Sacramento City
UNIFIED SCHOOL DISTRICT

Annual Parent & Student Rights Notification and Standards of Behavior Handbook

2026-2027

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INTRODUCTION

About This Handbook

Each year, parent/guardian(s) and their student(s) are required to review and sign this Parent and Student Rights Handbook. This Handbook provides essential policy and procedural information on many important topics, including health and safety, pesticides, standards of behavior, nutrition, attendance, and more.

The Handbook is available online anytime on our District website so you may access it throughout the year when questions arise. We hope you will find it helpful and informative.

Please ensure that you and your student review and sign the Handbook. To complete this requirement, log in to your Infinite Campus Parent Portal and fill out the Annual Update to acknowledge receipt of the Handbook and other annual release agreements.

This step is listed for each student in the Annual Update form under the Student step > Release Agreements. View directions on how to fill out the Annual Update.

Non-Discrimination Policy

The Sacramento Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics or affiliation with Scouting America. For questions or complaints please contact the following staff: Title IX Coordinator (personnel related): Melinda Iremonger – 5735 47th Avenue, Sacramento, CA, 95824 – 916.643.7446 – melinda-iremonger@scusd.edu; Title IX Coordinator (student only related) & Equity Compliance Officer: David Van Natten – 5735 47th Avenue, Sacramento, CA, 95824 – 916.643.7420 david-vannatten@scusd.edu; HR Complaints and Compliance Director: Nanci Rose – 5735 47th Avenue, Sacramento CA, 95824 – 916.643.7488 – nanci-rose@scusd.edu; Section 504 and Title II ADA Coordinator (student related): Noel Estacio – 5735 47th Avenue, Sacramento CA, 95824 – 916.643.9412– noel-estacio@scusd.edu, Title II ADA Coordinator (personnel related): Keyshun Marshall– 5735 47th Avenue, Sacramento CA, 95824 – 916.643-7901– keyshun-marshall@scusd.edu.

Message from the Superintendent

Dear Sacramento City Unified Students and Families,

Welcome to the 2026–27 school year! As we begin this new academic year together, I want to express how grateful we are to have you as part of the Sacramento City Unified School District community.

At SCUSD, our mission is to provide every student with access to a high-quality education and meaningful opportunities for growth. This year, I encourage all students to get involved—whether through academics, the arts, athletics, clubs, or community programs. Our schools are places where you can explore your interests, build lasting friendships, and prepare for a bright future.

I want to thank and acknowledge our families and caregivers for your continued partnership. Your support at home, consistent communication with your child's school, and commitment to daily attendance make a big difference. We are here to serve you and work together to ensure every student's success.

We also recognize this school year begins at a time when many families may feel uncertain. I want to reassure you: ***Sacramento City Unified is—and remains—a Safe Haven School District.*** That means we are committed to protecting the safety, privacy, and rights of all students, regardless of immigration status, background, or identity. Our schools are safe and welcoming spaces, and we want every student to feel supported, valued, and safe to come to school every day.

Please take a moment to ensure your contact information is current. Accurate phone numbers and emergency contacts help us stay connected, provide timely updates, and ensure we can reach you when it matters most. You can make updates at https://www.scusd.edu/about/news/family-communications.

Thank you for your trust and partnership. We're looking forward to a strong and successful year ahead.

Sincerely,

Cancy McArn, Superintendent

Part I: Enrollment

PART I: ENROLLMENT

ENROLLMENT
Each child has the right to a free public education regardless of immigration status or religious beliefs.

ENROLLMENT CENTER
Families are required to go through the Enrollment Center, which is a one-stop resource, to complete the registration and enrollment process. Families can submit new student registrations, submit transfers and school of choice applications, have questions answered, receive pre-testing services, and benefit from the on-site immunization clinic.

The Enrollment Center ensures fairness and equity in the treatment of families and allows central monitoring of enrollment and intra- and inter-district permits. It also provides an opportunity to consolidate services and create a more efficient enrollment process, as Enrollment Center staff is highly trained and knowledgeable in all processes and procedures.

Online Registration link: https://www.scusd.edu/enroll-your-student.

Enrollment Center Hours
In-person front desk support:
Monday through Friday 8:00 a.m. - 5:00 p.m.
Closed All School Holidays

CAREGIVER
A pupil may reside in the home of a caregiving adult that is located within the boundaries of the school district.

Execution of an affidavit under penalty of perjury by the caregiving adult is a sufficient basis for a determination that the pupil lives in the caregiver's home, unless the school district determines from actual facts that the pupil is not living in the caregiver's home. [Education Code § 48204 (a)(5)]

CAREGIVER AFFIDAVIT
Upon enrollment, the caregiving adult shall execute, under penalty of perjury, the affidavit specified in Family Code §6552. Parents/guardians of students living with a caregiver or in foster care shall receive all parental notifications required by law. They shall be contacted for all major educational decisions concerning enrollment, attendance, discipline, and final grades. If the caregiver or the parent/guardian fails to cooperate with the District's efforts to determine facts and ascertain the parent/guardian's whereabouts, the affidavit may be denied. Additional information can be obtained by calling the Enrollment Center at (916) 643-2400.

CONTRACT CAPACITY (CONCAPPING)

What is ConCapping?
Sometimes, the number of students in a grade level exceeds the maximum capacity allowed for that grade, and the District must transfer some students to another school during the school year. This process is called ConCapping.

PART I: ENROLLMENT

The District recognizes that this process may be difficult and inconvenient for families, and the District will make every effort to transfer students only when necessary.

ConCapping is short for Contract Capacity. This process must happen because the District signed an agreement with the District teacher's union known as the collective bargaining agreement, or the CBA. The District and the teacher's union agreed to the following maximum number of students in a classroom:

- Kindergarten to 3rd grade: 24 students per teacher
- 4th- 6th grade: 30 students per teacher

When you enroll your child into elementary school, you must acknowledge that you understand that your child may not be able to attend their neighborhood school due to space limitations, and that your child may be enrolled in another school that has an opening.

Why is ConCapping Changing?
In January 2026, the District signed a stipulated judgment with the California Attorney General regarding past enrollment policies and practices that were found to be unlawful. The stipulated judgment requires the District to change how it used to choose students for ConCapping. The District used to choose the last student to enroll as the first student chosen to be transferred out of the school. This selection process violated state law.

The stipulated judgment requires the District to develop a new Board Policy and Administrative Regulation about ConCapping and to form a ConCap Work Group.

The Work Group includes staff from school sites most affected by ConCapping and parents and guardians of current District students who have been ConCapped.

The Work Group will review data on how ConCapping affects different student groups, gather community input, and make suggestions on how to improve the ConCapping process.

The Work Group will hold public meetings during the school year where families and community members can share their views. The District will announce each meeting on on ParentSquare 20 days, 10 days, and 1 day before the meeting, and will post a summary of each meeting on the District website within 14 days.

The District would like to hear from you. Please consider participating, especially if your family has experienced ConCapping.

What is the process and who will be ConCapped?

PART I: ENROLLMENT

While the Work Group continues to develop the new policy, in order to comply with state law and the stipulated judgment, the following ConCapping process will be in place for the 2026–2027 school year.

Over the summer:

Whenever possible, Principals will inform families during the week before school begins if their student's grade is overenrolled. If a family is notified, they will have a chance to volunteer to transfer their child to a school with space at this time. When a family volunteers, they will receive notification of their option(s) from the District's Overenrollment Technician.

The District greatly appreciates volunteer transfers before the start of the school year, so that student learning is minimally disrupted. Any student who is ConCapped, including volunteers, will have the option of returning to their original school if space opens up later in the school year, or the student may remain at their new school. The student will also have the option to return to their original school the next year or remain at their new school for the remainder of elementary school. The student will also be excluded from the ConCap Lottery for the next year.

First day of school through the 15th day of school:

On the first day of school, Principals will continue to ask for volunteers, if ConCapping is still needed.

If not enough families volunteer, then the District will run a lottery to select the student(s) to ConCap. The District will run the ConCap Lottery between the 10th and 15th day of the school year.

The first run of the lottery will include every student in the overenrolled grade who registered at their school between the last day of the previous school year and the date of the ConCap Lottery.

If the first run of the ConCap lottery cannot select enough students to ConCap, then there will be a second ConCap lottery run.

The second ConCap lottery run will include every student who registered during the third trimester of the previous school year.

If the second run of the ConCap lottery still cannot select enough students to ConCap, then there will be a third ConCap lottery run.

The third ConCap lottery run will include every student who registered during the second trimester of the previous school year.

The District will continue this process until the grade is not overenrolled.

The following students will not be ConCapped under state and federal law and the stipulated judgment:

- Students identified as experiencing housing instability or homelessness
- Foster Youth
- Students with disabilities whose IEP designates they require a specialized academic setting (SDC)
- Students who have been administratively transferred
- Students with a sibling who is already enrolled at the same school are exempt from the lottery. This exemption does not apply when siblings are enrolling at the school at the same time.
- Students whose parent is an employee of the school.
- Students who were ConCapped into or out of the current school they attend the previous school year.

After the 15th day of school

After the 15th day of school, the school site shall inform new families that the school they want to enroll into is full. The Overenrollment Technician, in conjunction with the school site office staff and administrator, shall work with the families to place their students at schools with space.

Foster youth and students experiencing homelessness have special protections under federal and state law. Ed. Code, § 48853.5 and 20 U.S.C. § 5312; Ed. Code, § 48852.7 and 42 U.S.C. § 11432. They may enroll in the school that is in their best interest. This means that in rare circumstances, a foster youth or student experiencing homelessness may move into a school with an overenrolled grade in the middle of the school year. If this happens, then the school may have to run the ConCap lottery in the middle of the school year to select a student who is not a foster youth or student experiencing homelessness for transfer.

PROOF OF IDENTITY/RESIDENCE

Please be advised for the safety and security of all children, only biological parents, legal guardians or educational rights holders may enroll a child into our school district. The person enrolling any child will be required to present the following documentation:

1. Photo Identification – State-issued I.D. or other photo identification of the parent, legal guardian(s), or educational rights holder (work badge, passport, student I.D., Costco card)
2. Address Verification – Name on I.D. must match the name on a bill issued within 30 days. Bring ONE of the following or other options listed under Ed. Code § 48204.1: (a) utility service contract, statement (SMUD, PG&E or Water); (b) rental/lease agreement with tenant & landlord's information & signatures (if lease is older than 1-year OR is

month-to-month, the current month's rental receipt is required); (c) current property tax bill; (d) voter registration (voter election guide/ballots NOT accepted); (e) correspondence from a Government agency on official letterhead; (f) pay stub

3. Proof of Birth – County-issued birth certificate, duly- attested baptism certificate, or a non-expired passport. Other appropriate means of proving the age of the child can be provided when none of the foregoing is obtainable. (Education Code § 48002)

4. Immunization Record – Current for each child (California Health & Safety Code, §§120325- 120375). T-Dap Booster shot is required for grades 7-12. Both full name and date of birth must be on the immunization record.

5. Individual Education Plan (IEP) – If your child is receiving Special Education Services.

6. Current withdrawal grades and transcripts – Needed for grades 9-12 only.

Residency Based on Parent/Guardian Employment (Allen Bill Transfers):
District residency status may be granted to a student if at least one of his/her parents/guardians is physically employed within district boundaries of the requested school for a minimum of 10 hours during the school week. No student seeking residency on this basis shall be denied enrollment based on race, ethnicity, gender, gender identity, gender expression, sexual orientation, parental income, scholastic achievement, or any of the individual characteristics set forth in Education Code 220. Enrollment may be denied provided the articulation of circumstances consistent with legal requirements.

UNHOUSED/HOMELESS STUDENT ENROLLMENT
Unhoused/Homeless students have the right to remain in their school of origin or be immediately enrolled in their school of residence (per their best interest), even if missing the documents normally required for enrollment. They have other rights and protections as well. To receive more information and to sign a student up for homeless rights and services, contact the district's Homeless Services Office, at (916) 643-2450; homeless-services@scusd.edu; or visit our District website.

Part II: Student Attendance

PART II: STUDENT ATTENDANCE

SCHOOL ATTENDANCE: WHY IT MATTERS

When students are in class, they thrive. National research confirms that regular school attendance matters more than virtually any other factor in a student's academic success, social development, and long-term well-being. Every single day a student spends in the classroom builds confidence, deepens reading and math skills, and strengthens their connection to friends and trusted mentors.

In addition to the many academic and social benefits of students being at school every day, their attendance also impacts our overall ability to provide resources to schools.In California, public schools are funded based on **Average Daily Attendance (ADA)**, which means school districts only receive funding for the exact days a student is physically sitting in class. When a student is absent, even for an excused reason like illness, the state subtracts that funding from our schools.

In California, children ages 6 to 18 must attend school every day. While the law does not currently apply to children below the age of six, research shows that early education (pre-school and kindergarten) is essential for future academic success. It is the family's responsibility to ensure that their student gets to school on time, every day. For support in keeping your student in school, or if you have any questions about the District Attendance Policy, please contact the Attendance & Engagement Team within the Community Engagement & Communications Department at (916) 643-2121.

Tips for Success:

- Help your student get to bed on time so they are well-rested.
- Limit "screen time" & video games at night for quality sleep.
- Create a morning routine (getting dressed, eating breakfast) and stick to it.
- Talk to your student about why going to school matters.
- Set aside a quiet time every night for homework.

(Education Code § 60901(c)(1).)

SEPTEMBER IS ATTENDANCE AWARENESS MONTH

SCUSD has officially declared September as Attendance Awareness Month. During this month, the district supports a wide range of activities, incentives, and educational opportunities to improve student, family, and community engagement while promoting good school attendance.

Please talk to your student about how important it is to be at school every day, on time, and ready to learn. For more tools to help, visit: https://www.attendanceworks.org/

WHAT TO DO WHEN YOUR STUDENT IS ABSENT

If your student must stay home, please inform the school before or within 5 school days of their return. You can:

1. Use the "Report an Absence" form on your school's website.
2. Call, email, or speak to the school office staff.
3. Send a note with your child.

PART II: STUDENT ATTENDANCE

Please include: Your child's name, your name, the date(s) of the absence, and the reason why they were out. If you have a doctor's note please submit that as well. This serves as verification and supports excused absences.

HOW THE SCHOOL CHECKS ABSENCES
The school can accept the absence verifications listed above only from parents, guardians, caregivers, or the student if they are 18 or older.
Other ways the school can check on an absence include:

- A home visit by an SCUSD employee
- Any other reasonable method which establishes the fact that the student was absent for the reasons provided.

Important Doctor's Note Rule: Once a student has missed **10 days** of school in one school year because of sickness verified only by a parent or guardian, any additional absences for sickness must have a note from a doctor or other health/mental health care provider.

EXCUSED ABSENCES (AR 5113)
Education Code §§ 48205, 48225.5, 46014; SCUSD AR 5113
Notwithstanding Education Code § 48200, a student shall be excused from school when the absence is for one of the following reasons:

1. **Illness:** The student is sick, including mental or behavioral health. (After 10 days of illness absences verified by a parent/guardian, a doctor's note or medical verification is required.)
2. **Quarantine:** The student is under stay-at-home orders from a city or county health officer.
3. **Medical Care:** The student has appointments for doctor, dental, eye care, or chiropractic services.
4. **Funeral or Grieving:**The student is attending a funeral or grieving the death of an immediate family member, or someone considered like immediate family. (Up to five days per incident.)
5. **Jury Duty:** The student is serving on a jury as required by law.
6. **Student Who Is a Custodial Parent:** If the student has a child, the student is excused to care for their sick studentor take the student to a medical appointment during school hours. The school shall not require a doctor's note for this reason.
7. **Justifiable Personal Reasons:** These must be requested in writing by the parent/guardian and approved by the principal based on district rules. **Examples include:**
    - Going to court
    - Attending a funeral
    - Observing a religious holiday or ceremony
    - Attending a religious retreat
    - Attending an employment conference
    - Attending an educational conference on the legislative or judicial process offered by a nonprofit organization
8. **Election Board:** The student is serving as a member of an election precinct board under **Elections Code § 12302.**
9. **Military Family Visit:** The student is spending time with an immediate family member in

the uniformed services who has been called to duty, is on leave, or has recently returned from deployment. The superintendent or designee determines how many days are allowed.

10. **Citizenship:** The student is attending their own U.S. naturalization ceremony.
11. **Cultural Ceremony or Event:** The student is participating in a cultural ceremony or event.
12. **Civic or Political Event:** A middle school or high school student participating in a civic/political event, such as voting, poll working, public comment, a candidate speech, civic forum, political forum, town hall, or similar event. One day absence per school year; additional days may be approved by a school administrator.
13. **Death-Related Support or Safety Services:** If an immediate family member, or someone considered like an immediate family, has died, the student has up to three days per incident to access victim services, grief support, safety planning, or relocation-related support. Additional days may be approved by a school administrator.
14. **Military Entrance Processing:** The student is participating in military entrance processing.
15. **Religious Instruction or Practices :** The student engages in religious instruction or related practices, consistent with district policy and state law.
16. **Entertainment or Performing Arts:** A student may be excused in limited circumstances for entertainment industry work with a valid work permit, or to participate in a nonprofit performing arts performance for a public school audience.
17. ***Administrator Approval:** The absence is authorized at the discretion of a school administrator, as allowed by law.

