program need to complete an application at the designated site.
 - Adelante Academy Spanish Dual-Language Immersion Program (TK-8)
 - Adelante II- Spanish Dual-Language Immersion Program (TK-8)
 - Painter Elementary- Vietnamese Dual Language Immersion Program (TK-5)

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a]).

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (*EC* Section 52062). If you are interested in a different program from those listed above, please contact *Academic Services at 408-928-6599* to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

Reclassification Criteria

The reclassification criteria set forth in *EC* Section 313 and Title 5 *California Code of Regulations* (5 *CCR*) Section 11303. LEAs should continue using the following four criteria to establish reclassification policies and procedures:

B. RECLASSIFICATION CRITERIA

Area		Data Gathered	Reclassification Criteria						
Criterion 1: English Language Proficiency	English Language Proficiency Assessments of California (ELPAC)		Overall Level 4						
	Alternate ELPAC		Overall Level 3						
Criterion 2: Teacher Evaluation	Teacher's Recommendation		After having reviewed the data and received an appropriate explanation of the reclassification criteria and process, the teacher may agree or disagree to have the student reclassified.						
Criterion 3: Parent Consultation	Description and results of consultation with parent		After having reviewed the data and received an appropriate explanation of the reclassification criteria and process, the teacher may agree or disagree to have the child reclassified.						
Criterion 4: Demonstration of "Basic Skills" (one criteria met of the following options)	Smarter Balanced Assessment Consortium (SBAC) for ELA or Math Grades 3-8	Grade Level		ELA Scale Score or Higher		Math Scale Score or Higher			
		3		2400		2400			
		4		2445		2445			
		5		2472		2495			
		6		2494		2510			
		7		2516		2520			
		8		2527		2540			
		California Alternate Assessment (CAA) for ELA or Math Grades 3-8		Level 2 or Level 3					
	Lexile or Benchmark Level Screener	Grade Level	With an IEP	With No IEP	Grade Level	Beginning of Year	Mid Year	End of the Year	
		3	345 Lexile or above	355 Lexile or above	K	NA	Level C	Level D	
		4	445 Lexile and above	570 Lexile or above	1	Level D	Level G	Level I	
		5	545 Lexile or above	750 Lexile or above	2	Level J	Level K	Level M	
		6	645 Lexile or above	800 Lexile or above	3	Level N	Level O	Level P	
		7	745 Lexile or above	850 Lexile or above	4	Level Q	Level Q	Level R	
		8	845 Lexile or above	950 Lexile or above	5	Level S	Level T	Level U	
* IEP Team	Individualized Education Program (IEP) Team Agreed Upon Assessment - Students with IEPs		Assessment data from a reliable and valid measure to compare basic skills of ELs with disabilities to native English speakers with similar disability						

*Students with disabilities, including severe cognitive disabilities, are to be provided the same opportunities to be reclassified as students without disabilities. Local IEP teams, therefore, may determine appropriate measures for Criterion 4. Language Proficiency and performance on basic skills and minimum levels of proficiency on these measures that would be equivalent to an English-proficient peer with similar disabilities, in accordance with ARUSD's reclassification policies based on the state definition of English Language Proficiency.

9.6.1 CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP) OVERVIEW

Statewide Testing Notification

Every year, California students take several statewide tests. When combined with other measures such as grades, class work, and teacher observations, these tests give families and teachers a more complete picture of their child's learning.

You can use the results to identify where your child is doing well and where they might need more support.

Your child may be taking one or more of the following California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and Physical Fitness Test assessments. Pursuant to California *Education Code* Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments. This exemption does not exist for the ELPAC or Physical Fitness Test.

CAASPP: Smarter Balanced Assessments for English Language Arts/Literacy (ELA) and Math

Who takes these tests? Students in grades 3–8 and grade 11.

What is the test format? The Smarter Balanced assessments are computer-based.

Which standards are tested? The California Common Core State Standards.

CAASPP: California Alternate Assessments (CAAs) for ELA and Math

Who takes these tests? Students in grades 3–8 and grade 11 whose individualized education program (IEP) identifies the use of alternate assessments.

What is the test format? The CAAs for ELA and math are computer-based tests that are administered one-on-one by a test examiner who is familiar with the student.

Which standards are tested? The California Common Core State Standards through the Core Content Connectors.

CAASPP: California Science Test (CAST)

Who takes the test? Students take the CAST in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.

What is the test format? The CAST is computer-based.

Which standards are tested? The California Next Generation Science Standards (CA NGSS).

CAASPP: California Alternate Assessment (CAA) for Science

Who takes the test? Students whose IEP identifies the use of an alternate assessment take the CAA for Science in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.

What is the test format? The CAA for Science is a series of four performance tasks that can be administered throughout the year as the content is taught.

Which standards are tested? Alternate achievement standards derived from the CA NGSS.

CAASPP: California Spanish Assessment (CSA)

Who takes the test? The CSA is an optional test for students in grades 3–12 that tests their Spanish reading, listening, and writing mechanics.

What is the test format? The CSA is computer-based.

Which standards are tested? The California Common Core State Standards en Español.

ELPAC

Who takes the test? Students who have a home language survey that lists a language other than English will take the Initial test, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Summative ELPAC every year until they are reclassified as proficient in English.

What is the test format? Both the Initial and Summative ELPAC are computer-based.

Which standards are tested? The 2012 California English Language Development Standards.

State and federal laws require all school districts in California to give a state test of English proficiency to students whose primary language is not English. A student's primary language is identified on a home language survey, which is completed by the parents or guardians upon registering their child in a California public school for the first time. In California, the name of the state test is the English Language Proficiency Assessments for California (ELPAC). The results of the ELPAC help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing. English Learners cannot be excused from taking the English Language Proficiency Assessments of California (ELPAC).

The U.S. Department of Education requires that all English learners with disabilities participate in the state ELP assessment. Federal law requires that all English learners with disabilities participate in the state ELP assessment in the following ways, as determined by the IEP team:

- In the regular state ELP assessment without accommodations
- In the regular state ELP assessment with accommodations determined by the IEP team
- In an alternate assessment aligned with the state ELP standards, if the IEP team determines that the student cannot participate in the regular ELP assessment with or without accommodations

Alternate ELPAC

Who takes the test? Students whose IEP identifies the use of an alternate assessment and who have a home language survey that lists a language other than English will take the Alternate Initial ELPAC, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Alternate Summative ELPAC every year until they are reclassified as proficient in English.

What is the test format? Both the Alternate Initial and Alternate Summative ELPAC are computer-based.

Which standards are tested? Alternate achievement standards derived from the 2012 California English Language Development Standards.

Physical Fitness Test

Who takes the test? Students in grades 5, and 7 will take the FITNESSGRAM®, which is the test used in California.

What is the test format? The test consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility.

Which standards are tested? The Healthy Fitness Zones, which are established through the Fitnessgram®.

9.6.2 PARENT ACCESS TO STUDENT ASSESSMENT RESULTS

As students take assessments, results are shared in the following platforms:

ParentSquare is used by the Alum Rock Union Elementary School District for school communication, primarily with email, text and app notifications. ParentSquare automatically generates an account for each parent, using the preferred email address and phone number from the school district's database.