Grades and Credit: A student's grade or class credit may not be lowered because of an excused absence. If the student completes missed assignments and tests that can reasonably be provided within a reasonable amount of time.

Important Note: Excused absences still count as absences for chronic absenteeism purposes and do NOT accrue ADA funding.

For more details and official legal language, please see Attendance and the Law.

UNEXCUSED ABSENCES

An unexcused absence is defined as missing a full day of school or being late or absent for 30 minutes or more without a valid excuse.

Unexcused absences include:

- Missing class or school without an approved reason, whether decided by the student or the parent (for example: staying home for childcare or grocery shopping).
- Absences that needed approval ahead of time but did not get it. (Civic Engagement)

CHRONIC ABSENTEEISM

California Education Code (EC) § 60901(c)(1) defines a "chronic absentee" as a student who misses **10% or more** of the school year. This is calculated by dividing their total absences by their total days enrolled.

Please Note: Every absence counts toward this 10% rate, regardless of the reason.

PART II: STUDENT ATTENDANCE

Schools do not receive state funding (ADA) when a student is not physically present.

TRUANCY
SCUSD is legally obligated to notify families if a student has unexcused or unverified absences. The state defines this as truancy. Truancy includes full-day absences, missing class periods, or being **late by more than 30 minutes** without a valid reason. While we prefer positive attendance practices, we must follow these state laws or face monetary penalties that ultimately hurt our students.

Notice #1: Sent when a student has at least three (3) unexcused/unverified absences **(3 absent days/ 18 periods total)**

Notice #2: Sent after 2 more unexcused/unverified absences (**5 absent days/ 30 periods total)**

Notice #3: Sent after 2 or more additional unexcused/unverified absences (**7 + absent days/ 42 + periods total**). This letter states the student is legally a truant and a meeting must be held at the school to create a plan.

***Note**: Unverified and Unexcused absences include full days, class periods, or being late by more than 30 minutes.*

ATTENDANCE NOTIFICATIONS
In addition to legally mandated Truancy Notices families will receive informational updates about their student's attendance record throughout the year. Including letters, emails or text messages about excessive absences, tardies, and chronic absenteeism (SCUSD AR 5113). You can also check regular attendance reports anytime at your student's school or in the Infinite Campus Parent Portal.

For information regarding Truancy Notices, please see the Truancy section above.

OFFICIAL SCUSD ABSENCE PROCESS
Starting the moment your student misses their first full day of school, SCUSD uses a step-by-step process, along with extra support, to help your family overcome challenges and get to school consistently. This process resets each trimester for K-6th grades or quarter for 7th -12th grades.

- **Step 1: All Absences**
  Automated Call/Text and Email home

- **Step 2: Third Absence**
  School staff will call home to discuss absences and see how we can help

- **Step 3: Fifth Absence**
  Chronic Absence Letter mailed home

- **Step 4: Seventh or more Absence**

Engagement Support Plan (ESP) Meeting scheduled to put an attendance improvement plan in place.

- **Step 5: Subsequent Absence and/or violation of ESP,**
  Restorative SARB Meeting scheduled

ENGAGEMENT SUPPORT PLAN (ESP)
An ESP is a meeting between you and the school. We want to support your student before absences hurt their grades. If your student hits 7 absences, we will invite you to an ESP meeting to:

- **Understand the challenges:** Discuss why getting to school has been difficult.
- **Find solutions:** Identify your family's strengths and connect you with school or community resources.
- **Create a plan:** Agree on a clear, supportive path forward to improve your student's attendance and school success.

RESTORATIVE SCHOOL ATTENDANCE REVIEW BOARD (SARB)
A Restorative SARB Family Conference brings school sites, families, and community partners together to support students who are **chronically absent** or **truant**.

When does a SARB happen?
A student is referred to SARB only after all previous school outreach and interventions fail to improve attendance.

What to expect:

- **Collaboration**: To ensure an open, collaborative, and stress-free conversation, everyone sits together as equals at a roundtable. After the principal briefly reviews attendance records and past support, the panel will ask a few restorative questions to understand your needs and highlight your family's strengths.
- **Support Network:** Depending on your needs, the panel may involve district and community resources like the Connect Center, Student Support Centers, Sacramento County Department of Human Assistance, Department of Child, Family and Adult Services, La Familia, or the Sacramento Children's Home.
- **The Outcome & Legal Accountability:** The family, school, and district will sign a **Restorative SARB Attendance Agreement**. You will receive a copy of this contract and a SARB Summary.

Legal Note: If attendance does not improve, the SARB Panel holds the responsibility to refer students and parents/guardians to truancy court.

Contact Information
For questions regarding the SARB process, please call **(916) 643-2121** or email **Attendance-SARB@scusd.edu**.

PART II: STUDENT ATTENDANCE

INACCURATE ATTENDANCE RECORD

Under **Education Code § 49070**, if a parent disagrees with an attendance record, they may request a correction.

A parent or guardian can write a letter to the superintendent to fix or remove school records that they believe are:

1. Inaccurate.
2. An unsupported personal opinion or conclusion.
3. A conclusion made by someone without the proper knowledge.
4. Not based on the direct view of a named person (with the time and place written down).
5. Misleading.
6. In violation of the privacy or other rights of the student.

Once received, SCUSD has 30 days to investigate the attendance record and make the correction if deemed necessary.

DISTRICT SAFEGUARDS AND STUDENT RIGHTS REGARDING SPECIAL CIRCUMSTANCES

Rules for Staying in School (The 10-Day Rule)

We want to help every student stay in school. We will not remove a student from our records until they have missed 10 school days in a row without an excuse. During those 10 days, our school team will try to reach you multiple times by phone, email, or home visits. We also check to see if your child has brothers or sisters at other schools in our district to help us connect with you. We do all of this work to locate and support families so students don't lose their spot in school or drop out.

Unfortunately, after 10 consecutive days with no communication and when a student cannot be located after exhaustive outreach, we must open spots for other students. At that point, the school will disenroll your student and refer your information to the Attendance & Engagement Office for further community follow-up and re-engagement support.

Please Note: This specific rule does NOT automatically apply to foster youth, students with an active IEP, or students that are currently unhoused.

Help for Foster Youth and Students Experiencing Homelessness

Students who are in foster care or do not have a permanent home have special legal rights under laws like the federal McKinney-Vento Act.

- **Protected Absences:** They cannot be automatically dropped or penalized if they miss class due to housing instability, placement transitions, or moving to a new temporary shelter.
- **Team Review:** Before any major attendance or administrative enrollment decisions are made for these students, school leaders, counselors, and specialized district helpers must meet. This ensures the student's unique circumstances are reviewed and their rights are fully protected first.

PART II: STUDENT ATTENDANCE

Connect With Us

Please communicate with your school site regularly. For any questions, attendance corrections, or if your family faces challenges like transportation, health needs, or changing housing, contact your school's front office directly or call the Attendance & Engagement Office at **(916) 643-2121** so we can support your student.

Part III:
Learning Support Services & Alternative Education Programs

PART III: LEARNING SUPPORT SERVICES & ALTERNATIVE EDUCATION PROGRAMS

A. LEARNING SUPPORT SERVICES

STUDENT SUPPORT CENTERS

Student Support Centers (SSC) partner with students, families, and educators to remove barriers to learning and promote student academic achievement and overall well-being. Student Support staff offer a continuum of integrated services that span the areas of basic needs (food, clothing, shelter), health and mental health, parent/caregiver supports, youth development, and more. . Supports are voluntary and confidential, and offerings include:

- Information, referral, and linkage to community-based resources;
- Case management/service coordination;
- Direct social/emotional and mental health support support to students;
- Crisis assessment/crisis response

Learn more about Student Support Centers and find your school's Student Support Services staff at: https://www.scusd.edu/supportcentersites.

AVAILABLE LANGUAGE PROGRAMS AND LANGUAGE ACQUISITION PROGRAMS

Sacramento City Unified School District offers the following language and language acquisition programs for student enrollment. Parents/Guardians may choose a language acquisition program that best suits their child. (Education Code § 310 (a).)

- **Structured English Immersion (SEI) Program:** A language acquisition program for English learners in which provides English learners all or most of their instruction in English. SEI classes focus on teaching students the English language with vocabulary, syntax (English word order rules), and content adapted to students' comprehension level. All students have access to the core curriculum. In Elementary, teachers dedicate designated English Language Development time and integrated English Language Development to support all levels of English learners. In Secondary, students receive integrated English Language Development support throughout the day. In addition, ELD designated courses are also available to support high school students. Instructional staff are not required to speak a language other than English. In some cases, teachers and/or bilingual aides may offer students support in their native language. (Education Code §§ 305(a)(2), 306(c)(3).)

- Dual-Language Immersion (DLI) Program (Spanish, Mandarin, Cantonese, and Hmong). A language acquisition program for English learners and native English speakers in which a percentage of the primary language is taught in conjunction with English. (Education Code § 306(c)(1).)

- **Transitional Bilingual Program (English/ Spanish):** A language acquisition program for English learners in which students receive academic instruction in an English learner's home language as the students learn English. The primary goals

of the Transitional Bilingual Program are to ensure mastery of grade-appropriate academic skills and knowledge and to facilitate and speed up the process of learning English. (Education Code § 306(c)(2).)

How to Enroll Your Child in a Language Acquisition Program:

Submit a verbal or written request to the office at your local school.*

How to Request the Establishment of a New Program at a School:

Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils 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. (Education Code § 310(a).)

When the parents of 30 pupils or more enrolled in a school, or when the parents of 20 pupils or more in the same grade enrolled in a school, request the same or substantially similar type of a language acquisition or language program, the school responds by notifying the LEA immediately and taking the following ***three*** actions:

1. Within 10 school days of reaching a threshold described above, the LEA notifies the parents of pupils attending the school, the school's teachers, administrators, and the LEA's English learner parent advisory committee and parent advisory committee, in writing, of the parents' requests for a language acquisition program.

2. The LEA then identifies costs and resources necessary to implement any new language acquisition or language program, including but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials; pertinent professional development for the proposed program; opportunities for parent and community engagement to support the proposed program goals.

3. Having completed the costs and resource analysis, the LEA determines, within 60 calendar days of reaching the threshold described above, whether it is possible to implement the requested language acquisition or language program. At that time, the LEA provides notice, in writing, to parents of pupils attending the school, the school's teachers, and administrators of its determination.

*Waivers are no longer required.

About Language Acquisition Programs and Language Programs

Program Type	Characteristics
Language Acquisition Program (English Learners)	The California Code of Regulations § 11309 requires that any language acquisition program provided by a school, district, or county shall: • Be designed using evidence-based research and include both Designated and Integrated English Language Development; • Be allocated sufficient resources by the local educational agency (LEA) to be effectively implemented, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; • Within a reasonable period of time, lead to grade-level proficiency in English, and, when the program model includes instruction in another language, proficiency in that other language; • Within a reasonable period of time, lead to achievement of the state-adopted academic content standards in English, and, when the program model includes instruction in another language, achievement of the state adopted academic content standards in that other language.
Language Program (non-English Learners)	• Language programs offer students who are not English learners opportunities to be instructed in languages other than English • May lead to proficiency in languages other than English

<u>Reclassification</u>

A student shall be reclassified from an English Learner to a student with English proficiency when the District has completed an assessment of language proficiency using

an objective assessment instrument and a teacher evaluation. The District shall also compare the performance of the student (in basic skills) against an empirically established range of performance of English proficient students of the same age. The process shall be completed with input and consultation of the parent/legal guardian.

MATRICULATION AND ORIENTATION CENTER (MOC)

The Matriculation and Orientation Center is a centralized District location working in conjunction with the Enrollment Center for registration of students who speak a language other than English. The MOC provides assessors/translators who also perform numerous language-related services linking parents to district programs. Languages served are Spanish, Hmong, Chinese, Vietnamese, Dari, Pashto, Farsi, and Russian.

MULTI-TIERED SYSTEM OF SUPPORTS

SCUSD is committed to providing high-quality instruction and support to promote the highest achievement of all students. At the school level, the Multi-Tiered System of Supports (MTSS) is a framework used to deliver high quality core instruction to all students and maximize their success by providing instruction and interventions matched to student need.

Combined with assessments, MTSS helps educators by providing them with information to identify students needing additional support (academic, attendance, and behavioral).

CAREER COUNSELING

Educational counseling shall include academic counseling, in which pupils receive counseling in the following areas:

- Development and implementation, with parental involvement, of the pupil's immediate and long-range educational plans
- Optimizing progress towards achievement of proficiency standards
- Completion of the required curriculum in accordance with the pupil's needs, abilities, interests, and aptitudes
- Academic planning for access and success in higher education programs, including advisement on courses needed for admission to public colleges and universities, standardized admissions tests, and financial aid
- Career and vocational counseling, in which pupils are assisted in doing all of the following:
    - Planning for the future, including, but not limited to, identifying personal interests, skills, and abilities, career planning, course selection, and career transition
    - Becoming aware of personal preferences and interests that influence educational and occupational exploration, career choice, and career success
    - Developing realistic perceptions of work, the changing work environment, and the effect of work on lifestyle

- Understanding the relationship between academic achievement and career success, and the importance of maximizing career options
- Understanding the value of participating in career technical education and work-based learning activities and programs, including but not limited to, service learning, regional occupational centers and programs, partnership programs, job shadowing, and mentoring experiences
- Understanding the need to develop essential employable skills and work habits
- Understanding the variety of four-year colleges and universities and community college vocational and technical preparation programs, as well as admission criteria and enrollment procedures (Education Code § 49600.)

CHARLES A. JONES CAREER & EDUCATION CENTER
5451 Lemon Hill Avenue, 95824 (916) 395-5800

- Age 18 or older, open enrollment
- Special Education: if IEP designates
- Hours: Monday-Friday 7:30 a.m.- 4:30 p.m.
  Monday-Thursday 5:30 p.m.- 9:30 p.m.
  Saturday 9:00 a.m.- 3:30 p.m.

FOSTER CARE
This determination is for pupils who are placed within the boundaries of the school district in a regularly established licensed children's institution, a licensed foster home, or a court ordered placement. (Education Code § 48204 (a)(1)(A).) Per AB 490, foster youth have the right to remain in their school of origin when they enter foster care or move (if in their best interest) and be immediately enrolled in a new school (even without health/education records). (Education Code §§ 48850-4855.5.) To receive more information about foster youth and the services available, contact the district's FYS Coordinator, Aliya Holmes, at (916) 643-7991 (office) or (916) 752-3579 (cell).

EMANCIPATION
An emancipated minor is a pupil whose residence is located within the boundaries of that school district and whose parent or legal guardian is relieved of responsibility, control, and authority through emancipation. (Education Code § 48204 (B)(4).)

HOUSING INSTABILITY SERVICES
SCUSD surveys families and students upon enrollment and periodically throughout the school year regarding housing status to identify students and families who may qualify for additional supports and services. Per the **McKinney-Vento Homeless Assistance Act, Subtitle B of Title VII, Education for Homeless Children and Youths (42 U.S.C. § 11431 et seq.)**, students experiencing housing instability are those who lack a fixed, regular, and adequate nighttime residence. This may include students who are sharing housing due to loss of housing or economic hardship; living in motels, hotels, trailer parks, or campgrounds due to the lack of adequate alternative accommodations; residing in

emergency or transitional shelters; living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or students who are living apart from a parent or legal guardian.

The **Homeless Education Services** program supports the enrollment, attendance, engagement, and academic success of students experiencing housing instability to ensure equal access to educational opportunities. Eligible students have the right to remain in their school of origin or enroll immediately in their school of residence; receive transportation assistance when applicable; participate fully in academic programs, extracurricular activities, and school events; access educational supports and services; and receive other rights and protections provided under federal law.

For additional information about eligibility, rights, and available services, contact **Homeless Education Services** by calling or texting **(916) 507-3452** or emailing homeless-services@scusd.edu.

LGBTQ+ SUPPORT SERVICES

SCUSD's LGBTQ+ Support Services Program aims to provide school sites the resources and district support to meet the needs of gay, lesbian, bisexual, transgender, and queer youth and families. Through advocacy, community building, and education, the support services program seeks to create an environment for all students to feel safe and affirmed. For further information, visit www.scusd.edu/lgbtq-support-services.

MARRIED/PREGNANT/PARENTING STUDENTS (BP 5145)

The governing board recognizes that responsibilities related to marriage, pregnancy, or parenting and related responsibilities may disrupt a student's education and increase the chance of a student dropping out of school. The board therefore desires to support married, pregnant, and parenting students to continue their education, attain strong academic and parenting skills, and promote the healthy development of their children.

(BP 5113.1 - Chronic Absence and Truancy) (BP 5147 - Dropout Prevention) (BP 6011 - Academic Standards) (BP 6164.5 - Student Success Teams)

The district shall not discriminate against, exclude, or deny any student from any educational program or activity, including any class or extracurricular activity, solely on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery. In addition, the district shall not adopt any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex. (Education Code § 221.51, EC § 230; 5 CCR § 4950.)

(BP 0410 - Nondiscrimination in District Programs and Activities)

The superintendent or designee shall annually notify parents/ guardians at the beginning of the school year of the rights and options available to pregnant and parenting students under the law. In addition, pregnant and parenting students shall be

notified of the rights and options available to them under the law through annual school year welcome packets and through independent study packets. (Education Code §§ 222.5, 48980)

(BP 5145.6 - Parental Notifications)

Any complaint of discrimination on the basis of pregnancy or marital or parental status shall be addressed through the district's uniform complaint procedures in accordance with 5 CCR 4600-4687 and BP/AR 1312.3 - Uniform Complaint Procedures.

(BP 1312.3 – Uniform Complaint Procedures)

For school-related purposes, a student under the age of 18 years who enters into a valid marriage shall have all the rights and privileges of students who are 18 years old, even if the marriage has been dissolved. (California Family Code § 7002)

PREGNANT/PARENTING PROGRAM

SSHS pregnant/parenting program supports the well-being of SCUSD student parents and their babies. Our goal is to maintain students' academic success and support life skills to enter the world, college or career ready. Once a student is identified as pregnant or parenting, a referral form will be sent to the SSHS Coordinator, who will meet with the student to conduct a needs assessment and provide them a welcome packet. The packet contains resources for health care, family planning, lactation rights, and their student rights and protection under Title IX. Title IX protects students who are pregnant, parenting, or who have been pregnant from being excluded from or participating in any part of an educational program. SSHS collaborates with community agencies to refer students for comprehensive services and support. With strategic partnerships, our goal is to improve the knowledge and skills of student parents to be advocates in their own education, to become successful parents, and to have healthy transitions into adulthood.

B. ALTERNATIVE EDUCATION PROGRAMS

NOTICE OF ALTERNATIVE SCHOOLS

California state law authorizes all school districts to provide alternative schools. Section § 58500 of the Education Code defines alternative school as a school or separate class group within a school which is operated in a manner designed to:

- Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy;
- Recognize that the best learning takes place when students learn because of their desire to learn;
- Maintain a learning situation maximizing student self- motivation and encouraging students in their own time to follow their own interests. These interests may be

conceived by them totally and independently or may result in whole or in part from a presentation by their teachers' choices of learning projects;
- Maximize the opportunity for teachers, parents, and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process;
- Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

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

Further, a copy shall be posted in at least two places normally visible to pupils, teachers, and visiting parents in each attendance unit for the entire month of March each year. (Education Code § 58501)

AMERICAN INDIAN EDUCATION PROGRAM
The American Indian Education Program (AIEP) at SCUSD serves American Indian/Alaska Native students in grades K-12. The services provided include academic tutoring, family and community engagement, cultural enrichment programs, field trips, summer learning opportunities, volunteer opportunities, and participation in the AIEP graduation recognition event.

The program serves American Indian students in grades K-12, which includes all SCUSD schools. Students are enrolled throughout the year and there are two recruitment periods – one in the Fall and one in early Spring. Students are enrolled by completing a 506 Indian Student Eligibility Certification form.

For more information, please contact:

Manpreet Kaur (916) 643-9262 / Manpreet-Kaur@scusd.edu, Christina Prairie Chicken Narvaez (916) 643-9364 / Christina-Prairie-Chicken@scusd.edu or Michael Veirs (916) 643-9414 / Michael-Veirs@scusd.edu

AMERICAN LEGION CONTINUATION HIGH SCHOOL
3801 Broadway, 95817 (916) 395-5000
- Voluntary/involuntary entry and exit procedures
- Special Education: RSP only
- Program Information: Diploma

CAPITAL CITY SCHOOL (Independent Study)
Verification form must be completed

7222 24th Street, 95822 (916) 395-5020

- Grades K-12
- Voluntary only
- Program: Same district and state curriculum. One hour per week with teacher, 20 hours/week independent study
- Special Education: NO

SACRAMENTO ACCELERATED ACADEMY

5601 47th Avenue, 95824 (916) 643-2341

- Grades: 11-12
- Special Education: RSP only
- Program: Sacramento Accelerated Academy (SAA) is the district's online credit recovery program, located on the Genesis Campus. SAA students do coursework in a computer lab setting and have the assistance of onsite teachers and online teachers.

SUCCESS ACADEMY

2221 Matson Drive, 95824 (916) 395-4990

- Grades: 4-8
- Special Education: RSP only
- Program: Academic, behavioral, and social/emotional support for at promise students
- On a case-by-case basis, Success Academy can enroll expelled students in grades 4-8
- All Success Academy referrals come from the Student Hearing and Placement Department.

Part IV:
Students with Disabilities

PART IV: STUDENTS WITH DISABILITIES

INDIVIDUALS WITH DISABILITIES
In accordance with federal and state laws, the school district does not discriminate against individuals with disabilities in its programs and activities. For special accommodations, parents should contact the school or the county office.

SPECIAL EDUCATION
Special education programs and services are provided to students with identified disabilities which adversely impact the students' educational program. The Individuals with Disabilities Education Act (IDEA) defines "children with disabilities" to mean children with intellectual disabilities, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments or specific learning disabilities, and who by reason thereof, need special education and related services. Eligible students are provided a free and appropriate public education (FAPE) in the "least restrictive environment" (LRE). Eligibility & Services

(34 CFR 300.111; EC §§ 56026, 56300, 56301.)

CHILD FIND
The SCUSD actively seeks out and evaluates district residents from birth through the age of 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law. Additionally, a parent, teachers, and appropriate professionals may refer a student who is believed to have a disabling condition that may require special education programs or services by contacting the SCUSD's Special Education Department at (916) 643-9163.

Before the initial provision of special education and related services to a student with a disability, the district will conduct, with the consent of the parent, a full and individual initial evaluation of the student. The evaluation will be conducted by qualified personnel who are competent to perform the assessment and will not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining the appropriate educational program for the student. If a determination is made that a student has a disability and needs special education and related services, an individualized education program (IEP) will be developed.

HOME AND HOSPITAL INSTRUCTION – TEMPORARY DISABILITY
Parents/guardians have the right to have their child receive individual instruction if attendance at school is impossible or inadvisable due to a temporary disability. Parents must inform the district if their child is hospitalized or unable to attend school. Individual instruction may be provided at the child's home, in a hospital, or other residential health facility. If the hospital or facility is located in another school district, that district will provide individual instruction. (Education Code § 48206.3 et seq, § 48207, and § 48208).

PART IV: STUDENTS WITH DISABILITIES

MULTI-TIERED SYSTEM OF SUPPORTS

SCUSD is committed to providing high-quality instruction and support to promote the highest achievement of all students. At the school level, the Multi-Tiered System of Supports (MTSS) is a framework used to deliver high quality core instruction to all students and maximize their success by providing instruction and interventions matched to student need.

Combined with assessments, MTSS helps educators by providing them with information to identify students needing additional support (academic, attendance, and behavioral). For more information on MTSS email academicoffice@scusd.edu.

PSYCHOLOGICAL TESTING

Parents/guardians have the right to receive information about psychological testing the school does involving their child and to deny permission to give the test. (Education Code § 51101)

SECTION 504

If parents/guardians suspect that their child has a physical or mental disability which may substantially limit a major life activity, such as learning, they may request that their child be evaluated under Section 504 of the Rehabilitation Act of 1973. This ensures that all individuals, no matter their disability, should live free of discrimination. A qualified educational team will evaluate the child to determine if they qualify as a student with a disability. Qualified students will have an individualized 504 plan developed by an educational team that will include the school site 504 coordinator, the child's teacher(s), other support personnel as needed, the student if appropriate, and the parent. This plan will be reviewed regularly and will address appropriate interventions and accommodations to assist the child's educational program. For transfer students with current 504 plans, an educational team will review the plan to determine whether to continue it until the next review or to schedule a meeting to recommend revisions to the plan. For more information parents/guardians should contact their child's teacher, the school site 504 coordinator, or the district 504 coordinator at (916) 643-7912.

Eligibility

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 an impairment, or (c) is regarded as having such an impairment. (Code of Federal Regulations, Title 34, Part 104.3)

Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. Examples of students with such impairments include, but are not limited to:

1. Students with a normal ability to learn but who have a mobility impairment;

2. Students with emotional disabilities manifested by behavior problems which result in exclusion from classes or school.

Indications of a possible disability that significantly interferes with learning include, but are not limited to:

1. Medical conditions such as severe asthma, diabetes or heart disease;
2. Temporary medical condition due to illness or accident;
3. Poor or failing grades over a lengthy period of time.

Referral and Identification Procedures

1. Any student may be referred by a parent/guardian, teacher, other school employee or community agency for consideration of eligibility as a disabled student under Section 504. This referral should be made to the school site principal.
2. The school site committee shall promptly consider the referral and determine whether an evaluation under this procedure is appropriate. This determination shall be based on a review of the student's school records (including academic, social and behavioral records, observations) and the student's needs. Students requiring evaluation shall be referred to appropriate evaluation specialists.
3. If a request for evaluation is denied, the school site committee shall inform the parents/guardians of this decision in writing and of their procedural rights as described below.

Accommodation Plan

1. When a student is identified as disabled within the meaning of Section 504, the school site committee shall determine what services are necessary to ensure that the student's individual education needs are met as adequately as the needs of nondisabled students.
2. In making this determination, the school site committee shall consider all significant factors relating to the learning process for the student, including his/her adaptive behavior and cultural and language background. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the parent/guardian.
3. The parents/guardians shall be invited to participate in the school site committee meeting where services for the student will be determined and shall be given an opportunity to examine all relevant records.
4. The school site committee shall develop a written plan describing the disability and specifying the services needed by the student. A copy of this plan shall be kept in the student's cumulative file and uploaded into Infinite Campus. The

student's teacher and any other staff who provide services to the student shall be informed of the services necessary for the student, to the extent that they need to be informed in order to provide for the student in the school setting.

5. If the school site committee determines that no services are necessary for the student, the record of the committee's meeting shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed. (Eligibility Determination Form)

6. The disabled student shall be placed in the regular educational environment unless the district demonstrates that a more restrictive placement is required in order to meet the student's needs. The disabled student shall be educated with those who are not disabled to the maximum extent appropriate to his/her individual needs.

7. The parents/guardians shall be notified in writing of the final decision concerning services to be provided, if any, and of the Section 504 procedural safeguards, including the right to an impartial hearing to challenge the decision.

8. The district shall complete the identification, evaluation and placement process within a reasonable time frame.

9. The student's plan shall include a schedule for periodic review of the student's needs and indicate that this review may occur sooner at the request of the parent/guardian or school staff.

Review of the Student's Progress

1. The school site committee shall monitor the progress of the disabled student and the effectiveness of the student's plan. The committee shall periodically determine whether the services are appropriate and necessary and whether the disabled student's needs are being met as adequately as the needs of nondisabled students.

2. A reevaluation of the student's needs will be conducted before any subsequent significant change in placement. At a minimum the plan should be reviewed annually to ensure accommodations are appropriate and meet the individual needs of the student's disability.

Behavior/Discipline

Different rules and limitations apply to disciplinary actions taken against students with disabilities than apply to actions against nondisabled students. As a general rule, the procedural protections available to students classified as disabled under the IDEA are available to students classified as disabled under Section 504.

1. Manifest Determination – after a student with a disability has been removed from his or her current placement for ten (6) school days in the same school year, during any subsequent days of removal, child is entitled to a manifestation determination meeting within ten (6) school days of the District's decision to change the student's placement. The student's parent/guardian must be invited to participate as a member of this manifestation determination meeting. At this meeting, the team will determine (based upon a review of all relevant information in the student's cumulative and Section 504 Service Plan files, the Student's Section 504 Service Plan, any teacher observations, and any relevant information provided by the parent/guardian) whether the student's alleged behavior was a manifestation of his/ her disability by answering the inquiry required by the IDEA. 1) Whether the conduct in question was caused by, or had a direct and substantial relationship to the student's disability; or, 2) Whether the conduct in question was the direct result of District's failure to implement the student's current Section 504 Service Plan.

2. If the team answers yes to either question, the alleged misconduct shall be determined to be a manifestation of the student's disability. However, if the team answers no to both questions, the alleged misconduct shall be determined not to be a manifestation of the student's disability and the District may take disciplinary action against the student, such as expulsion, in the same manner as it would with a child without disabilities.

Procedural Safeguards

1. Parents/guardians shall be notified in writing of all district decisions regarding the identification, evaluation, or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to: Examine relevant records;

2. Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel;

3. Have a review procedure.

(Code of Federal Regulations, Title 34, Part 104.36.)

Notifications shall also set forth the procedures for requesting a hearing, the name, address and telephone number of the person with whom the request should be made, and the fact that reimbursement for attorney's fees is available only as authorized by law. The superintendent or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with the district in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

PART IV: STUDENTS WITH DISABILITIES

If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may initiate the following procedures:

1. Within 30 days of receiving the student's accommodation plan, set forth in writing his/her disagreement and request that the school principal and school site committee review the plan in an attempt to resolve the disagreement. This review shall be held within 14 days of receiving the parent/guardian's request, and the parent/guardian shall be invited to attend the meeting at which the review is conducted.

2. If disagreement continues, request in writing that the Superintendent or designee review the plan. This review shall be held within 14 days of receiving the parent/ guardian's request, and the parent/guardian shall be invited to meet with the Superintendent or designee to discuss the review.

3. If disagreement continues, request in writing a Section 504 due process hearing. The request shall include:

    a. The specific nature of the decision with which the parent/guardian disagrees;

    b. The specific relief the parent/guardian seeks;

    c. Any other information the parent/guardian believes pertinent.

Within 20 days of receiving the parent/guardian's request, the superintendent or designee shall select an impartial hearing officer. This 20-day period may be extended for good cause or by mutual agreement of the parties.

Within 45 days of the selection of the hearing officer, the Section 504 due process hearing shall be conducted and a written decision mailed to all parties. This 45-day-period may be extended for good cause or by mutual agreement of the parties. The superintendent or designee shall represent the district at this hearing.

Any party to the hearing shall be afforded the right to:

1. Be accompanied and advised by counsel and by individuals with special knowledge or training related to the problems of students who are qualified as disabled under Section 504;
2. Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel;
3. Have a review procedure.

Any party to the hearing shall be afforded the right to:

1. Be accompanied and advised by counsel and by individuals with special knowledge or training related to the problems of students who are qualified as disabled under Section 504;
2. Present written and oral evidence;
3. Question and cross-examine witnesses;
4. Receive written findings by the hearing officer.

If desired, either party may seek a review of the hearing officer's decision by a federal court of competent jurisdiction.

File a complaint with the Office for Civil Rights at: Office for Civil Rights, Seattle Office, U.S. Department of Education, **915 Second Avenue Room 3310 Seattle, WA 98174-1099.** Telephone: 206-607-1601 ; Fax: 206-607-1601

Part V:
Academic Standards & Reporting

PART V: ACADEMIC STANDARDS & REPORTING

ACADEMIC ACHIEVEMENT AND SCHOOL RULES
A parent or guardian has the right to be notified concerning their child's classroom, standardized, and statewide test performances and to be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes, school visiting procedures, and the person to contact should problems arise with their child. (Education Code § 51101) Parents/guardians have the right to be notified when a teacher has determined that their child is in danger of failing a course. (Education Code §§ 49063, 49067)

ACADEMIC EXPECTATIONS
A parent or guardian has the right to be informed of the academic expectations of their child.
(Education Code § 51101)

Students entering high school in the fall with fewer credits than listed below are considered to be "credit deficient":

- Sophomore: 50 credits
- Junior: 110 credits
- Senior: 160 credits

Students who are deficient in credits must enroll in extra classes to graduate. Additional credits may be earned by accessing one or more of the options listed below:

- Online Credit Recovery
- Summer School (students needing summer school after their senior year will not be eligible to participate in graduation ceremony)
- Alternative High School

It is the student's responsibility to see that these credits are transferred to the high school registrar.

DISTRICT GRADING SCALE
A (90-100%) Outstanding Achievement 4.0 grade points
B (80-89%) Above Average Achievement 3.0 grade points
C (70-79%) Average Achievement 2.0 grade points
D (60-69%) Below Average Achievement 1.0 grade points
F (50-59%) Little or No Achievement 0 grade points
I Incomplete 0 grade points

* In August of 2020, in response to concerns about equity, access and social justice (not COVID), the "F" grading scale was changed from 0-59% to 50-59%. This scale equalizes the span of each letter grade to 10%, including F, and enables students to recover their grade if they demonstrate a sustained level of improved performance.

PART V: ACADEMIC STANDARDS & REPORTING

Effective August 2020, the lowest score a student can receive on any assignment is 50%, so for an assignment worth 60 points, the lowest a student can receive is 30 points. This applies to all assignments and every item entered into the gradebook, including homework, quizzes, tests, group projects, essays, finals, etc.