We encourage parents to access their accounts so they can update their preferences on when and how they are notified. You can use ParentSquare on any device. You can download the free mobile app for Android or iOS and you can also use it from a computer at: www.parentsquare.com

ParentSquare makes it easy to register for ParentSquare from the app. Follow the steps below:

1. **Download and open the ParentSquare App.**
2. **Enter your email or cell phone number.**
3. **Tap Continue.**
4. **Create your password and confirm your password.**
5. **Enter your registration code sent by Email or Text and tap Verify**

Note: If your registration link has expired, a new one will need to be sent to you. Please contact your school's office and ask for a new link to be sent to you. Note: If your email or phone number is not recognized by ParentSquare, call your school office and ask them to update your contact information.

Home Access Center is a browser-based student information system that allows you to view student registration, report card, attendance, discipline, transcript, classwork, scheduling, and California state testing results (CAASPP & ELPAC) information as it is entered in the school district's database. Guardians or students can use Home Access Center to view student information

1. **Use the URL below to get to HAC (Home Access Center).**

<https://hac.arusd.org/homeaccess>

2. **Type in your username and password or select "Register for HAC" if you do not already have an account. (Your username is the email address that is registered with the school)**

(Contact the school's community liaison if you need help.)

3. **Access the icon of the desired information.**

To obtain the latest State Testing Reports, click on the "Grades" tab and select "State Assessments." Once the Score report is ready from the state, these will appear listed out for your student.

9.7 Elementary Grade Level Adjustments

Retention: Students who have spent a full year in Kindergarten may not be retained if the parent/guardian does not consent to a grade level adjustment. Education Code Section 48011 No student may be retained solely on the basis of English language proficiency. No student may be retained solely on the basis of a disability, as defined by state and federal Special Education laws, without an Individual Education Plan recommendation.

Students need to be identified for retention or at-risk of being retained by early November of each school year. The parent/guardian shall be provided an opportunity to consult with the teacher(s) responsible for the decision to promote or retain the student.

The following criteria are used to identify students at risk for retention:

- Assessment results on State mandated assessments
- District assessment
- Attendance, emotional maturity, and social maturity

Acceleration: There is a set process and criteria for a student to be considered for acceleration. Please contact your child's Principal to work with them if you are requesting acceleration of grade level.

9.8 Eligibility Standards for Extracurricular School Activities

The Alum Rock Union Elementary School District Policy regarding academic requirements for participation in extracurricular activities is as follows: Students must maintain an overall grade-point average (GPA) of at least a 2.0 (C) in all course work attempted.

10.0 ALTERNATIVE PROGRAMS

10.1 Home/Hospital Instruction

Home/Hospital instruction is provided to students who are unable to attend regular classes due to a temporary but extended medical disability. Referrals are made through the School Health Assistant, Principal, or District Nurse. Physician verification is required for home instruction; instruction is also provided to student hospitalized in a facility within district boundaries. For information call the Student Services Department (408) 928-6945.

11.0 DISCIPLINE

11.1 Academic Integrity Policy

Teacher's professional judgment, with the concurrence of the school administration will determine whether cheating has occurred.

Consequences will be assigned at the level determined by the severity and frequency of the offense. Consequences may be suspension, removal of school privileges, removal from current school, and/or loss of grade or credit.

A breach of academic integrity includes, but is not limited to: cheating on tests, exams, or any assessment activity, plagiarism, deliberate deception, stealing, or any unauthorized use of assessment tools, answer keys, or school records.

11.2 After-School Detention

State law states that a student may be detained after school for up to one hour after the close of classes for disciplinary action. Parents will be notified of the detention by the teacher, administrator, or other staff member.

Students shall remain under the supervision of a certificated employee during the period of detention.

11.3 Appearance/Dress Code

In accordance to [ARUSD Board Policy and Administrative Regulation 5132](#), all Alum Rock Union Elementary School District require students wear approved uniforms. Approved school uniforms are shared by the school and can be found on your school's website. Concerns regarding uniforms may be addressed in writing to the school principal.

Additionally, shoes must be worn at all times for safety reasons and hats shall not be worn at school, except during participation in approved activities or for documented religious or medical reasons. In addition, inappropriate clothing may consist of:

- Buttons, or backpacks which show obscene words or pictures, slurs, sexually suggestive statements, or promote illegal tagging or gang-related activities including the use of alcohol, marijuana, tobacco, and drugs.
- Tube tops, strapless attire, and tank tops; all tops for all students should cover the chest, the midriff and back areas.
- Baggy, saggy pants that slide past the hips and/or expose one's undergarments.
- Hats, caps, and other head coverings are not permitted except during participation in approved activities or for documented religious or medical reason. Sun-protective hats may be worn for outdoor use only. A hat for sun-protection has a brim large enough to protect the face, back of neck, and ears. A parent/guardian or doctor's authorization will be required for a student to wear a sun-protective hat.
- Pajamas or other sleep related attire.
- Paraphernalia related to juvenile or adult gang related activities worn during any school activity is forbidden (i.e. bandanas, belts, hair accessories).
- Colors: If your child attends a middle school, no item of clothing with red or blue may be worn (this includes different shades of red and blue).
- Any accessories that might be harmful to other students, such as but not limited to, spiked bracelets, dog collars, chains attached to wallets (i.e. used to secure wallets).

11.4 Alum Rock Union Elementary School District (ARUSD) Internet Usage Rules and Regulations

It is important for parents/students to know that students do have a right to privacy on the district's network (Board Policy 6163.4- Student Use of Technology). Alum Rock Union Elementary School District declares unethical and unacceptable behavior to be just cause for taking disciplinary action, revoking internet privileges, and/or initiating legal action for any activity through which an individual:

- Uses ARUSD Internet for illegal, or obscene purposes, or in support of such activities. Illegal activities shall be defined as violation of local, state and/or federal laws. Inappropriate use shall be defined as violation of the intended use of the network, and/or its purpose and goals. Obscene activities shall be defined as a violation of generally accepted communication standards.
- Uses ARUSD Internet for any illegal activity. In addition to the obvious (extortion, drug dealing, pornography, etc.), this also includes violation of copyrights, violation of other contracts, violating such matters as institutional or third party copyright, license agreements, plagiarism, or other contracts.
- Uses ARUSD Internet for any activity that incites or encourages violence, the use of drugs, alcohol or tobacco.
- Intentionally disrupts internet traffic or crashes the network and connected systems.

- Degrades or disrupts equipment or system performance.
- Uses ARUSD Internet computing resources for any commercial transaction or financial gain or fraud.
- Steals data, equipment, or intellectual property.
- Gains unauthorized access to his/her files, or vandalizes the data of another user.
- Attempts to interfere with another user's ability to send or receive electronic mail messages, or posts anonymous messages.
- Impersonation of online and social media profiles.

11.4.1 ARUSD Internet Usage Rules and Regulation Consequences

Violations of the law, Board Policy, or Use of Technology Agreement may result in the district taking away student's access to district technology and/or discipline, including suspension or expulsion. In addition, violations of the law, Board Policy, or Use of Technology Agreement could lead to the district notifying law enforcement (Board Policy 6163.4- Student Use of Technology)

11.5 Bicycle/Skateboard Control

Bicycles must be:

- Ridden only off campus.
- Walked on campus.
- Parked in designated bicycle parking area only.
- Students who ride bicycles to and from school will consistently wear helmets, observe safety laws and rules, and display courtesy toward other riders and pedestrians.
- Schools are not responsible for lost or stolen bicycles.