ACCOUNTABILITY REPORT CARD
A copy of the school district's accountability report card may be obtained from the school upon request.
(Education Code § 35256, § 51101)

PARENT'S RIGHT TO REQUEST INFORMATION ON TEACHER
Qualifications 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 state 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. To request this information, please contact: Christina Villegas 916-643-7496 / ChrisVi@scusd.edu 5735 47th Avenue, Sacramento CA 95824

PROMOTION OR RETENTION
A parent or guardian has the right to be informed in advance about retention and promotion policies. A parent or guardian shall be notified as early in the school year as possible if their child is identified as being at risk of retention and has the right to consult with school personnel responsible for a decision to retain or promote their child and to appeal a decision to retain or promote their child.
(Education Code § 48070.5, § 51101)

Part VI:
Student Rights &Responsibilities

PART VI: STUDENT RIGHTS & RESPONSIBILITIES

A. DISCRIMINATION AND HARASSMENT

NON-DISCRIMINATION

Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 prohibit discrimination on the basis of race, color, national origin, or sex in federally financed education programs or activities. The district does not discriminate in admission or access to its programs or activities.

Under California law, discrimination is prohibited in any program which receives state financial assistance on the basis of gender (which includes sex and a person's gender identity and gender related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth); gender expression; age; race (includes ancestry, color, ethnic group identification and ethnic background); national origin; religion (includes all aspects of religious belief, observance, and practice and includes agnosticism and theism); immigration status; mental or physical disability; sexual orientation (includes heterosexuality, homosexuality, asexuality, and bisexuality); or because a person is perceived to have one or more of the above characteristics or because a person associates with a person or group with one or more of these actual or perceived characteristics.

Reports of harassment which raise the issue of possible discrimination shall be addressed through the District's nondiscrimination/harassment policy and complaint procedures. (Administrative Regulation 5145.3)

Your child has the right to a free public education, regardless of immigration status or religious beliefs. (Ed Code section 234.7) (BP 0410)

Information regarding your immigration rights and protections under the law can be at: https://oag.ca.gov/news/press-releases/attorney-general-bonta-reminds-california-immigrants-their-rights-and

ANTI-BULLYING AND HARASSMENT (BP 5145.10)

Bullying is an imbalance of power that is repeated over time and intended to do harm (verbally, psychologically, or physically). Students are assured that they need not endure bullying behavior or harassment that impairs the learning environment, interferes with students' ability to benefit from their education, or has a detrimental effect to a student's emotional well-being. Schools will work toward providing an orderly, caring, and non-discriminatory learning environment and students need not endure bullying behavior whether it takes place on or off school property, electronically, at any school-sponsored function, or in a school vehicle.

All school employees, students, parents, and others are required to report bullying behavior to the principal who will determine if the act meets the anti-bullying policy and who may apply consequences. Retaliation towards students or others who report bullying or harassment is prohibited. Parents, Guardians, and Students can find more information

on the Complaints and Concerns process at: https://www.scusd.edu/connect/complaints-concerns .

UNIFORM COMPLAINT PROCEDURE (UCP)

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR §§4600-4670 as outlined in board policy and administrative regulation 1312.3.

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

1. Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, after school education and safety programs, agricultural vocational education, American Indian education centers and early childhood education program assessments, bilingual education, peer assistance and review programs for teachers, career technical and technical education and training programs, child care and development programs, child nutrition programs, consolidated categorical aid programs, compensatory education, Economic Impact Aid, English learner programs, federal education programs in Title I-VII, migrant education, Regional Occupational Centers and programs, school safety plans, special education programs, state preschool programs, Tobacco-Use Prevention Education programs, and any other district-implemented program which is listed in Education Code § 64000(a). (BP 1312.3)

2. Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code §§ 200 or 220, Government Code § 11135, or Penal Code § 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics. (5 CCR § 4610)

   (BP 0410 - Nondiscrimination in District Programs and Activities) (BP 5145.3 - Nondiscrimination/Harassment) (BP 5145.7 - Sexual Harassment)

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding- related needs of the student. (Education Code § 222)

   (BP 5146 - Married/Pregnant/Parenting Students)

4. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities. (5 CCR § 4610)

   (BP 3260 - Fees and Charges) (BP 3320 - Claims and Actions Against the District)

5. Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan.

   (Education Code § 33315)

   If the district finds merit in pupil fees, LCAP, and/or a Course Period without Educational Content complaint, the district shall provide a remedy. Specifically, in Course Period without Education Content the remedy shall go to the affected pupil. In LCAP and pupil fee complaints, the remedy shall go to all affected pupils, parents and guardians, which in the case of pupil fees, also includes reasonable efforts by the district to ensure full reimbursement to all affected pupils, parents and guardians subject to procedures established through regulations adopted by the Board. (*Id.*)

6. Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements.

   (Education Code §§ 48853, 48853.5, 49069.5, 51225.1, 51225.2)

   (BP 6173.1 - Education for Foster Youth)

7. Any complaint, by or on behalf of a homeless student as defined in 42 USC § 11434a, a former juvenile court school student, or a child of a military family as defined in Education Code § 49701 who transfers into the district after his/her second year of high school, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements.

   (Education Code §§ 51225.1, 51225.2)

   (BP 6173 - Education for Homeless Children)

8. Any complaint alleging district noncompliance with the requirements of Education Code §§ 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions.

   (EC § 51228.3)

9. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school.

   (EC §§ 51210; 51223)

   (BP 6142.7 - Physical Education and Activity)

10. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy.

11. Any other complaint as specified in a district policy.

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

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

(BP 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information) (BP 5125 - Student Records) (BP 9011 - Disclosure of Confidential/Privileged Information)

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

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

(BP 4131 - Staff Development) (BP4231 - Staff Development) (BP 4331 - Staff Development)

The superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints in accordance with applicable law and district policy.

(BP 3580 - District Records)

SEXUAL AND GENDER NON-DISCRIMINATION

The school district has a policy of nondiscrimination on the basis of sex and gender identity. This policy applies to all students in any program and activity of the district. Under limited circumstances, separate arrangements may be made for students according to gender identity, such as separate locker room facilities, in accordance with federal law. Complaints alleging noncompliance with this policy should be directed to the school principal or the district office. Appeals may be made to the district's Title IX Officer.

LGBTQ+ SUPPORT SERVICES

SCUSD's LGBTQ+ Support Services Program aims to provide school sites the resources and district support to meet the needs of gay, lesbian, bisexual, transgender, and queer youth and families. Through advocacy, community building, and education, the support services program seeks to create an environment for all students to feel safe and affirmed. For further information, please call (916) 643-7997 or visit our website; www.scusd.edu/explore/programs-services/lgbtq-support-services

TITLE IX POLICY ON SEXUAL HARASSMENT (BP 5145.7)

Sacramento City Unified School District recognizes:

- That sexual and other gender identity-based harassment has a detrimental impact on all students' ability to learn, and all students are entitled to a harassment-free educational environment;
- That sexual harassment and other gender identity-based discrimination has a disproportionately negative effect on students of color, immigrant students, students who identify as LGBTQI+ or gender non-conforming or non- binary, and students with disabilities;
- That the District takes all complaints of gender identity- based discrimination seriously, will investigate all reports, and will appropriately discipline students and employees found to have violated its anti-discrimination policies;
- That reporting of sexual harassment which encompasses sexual violence and includes discrimination on the basis of sexual orientation or gender identity is strongly encouraged, retaliation prohibited; and

- That the District is collaborating with Equal Rights Advocates to continue to improve its policies and practices to ensure a safe and discrimination-free educational environment for its students.

As such, SCUSD is committed to maintaining a learning environment that is free of harassment. The District prohibits the unlawful sexual harassment of any student by an employee, student, or other person at school or any school- related activity. Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities, including in an electronic or virtual/on-line medium, will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct. Parents/guardians have the right to receive the district's sexual harassment policy as it relates to students. (Education Code § 231.5.) Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to appropriate disciplinary action.

Board Policy 5145.7

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

The District strongly encourages any student who feels that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult or who has experienced off-campus sexual harassment, including cyber harassment/online/social media activity and/or sexual violence that has a continuing effect on campus, to immediately contact their teacher, the principal, or any other available school employee. Any district employee who receives a report or observes an incident of sexual harassment shall notify the principal, Site Designated Title IX Administrator, or a District Title IX Compliance Officer. Once notified, the Site Designated Title IX Administrator or District Title IX Compliance Officer shall take the steps to promptly investigate and address the allegation, as specified in the accompanying administrative regulation. District and site personnel shall take immediate steps to intervene when safe to do so when they witness an act of discrimination, harassment, intimidation, retaliation, and/or bullying. While the district has promulgated a written complaint form, there is no requirement that the reporting student provide their complaint in writing in order for an investigation to occur.

(BP 0410 – Nondiscrimination in District Programs and Activities) (BP 1312.1 – Complaints Concerning District Employees) (BP 5131 – Conduct) (BP 5137 – Positive School Climate) (BP 5141.4 – Child Abuse Prevention and Reporting) (BP 5145.3 - Nondiscrimination/Harassment) (BP 6142.1 – Sexual Health and HIV/AIDS Prevention Instruction)

Students shall be informed that they should immediately contact a staff member if they feel a fellow student, staff member, or other person is harassing them. District and site staff shall promptly report complaints of sexual harassment to the Site Designated Title IX Administrator or the District Title IX Compliance Officer designated in AR 5145.7 and AR 1312.3. District and site staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

The superintendent, through the District Title IX Compliance Officer, shall take appropriate actions to reinforce the District's sexual harassment policy.

Prohibited sexual harassment includes, but is not limited to, sexual violence, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code § 212.5; 5 CCR § 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress.
2. Submission to or rejection of the conduct by an individual is used as the basis for academic decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact on the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment. The conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive educational or working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any District program or activity.

   (BP 5131 – Conduct) (BP 5137 – Positive School Climate) (BP 5145.3 Nondiscrimination/Harassment) (BP 6142.1 – Sexual Health and HIV/AIDS Prevention Instruction)

Types of conduct that are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions;
2. Sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions;
3. Graphic verbal comments about an individual's body, or overly personal conversation;

4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures or obscene gestures, or computer-generated images of a sexual nature;
5. Spreading sexual rumors;
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class;
7. Massaging, grabbing, fondling, stroking, or brushing the body;
8. Touching an individual's body or clothes in a sexual way;
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex or gender identity or expression;
10. Displaying sexually suggestive objects;
11. Sexual assault, sexual battery, sexual violence, or sexual coercion;
12. Electronic communications containing comments, words, or images described above.

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

Instruction/Information

The superintendent and District Title IX Compliance Officer shall ensure that students receive age-appropriate information related to 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. That any and all students are encouraged to immediately report observed incidents 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 of a uniform complaint, 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 civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint is ongoing; and

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.

The District Title IX Compliance Officer shall receive training and oversee appropriate training for district staff, including management, certificated and non-certificated staff. Each
site-designated Title IX Administrator shall receive initial and ongoing training, as appropriate, to carry out their duties.

(BP 5131.5 – Vandalism, Theft and Graffiti) (BP 5137 – Positive School Climate) (BP 5141.41 – Child Abuse Prevention) (BP 5145.3 – Nondiscrimination/Harassment)

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law, this policy, Administrative Regulation 5145.7, and the District's Uniform Complaint Procedures specified in BP and AR 1312.3.

Principals and Site Designated Title IX Administrators are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under BP/AR 1312.3, and where to obtain a copy of the procedures.

(BP 1312.3 – Uniform Complaint Procedures)

The Site Designated Title IX Administrator shall promptly investigate any report of the sexual harassment of a student pursuant to the processes outlined in AR 5145.7. Upon verifying that sexual harassment occurred, they shall ensure that appropriate action is promptly taken to end the harassment, address its effects on the person subjected to the harassment, and prevent any further instances of the harassment. In addition, the student may file a formal complaint with the District's Title IX Compliance Officer in accordance with the District's Uniform Complaint Procedures.

(BP 1312.3 – Uniform Complaint 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 appropriate disciplinary and/or other corrective action or interventions. For students in grades 4 through 12, the 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. Students in grades K-3 may not be suspended or recommended for expulsion pursuant to Education Code § 48900.2; however appropriate restorative discipline and/or other corrective actions will be provided based upon the totality of the circumstances involved.

(BP 5144 – Discipline)(BP 5144.1 – Suspension and Expulsion/Due Process)

Upon investigation of a sexual harassment complaint, any employee who engages in, permits, or fails to report sexual harassment or sexual violence toward any student shall be subject to appropriate disciplinary action up to and including dismissal in accordance with law and the applicable collective bargaining agreement. District personnel shall take immediate steps to intervene when safe to do so when she or he witnesses an act of discrimination, harassment, intimidation, retaliation, or bullying. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

(BP 4118 – Suspension/Disciplinary Action) (BP 4218 – Dismissal/ Suspension/Disciplinary Action) (BP 4119.11/4219.11/4319.11 – Sexual Harassment) (BP 5141.4 – Child Abuse Reporting Procedures) (BP 1312.3 – Uniform Complaint Procedures)

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be kept confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

(BP 4119.23/4219.23/4319.23 – Unauthorized Release of Confidential/ Privileged Information)

Record-Keeping

The district's Title IX Compliance Officer shall maintain a record of all reported cases of sexual harassment for seven years to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. (BP 3580 – District Records)

Administrative Regulation 5145.71

Under Title IX, sexual harassment is defined as conduct on the basis of sex that satisfies one or more of the following: (1) An employee of the district conditioning the provision of a district aid, benefit, or service on an individual's participation in unwelcome sexual conduct; (2) Unwelcome conduct determined by a reasonable person to be so severe,

pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or (3) "Sexual assault" as defined in 20 U.S.C. § 1092(f)(6)(A) (v), "dating violence" as defined in 34 U.S.C. § 12291(a)(10), "domestic violence" as defined in 34 U.S.C. § 12291(a)(8), or "stalking" as defined in 34 U.S.C. § 12291(a)(30).

Outside of the Title IX context, sexual harassment is defined as unwelcome attention of a sexual nature that interferes with the educational performance, learning environment and/or full participation in a district program or activity by any individual. Sexual harassment may, for example, be physical (including but not limited to pinching, touching, patting, or blocking movements), visual (including but not limited to posters, cartoons, sketches, gestures or other visual displays of a clearly sexual nature), or verbal (including but not limited to spoken or written comments of a clearly sexual nature) and may be used to intimidate or to coerce.
(BP 5131 - Conduct) (cf. 5145.10- Bullying) (BP 5137 - Positive School Climate) (BP 5145.3 - Nondiscrimination/Harassment) (BP 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Under Title IX, the District must have jurisdiction over the complaint satisfying all of the following:

1. The alleged conduct occurred in the United States;
2. The alleged conduct occurred in an education program or activity over which the district exercised substantial control over both (a) the respondent and (b) the context in which the sexual harassment allegedly occurred; and
3. The complainant was participating or attempting to participate in an educational program or school-sponsored activity at the time the complaint was filed.

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code § 234.1, as well as to investigate and resolve sexual harassment complaints under this administrative regulation and AR 1312.3 - Uniform Complaint Procedures. The district's Title IX Coordinator/Compliance officer(s) may be contacted at:
5735 47th Avenue
Sacramento, C, 95824.

(BP 1312.3 - Uniform Complaint Procedures) (BP 5131 - Conduct) (BP 5137 - Positive School Climate) (BP 5145.3 - Nondiscrimination/Harassment) (BP 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions;

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

Conduct that occurs off campus or outside of school-related or school-sponsored programs or activities generally will not be regarded as sexual harassment in violation of district policy or Education Code. However, if the conduct has a continuing effect on or creates a hostile environment for the complainant or victim, the district will offer support services and institute interim measures to ensure the safety of all parties and may further investigate the conduct as the district determines necessary.

Notifications

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

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

   (BP 5145.6 - Parental Notifications)

2. Be displayed in a prominent location in the main administrative building or other areas where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code § 231.5)

   A copy of the district's sexual harassment policy and regulation shall be posted in a conspicuous and/or easily and intuitively accessible place on district and school web sites and, when available, on district-supported social media.

3. Be provided as part of any orientation program conducted for new students. (Education Code § 231.5)
4. Be provided as part of any orientation program conducted for new ninth grade students.
5. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures and standards of conduct. (Education Code § 231.5)
6. Be provided to employees and employee organizations.
7. Be included in the student handbook.

Administrative Regulation 5145.71 can be found at the attached hyperlink. (Administrative Regulation 5145.71)

Reporting Process and Investigation of Complaints and Resolution

Any student who believes that they have been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to immediately submit a complaint or otherwise report the incident to their teacher, the principal, or any other available school employee. Within two school days or whenever reasonably practical, the school employee shall forward the report to the principal or the Site Designated Title IX Specialist, or the district's Title IX Compliance Officer, the district's Title IX Investigator, or the Instructional Assistant superintendent responsible for the site identified in this administrative regulation and AR 1312.3 - Uniform Complaint Procedures. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within two school days or whenever reasonably practical, report their observation to the principal or Site Designated Title IX Specialist. The employee shall take these actions, whether or not the alleged victim files a complaint.

In matters involving complaints of harassment of a student by a district employee, the Human Resource Department shall lead the investigation and be responsible for all reporting. The district's Title IX Coordinator can assist with the investigation as needed.
When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator or Site Title IX Specialist shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures. All complaints and allegations of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved. Other sexual harassment complaints shall be investigated and resolved pursuant to BP/AR 1312.3 - Uniform Complaint Procedures.

If a complaint of sexual harassment is initially submitted to the principal or Site Designated Title IX Specialist, they shall, within two school days, forward the report to the district's Title IX Coordinator. The district's Title IX Coordinator shall maintain documentation of the report and consult as needed with the Site Title IX Specialist in order to provide guidance for resolving the complaint in accordance with these procedures. In complex matters and as required on a case-by- case basis, the district Title IX Coordinator may take over the investigation directly.

In investigating a sexual harassment complaint, evidence of past sexual relationships of the victim shall not be considered, except to the extent that such evidence may relate to the victim's and respondent's prior relationship with one another concerning established methods of communicating consent.

In any case of alleged sexual harassment involving the principal, Site Title IX Specialist, the district's Title IX Coordinator, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to the superintendent or designee who shall determine who will investigate the complaint.

(BP 5141.4 - Child Abuse Prevention and Reporting)

Confidentiality

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

When a complainant or victim of sexual harassment notifies the district of the harassment but requests confidentiality, the district's Title IX Coordinator shall inform them that the request may limit the district's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

When a complainant or victim of sexual harassment notifies the district of the harassment but requests that the district not pursue an investigation, the district will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

(BP 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(BP 5125 - Student Records)

Response Pending Investigation

When an incident of sexual harassment is reported, the principal or Site Title IX Specialist, in consultation with the district's Title IX Coordinator, shall determine whether interim

measures or supports are necessary pending the results of the investigation. The principal or Site Title IX Specialist shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. To the extent possible, such interim measures shall not disadvantage the complainant or victim of the alleged harassment. Interim measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and Board policy. Such actions and supports shall be considered even when a student chooses not to file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

(BP 1312.3 - Uniform Complaint Procedures)

Site Level Investigation Steps

1. The principal or Site Title IX Specialist shall promptly investigate initial reports or complaints of sexual harassment with the oversight of the district's Title IX Coordinator. As appropriate and based on the nature of the complaint and those involved in the allegations, certain matters may be directly through the district's Title IX Coordinator.
2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put their complaint in writing.
3. In conducting their investigation, the principal or Site Title IX Specialist shall endeavor to make individual contact with the following person:
    a. The student who is reporting;
    b. The victim student if different from the student who is reporting;
    c. The person accused of harassment;
    d. Any person who may have seen or heard the harassment take place;
    e. Any person mentioned as having related information.
4. The principal or Site Title IX Specialist all discuss the complaint only with the individuals described above. When necessary to carry out their investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
    a. The superintendent or designee;
    b. The parent/guardian of the student who reported;
    c. The parent/guardian of the victim student if different from the student who reported;
    d. The parent/guardian of the person accused of harassing someone;

e. A teacher or staff member whose knowledge of the students involved may help in determining what happened;

f. Child protective agencies responsible for investigating child abuse reports;

g. Legal counsel for the district.

(BP 5141.41 - Child Abuse Prevention)

5. The principal or Site Title IX Specialist shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures. All complaints and allegations of sexual harassment by and against students shall be investigated and resolved in accordance with California law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX and fall within the district's jurisdiction shall be investigated and resolved. Other sexual harassment complaints shall be investigated and resolved pursuant to BP/AR 1312.3 - Uniform Complaint Procedures.

6. In reaching a decision about the complaint, the principal or Site Title IX Specialist shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

7. In reaching a decision about the complaint, the principal or Site Title IX Specialist may take into account:

   a. Statements made by the persons identified above;

   b. The details and consistency of each person's account;

   c. Evidence of how the complaining student reacted to the incident;

   d. Evidence of past instances of harassment by the accused person; and/or

   e. Evidence of past harassment complaints that were found to be untrue.

8. To judge the severity of the harassment, the principal or Site Title IX Specialist may take into consideration:

   a. How the misconduct affected one or more students' education and/or access to an educational program or activity offered by their school or district;

   b. The type, frequency and duration of the misconduct;

   c. The number of persons involved;

d. The age and sex of the person accused of harassment;

e. The subject(s) of harassment;

f. The place and situation where the incident occurred; and/or

g. Other incidents at the school, including incidents of harassment that were not related to sex.

9. The principal or Site Title IX Specialist shall write a report of their findings, decision, and reasons for the decision, present the report findings to the complainant and respondent, and present a copy to the district's Title IX Coordinator.

10. The principal or Site Title IX Specialist shall give the district's Title IX Coordinator the written report of the complaint, investigation, findings, and resolutions. If they verify that sexual harassment occurred, this report shall describe the actions they took to end the harassment, address the effects of the harassment on the person harassed, and prevent retaliation or further harassment. Records of complaints, investigations, findings and resolutions may be audited by the district's Title IX Coordinator or designee on an annual basis.

11. In consultation with district legal counsel, information about the relevant part of the written report of the decision on a complaint may be communicated to a victim who is not the complainant and to other parties that may be involved in implementing the decision or affected by the complaint, as long as the privacy of the parties is protected. Notice of the district's decision to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

12. The principal or Site Title IX Specialist shall determine whether or not the student who complained has been further harassed. The principal or Site Title IX Specialist shall keep a record of this information and shall continue this follow-up, including assessment of the need for any ongoing student support services such as counseling.

13. The principal or Site Title IX Specialist shall inform the complainant and respondent that if the complainant or respondent disagrees with the outcome of the investigation they may appeal the outcome by requesting the complaint be reviewed as a formal complaint under district BP/AR 1312.3 – Uniform Complaint Procedures.

Enforcement

The superintendent or district Title IX Coordinator shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti;
2. Providing staff in-service and student instruction or counseling;
3. Notifying parents/guardians;
4. Notifying child protective services; and
5. Taking appropriate disciplinary action. In addition, the principal and/or Site Title IX Specialist may take disciplinary measures against any person who is found to have made a complaint of sexual harassment which they clearly knew was not true.

SCUSD Title IX Coordinator:
Melinda Iremonger (916) 643-7446
5735 47th Avenue, Sacramento, CA 95824

PREGNANT/PARENTING PROGRAM
SSHS pregnant/parenting program supports the well-being of SCUSD student parents and their babies. Our goal is to maintain students' academic success and support life skills to enter the world, college or career ready. Once a student is identified as pregnant or parenting, a referral form will be sent to the SSHS Coordinator, who will meet with the student to conduct a needs assessment and provide them a welcome packet. The packet contains resources for health care, family planning, lactation rights, and their student rights and protection under Title IX. Title IX protects students who are pregnant, parenting, or who have been pregnant from being excluded from or participating in any part of an educational program. SSHS collaborates with community agencies to refer students for comprehensive services and support. With strategic partnerships, our goal is to improve the knowledge and skills of student parents to be advocates in their own education, to become successful parents, and to have healthy transitions into adulthood.

MARRIED/PREGNANT/PARENTING STUDENTS (BP 5145)
The governing board recognizes that responsibilities related to marriage, pregnancy, or parenting and related responsibilities may disrupt a student's education and increase the chance of a student dropping out of school. The board therefore desires to support married, pregnant, and parenting students to continue their education, attain strong academic and parenting skills, and promote the healthy development of their children.

(BP 5113.1 - Chronic Absence and Truancy) (BP 5147 - Dropout Prevention) (BP 6011 - Academic Standards) (BP 6164.5 - Student Success Teams)

The district shall not discriminate against, exclude, or deny any student from any educational program or activity, including any class or extracurricular activity, solely on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery. In addition, the district shall not adopt any rule concerning a student's

actual or potential parental, family, or marital status that treats students differently on the basis of sex.

(Education Code §§221.51, 230; 5 CCR § 4950)(BP 0410 - Nondiscrimination in District Programs and Activities)

The superintendent or designee shall annually notify parents/ guardians at the beginning of the school year of the rights and options available to pregnant and parenting students under the law. In addition, pregnant and parenting students shall be notified of the rights and options available to them under the law through annual school year welcome packets and through independent study packets.

(Education Code §§ 222.5)(BP 5145.6 - Parental Notifications)

Any complaint of discrimination on the basis of pregnancy or marital or parental status shall be addressed through the district's uniform complaint procedures in accordance with 5 CCR §§ 4600-4687 and BP/AR 1312.3 - uniform complaint procedures.

(BP 1312.3 – Uniform Complaint Procedures)

For school-related purposes, a student under the age of 18 years who enters into a valid marriage shall have all the rights and privileges of students who are 18 years old, even if the marriage has been dissolved. (Family Code § 7002)

Education and Support Services for Pregnant and Parenting Students
Pregnant and parenting students shall retain the right to participate in the regular education program or an alternative education program. The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the student and/or the student's child.

(BP 6158 - Independent Study) (BP 6181 - Alternative Schools/Programs of Choice) (6184 - Continuation Education) (BP 6200 - Adult Education)

Any alternative education program, activity, or course that is offered separately to pregnant or parenting students, including any class or extracurricular activity, shall be equal to that offered to other district students. A student's participation in such programs shall be voluntary.

(Education Code § 221.51; 5 CCR § 4950)

If required for students with any other temporary disabling condition, the superintendent or designee may require a student, based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician or nurse practitioner indicating that the student is physically and emotionally able to continue participation in the regular education program or activity.

(Education Code § 221.51; 5 CCR § 4950; 34 CFR § 106.40)

(BP 6142.7 - Physical Education and Activity) (BP 6145 - Extracurricular and Curricular Activities) (BP 6183 - Home and Hospital Instruction)

To the extent feasible, the district shall provide educational and related support services, either directly or in collaboration with community agencies and organizations, to meet the needs of pregnant and parenting students and **their** children. Such services may include, but are not limited to:

1. Child care and development services for the children of parenting students on or near school site(s) during the school day and during school-sponsored activities;

   (BP 5148 - Child Care and Development)

2. Parenting education and life skills instruction;
3. Special school nutrition supplements for pregnant and lactating students pursuant to Education Code § 49553, 42 USC § 1786, and 7 CFR §§ 246.1-246.28;

   (BP 3550 - Food Service/Child Nutrition Program) (BP 5030 - Student Wellness)

4. Health care services, including prenatal care;

   (BP 5141.6 - School Health Services)

5. Tobacco, alcohol, and/or drug prevention and intervention services;

   (BP 5131.6 - Alcohol and Other Drugs) (BP 5131.62 - Tobacco)

6. Academic and personal counseling;

   (BP 6164.2 - Guidance/Counseling Services)

7. Supplemental instruction to assist students in achieving grade-level academic standards and progressing toward graduation.

   (BP 6179 - Supplemental Instruction)

8. As appropriate, teachers, administrators, and/or other personnel who work with pregnant and parenting students shall receive related professional development.

   (BP 4131 - Staff Development) (BP 4231 - Staff Development) (BP 4331- Staff Development)

BELIEFS

A pupil may not be compelled to affirm or disavow any particular personally or privately held worldview, religious doctrine, or political opinion. This section does not relieve pupils of any obligation to complete regular classroom assignments.

(Education Code § 49091.12(a).)

PART VI: STUDENT RIGHTS & RESPONSIBILITIES

ANIMAL DISSECTION
A pupil who has a moral objection to dissecting or otherwise harming or destroying animals as part of an instructional program has a right to request an alternative education project. A pupil's moral objection must be substantiated by a note from their parent or guardian. (Education Code § 32255.1, § 32255.6)

COMPREHENSIVE SEXUAL HEALTH EDUCATION
California law mandates comprehensive sexual health education once in middle and once in high school; this instruction will generally happen in 7th grade life science and high school biology. Written and audiovisual educational materials used in comprehensive sexual health education are available for inspection by parents or guardians on the district's website (www.scusd.edu/chya) or at the school site upon request.

District personnel and/or health educators may teach this curriculum. If not using the district's adopted curriculum, health educators must make their curriculum available to parents for preview at least 14 days prior to instruction.

Parents or guardians may request in writing or via opt-out form that their child not receive comprehensive sexual health education, and may also request a copy of Chapter 5 and 6, California Healthy Youth Act. (Education Code § 51930-51939)

EXCUSE FROM HEALTH INSTRUCTION ON RELIGIOUS (MORAL) GROUNDS
Parents may request in writing that their student be excused from any part of a school's instruction in health which conflicts with religious training and beliefs. (Education Code § 51240)

CONSTITUENT SERVICES OFFICES
The Board created the Constituent Services Office (CSO) at the beginning of the 2017-18 school year, and the main responsibilities are:

- To provide an efficient pathway for families, community members, and staff to resolve concerns.
- Meet with parents, community members, and advocates to problem solve and facilitate resolution.
- Provide constituents with requests for district information and or other services.
- Ensure that constituents receive a timely response for requests for information and services.
- Report on a regular basis to the Superintendent and the Board regarding the services provided to constituents.

CSO can be reached through our CSO Request Form or (916) 643-9000.

PART VI: STUDENT RIGHTS & RESPONSIBILITIES

It is the district's goal is to resolve most concerns or complaints from parents/guardians informally and at the lowest level possible.

The lowest level possible is requesting assistance from the school site administrators and a CSO Ombudsperson. Such complaints can be lodged through our CSO Website, in person, or by telephone. If this is not possible, or if parents/guardians wish to file a written complaint about an employee; or unlawful discrimination, discriminatory harassment, intimidation, or bullying in district program and activities; or alleged violations of federal or state laws/ regulations; or decencies related to instructional materials; or the condition of a facility that is not maintained in a clean or safe manner or in good repair; or a teacher vacancy or missed assignment; or requiring students to pay fees, deposits for participating in educational activities, parents/guardians may initiate the formal complaint process.

- Complaint forms are specific to the type of complaint (i.e., employee, program, discrimination, Williams Act, Uniform Complaints, etc.). Complaint forms are available online, by request at any school site to print and the Serna Center.
- The process begins by completing a complaint form and returning it to the site administrator, department head, or the district person/department identified to receive the complaint.
- The complaint process is handled in a confidential manner. Retaliation for filing a complaint is prohibited by law and Board policy.

Compliance Officers
The Board designates the following compliance officers to receive and investigate complaints and for complying with state and federal civil rights laws. The individual(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment as the responsible employee to handle complaints regarding sex discrimination.

The individual(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

(BP 5145.3 – Nondiscrimination/Harassment) (BP 5145.7 – Sexual Harassment)

Lead Compliance Officer
David Van Natten 916.643.7420
5735 47th Avenue, Sacramento, CA 95824 (916) 643-7474

Non-UCP Complaints
The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR § 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency;
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services

and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator;

3. Any complaint alleging fraud shall be referred to the California Department of Education.

In addition, the district's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments. (Education Code 35186)

(BP 1312.4 - Williams Uniform Complaint Procedures)

B. CURRICULUM, MATERIALS AND INSTRUCTION

CURRICULUM

The curriculum, including titles, descriptions, and instructional aims of every course offered by a public school, shall be compiled at least once annually in a prospectus. The prospectus is available for review upon request and for copying at a reasonable charge.

(Education Code § 49091.14, § 49063)

CURRICULUM AND INSTRUCTIONAL MATERIALS

All primary and supplemental instructional materials and assessments, including student and teacher textbooks and printed resources, digital media, and instructional platforms will be compiled and stored by the classroom instructor and made available promptly for inspection by a parent or guardian in a reasonable time frame or in accordance with district or county office policies or procedures.

(Education Code § 49091.10, § 51101)

Parents/guardians have a right to review instructional materials and discuss the curriculum in their student's course.
(Education Code § 49063(k), § 49091.14; No Child Left Behind Act 20 U.S.C. § 1232h (c) and (d).)

DAMAGED OR LOST INSTRUCTIONAL MATERIALS / WITHHOLDING GRADES, DIPLOMA OR TRANSCRIPTS

Instructional materials provided for use by students remain the property of the district. Students are responsible for returning borrowed materials in good condition, with no more wear and tear than usually results from normal use.

Parents/guardians and the students are held responsible for all willfully damaged or lost properties. If properties are lost or damaged, students or parents/guardians shall be

responsible for restitution equal to the current replacement cost of the materials. (BP 6161.2)

If payment is not made, the district shall afford the student his/ her due process rights in conformance with Education Code expulsion procedures and may withhold the student's grades, diploma, or transcripts. (AR 5125.2)

MAKE-UP WORK
A student who is absent from school for an excused reason shall be allowed to complete all assignments and tests missed during the absence that can reasonably be provided and, upon satisfactory completion, shall be given earned credit. The teacher of any class from which a student is absent shall determine which tests and assignments shall be reasonably equivalent to the tests and assignments that the student missed during the absence.