State law requires that all students wear bike helmets to and from school when riding their bicycles. Skateboards, in-line skates, or roller skates may not be ridden on campus.

11.6 Bullying (Intentional Harassment)

Per Board Policy 5131.2, the Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety and shall not tolerate bullying of any student.

11.6.1 Bullying/Cyber Bullying and Cyber Threats

Bullying/Cyber bullying and cyber threats per Administrative Regulation (AR) 6163.4 are prohibited in the Alum Rock Union Elementary School District. Students and staff will refrain from using personal communication devices or district property to harass or stalk another. The definition of cyber bullying is the use of any electronic communication device to create, convey or transmit a message in any form (text, image, audio or video) that defames, intimidates, harasses or is otherwise intended to harm, insult or humiliate another in a deliberated, repeated or hostile and unwanted manner under a person's true or false identity.

- a. **Prevention/Reporting Cyber Bullying:** School staff shall take reasonable measures to prevent cyber bullying and shall report to the principal or designee all acts of cyber bullying or cyber threats that come to their attention. The Alum Rock School District will promote a culture that encourages responsible reporting by students who are victims of cyber bullying and threats or who observe an act of cyber bullying/threats, or have reasonable grounds to believe that cyber bullying/threats are taking place.
- b. **Investigation of Cyber Bullying:** The principal, or designee, shall investigate all allegations of cyber bullying/threats. If the allegation is found to be credible, appropriate remedial steps will be taken and/or appropriate disciplinary sanctions imposed.
- c. When cyber bullying/threats involves conduct that violates the criminal law, the police shall be notified

11.6.2 Legal Notice for Pupils and Parents/Guardians Bullying and Harassment

The Alum Rock Union Elementary School District prohibits discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics of a person's disability, gender, gender identity, gender expression, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within a district school.

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

- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil(s) or those pupils' person or property.
- (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

REPORT IT: Students, parents, guardians or any person who has been a victim of, or witnessed Bullying (per the definition above) on school grounds, during school activities, or going to and coming from school is highly encouraged to report the incident immediately to a counselor, administrator, or other adult personnel on campus. Individuals have an option of reporting the incident through the *Bullying/Harassment Complaint Form* located in the school office or online on the District's webpage. Forms can be turned in or mailed to the school or Student Services Department at the District Office. The district address is 2930 Gay Avenue, San Jose, CA 95127

INVESTIGATION: The principal or designee shall promptly investigate all complaints of bullying or sexual harassment. The individual who filed the complaint shall have the opportunity to describe the incident, present witnesses and other evidence of the bullying or harassment, and put his/her complaint in writing. If the administrator determines the complaint meets the legal criteria for bullying under Ed Code 48900 (r) , then the administrator shall within 10 school days of the reported incident, meet with the individual who filed the complaint. In this meeting the principal/designee shall inform the individual who filed the complaint with his/her findings, decision and reason for the decision in writing. If the individual is in disagreement with the outcome of the response/investigation, an appeal can be filed at the Student Services Department located at 2930 Gay Avenue, San Jose, CA 95127 within 10 school days.

TRANSFER REQUEST: A child that has been reported as the victim of a violent offense or bullying as defined by California Education Code 48900 (r) is entitled to transfer to another school within or outside the District, under California Education Code 46600§ (b). Placement at a requested school is contingent upon space availability. Transfer requests can be obtained at the Student Services Department located at 2930 Gay Avenue, San Jose, CA 95127

11.6.3 Bullying Prevention Student Supports

Preventative Student Support	Elementary Middle School	Tier Level	Description
<i>Kimochis</i>	Elementary	Tier 1 (Universal)	A classroom-based program that promotes social and emotional learning by teaching children the skills to understand their emotions, peacefully communicate feelings to others, develop positive relationships, manage conflicts and challenges, and make and keep friends.
<i>PBIS: Positive Behavior Intervention System</i>	Elementary Middle School	Tier 1 (Universal)	Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed.
<i>Community Building Circles</i>	Elementary Middle School	Tier 1 (Universal)	Community building circles are spaces for intentional communication to establish values, share experiences, and build relationships with people sharing a collaborative space. All circles are unique and facilitators follow a structure that helps establish a safe and supportive space intended to promote authentic and equitable conversations.
<i>Guidance Lessons</i>	Elementary Middle School	Tier 1 or 2 (Universal or small group)	Classroom lessons lead by School Counselor/School Counselor Intern focused on topics such as but not limited to: Defining Bullying; Communicating with I statements; Being a bystander/upstander; Cyberbullying; Social Skills; Coping Skills; Anti-Bullying; Friendship Boundaries; Diversity & Differences; Safe, Responsible, & Respectful; Respect & Kindness; Building Empathy; Ripple Effect of Rumors; Violence is Never the Answer
<i>Conflict Resolution</i>	Elementary Middle School	Tier 2 (Small group)	Conflict resolution is the process of addressing and resolving a dispute or a conflict by meeting at least some of each side's needs.
<i>Restorative Practice Conversations</i>	Elementary Middle School	Tier 2 (Small group)	Restorative practice conversations provide a safe space for students to reflect and understand their mistakes and return to the group strengthened. Students learn how to get what they need using effective approaches to build and maintain positive relationships. When using restorative practice conversations educators scaffold students to a resolution that is accepted by all, is aligned to the school's core values and ensures that the type of restitution agreed upon is logically related to the mistakes made.
<i>School Counseling</i>	Elementary Middle School	Tier 1, 2, 3	Counseling support services are available to every student at all of our campuses district wide.

11.6.4 Tips for Students to Counter Bullying

- Tell the person who is bullying you to STOP!
- Get HELP Immediately. Tell your parent, teacher, counselor, or principal. Reporting is not tattling.
- Do not fight back physically.
- Be proud of who you are.
- Be strong. Do not show anger or fear. Students that bully like to see you get upset.
- Keep safe. Avoid situations and people where bullying happens.
- Avoid areas where few students or teachers are.
- Sit with a group of friends at lunch.
- Walk with friends to class.
- Get involved. Join clubs or organizations.
- Start a student anti-bullying campaign.
- Don't give personal information online.
- Don't share your accounts or passwords.

11.6.5 What Parents Can Do if Your Child is Bullied

- **TALK WITH YOUR CHILD.** Do not ignore bullying and hope it will stop.
- **CONTACT THE SCHOOL IMMEDIATELY.** Work with the teachers and administrators for help.
- **ENCOURAGE PEACEFUL SOLUTIONS.** Be a good role model. Coach your child in non-violence.
- **EMPATHIZE WITH YOUR CHILD.** Let them know it is not their fault, and that you're glad they talked to you.
- **WORK TOGETHER TO FIND PEACEFUL SOLUTIONS.** Ask your child what they think should be done.
- **BE PERSISTENT.** Don't stop if the bullying continues.
- **MONITOR:** Monitor your students phone and social media.

If your child is Cyberbullied...

- Tell your child not to respond to or forward inappropriate messages or images.
- Report the cyberbullying to your service provider and school.
- Contact law enforcement if threats are made.

11.7 Compliance

All students shall comply with the regulations, pursue the required course of study and submit to the authority of the administrators and teachers of the schools. Teachers and administrators shall hold students accountable for good conduct to and from school, on the playgrounds and during recess.