Students are expected to fulfill long-term assignments as originally scheduled. Teachers should consider Restorative Practice themes for students who miss class time because of suspension. On a case-by-case basis the site administrator may develop an appropriate plan based on the legitimate needs of an individual student.

KELVIN WELL-BEING PULSE SURVEYS
This year SCUSD will collect ongoing feedback from students via a short online survey to help build healthier, happier places to learn. A positive learning environment, strong adult-to- student and peer-to-peer relationships, and social and emotional learning have been shown to have a measurable impact on student outcomes. This tool will help provide insight outside of grades, attendance, and behavior and create a picture of the whole child so SCUSD can best meet their needs. The survey will measure aspects of school culture and social and emotional learning from students' perspective.

To complete this survey Students respond to the Pulse message while using their Chrome devices. Students will see an animated dog in the bottom right corner of their school devices while browsing in Chrome. Their answers are confidential. For more information or a copy of the survey questions please contact Kelvin@scusd.edu.

C. STUDENT PROPERTY AND TECHNOLOGY

ELECTRONIC SIGNALING DEVICES (BP 5131.2)
The Governing Board believes that the unauthorized use of electronic signaling devices adversely affects students' ability to achieve academic success, is disruptive to effective classroom discipline and management, and can lead to an invasion of staff and student's safety and privacy. (Education Code § 48901.5) (Administrative Regulation 5131.2)

Students shall be permitted to use electronic signaling devices, such as cell phones, before and after school hours only. Such devices shall not be turned on or used from the time school starts until the end of school, including non-instructional time and extracurricular activities unless given authorization from site administration. During an emergency

declared by the school, text message scripts will be posted for students so they may provide updates of the situation to their parents/ guardians. It is important that cell phones and other devices be used sparingly so that emergency services have priority to assist students and staff on site. Site administration shall use a progressive consequence plan when students are found using electronic signaling devices during school hours and without permission, and the device may be confiscated. In the event there is reasonable suspicion that the electronic device has been used in violation of a school rule or district policy, such as cheating or bullying, taking pictures in locker rooms, committing an actual crime, or out of concern for the health and safety of the student or others, the superintendent or designee is authorized to review contents of the device consistent with legal standards.

USE OF SCHOOL COMPUTERS, NETWORKS, TECHNOLOGY, AND LEARNING PLATFORMS

Introduction

Sacramento City Unified School District (SCUSD) recognizes that access to technology in school gives students and teachers greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. We are committed to helping students develop 21st Century technology and communication skills.

To that end, we provide access to technologies for student use. This Acceptable Use Agreement outlines the guidelines and behaviors that users are expected to follow when using school technologies or when using personally-owned devices on the school campus.

- The network is intended for educational purposes.
- All activity over the network or using district technologies may be monitored and retained.
- Access to online content via the network may be restricted in accordance with our policies and federal regulations, such as the Children's Internet Protection Act (CIPA).
- Students are expected to follow the same rules for good behavior and respectful conduct online as offline.
- Misuse of school resources can result in disciplinary action.
- We make a reasonable effort to ensure students' safety and security online but will not be held accountable for any harm or damages that result from misuse of school technologies.
- Users of the network or other technologies are expected to alert school staff immediately of any concerns for safety or security.

Technologies Covered

SCUSD may provide Internet access, desktop computers, mobile computers or devices, videoconferencing capabilities, online curriculum, online collaboration capabilities, learning management systems, email, and more.

As new technologies emerge, SCUSD will attempt to provide guidance and access to them. The policies outlined in this document are intended to cover all available

technologies, not just those specifically listed.

Usage Policies

All technologies provided by SCUSD are intended for educational purposes. All users are expected to use good judgment and to follow the specifics of this document as well as the spirit of it: be safe, appropriate, careful and kind; don't try to get around technological protection measures; use good common sense; and ask if you don't know.

Training

Students will receive training about appropriate online behavior referred to as digital citizenship, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. In addition, students will learn how to use technology safely and responsibly.

Web Access

SCUSD provides its users with access to the Internet, including web sites, resources, content, and online tools. Internet access is restricted in compliance with the Children's Internet Protection Act (CIPA) regulations and school policies. In order to comply with both CIPA and SCUSD policies, the District will make a reasonable effort to filter out material and pictures that constitute: (a) obscenity; (b) pornography; or (c) material harmful to minors, for district computers.

These efforts include the following precautions:

- blocking access to inappropriate or harmful material on the Internet;
- preventing access to so-called "hacking" sites and other inappropriate activities;
- preventing unauthorized disclosure, use, and dissemination of personal information regarding minors.

Users are expected to respect that the web filter is a safety precaution and should not try to circumvent it when browsing the Web.

No Expectation of Privacy

Users have no expectation of privacy while using District information technology. District staff may monitor or examine all system activities to ensure proper use of the system.

Email

SCUSD has created Google email accounts for all students in grades PK-12 to allow for collaborative sharing. These accounts will be used at school for school related projects.

This email address will be considered the student's official SCUSD email address until the student is no longer enrolled in SCUSD. The student will protect their account by not giving out their password, report any suspected misuse to their teacher or administrator, and use their email responsibly.

Email accounts should be used with care. Users should not:

- send personal information;
- attempt to open files or follow links from unknown or untrusted origin;
- use inappropriate language;
- communicate with people not allowed by District policy or the teacher.

Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Email usage may be monitored and archived. In addition, in the normal course of system administration, system administrators may have to examine activities, files, and email to gather sufficient information to diagnose and correct problems within system software or hardware.

Users of student email are strictly prohibited from accessing files and information other than their own. Like all District technologies, the use of student email is considered a privilege given at the discretion of SCUSD. The District reserves the right to access student email accounts, including current and archival files of user accounts, when there is reasonable suspicion that unacceptable use has occurred. The District maintains the right to immediately withdraw the access and use of student email when there is reason to believe that violations of law or District policies have occurred. In such cases, the alleged violation will be referred to the Principal for further investigation and resolution.

Social / Web 2.0 / Collaborative Content

Recognizing that collaboration is essential to education, SCUSD may provide users with access to web sites or tools that allow communication, collaboration, sharing, and messaging among users. (See also the section on Social Media Responsible Use Guidelines, below.)

Users are expected to:

- communicate with the same appropriate, safe, mindful, courteous conduct online as offline;
- not to share personally identifiable information online.

Mobile Devices Policy

SCUSD may provide users with mobile computers or other devices to promote learning both inside and outside of the classroom. Users should abide by the same acceptable use policies when using school devices off the school network as on the school network.

Users are expected to treat these devices with extreme care and caution; these are expensive devices that the school is entrusting to your care. Users should report any loss, damage, or malfunction to school staff immediately. Users may be financially accountable for any damage resulting from negligence or misuse.

Use of school-issued mobile devices, including use of the school network, will be monitored.

PART VI: STUDENT RIGHTS & RESPONSIBILITIES

Personally-Owned Devices

If a student uses a personally owned device to access SCUSD technology, he/she shall abide by all applicable board policies, administrative regulations, and this Acceptable Use Agreement.

Security

Users are expected to take reasonable safeguards against the transmission of security threats over the school network. This includes not opening or distributing infected files or programs and not opening files or programs of unknown or untrusted origin. If you believe a computer or mobile device you are using might be infected with a virus, please alert a school staff member.

In order to maintain security for District technology resources, students must abide by the following:

- notify the classroom teacher or site administrator at once if a security problem is identified;
- never demonstrate a security problem to other users;
- never use another individual's account without written permission from that person;
- only use your own account on the SCUSD network;
- never circumvent any District security device or software including, but not limited to, proxy sites, firewalls, and/or filtering or blocking programs;
- never add hardware or download software, attachments, graphics, photos, documents or any other files to District computers unless otherwise authorized by a teacher or administrator;
- never use the SCUSD network or devices for commercial purposes;
- never use the SCUSD network or devices for political lobbying;
- SCUSD Internet access is expressly prohibited for any of the following: access to pornographic or sexually explicit materials, access to information promoting or instructing in acts of terrorism or treason, access to information instructing or promoting armed rebellion or hate crimes, access to information pertaining to the design, purchase, acquisition or construction of any type of weapon or explosive device or other instrument capable of causing physical harm or death.
- only download image files including videos from reputable sites and only for educational purposes.

Network Etiquette

- Users should always use the Internet, network resources, and online sites in a courteous and respectful manner.
- Users should understand that some online content is unverified, incorrect, or inappropriate.
- Users should use trusted sources when conducting research via the Internet.

- Users should not post anything online that they wouldn't want parents, teachers, or future colleges or employers to see. Once something is online it can be shared and spread in ways you never intended.

Plagiarism

Plagiarism involves presenting someone else's work, ideas, or words as your own without giving them proper credit. Users should reference the original creator of any content, including words or images from the Internet or Artificial Intelligence (AI), if not their own.

Use of Artificial Intelligence

Artificial Intelligence (AI) has become increasingly prevalent in many areas, including the education sector. Students are not permitted to access AI for assistance with assignments or research unless done under the guidance and approval of a teacher. Unpermitted use of AI may lead to penalties for academic misconduct.

Personal Safety

If you see a message, comment, image, or anything else online that makes you feel uncomfortable or concerned for your personal safety, bring it to the attention of an adult (teacher or staff if you're at school; parent if you're using the device at home) immediately.

- Users should never share personal information, including passwords, phone number, address, social security number, birthday, or financial information over the Internet without adult permission.
- Users should recognize that communicating over the Internet brings anonymity and associated risks and should carefully safeguard the personal information of themselves and others.
- Users should never agree to meet someone they meet online in real life without parental permission.

Staff will closely supervise students while using online services and may ask instructional assistants and student aides to assist this supervision.

Cyberbullying

Cyberbullying will not be tolerated. Harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyberstalking are all examples of cyberbullying. Don't be mean or send emails or post comments with the intent of scaring, hurting, or intimidating someone else.

Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime [California Penal Code Section 653.2]. Remember that your activities are monitored and retained.

Social Media Responsible Use Guidelines

While social networking is valuable, there are some risks involved in its use. In the social media world, the lines are blurred between what is public or private, personal or professional. The following guidelines are specific to social networking/media. You must follow them any time you utilize social networking/media for SCUSD or school-related purposes. These must be applied in conjunction with the acceptable use rules contained in this document, and all acceptable use rules apply to social networking/media.

When using social networking:

Use good judgment

- We expect you to use good judgment in all situations.
- You must know and follow all District policies, regulations, and procedures regarding use of technology, as well as all applicable disciplinary policies.
- Regardless of your privacy settings, ***assume that all the information you have shared on your social network is public information, and treat it as such.***
- Users are responsible for their own behavior and will be subject to discipline for violations of these guidelines where appropriate, including violations of District policies regarding cyberbullying and related misconduct.
- Be respectful.
- Always treat others in a respectful, positive, and considerate manner.
- Social networking/media should not be utilized during school hours unless allowed by the teacher or other authorized adult.

Don't share confidential information:

- Do not publish, post, or release information that is considered confidential or not public. If it seems confidential, it probably is. Online "conversations'' are never private. Do not use your birth date, address, and cell phone number on any public website.
- Private and personal information.
- To ensure your safety, be careful about the type and amount of personal information you provide. Avoid talking about personal schedules or situations.
- NEVER give out or transmit personal information of students, parents, or school staff.
- Don't take information you may receive through social networking (such as email addresses, customer names, or telephone numbers) and assume it's the most up-to-date or correct.
- Always respect the privacy of SCUSD and school community members.

Use of images:

- Respect brand, trademark, copyright information and/or images of SCUSD or school (if applicable).
- You may use photos and videos (products, etc.) that are available on SCUSD or a school's website.

- Do not post pictures of others without their permission.

Vandalism

Vandalism is defined as any malicious attempt to harm or destroy district technology equipment, or even the data of another user or any other agencies or networks that are connected to the system. This includes, but is not limited to, the uploading or creation of computer viruses. Any vandalism will result in the loss of computer access, disciplinary action, potential restitution for damages/repair, and possible legal referrals.

Limitation of Liability

SCUSD makes no warranties of any kind, whether expressed or implied, for the service it is providing. SCUSD will not be responsible for damage or harm to persons, files, data, or hardware. Damages include loss of data as a result of delays, non-deliveries, mis-deliveries, or service interruptions caused by the system or your errors or omissions. While SCUSD employs filtering and other safety and security mechanisms, and attempts to ensure their proper function, it makes no guarantees as to their effectiveness. SCUSD specifically disclaims any responsibility for the accuracy of information obtained through its services. In addition, SCUSD will not be responsible, financially or otherwise, for unauthorized or personal transactions conducted over the school network.

Violations of this Acceptable Use Agreement

Students accept responsibility for compliance with this agreement and for reporting any misuse of the SCUSD network to the classroom teacher or site administrator. Misuse is defined as any violation of this agreement. The site administrator will decide what constitutes appropriate use. Their decision is final. The system administrator may deny access at any time deemed necessary to protect district resources.

Use of the information technology system is a privilege and not a right. Violations of this agreement may have disciplinary repercussions, including:

- notification to parents;
- suspension of network, technology, or computer privileges;
- detention or suspension from school and school-related activities;
- legal action and/or prosecution.

PERSONAL PROPERTY

The district or the county offices are not responsible for personal property. Students are discouraged from bringing non-instructional items to school.

Part VII:
Parent-Family Resources & Responsibilities

PART VII: PARENT-FAMILY RESOURCES & RESPONSIBILITIES

PARENT RIGHTS
Parents/guardians have the right to receive:

- Information about the progress of their child's achievement, behavior in school, and attendance.
- Expect a safe environment that is non-threatening and allows their child to maximize their learning potential.
- Information about all school rules, regulations, and expectations.

FEDERAL TITLE I FUNDS
As a recipient of federal Title I funds, under the Every Student Succeeds Act, parents of students participating in programs or activities supported by Title I funds have a right to participate in the development of parent and family engagement policies by the district and by individual schools that receive Title I funds.

For information about parent engagement policies, please contact the Department of State & Federal Programs at (916) 643-9051.

(20 U.S.C. § 6318)

TITLE I SCHOOLS

- Each year the district shall ensure that its parent involvement strategies are jointly developed with the parent/guardians of students participating in Title I programs. These strategies, to establish greater expectations for parent involvement, will address how the district shall carry out each activity listed in 20 USC § 6318.
- The district will consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. The district shall also involve parents/ guardians of participating students in decisions regarding how the district's Title I funds will be allocated for parent involvement activities.
- The district will ensure that each school receiving Title I funds develop a school-level parent involvement policy.

The district shall coordinate Title I funded programs for the purpose of coordinating and integrating parent involvement programs and activities. The district shall also promote parent resource centers in district schools that encourage and support parents/guardians.

DISTRICT AR 5144
District AR5144 provides that "The principal of each school shall ensure that students and parents/guardians are notified in writing of all Board policies, administrative regulations and individual school rules related to discipline at the beginning of each school year. The notice shall state that these rules and regulations are available on request at the principal's office in all district schools."

PART VII: PARENT-FAMILY RESOURCES & RESPONSIBILITIES

EMPLOYMENT IN THE DISTRICT
Under certain circumstances, the district may have the right to deny the application of parents to enroll a child in the district in which they are employed if they are not residents of the district. (Education Code § 48201 (b).)

PARTICIPATION IN STATE ASSESSMENTS (EC § 60615, 5 CCR § 852)
Pupils in applicable grade levels will participate in the California Assessment of Student Performance and Progress (CAASPP) except as exempted by law.

Each year, a parent may submit a written request to excuse their child from any or all parts of the CAASPP assessments for that school year. If the parent submits the exemption request after testing begins, any test(s) completed before the request is submitted will be scored; the results will be included in the pupil's records and reported to the parent.

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

PARENT ENGAGEMENT BOARD POLICY
The Governing Board believes that family and community engagement is a fundamental component to student success and achievement. When families are engaged at home and at school, student achievement increases. The engagement of families and community members in the education of students creates a positive bond between the home and the school.
The Board also believes that strong, ongoing family and community engagement, in all aspects of school programs and activities, provides support for measurable improvement in student achievement.
Consequently, the Board supports a collaborative environment in which the parents, families, and communities of SCUSD students are empowered to become partners with our schools and to participate as stakeholders in the vision of creating a world-class educational system that enables all students to excel.
In order to establish the framework and responsibilities for the implementation of strategies to increase family and community engagement in student achievement in schools, the district shall ensure that:

- The district commits to building engagement capacity in developing parenting skills, communication, home learning, volunteering at school, classroom support roles, decision making, advocacy, and collaboration.
- The district will provide awareness of the importance of family and community engagement, academic goals, and assessment of their student and of the resources and programs available to support their student's learning and post-secondary preparation.
- The district will support upon available fiscal resources the volunteer Teacher-Parent Home Visitation program.

PART VII: PARENT-FAMILY RESOURCES & RESPONSIBILITIES

- The district will develop and implement district-wide and school-based strategies and programs based on the California Strategic Plan for Parental Involvement in Education.
- Schools will create and communicate participation opportunities for parents/guardians and other community members to partner with schools to participate in and support students' education at the elementary, middle, and high school levels.
- Parent/guardians shall be notified annually of their rights to be informed about and to participate in their children's education and the parent and family engagement opportunities available to them.
- Teachers and administrators will receive training including all Title I and non-Title I schools that fosters effective and culturally sensitive communication with parents/guardians. This includes training on how to communicate with non-English speakers and how to give parents/guardians opportunities to participate in the decision-making process and to support their student's instruction both at school and at home.
- The district welcomes and creates opportunities for parents/guardians to participate in leadership and school site councils, advisory councils, and in other activities in which they may undertake governance, advisory, and advocacy roles as well as volunteer in the schools.
- The district will encourage school-family-community partnerships that reflect the ethnic and cultural diversity of the district.
- The district will encourage a school-family-community partnership to provide support and technical assistance to schools in order to help them integrate family involvement practices. Family engagement programs and activities in schools will recognize the diversity of family structure, circumstances, and cultural backgrounds and respect families as important decision- makers for their children's education. The district will 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. The district shall develop and implement strategies, for both Title I and non-Title I schools, to involve and support parents/guardians in the education of their students, as well as to describe how the district and schools will address the purposes and goals described in Education Code 11502.

PARENT AND COMMUNITY ENGAGEMENT

Parents may provide input regarding language and language acquisition programs in the LEA or to be considered in the LEA during the development of the Local Control and Accountability Plan (Education Code § 52062.) If interested in a different program from those listed above, please contact the Multilingual Literacy Office at (916) 643-9446 to ask about the process.

PART VII: PARENT-FAMILY RESOURCES & RESPONSIBILITIES

EXPANDED LEARNING PROGRAM

ELEMENTARY SITES	SERVING AGENCY	AGENCY CONTACT	SITE NUMBER FOR EXPANDED LEARNING
Abraham Lincoln ES 3324 Glenmoor Dr.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 841-6122
Alice Birney Public Waldorf 6251 13th St.	NorCal Arts	(916) 955-9462	(916) 212-5147
Bowling Green Chacon 4211 Turnbridge Dr.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 957-7229
Bowling Green McCoy 4211 Turnbridge Dr.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 768-2206
Bret Harte 2751 9th Ave.	Empowering Possibilities Unlimited	(916) 856-8971	
Caleb Greenwood 5457 Carlson Dr.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) -839-7197
Camellia Basic 6600 Cougar Dr.	KCE Champions LLC	(916) 642-4956	(916) 642-4956
Caroline Wenzel 6870 Greenhaven Dr.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 699-1258
Cesar E. Chavez 7500 32nd St.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 931-5025
David Lubin 3535 M St.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 398-5682
Earl Warren 5420 Lowell St.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 477-0436
Elder Creek 7934 Lemon Hill Av.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 896-9870
Ethel I. Baker 5717 Laurine Way	Boys and Girls Club	916-392-2582	(916) 494-9700
Ethel Phillips 2930 21st Ave.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 699-5167
Father Keith B. Kenny 3525 Martin L. King	Leaders of Tomorrow	(916) 254-2570	(279) 228 - 4033
Genevieve F. Didion 6490 Harmon Dr.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 220-7688
Golden Empire 9045 Canberra Dr.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 237-2899
H. W. Harkness 2147 54th Av.	Center for Fathers and Families	(916) 568-3237	(916) 694-4311
Hollywood Park 4915 Harte Way	New Hope Community Development Corporation	(916) 896-6221	
Hubert H. Bancroft 2929 Belmar St.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 582-9139
Isador Cohen 9025 Salmon Falls Dr.	Leaders of Tomorrow	(916) 254 - 2570	(916) 696 - 1774

James Marshall 9525 Goethe Rd.	Empowering Possibilities Unlimited	(916) 856-8971	
John Bidwell 1730 65th Ave.	Rose Family Creative Empowerment Center		
John Cabrillo 1141 Seamas Av.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 839-7280
John D. Sloat 7525 Candlewood Wy.	Leaders of Tomorrow	(916) 254 - 2570	(916) 715-2722
Leataata Floyd 401 McClatchy Way	YMCA of Superior California	(916) 798-1515	(279) 222-6747
Leonardo da Vinci 4701 Joaquin Wy.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 917-2327
Mark Twain 4914 58th St.	Empowering Possibilities Unlimited	(916) 420-1886	(916) 832-1667
Matsuyama 7680 Windbridge Dr.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 818-7634
New Joseph Bonnheim 7300 Marin Av.	Leaders of Tomorrow	(916) 254 - 2570	(916) 769 - 1211
Nicholas 6601 Steiner Dr.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 280-6913
O. W. Erlewine 2441 Stansberry Way	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 280-9409
Oak Ridge 4501 Martin L. King	Center for Fathers and Families	(916) 568-3237	(916) 738-5316
Pacific 6201 41st St.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) -693-5344
Pannell Meadowview Community Center	Rose Family Creative Empowerment Center		
Parkway 4720 Forest Pkwy.	Rose Family Creative Empowerment Center	(916) 376-7916	
Phoebe A. Hearst 1410 60th St.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 220-7223
Phoenix Park Community Center 4400 Shining Star Drive, Sacramento 95823	Rose Family Creative Empowerment Center	(916) 376-7916	
Pony Express 1250 56th Av.	NorCal Arts	(916) 955-9462	(916) 212-9682
Sequoia 3333 Rosemont Dr.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 586-4677
Susan B. Anthony 7864 Detroit Blvd.	Rose Family Creative Empowerment Center	(916) 376-7916	(916) 718-4160
Suy:u 6032 36th Av.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 585-1824
Tahoe 3110 60th St.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 477-1249

Theodore Judah 3919 McKinley Bl.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 647-2235 (1st-6th) (916) 279-2775 (TK/KN)
Washington 520 18th St.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 585-6599
William Land 2120 12th St.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 450-0948
Woodbine 2500 52nd Ave.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 818-7635
MIDDLE/K-8 SITES	**SERVING AGENCY**	**AGENCY CONTACT**	**SITE NUMBER FOR EXPANDED LEARNING**
A. M. Winn Waldorf 3351 Explorer Dr.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 839-7215
Albert Einstein 9325 Mirandy Dr.	NorCal Arts	(916) 955-9462	(916) 767-3850
California 1600 Vallejo Way	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 883-8655
John H. Still 2200 John Still Dr.	Rose Family Creative Empowerment Center	(916) 376-7916	
Martin Luther King, Jr. 480 Little River Way	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 450-0631
Rosa Parks 2250 68th Av.	Empowering Possibilities Unlimited	(916) 856-8971	
Sam Brannan 5301 Elmer Way	Empowering Possibilities Unlimited	(916) 856-8971	
School of Engineering & Sciences 7345 Gloria Dr.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 776-3638
Sutterville 4967 Monterey Wy.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 839-7195
Umoja Int'l Acad. 5301 N St.	The Hawk Institute	(916) 442-4228	
Will C. Wood 6201 Lemon Hill Av.	NorCal Arts	(916) 955-9462	(916) 767-3886
HIGH SCHOOL SITES	**SERVING AGENCY**	**AGENCY CONTACT**	**SITE NUMBER FOR EXPANDED LEARNING**
American Legion 3801 Broadway	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 841-3804
Arthur A. Benjamin Health Professions 451 McClatchy Way	The Hawk Institute		
C.K. McClatchy 3066 Freeport Bl.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 279-1527
Hiram Johnson 6879 14th Av.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 279-9599
John F. Kennedy 6715 Gloria Dr.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 230-0616
Luther Burbank 3500 Florin Rd.	Rose Family Creative Empowerment Center	(916) 376-7916	(916) 383-5908

Rosemont 9594 Kiefer Bl.	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 420-7804
The Met	Sacramento Chinese Community Service Center	(916)442-4228	(916) 398-8476
West Campus	Sacramento Chinese Community Service Center	(916) 442-4228	(916) 931-9790

PARENT COMPLAINT PROCEDURE

Federal law requires the school district and county office to adopt and notify parents and guardians of the district's complaint procedures for state and federal educational programs, including the opportunity to appeal to the state department. The district must investigate and seek to resolve complaints at the local level and follow Uniform Complaint Procedures pursuant to state regulations when addressing complaints alleging unlawful discrimination for failure to comply with the law. For a list of federal programs that are within the Uniform Complaint Procedures and how to file a complaint, please see page 36 of this Handbook.

PARENT OR GUARDIAN MEETING WITH TEACHER AND PRINCIPAL

Upon reasonable notice, a parent or guardian has the right to meet with their child's teacher and principal. (Education Code § 51101)

PARENT, GUARDIAN, AND FAMILY MEMBER RESPONSIBILITIES

Parents or guardians are liable for all damages caused by the willful misconduct of their minor children, which results in the death or injury to other students, school personnel, or school property. (Civil Code §1714.1; Education Code § 48904)

Every parent, guardian, and family member of the school community shares in the responsibility for maintaining a safe and productive environment at the child's school. Parents/ guardians share in this responsibility when they:

- Make certain their child arrives at school on time and ready to learn.
- Acknowledge the rights and authority of the school and the Board of Education to maintain standards of behavior for all students.
- Understand the district's rules.
- Review the school's Student Behavior Guidelines and this Standards of Behavior Manual with their child.
- Provide the study materials their child needs. If they are uncertain what materials may be necessary, contact their child's teacher(s).
- Provide a suitable time and place for study at home. Parents have a great influence on the study habits of their children.
- Keep track of their child's scholastic achievement and progress. Review each Progress Report and Report Card with their child. Children learn more when their parents or guardians are involved in monitoring their progress. Parents/guardians should participate regularly in their child's educational program.

- Maintain consistent communication with their child's teachers, school administrators, and other school staff.

PARTICIPATION IN ADVISORY COUNCILS
A parent or guardian has the right to participate as a member of a school site council, a parental advisory council, or a site-based management leadership team in accordance with the rules governing parent or guardian membership in those organizations. (Education Code § 51101)

POLITICAL AFFILIATIONS / BEHAVIOR / CLOSE FAMILY RELATIONSHIP SURVEY
Parents/guardians will be notified in writing if a test, questionnaire, survey, or examination is to be administered to their children containing questions about their own (or their parents') political affiliations or beliefs; illegal, anti-social, self-incriminating, or demeaning behavior; mental or psychological problems; lawyer, physician, minister, critical appraisals of individuals with whom they (or their parents) have close family relationships; and income (except as required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents have the right to inspect all instructional materials, including teacher's manuals, films, tapes, or other supplementary material to be used in connection with any survey, analysis, or evaluation. Parents have the right to consent to the administration of such test, questionnaire, survey, or examination. (20 U.S.C. § 1232h (a) and (b).)

SPECIFIC SCHOOL REQUEST
Parents or guardians have the right to request a specific school and to receive a response from the school district. Such a request does not obligate the district to grant the request. (Education Code § 51101 (a)(6).)

VOLUNTEERING TIME AND RESOURCES
Parents or guardians may volunteer their time and resources for the improvement of school facilities and programs under the supervision of district employees. (Education Code § 51101(a)(14).)

To ensure student safety, **ALL** volunteers must go through the fingerprint screening process (Education Code § 32390), complete a TB test, and participate in SCUSD Volunteer Training.

For more information and to complete a volunteer application, check the SCUSD volunteer website at: https://www.scusd.edu/volunteer or call the Serna Parent Resource Center at (916) 643-7924. To schedule an appointment for fingerprinting services call (916) 643- 9050.

Part VIII:
Behavior & Discipline

PART VIII: BEHAVIOR & DISCIPLINE

STUDENT DISCIPLINE
District and school rules pertaining to student discipline are available to parents and guardians of district students in the school office. (Education Code § 35291)

SUSPENSION
Suspension is the exclusion of a student from the classroom for disciplinary reasons for a defined period of time by a teacher or a school administrator. A principal or a designee may suspend from school for up to five consecutive days. A suspension may be extended under certain conditions. There are three kinds of suspensions:

- Out-of-School Suspension means that students are not permitted on or near any Sacramento City Unified School District campus, nor are they allowed to participate in any school activities, during the period of suspension.

They may, however, be required to complete assignments and tests which will be made available to them through a school employee.

- In-school Suspension means that the student is removed from class, but remains on campus isolated from other students under the supervision of a certificated staff member.
- Teacher Suspension allows a teacher to suspend for the remainder of the class in which the misconduct occurred and for the next day's class.

For more information on suspension appeals please contact the Student Hearing and Placement Department. The parent or guardian of a student who has been suspended by a teacher may be required to attend a portion of a school day in their child's class.
(Education Code § 48900.1)

EXPULSION
An expulsion is the removal of a student from all schools in the Sacramento City Unified School District for violating the California Education Code as ordered by the Board of Education. The expulsion is for a defined period of time, but an application for re-admission must be considered within a specified time period.

State law provides for full due process and rights to appeal any order of expulsion. State law mandates the Board of Education to expel students as indicated in Education Code § 48915 (c) for:

- Sale, possession or furnishing of a firearm
- Brandishing a knife at another person
- Selling a controlled substance
- Sexual assault or sexual battery
- Possession of explosives

California Education Code requires a school administrator to recommend expulsion if a student commits one of the following offenses:

- Causing serious physical injury to another person except in self-defense
- Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil
- Unlawful possession of any drug except for the first-time offense of possession of not more than one ounce of marijuana
- Robbery or extortion
- Assault or battery upon a school employee

A student shall not be disciplined, suspended, or recommended for expulsion unless the superintendent, a designee, or the principal of the school in which the student is enrolled determines the student has violated one or more parts of the Standards of Behavior, district policies or the Education Code § 48900.

A student may be disciplined, suspended for a maximum of five consecutive days, or expelled for acts specified in the Standards of Behavior that are related to school activity or school attendance occurring at any district school or within any other school district, including, but not limited to, any of the following:

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

OTHER GROUNDS FOR EXPULSION

Upon recommendation by the principal, the Board of Education may order a student expelled for any other acts listed in Education Code § 48900.

A decision to expel a pupil for any of those acts shall be based on a finding of one or both of the following:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct; or
- 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.

SEARCH AND SEIZURE POLICY

The Search and Seizure Policy governs the district's authority to search individual students and their property. School officials may search when there is a "reasonable suspicion" it will reveal evidence that the student is violating the rules and regulations of the district, school, or § 48900 of the California Education Code.

PART VIII: BEHAVIOR & DISCIPLINE

WEAPONS DETECTION POLICY

The Sacramento City Unified School District ("District") utilizes metal detectors and other types of weapon detection technology as a resource and part of a program to ensure safety and deter the presence of weapons at school. Any person can be subject to a scan with a metal detector or the use of weapons detection technology when on District property or attending athletic or extracurricular events. Weapons detection technology is designed to alert school staff to the presence of firearms, knives or other equipment that could present a danger to students, staff, or the community. The District's general procedures follow:

- Before initial walk-through, students shall be asked to empty their pockets of all metal objects
- Should an activation occur, the student shall be scanned a second time
- If a second activation occurs, a handheld metal detector will be utilized
- Should the activation occur without explanation, the student will be escorted by a staff member to a private screening area
- In the private screening area, an expanded search will be conducted by a staff member who shall be the same sex as the student
- The search will be limited only to the detection of weapons

MULTI-TIERED SYSTEM OF SUPPORTS

SCUSD is committed to providing high-quality instruction and support to promote the highest achievement of all students. At the school level, the Multi-Tiered System of Supports (MTSS) is a framework used to deliver high quality core instruction to all students and maximize their success by providing instruction and interventions matched to student need.

Combined with assessments, MTSS helps educators by providing them with information to identify students needing additional support (academic, attendance, and behavioral). For more information on MTSS contact MTSS Director Matt Callman at matthew-callman@scusd.edu.

Part IX:
Student Health
& Nutritional Resources

PART IX: STUDENT HEALTH & NUTRITIONAL RESOURCES

SCHOOL MEALS
SCUSD Nutrition Services and the Central Kitchen provide all students with fresh, nutritious meals, including breakfast and lunch (and supper in extended learning programs). More than half of menu items are prepared with clean, locally sourced ingredients, supporting the district's mission to provide fresh meals to every student regardless of income. Student participation helps sustain the program, support local farmers, and improve meal quality. Through California's Universal Meals Program, all SCUSD and affiliated charter school students receive meals free of charge, with no application required. Families are encouraged to have their students participate, as nutritious meals can improve attendance, behavior, and academic performance. Students who bring lunch from home may also receive free fruit, vegetables, and milk to complement their meal brought from home.

HEALTH INSURANCE ENROLLMENT
SCUSD is committed to ensuring that all students have access to affordable health care. For further information, please email ConnectCenter@scusd.edu.