11.8 Conduct on School Buses

Protect your riding privileges by following these rules at all times while riding the bus:

1. Obey and cooperate with the bus driver at all times. He/she is authorized to assign seats.
2. Behave on the bus with respect as you would in a classroom setting.
3. Help keep the bus clean. Eating, drinking, smoking, and gum chewing are not permitted on the bus.
4. Remain seated until the bus arrives at the stop and the bus door is opened.
5. Keep your head, arms, hands and legs to yourself and inside the bus.
6. Be courteous and only talk quietly (no profanity allowed).
7. Respect property. (Parents are responsible for the repair or replacement of damaged property).
8. The following are not permitted on a school bus: animals except those under CCR 54.2, glass containers, and balloons. Skateboards, scooters, portable electronic devices (i.e. ipods, ipads nooks, headsets and laser pointer) are allowed only if able to fit completely in students' backpack at all times.
9. Cellular phones are permitted but must be turned off and kept in the student's purse or backpack at all times. The sole exception of having the cellular phone or pager on is when a licensed physician or surgeon had determined it is essential for the pupil's health.
10. Students must adhere to the dress code on all school buses. The wearing of hats is prohibited.

11.8.1 Consequences of Misbehavior on School Buses and at Bus Stops

First Incident: Bus driver issues first citation; whenever possible informs parent, student, and school. Bus driver's supervisor reviews incident report. Incident report is forwarded to school site. School contacts the Transportation Department and parent upon receipt

of the citation.

Second Incident: Bus driver issues second citation; informs parents, student, and school. Bus driver's supervisor reviews incident report. Incident report is forwarded to school. School Administration contacts the Transportation Department and parent upon receipt and discusses appropriate action in accordance with the school disciplinary plan.

Third Incident: Bus driver issues third citation; informs parent, student, and school. Bus driver's supervisor reviews incident report. Incident report is forwarded to school. School Administration contacts the Transportation Department and parent upon receipt and discusses appropriate action in accordance with the school discipline plan. Bus privilege may be revoked for one day.

Fourth Incident: Bus driver issues fourth citation; informs parent, student, and school. Bus driver's supervisor reviews incident report. Incident report is forwarded to school. School Administration contacts the Transportation Department and parent upon receipt and discusses appropriate action in accordance with the school disciplinary plan. Parent conference is held. Bus privilege may be revoked for one week.

Fifth Incident: Bus driver issues fifth citation; informs parent, student, and school. Bus driver's supervisor reviews incident report. Incident report is forwarded to school. School Administration contacts the Transportation Department and parent upon receipt and discusses appropriate action in accordance with the school disciplinary plan. Parent conference is held. Bus privilege may be revoked for the remainder of the semester.

11.8.2 Consequences of Severe Offenses or Illegal Activities on Buses

1. A Police report shall be filed for law violations, including, but not limited to, assault on another person, destruction of property, possession or use of a weapon, possession or under the influence of a controlled substance including alcohol or other intoxicants.
2. Bus privileges may be suspended for severe offenses or illegal activities upon the first occurrence.
3. Bus privileges may be revoked for repeated offenses or illegal activities.
4. Suspension or expulsion from school.

The Alum Rock Union Elementary School District believes that one of the major functions of the public schools is the preparation of youth for responsible citizenship. The district shall foster a learning environment which reinforces the concepts of self-discipline and the acceptance of personal responsibility. In order to maintain an environment conducive to attaining the highest quality of education in the district, certain disciplinary policies and regulations must exist relating to student conduct which delineate acceptable behavior and provide the basis for sound disciplinary practices within each school in the district. Education Code 35291.5 These policies and regulations will be enforced fairly and uniformly without regard to race, creed, color, sex, physical or mental handicaps.

11.8.3 Student Conduct at Bus Stops

1. Be careful when approaching the bus stop. If there are no sidewalks, walk on the left side of the road facing the traffic.
2. Bus passengers must wait on the same side of the street where the bus stops.
3. While waiting to board the bus, students should remain out of the roadway and form a line twelve feet back from the approaching school bus.
4. All passengers should use care when getting on and off the bus. **ALWAYS USE THE HANDRAIL.**

Arrive at your bus stop prior to the times given, as these are the times the bus **departs** from the stop. Parents are responsible for providing transportation to and from school in cases where bus riding privileges have been suspended.

11.8.4 Guidelines for Parents

Buses must operate on time schedules. To provide the best service possible parents are expected to:

1. Have your child arrive at the bus stop five to ten minutes prior to the scheduled departure/arrival time.
2. Make prior arrangements with a friend or neighbor if you are unable to meet the bus on time.
3. Know that students are left at the bus stop even if parents are not waiting to pick them up.
4. Assist children in understanding the guidelines and conduct rules and encourage them to follow the rules.
5. Support safe riding practices and reasonable discipline efforts.
6. Teach children proper procedures for safely crossing the highway/roadway before boarding and after leaving the bus.
7. Respect the rights and privileges of others.

8. Monitor bus stops, whenever possible.
9. When crossing the street; look both ways.
10. Your safety is more important than any object or animal that you may chase into the street.
11. Don't assume anyone will stop for you even at a STOP or signal-controlled crossing.
12. Flashing lights on buses are warning devices. They do not guarantee to stop traffic.
13. Push the pedestrian button to activate the WALK light.
14. Do not enter the street until it is safe to do so.
15. Beware of turning traffic from all sides of the street.
16. If you start crossing the street during the WALK light, continue crossing at a normal pace.
17. When crossing a wide street, wait on the raised median when necessary.
18. Do not cross streets at mid-block nor between parked cars.
19. Be cautious at driveways, especially if you are approaching from the driver's right side.
20. Students shall load and unload at their designated bus stop ONLY.

11.9 Corporal Punishment

Corporal Punishment, defined as the deliberate infliction of physical pain as a disciplinary measure, is prohibited by the district and Education Code 49001.

An amount of force that is reasonable and necessary for a person employed by the district to stop a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense or to obtain possession of weapons or other dangerous objects within the control of the pupil, is not and shall not be construed to be corporal punishment. Education Code 489001

11.10 Discipline Concerning Promotion

Inappropriate student behavior may result in loss of eighth grade promotion ceremony participation and/or other promotion activities.

11.11 Electronic Devices/Cell Phones

The District does not allow the use of electronic devices on school campuses. The District does not assume responsibility for lost or stolen items. (BP 5131.8) (AB 3216)

The Board of Trustees recognizes that student use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being, and could be harmful and disruptive of the instructional program in some circumstances. When on campus or when under the supervision of district employees, students may use smartphones and other mobile communication devices only as permitted under this policy.

Students shall not use smartphones or other mobile communication devices while at a school site or under the supervision and control of a district employee.

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 or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator
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

The Superintendent or designee may undertake measures or strategies in accordance with law, to limit student access to smartphones and other mobile communication devices on campus. (Education Code 48901.7)

Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person.

A student's personal electronic device shall not be searched without the consent of the student's parent/guardian, except pursuant to a lawfully issued warrant, when a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information, or when the search is otherwise permitted pursuant to Penal Code 1546.1.

When a student uses a mobile communication device in an unauthorized manner while at a school site or under the supervision and control of a district employee, the student may be disciplined and the district employee may temporarily 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.

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 which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The district will not be responsible or liable for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

11.12 Expulsion Hearings

In the event a student is recommended for expulsion from the district, he or she is entitled to a hearing and, among other things, advance written notice of the rights and responsibilities enumerated in Education Code section 48918. Written notice of these due process rights shall be provided at least ten days in advance of the date set for hearing. Education Code 48918

11.13 Hazing

Hazing is defined as a method of initiation or preinitiation in to a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. 48900(q)

11.14 Limits to Freedom of Speech

Public school students shall have the right to exercise freedom of speech and of the press. This includes the use of bulletin boards, distribution of printed materials or petitions, wearing buttons, badges, other political insignia or inscribed clothing as well as the right of expression in official publications regardless of whether the publications are funded by the school, or publicly supported. Any expressions which are forms of harassment, racial slurs, obscene, libelous, or slanderous shall be prohibited.

11.15 Physical Education Clothing

For middle school students, a change of clothing is required for physical education classes. Students will dress in shorts and tops, gym shoes, and/or sweats, as appropriate. BP 5131 Teachers may make judgments concerning the appropriateness of clothing in regard to student safety. The administration is responsible for the final determination regarding the appropriateness of extreme clothing. Teachers may refer a student to the office if they feel that a student's dress is in violation of school or district policy Education Code 35183

11.16 School-Sponsored Events and Functions

Any student who is removed from a school as a result of disciplinary actions may not attend any school functions or school-sponsored events from the school s/he was removed from. This includes but is not limited to dances, performances and athletic events. Students may be cited for trespassing. Students may not be on any ARUSD campus.

11.17 Searches

A student's attire, personal property, vehicle, or school property, including books, desks and school lockers may be searched by a Principal or designee who has reasonable suspicion that student possess illegal items or illegally obtained items. These may include Illegal substances, drug paraphernalia, weapons, or other objects or substances which may be harmful to the student or to others. Illegally possessed items shall be confiscated and turned over to the police. Administrators have the right to question students when they feel students may be involved or witnesses in an alleged incident.

11.18 Student Sexual Harassment

The Board of Trustees prohibits the unlawful sexual harassment of any student by any employee, student, or other person in or from the district. The Board expects students or staff to immediately report incidents of sexual harassment to the principal or designee or to another district administrator. Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment. Any student who engages in the sexual harassment of anyone in or from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

Any student who feels that he/she is being harassed should immediately contact the principal or designee at his/her school. If a situation involving sexual harassment is not promptly remedied by the principal or designee, a complaint of harassment can be filed with the district's Title IX Coordinator for students; Please contact the Director of Student Support Services Department located at 2930 Gay Ave. San Jose, CA 95127, (408) 928-6945.

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, request for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.
 2. Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.
 3. The conduct had the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or work environment.
 4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities at or through the educational institution.
- Education Code 212.5 (d)

Other types of conduct which are prohibited in the district and which may constitute sexual harassment include:

1. Unwelcome leering, sexual flirtations, or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or an overly personal conversation.
4. Sexual jokes, stories, drawings, pictures, or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Touching an individual's body or clothes in a sexual way.
8. Purposefully limiting a student's access to educational tools and/or instruction.
9. Cornering or blocking of normal movements.
10. Displaying sexually suggestive objects in the educational environment.
11. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

11.18.1 Enforcement

The principal or designee shall take appropriate actions to reinforce the district's sexual harassment policy. These actions may include:

- Providing staff training and student instruction or counseling.
- Taking appropriate disciplinary action as needed.

11.18.2 Legal Reference

Civil Code 1714.I, Education Code 200-240, 212.5, 212.6, 230, 48904, United States Code, Title 42, 2000d & 2000e seq. Title IX, 1972 Education Act Amendments, Franklin vs. Gwinnet County Schools (1992) 112 S. Ct. 1028, Board Policy 5145.7

11.18.3 Notifications

A copy of the district's sexual harassment policy:

1. Is included in this handbook which is sent to parents/guardians at the beginning of each school year. Education Code 48980
2. Appear in any school or district publication that sets forth the school or district's comprehensive rules, regulations, procedures, and standards of conduct. Education Code 212.5

11.19 Vandalism/Malicious Mischief

Any student who defaces, damages or destroys any school property may be suspended or expelled. Students and their parents shall be responsible for all damage to equipment or school property. This responsibility applies in the matter of books and supplies of all kinds, as well as equipment, buildings, and grounds. Parents may be held financially liable for damages.

Whenever a student damages, defaces in any way or steals any school district property; the parents or guardians of that student shall be liable for restitution. This same liability will prevail even if the damage or loss was not intentional, but resulted from other

negative or inappropriate behavior not acceptable on district property. The Alum Rock Union Elementary School

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

Student grades, diplomas, and transcripts may be withheld from students and parents when a student has damaged, destroyed, or not returned loaned property of the district and restitution has not been made. The records are withheld from the student and parent, but cannot be withheld from a requesting school. Education Codes 48904, 48904.3

12.0 SUSPENSION

12.1 Student Suspensions

Each school shall follow its discipline plan and consider suspension only when other means of correction have not been successful or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process. This handbook is sufficient notice of prior warning to students and parents of the consequences of misconduct.

12.1.1 Authority to Suspend

1. A teacher may suspend any pupil from class for the day of the suspension and the day following. The teacher shall immediately report the suspension to the principal or the designee for appropriate action. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. A school administrator shall attend the conference if the teacher or the parent or guardian so requests. Education Code 48910(a)
2. The principal or designee may suspend a student from class, classes, or the school campus for a period not to exceed five school days.
3. The superintendent or designee may extend a student's suspension pending final Board decision on a recommendation for expulsion.
4. The principal or designee may suspend a general education student for up to no more than twenty days cumulatively in one academic year.

12.1.2 Suspension or Expulsion during School Activity/Attendance

A pupil may be suspended or expelled if one or more of the following provisions of Education Code are violated 48900(a-r) or 48900.2, 48900.3, 48900.4, 48900.7 or 48915(a)(5). Suspension may be issued for violations occurring on any school campus at any time of the day or night, regardless of the school district of jurisdiction:

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

12.1.3 Elementary School Suspensions

Each elementary school will communicate its school rules to parents. Before suspending a student, the principal will take into account the seriousness of the infraction and the age of the student. The principal will attempt to identify interim steps taken before a student is suspended.

12.1.4 Grounds for Suspension or Expulsion

No student shall be suspended from school unless the principal or designee determines that the student has violated one or more of the following provisions of Education Code 48900(a-r) or 48900.2, 48900.3, 48900.4, 48900.7 or 48915(a)(5). In addition, state law requires the district to report certain offenses to law enforcement authorities. Education Code 48902

12.1.5 Notification

The teacher who imposes a classroom suspension shall report all suspensions in writing to the appropriate school administrator. Education Code 48910(b)

"In-House suspensions are also reported to the Student Services Department. They should be identified at the top of the form as "In-House." Schools do not lose ADA for "In-House" suspensions.

12.1.6 Parent Notification

By teacher: The teacher shall ask the parent to attend a parent-teacher conference regarding the suspension as soon as possible. Education Code 48910(b)

By Administrator: A school employee shall make a reasonable effort to conference with the student's parent or guardian in person or by telephone at the time of suspension. A written notice shall be sent to the parent or guardian. Education Code 48911(d)

12.1.7 Suspension

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons. A suspension does not mean any of the following:

1. Reassignment to another class at the same school where the student will receive continuing instruction for the school day.
2. Referral to an advisor assigned that role by the principal

12.1.8 Suspension from School

A student may be suspended from school for violation of district disciplinary rules. Unless a student poses a danger to the life, safety or health of students or school personnel, a suspension will be preceded by an informal conference between the principal and student, in which the student shall be informed of the reason for the suspension, the evidence against him/her, and be given the opportunity to present his or her defense. At the time of suspension, a school employee will make a reasonable effort to contact the student's parent in person or by telephone. The pupil may not be present on or about any school grounds at any time, nor attend any Alum Rock Union Elementary School District activity at any time, no matter where such activity may be taking place. Violation may result in further disciplinary action.

13.0 EXPULSION

Expulsion is the involuntary removal of a student from schools and programs of the district for one or two semesters for acts of specified misconduct. Final action is taken only by vote of the Board of Trustees. Expulsion proceedings for a currently identified Special Education student require additional due process procedures. While under expulsion, a student cannot enroll in another California school district without approval of that district's Board of Education. Certain expelled students may enroll only in Juvenile Court Schools, County Community Schools or district operated Community Day Schools (AB922) during the duration of the expulsion. The Board of Trustees, upon voting to expel a pupil, may "stay" or "suspend" the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a class or program that is deemed appropriate for the rehabilitation of the pupil

13.1 Category I Mandatory Expulsion

Under the mandatory provision of Education Code 48915 (c), students who have committed one of the following acts must be recommended for expulsion and the Board of Trustees must expel the student.

1. Possessing, selling or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053, etc. Seq.
4. Committing or attempting to commit a sexual assault or committing sexual battery.
5. Possession of an explosive.

13.2 Category II Discretionary Recommendation for Expulsion

Under the mandatory provision of Education Code 48915 (c), a student who has committed one of the following acts of misconduct must be recommended for expulsion unless particular circumstances render it inappropriate.

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance listed except for the first offense for the possession of not more than one avoirdupois ounce of marijuana.
4. Robbery or extortion.
5. Assault or battery upon a school employee.

13.3 Category III Expulsion May Be Recommended

In accordance with Education Code 48915 and by direction of the Board of Trustees, a student may be considered for Expulsion for committing any act not listed in Category I or Category II and enumerated in Education Code sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7

NOTE: The Board's decision to expel a student for violations included in Categories II and III must be based on a Finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others. Education Code 48915 (b) and 48915(c).

NOTE: If the Administrative Hearing Panel chooses not to recommend the expulsion of a student, the district may, at its discretion, impose a lesser form of disciplinary action which may include assigning the student to another school or program. Such transferred students will not be permitted to re-enroll in their former school of assignment. Education Code 48918 (e)

13.4 Steps for Expulsion Recommendation

1. School suspends and recommends expulsion and meets with student and parent to explain education code(s)

2. A pre-expulsion meeting may be scheduled with the Student Services Department.
3. Expulsion Hearing is held, if panel votes to recommend expulsion then the following occurs;
4. Board of Trustees decision is made and announced

13.5 Expulsion Appeal Process

All decisions to expel are final, but may be appealed to the Santa Clara County Board of Education. The appeal process is enumerated in Education Code Section 48919 and a statement of rights is given in writing to parents for students who have been expelled.

13.6 Mandatory Reporting

State law requires courts to notify school districts when a student is found guilty of certain drug violations and/or violent crimes. WIS 827(b) (1), (2) Cal. Wel. & Inst. Code (California Welfare & Institutions Code)

Any information received from the court is confidential and unlawful dissemination of this information is a misdemeanor. The information shall be transferred to the minor's subsequent school of attendance and maintained until the minor graduates from the Alum Rock Union Elementary School District.

State Education Law also requires teachers to be notified of each student who has engaged in, or been suspected to have been engaged in, any misconduct for which the student can be suspended other than for use and possession of tobacco products. Education Code 49079(a)

The Education Code requires the above information to be maintained in confidence and transmitted to teachers and supervisory personnel in confidence for a period of three years after receiving such notification or from the time the student returns to school.

Alum Rock Union Elementary School District receives such official notification and school administrators are duly notified. School administrators are required to notify teachers of every student who has caused or attempted to cause serious bodily injury to another person. The purpose of such regulation is to protect persons from necessary vulnerability. Teachers or other staff receiving such information must keep it in strict confidence.

13.6.1 Additional Reporting Required by State Law

The following offenses require school personnel, by law, to file a report to the police or a legal agency:

1. Prior to suspending a student from school for an assault with a deadly weapon upon any person or by force likely to produce great bodily injury. Education Code 48902
2. A non-accidentally inflicted physical injury upon a minor student by another student which requires medical attention beyond the level of school applied first-aid. Penal Code 11166
3. A non-accidentally inflicted physical injury by any person upon any minor which requires any medical attention. A report must be made to the police of a child protection agency. Penal Code 11166
4. Actual or suspected sexual abuse or physical abuse of any minor child. A report must be made to a child protection agency. Penal Code 11166
5. An attack or assault on, or the menacing of, any school employee by a student. Education Code 44014(a)
6. A directly communicated threat by a student or any person to inflict unlawful injury upon the person or property of a school employee to keep the employee from fulfilling any official duty or for having fulfilled any official duty.
7. Possession of any controlled substance, drug paraphernalia, alcoholic beverages or intoxicants. Possession of such materials is illegal, and upon confiscation, cannot be retained by school personnel. Education Code 48900(c)
8. Acts of school misconduct in violation of court imposed conditions or probation. Education Code 48267
9. Truancy of any student under court ordered mandatory attendance.
10. Guns or weapons on campus. Education Code 48900(b)
11. Harassment/Bullying. Education Code 48900(r)

13.7 Required by Board Policy

In addition to the acts required by state law, the Board of Trustees requires reporting to the police other school related offenses that might be expellable.

13.8 Willful Force or Violence-Reporting

For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the California Department of Education, each school district shall specifically identify, by offense committed, in all appropriate official records of pupil each suspension or expulsion of that pupil for the commission of any offenses in Education Codes 48900(a-o and r), 48900.2, 48900.3, 48900.4, 48915(a) (1-5), or 48915(c) (1-4), 48900.8.

Alum Rock Union ESD

Board Policy Overview

Sexual Harassment

BP 5145.7

Students

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

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed instances of sexual harassment, even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-8, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with laws, and the applicable collective bargaining agreement.

Confidentiality and Record-Keeping

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

March 12, 2020

Alum Rock Union ESD

Board Policy Overview

Nondiscrimination/Harassment

BP 5145.3

Students

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

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

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

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

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation

complaints shall be investigated and resolved in the same manner as a discrimination complaint.

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

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

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

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

Policy ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

Revised: June 11, 2020

San Jose, CA

Alum Rock Union ESD

Board Policy Overview

Parent Involvement

BP 6020

Instruction

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Access to Communication Services

Parent engagement within the school must be meaningful and effective to positively impact student achievement. Communication among parents, teachers, and administration is a critical component in the understanding and supporting the reciprocal needs and expectations of the classroom and a student's family. To open channels of communication and strengthen school/teacher/family relationships, the district invites parents and guardians to Back to School Nights annually and Parent-Teacher Conferences (1-2 times a year). Communication between the school/teacher/family is critical to the academic success of all students. In an effort to increase parent involvement the Alum Rock School District will offer translation and interpretation services to those families where a language barrier that impedes parent engagement exists. Awareness for obtaining communication services shall be uniform across all schools in the Alum Rock School District. Protocols and procedures will be distributed to all schools and available on the website.

District Administration shall communicate translation/interpretation services available to our families on a yearly basis. They will also identify the adequate resources, training and standard protocols necessary to meet the demographic needs of the district community.

Parent involvement in the education process is fundamental to a healthy system of public education and that family involvement at home and at school in the education of children results in improved pupil achievement.

Therefore, the district believes it is every family and guardian's obligation and responsibility to volunteer at least 30 hours per year at the student's school site, of which 10 of those hours should include volunteer time to the student's classroom.

Administration shall prepare an Administrative Regulation implementing this policy which shall include that each school site shall provide a copy of the above policy to each family or guardian of each district student no later than the tenth (10th) school day of each school year, with appropriate space for the signature of each parent or guardian to sign and acknowledge receipt of this policy, and direction to return the signed copy to the student's classroom teacher. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so

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

Title I Schools

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)

The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318. (20 USC 6318)

The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develop a school-level parent involvement policy in accordance with 20 USC 6318.

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Policy ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

Adopted: July 2, 2013 San Jose, California Revised: May 8, 2014



Alum Rock Union Elementary School District

Type 2 Diabetes Information

Pursuant to California Education Code Section 49452.7, this type 2 diabetes information is for local educational agencies to provide to parents and guardians of incoming seventh grade students beginning July 1, 2010.

Description

Type 2 diabetes is the most common form of diabetes in adults.

- Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens.
- According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.

- The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.
- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.
- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

Risk Factors Associated with Type 2 Diabetes

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

- **Being overweight.** The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- **Family history of diabetes.** Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.
- **Inactivity.** Being inactive further reduces the body's ability to respond to insulin.
- **Specific racial/ethnic groups.** Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- **Puberty.** Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.

Warning Signs and Symptoms Associated with Type 2 Diabetes

Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes.

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired

- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fats levels

Type 2 Diabetes Prevention Methods and Treatments

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

- **Eat healthy foods.** Make wise food choices. Eat foods low in fat and calories.
- **Get more physical activity.** Increase physical activity to at least 60 minutes every day.
- **Take medication.** If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

Types of Diabetes Screening Tests That Are Available

- **Glycated hemoglobin (A1C) test.** A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test.** A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- **Fasting blood sugar test.** A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- **Oral glucose tolerance test.** A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease. Contact your student's district nurse, school administrator, or health care provider if you have questions.

APPENDIX B



ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

2930 Gay Avenue, San José, CA 95127 • Phone: 408-928-6800 • Fax: 408-928-6416 • www.arusd.org

August 6, 2026

Healthy School Act (AB 2260) Policy Statement Annual Parent Notification Letter

In compliance with California State Law, Alum Rock Union Elementary School District will adhere to the Healthy Schools Act of 2000. Procedures to minimize pesticides exposure to children, staff and community will be emplaced in all district schools.

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

Toward this effort:

- Non-chemical prevention of pest and weed population is always preferred using such methods.
- The selection and use of the least hazardous methods and materials effective for the control of targeted pests and weeds will be implemented.
- Application of pesticides will only be used "as needed" to correct verified problems
- All parents and staff will be notified annually in writing of the anticipated pesticide/herbicide products and applications to be regularly used throughout the school year.
- Warning signs will be posted at all entrances to the school property twenty-four hours prior to regular pesticide/herbicide applications and will remain posted for seventy-two hours after the application.
- Active ingredients of all pesticides used by the School District and/or copies of AB 2260 may be obtained by written request to Eric Wasinger, Director of Maintenance, Operations & Transportation, 2930 Gay Avenue, San Jose, CA 95127 or by contacting the California Department of Pesticide Regulation website, www.cdpr.ca.gov

Sincerely,

Eric Wasinger

Eric Wasinger
Senior Executive of Bonds, and Maintenance, Operations & Transportation

Dr. Marnie Hazelton, Superintendent

Board of Trustees: Linda Chavez, President, Andrés Quintero, Vice-President
Minh Pham, Clerk - Corina Herrera-Loera, Member - Minh Nguyen, Member

APPENDIX C



CALIFORNIA MANDATED REPORTING EASY STEPS... WHAT MUST BE REPORTED and HOW TO REPORT!

“Our children’s safety is of utmost importance to us.”

What Must be Reported:

Any of the below acts involving anyone under the age of 18:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect

The mandated reporter must only have ***reasonable suspicion*** that a child has been mistreated; no evidence or proof is required prior to making a report.

The case will be further investigated by law enforcement and/or child welfare services.

How to Report:

By Phone: Immediately, or as soon as possible, make a telephone report to child welfare services and/or to a Police or Sheriff’s department.

- Child Welfare Services phone # 408-299-2071
 - Option 1 for English and Option 3 for Mandated Reporter
 - Option 2 for Spanish and Option 2 for Mandated Reporter
- Santa Clara County (24 hour) Reporting Child Abuse 1-833-722-5437
- Police Department phone # 408-277-8911
- Sheriff’s Department phone # 408-808-4400

In Writing: Within 36 hours, a written report must be sent, faxed or submitted electronically. The written report should be completed on a state form called the 8572, form available by clicking on this QR code.



Other information:

- Safeguards for Mandated Reporters:
 - The Child Abuse and Neglect Reporting Act (CANRA) states that the name of the mandated reporter is strictly confidential, although it is provided to investigative parties working on the case.
 - Under state law, mandated reporters cannot be held liable in civil or criminal court when reporting as required; however, under federal law mandated reporters only have immunity for reports made in good faith.
- Failure to report:
 - Failure to report concerns of child abuse or neglect is considered a misdemeanor and is punishable in California by six months in jail and/or up to a \$1,000 fine.
- For the complete law and a list of mandated reporters refer to California Penal Codes 11164 -11174.3.

Form 8572:



**ARUSD
Board Resolution**



**Additional
Resources**



APPENDIX D

PARENT/GUARDIAN ACKNOWLEDGEMENT FORM PLEASE COMPLETE, DETACH AND RETURN TO THE SCHOOL (Please complete a separate form for each child)

Student's Name _____
School _____ Grade _____

EMERGENCY

In the event of a catastrophic event such as an earthquake, the principal/site manager will decide if student Release from school custody is or is not authorized. Adults calling for students must present identification Or some form of verification before student will be released to them. Please list below the adults who are authorized to pick up your child from school in the event of any local disaster.

Name _____ Relationship to student _____ Day Phone _____

Name _____ Relationship to student _____ Day Phone _____

Parent Name _____ Day Phone _____

Evening Phone _____

MEDICATION

Is your child on a continuing medication program? ☐ YES ☐ NO

Is your child allergic to any food? If yes, complete back of this page. ☐ YES ☐ NO

I give permission for the school to contact my child's doctor. ☐ YES ☐ NO

If YES, print doctor's name and phone number.

Name: _____

Phone: _____

If your child needs to take medication at school, a parent request and physician statement must be renewed every year.

An updated parent/guardian/caregiver and physician request for administering my Child's medication is filed at my child's school. YES NO

If you answered "NO" to the above question, please contact your child's school to obtain and complete additional form(s).

APPENDIX E

California Department of Education
Nutrition Services Division

Child Nutrition Programs
CNP - 925 (Rev. 8/17)
Page 1

MEDICAL STATEMENT TO REQUEST SPECIAL MEALS AND/OR ACCOMMODATIONS

1. School or Agency	2. Site Name	3. Site Phone Number																	
4. Name of Child or Participant		5. Age or Date of Birth																	
6. Name of Parent or Guardian		7. Phone Number																	
8. Description of Child or Participant's Physical or Mental Impairment Affected:																			
9. Explanation of Diet Prescription and/or Accommodation to Ensure Proper Implementation:																			
10. Indicate Food Texture for Above Child or Participant: ☐ Regular ☐ Chopped ☐ Ground ☐ Pureed																			
11. Foods to be Omitted and Appropriate Substitutions: <table style="width: 100%; border: none;"> <thead> <tr> <th style="text-align: center; width: 50%;">Foods To Be Omitted</th> <th style="text-align: center; width: 50%;">Suggested Substitutions</th> </tr> </thead> <tbody> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> </tbody> </table>				Foods To Be Omitted	Suggested Substitutions	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Foods To Be Omitted	Suggested Substitutions																		
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12. Adaptive Equipment to be Used:																			
13. Signature of State Licensed Healthcare Professional*	14. Printed Name	15. Phone Number	16. Date																

***For this purpose, a state licensed healthcare professional in California is a licensed physician, a physician assistant, or a nurse practitioner.**

The information on this form should be updated to reflect the current medical and/or nutritional needs of the participant.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW Washington, D.C. 20250-9410; fax: (202) 690-7442; or email: program.intake@usda.gov. This institution is an equal opportunity provider.

INSTRUCTIONS

1. **School or Agency:** Print the name of the school or agency that is providing the form to the parent.
2. **Site:** Print the name of the site where meals will be served.
3. **Site Phone Number:** Print the phone number of site where meal will be served.
4. **Name of Child or Participant:** Print the name of the child or participant to whom the information pertains.
5. **Age of Child or Participant:** Print the age of the child or participant. For infants, please use date of birth.
6. **Name of Parent or Guardian:** Print the name of the person requesting the child or participant's medical statement.
7. **Phone Number:** Print the phone number of parent or guardian.
8. **Description of Child or Participant's Physical or Mental Impairment Affected:** Describe how the physical or mental impairment restricts the child or participant's diet.
9. **Explanation of Diet Prescription and/or Accommodation to Ensure Proper Implementation:** Describe a specific diet or accommodation that has been prescribed by the state healthcare professional.
10. **Indicate Texture:** If the child or participant does not need any modification, check "Regular".
11. **Foods to be Omitted:** List specific foods that must be omitted (e.g., exclude fluid milk).
Suggested Substitutions: List specific foods to include in the diet (e.g., calcium-fortified juice).
12. **Adaptive Equipment to be Used:** Describe specific equipment required to assist the child or participant with dining (e.g., sippy cup, large handled spoon, wheel-chair accessible furniture, etc.).
13. **Signature of State Licensed Healthcare Professional:** Signature of state licensed healthcare professional requesting the special meal or accommodation.
14. **Printed Name:** Print name of state licensed healthcare professional.
15. **Phone Number:** Phone number of state licensed healthcare professional.
16. **Date:** Date state licensed healthcare professional signed form.

Citations are from Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act (ADA) of 1990, and ADA Amendment Act of 2008:

A person with a disability is defined as any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment.

Physical or mental impairment means (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; speech; organs; cardiovascular; reproductive, digestive, genito-urinary; hemic and lymphatic; skin; and endocrine; or (b) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Major bodily functions have been added to major life activities and include the functions of the immune system; normal cell growth; and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

"Has a record of such an impairment" means a person has, or has been classified (or misclassified) as having, a history of mental or physical impairment that substantially limits one or more major life activities.

APPENDIX F



ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

PARENT/GUARDIAN REQUEST FOR EXCLUSION

FROM PHOTOGRAPHS, FILMS, SLIDES, AND VIDEO RECORDINGS OF PUPIL ENROLLED IN
THE ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

SECTION I- Student Identification

Dear Parents,

The Alum Rock Union Elementary School District routinely utilizes visual images of student activities to record the school's history and to promote understanding of the district's educational programs. Such information is considered "directory information" which can be used in campus and community publications, social media, websites and other appropriate venues. Provision is made for parents/guardians to request that their students be excluded from such photographs and/or video images, when students are readily identifiable as individuals. A student's parent or guardian may request that his/her student be excluded from such publication by signing the form below and returning it to the Principal's office. The request must be re-filed at the beginning of each year for which the exclusion is requested. It is expected that "excluded" students will also accept responsibility to avoid obvious photo or video situations. The district/school will maintain records of requested exclusion and will make an effort to avoid involving the student in situations where the student will be individually identifiable in photographic or video images.

Section II – Parent/Guardian Request for Exclusion

I/we hereby request that the student listed below be excluded from photographic or video images to be used in district and community publication and websites. This exclusion includes the school yearbook.

Name of Pupil: _____ Birthdate: _____

Address: _____ Telephone: _____

School: _____ Grade _____ Teacher: _____

Parent's Signature: _____ Date Signed: _____

EXCLUSION WILL BE KEPT ON FILE IN THE SCHOOL OFFICE FOR ONE SCHOOL YEAR AND MUST BE RE-FILED AT THE BEGINNING OF EACH SCHOOL YEAR FOR WHICH IT IS REQUESTED. EXCLUDED STUDENTS MUST ALSO ACCEPT RESPONSIBILITY TO AVOID OBVIOUS PHOTO AND VIDEO SITUATIONS.

Principal's Signature: _____ School _____

APPENDIX G



Alum Rock School District Student/Parent Technology Compact

"To lead children into the future of technology, we must all take action towards innovation."

Student: _____ ID # _____ Teacher: _____ Grade: _____

We agree to the following, in support of **safety and responsibility** with device usage:

- Charge device at home daily in the same location, AWAY from where student sleeps
 - Location _____ Time on Charger _____
- Stop using device at ____ PM during the school week & ____ PM on weekends.
- Bring device to school every day fully charged.
- Protect my device by keeping food/beverages away, NOT decorating it with markers/stickers and NEVER remove the case if applicable.
- Check in as a family periodically to reevaluate device use.
- Limit student time on device to _____ minutes per day.
(this includes homework & free time)
- Safely searching the Internet and understanding that all searches are filtered and monitored.
- Practicing good digital citizenship and reporting anything that is potentially concerning to a trusted adult.
- **Immediately** report any problems in operation to my teacher if the functionality of the device is not solved using the **Device Check**
- **Immediately** report to my teacher if my device is damaged, lost or stolen so that we may initiate the **Recovery Process**
 - Parent Report
 - Police Report (if applicable)
 - Repair/Replacement Process
- **Leave my device charging cords at home.**
- **Keep my device in my possession at all times at school.**
- **Parents/Guardians will check the student device regularly and upon request.**
- We agree to stay current with parent and student informational distributions and trainings designed to support successful tech integration usage and practices.
- **We acknowledge that there are replacement costs for all devices and chargers. We agree to partner with the school to settle any repair and replacement costs as much as possible, as appropriate.**

We have made these agreements as a family in support of safe and appropriate use of the assigned ARUSD student device. We understand the device is the property of ARUSD and that there is no place for privacy within the device. As a family, we will contact the school when we encounter any issues with safety, use, or care of the device.

Student Signature: _____ Date _____ Parent/Guardian
Signature: _____ Date _____