The following health insurance enrollment occurs on-site at 5601 47th Avenue on a weekly basis:

- Prescreening to determine eligibility
- Health insurance outreach and enrollment
- Health navigation support
- Spanish assistance: (916) 643-2351

PUPIL INSURANCE
SCUSD is committed to ensuring that all students have access to affordable health care. For further information, please email ConnectCenter@scusd.edu or contact your school's Student Support Services staff (find their information at www.scusd.edu/supportcentersites.

HEALTH SERVICES
Health Services staff engage students, families, and the community with programs and services that support physical, mental, and social health in order to succeed in school and life.

Credentialed school nurses, teachers, and staff provide health-related interventions, assessments, screenings, education, case management of direct care services, procedures, and referrals. We are health advocates for children by assisting families and communities to manage health problems and enable students to access learning.

CALIFORNIA HEALTHY KIDS SURVEY (6th Grade Students)
The California Healthy Kids Survey (CHKS) integral in providing the district with the data needed to implement quality programs to students that improve school climate and students' social/emotional wellbeing while addressing issues such as school safety,

alcohol, tobacco, and other drug usage, and violence. The survey is voluntary and anonymous. No names will be recorded or attached to the survey forms or data.

Written permission from a parent/guardian is required for students to complete the survey. Sixth grade students will receive the Elementary School Survey.

CONFIDENTIAL MEDICAL SERVICES

Students age 12 and older may be excused from school for the purpose of obtaining confidential medical services (sexual health, mental health, and drug and alcohol counseling) without the consent of the student's parent or guardian. (Education Code § 46010.1)

EMERGENCY TREATMENTS

Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex, or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse, and/or dizziness. It is estimated that approximately 25% of anaphylactic reactions occur during school hours to students who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives. Education Code § 49414 requires school districts to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any student who may be experiencing anaphylaxis, regardless of known history. (Education Code § 49414)

AEDs are devices designed to administer an electric shock to the heart of a Sudden Cardiac Arrest victim. Under Education Code §35179.6, at least one AED must be present in each California school with an interscholastic athletic program. The AED must be tested and maintained on an ongoing basis, and any expected users (such as coaches) must undergo CPR and AED training. Contact the school site Administrator for AED locations or Health Services at (916) 643-9412 for more information.

Naloxone is a life-saving medication that reverses an opioid overdose while having little to no effect on an individual if opioids are not present in their system. Naloxone works by blocking the opioid receptor sites, reversing the toxic effects of the overdose. Naloxone requires a prescription but is not a controlled substance. Naloxone is administered when a patient is showing signs of opioid overdose. Cal. Educ. Code § 49414.3 and Cal. Bus. & Prof. Code § 4119.8 allow for the provision of Naloxone in schools. Contact the school site Administrator or Health Services at (916) 643-9412 for more information.

HPV IMMUNIZATION INFORMATION

Pursuant to California Education Code § 48940.4, information on HPV immunization guidelines is provided to 6th grade students and their parents and guardians. HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the

potential risks. Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Please visit https://www.scusd.edu/explore/programs-services/student-support-and-health-services to learn more.

MEDICAID REIMBURSEMENT FOR HEALTH SERVICES

The Medicaid Program allows SCUSD to be reimbursed for health services provided at school to Medi-Cal eligible students. These services include but are not limited to hearing and vision screenings, speech and occupational therapy, health assessments, and anticipatory guidance/health teaching.

To receive the Medicaid programs federal dollars, the school district must have parent/guardian consent to disclose personally identifiable information (PII) for the purpose of processing claims for reimbursement: name, birthdate, gender and medical service (including the type, date, duration, and the name of the service provider). To consent to disclosure of PII for the purpose of billing Medi-Cal for eligible services, please mark the applicable box on the last page of this notification.

Consent or lack of consent to disclose PII will not affect school health services provided to students nor will parents/guardians ever be billed for these services. For further information regarding this policy, please email medi-cal@scusd.edu.

MEDICATIONS GIVEN AT HOME

A parent or guardian is required to inform the school if a student is on a continuing medication regimen to a non- episodic condition. With a parent's or guardian's consent, a designated employee may communicate with the physician with regard to the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or over-dosage. (Education Code § 49423)

STUDENT IMMUNIZATIONS

Children must be immunized against certain diseases before being admitted to school unless a medical exemption has been provided by a medical doctor and approved through the CAIR-ME system at California Department of Public Health. Parents/guardians have 10 school days to supply evidence of proper immunization or an appropriate exemption. The school district may offer immunizations to prevent communicable disease to students with parent or guardian consent. (Education Code §§ 49403, 48216) For further information please call the Health Services Office at (916) 643-9412.

STUDENT MEDICATION AT SCHOOL

Any student who must take prescribed medication at school and who desires assistance of school personnel must submit a written statement of instruction from the physician or surgeon and a written statement by the parents/guardians indicating their desire to have the school assist in administering the physician's instructions. (Education Code § 49423)

It is the responsibility of the parent/guardian to provide medications in properly labeled, original containers along with a medication administration authorization signed by both the doctor and the parent/guardian. For prescribed medication, the container also shall bear the name and telephone number of the pharmacy, the student's identification, and the name and phone number of the authorized health care provider. (5 CCR § 606)

Any student who carries and self-administers prescription auto-injectable epinephrine, inhaled asthma medication, or insulin must submit a written statement of instruction from the physician that includes confirmation that the student is able to self-administer the medication and a written statement by the parent or guardian that (1) consents to the self-administration; (2) provides a release for the school nurse or other designated school personnel to consult with the physician regarding any questions that may arise regarding the medication; and (3) releases the school district and school personnel from liability if the student suffers an adverse reaction as a result of self- administering the medication. The written statements required for any medication at school shall be provided at least annually and more frequently if the medication, dosage, frequency, or reason for administration changes. (Education Code § 49423, § 49423.1)

ORAL HEALTH ASSESSMENT

A record of a dental assessment done by a dental professional is required for all kindergarteners and first graders attending public school for the first time. Dental assessments must be completed in the 12 months prior to entry or by May 31st of the student's first school year.

If a school or school district hosts a free oral health assessment event at which dental health professionals conduct the assessments, a student's oral health will be assessed unless the parent or legal guardian has opted out in writing. The District will distribute to each pupil's parent or guardian or responsible relative or adult who has assumed responsibility for his or her care and custody (in the case of a minor), or the pupil (if an adult), a letter which may be returned to such district or authority in which the person to receive the letter may indicate that the treatment is desired and the pupil is to receive the treatment or that the pupil is not to receive the treatment for one of the following reasons: (i) the pupil has received the treatment from a dentist, or (ii) the treatment is not desired. (Education Code § 49452.8)

PHYSICAL EXAMINATION

A child may be excluded from physical examination whenever the parent/guardian files a written statement with the school that they will not consent to a physical examination of their child. When a child has written exclusion and there is a good reason to believe the child is suffering from a recognized contagious or infectious disease, the child will be excluded from school attendance. (Education Code § 49451)

A child's vision and hearing will be screened by a credentialed school nurse during kindergarten, upon first entry into a California school, and in grades 2, 5, and 8, unless

parents/ guardians present a certificate from their physician verifying prior testing or a letter declining the screening.

The district may perform certain screenings, which may include physical assessments, screenings, and examinations as required by the Education Code. (Education Code §§ 49452, 49452.5)

STUDENT ACCIDENT INSURANCE

For information regarding Student Accident Insurance, please visit the Risk & Disability Management Department webpage, https://www.scusd.edu/post/student-insurance, or visit the Student Insurance application webpage directly at: https://studentinsuranceusa.com/.Student Insurance information and applications are available ONLINE at https://studentinsuranceusa.com/. Click on "Enroll Now." The applications are also accessible on the district's website under the Risk & Disability Management page: https://www.scusd.edu/post/student-insurance.

For more information or help with enrollment in the Student Insurance program, contact Student Insurance at (800) 367-5830.

TYPE 1 DIABETES INFORMATION

Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated. Pursuant to California Education Code 49452.6, diabetes information for parents and guardians can be found on our website: https://www.scusd.edu/explore/programs-services/student-support-and-health-services/health-services/important-information-about-diabetes-and-your-student .

TYPE 2 DIABETES INFORMATION

If you have Type 2 diabetes, your body's cells can't properly take up sugar (glucose) from the food. If left untreated, Type 2 diabetes can cause such health problems as heart disease, kidney disease, and/or stroke. 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. Pursuant to California Education Code § 49452.7, type 2 diabetes information is provided to parents and guardians of incoming seventh grade students each year. To learn more about type 2 diabetes, visit https://www.scusd.edu/explore/programs-services/student-support-and-health-services/health-services.

DIABETES CARE AT SCHOOL

Health Services ensures that all identified students with diabetes receive the medical care they need to safely attend school and participate in school activities. Trained school personnel may provide or support direct care services, such as blood glucose monitoring, insulin administration, and emergency response to hypoglycemia or hyperglycemia. Parents/guardians must provide current medical documentation, physician orders, necessary supplies, and completed authorization forms to enable Health Services staff to safely support students during the school day.

PART IX: STUDENT HEALTH & NUTRITIONAL RESOURCES

SPECIAL DIETARY NEEDS AND FOOD ALLERGIES

Students with a food allergy or intolerance that substantially limits one or more major life activities are eligible for necessary food substitutions with appropriate documentation. (BP 5141.27.)

Under Section 504, a student with a food allergy can be a student with a disability for purposes of Section 504 if the student's food allergy substantially limits one or more of the student's major life activities. (34 C.F.R. § 104.3(j)(1)(i).) To learn more visit www.scusd.edu/district-wellness-committee.

WELLNESS POLICY

The SCUSD Student Wellness Policy 5030 can be located on the district webpage. The policy addresses many areas including Physical Education, School Meals, Fundraising Activities, Celebrations, School Gardens, Mental Health and more. Federal law requires all K-12 districts to have a Student Wellness Policy. This policy promotes health behaviors that will support wellness, prevent chronic diseases and provide assurances that school meal options meet the minimum federal school standards.

Fundraising efforts that include student stores or other food sales must comply with Federal and State regulations.

Do's

- Pick items from the pre-approved list on the Districts Wellness Committee website under "Approved Snacks and Healthy Celebrations"
- Confirm compliance for any item not on the pre-approved list using the Smart Snacks Product Calculator on the Webpage
- Encourage sales of non-food items

Don'ts

- Do not sell home-made items to be sold to students
- Do not prepare food in classrooms to be sold to students
- Do not sell non-compliant items such as cupcakes, candy and sodas.

Classroom Celebrations

Schools can promote a positive learning environment by shifting the focus from food during classroom celebrations. If food is served, it must be non-allergenic and compliant with school nutrition regulations.

Non-Food Celebration Ideas

- Extra outdoor time
- Music and dancing
- Games, such as relays or scavenger hunts
- Free choice time
- Stickers/Pencils/Balloons/Bubbles
- Art projects
- Story time

- Outdoor movie day

Food Celebration Ideas

- Dried or Fresh Fruit
- Fruit Smoothies or Sorbets
- 100% Fruit Juices
- Fresh Vegetables with hummus, guacamole or salad dressing
- Compliant items on the pre-approved list or on the Smart Snacks Product Calculator (found on the District Wellness page of the SCUSD website)

SUICIDE PREVENTION

Suicide rates are increasing, and suicide is the second leading cause of death for youth ages 10-24 (CDC, 2018). SCUSD takes concerns about student safety and wellbeing seriously and has standardized procedures to follow for supporting students who express thoughts or risk of self-harm.

Though it can be uncomfortable, research shows that **the best way to prevent suicide is to talk about it directly**. We encourage caregivers to start this conversation with their students early and be aware of potential warning signs, such as:

- Talking about wanting to die (including social media posts)
- Feeling hopeless, worried, sad, angry or agitated
- Displaying changes in mood, behavior, sleeping, or eating habits
- Being withdrawn or isolating from friends and family
- Giving away valued items such as clothes, mementos, toys, etc.

How to help your student:

- Take any expression of suicide seriously, no matter how minor it may seem including verbal statements, artistic expression, social media postings, etc.
- Listen to your child with empathy and provide emotional support.
- Don't tell students not to talk about suicidal feelings, and do not keep suicide a secret. Talk about these feelings and express to your child the importance of seeking help. (www.suicideispreventable.org)

We are here to support and provide families with resources. For concerns or questions, parents and caregivers can contact the Student Support Services staff at their student's school, or reach out to Liz Sterba, Director, Student Support Services: (916) 826-3050 (call or text), or via email: elizabeth-sterba@scusd.edu. Support is also available 24/7 by contacting:

- Crisis Text Line: Text "HOME" to 741-741
- Suicide Prevention Lifeline: 1-800-273-8255 (TALK)

There is no shame - only hope and healing - in talking about suicide and mental health, or reaching out for support.

Part X:
Operational Support Services

PART X: OPERATIONAL SUPPORT SERVICES

INTER-DISTRICT TRANSFER PERMIT (ITP)

An inter-district transfer permit is used to transfer in and out of the Sacramento City Unified School District. An inter- district transfer permit is established between the Sacramento City Unified School District and surrounding school districts. A pupil may attend a school in a district other than the pupil's district of residence. Permits into SCUSD are approved based on space availability at the requested school or specialty program. For more information, contact the Enrollment Center at (916) 643-2400. For a more complete description of the inter-district permit statute, please review Education Code § 46600.

Within 30 days of the District's final denial of a student inter-district transfer, a parent may appeal to the Governing Board.

INTRA-DISTRICT PERMIT REQUEST POLICY

An intra-district permit request is established between the student's neighborhood school (school of residence) and other schools within the Sacramento City Unified School District. Permits into SCUSD are approved based on space availability at the requested school or specialty program. For more information, contact the Enrollment Center at (916) 643-2400.

All permit requests are submitted online via the SchoolMint Portal. For additional information please visit: https://www.scusd.edu/permit-requests

PUPIL FEES

A pupil enrolled in a district school shall not be required to pay a pupil fee for participation in an educational activity. Complaints alleging pupil fees shall be filed no later than one year from the date the alleged violation occurred. (5 CCR § 4630.)

All of the following requirements apply to the prohibition identified above:

- All supplies, materials, and equipment needed to participate in educational activities shall be provided to pupils free of charge.
- A fee waiver policy shall not make a pupil fee permissible.

The district shall not establish a two-tier educational system by requiring a minimal educational standard and also offering a second, higher educational standard that pupils may only obtain through payment of a fee or purchase of additional supplies that the school district or school does not provide.

The district shall not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a pupil or a pupil's parents or guardians, and a school district or school shall not remove course credit or privileges related to educational activities, or otherwise discriminate against a pupil, because the pupil or the pupil's parents or guardians did not or will not provide money or donations of goods or services to the school district or school.

The district shall not be prohibited from soliciting for voluntary donations of funds or property, voluntary participation in fundraising activities, or from providing pupils with prizes or other recognition for voluntarily participating in fundraising activities.

This is declarative of existing law and shall not be interpreted to prohibit the imposition of a fee, deposit, or other charge otherwise allowed by law.

A complaint of noncompliance with the requirements of this pupil fee law may be filed with the principal of a school under the Uniform Complaint Procedures.

If the district finds merit in a complaint regarding: Pupil fees; LCAPs; Education of Pupils in Foster Care; Pupils who are Homeless; and former Juvenile Court Pupils now enrolled in a school district; Reasonable Accommodations to a Lactating Pupil; Course Periods without Educational Content (grades nine through twelve); and/or the Physical Education Instructional Minutes (grades one through eight), the district shall provide remedy.

In the case of complaints regarding: Course Periods without Educational Content; Reasonable Accommodations to a Lactating Pupil; and Education of Pupils in Foster Care; Pupils who are Homeless; and/or former Juvenile Court Pupils now enrolled in a school district, the remedy shall go the affected pupil.

In the case of complaints regarding: Pupil Fees, Physical Education Instructional Minutes, and/or LCAP, the remedy shall go to all affected pupils and parents/guardians.

A complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements.

Pupil fee or LCAP complaints may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

The District will investigate all allegations of unlawful discrimination, harassment, intimidation, or bullying against any protected group as identified in Education Code §§ 200 and 220 and Government Code § 11135, including any actual or perceived characteristics as set forth in Penal Code § 422.55 or on the basis or a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the district, which is funded directly by, or that receives or benefits from any state financial assistance.

A COMPLAINANT NOT SATISFIED WITH THE DECISION OF THE DISTRICT REGARDING SPECIFIC PROGRAMS HAS A RIGHT TO APPEAL THE DECISION TO THE CALIFORNIA DEPARTMENT OF EDUCATION BY FILING A WRITTEN APPEAL WITHIN 15 DAYS OF RECEIVING SCUSD'S DECISION. THE APPEAL MUST INCLUDE A COPY OF THE COMPLAINT FILED WITH SCUSD AND A COPY OF SCUSD'S DECISION.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable.

(Education Code §§ 262.3, 234.1, 262.3, 49013; 5 CCR § 4622)

If the district finds merit in a complaint, or the California Department of Education finds merit in an appeal, the district shall provide a remedy to all affected pupils, parents, and

guardians that, where applicable, includes reasonable efforts by the district to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

The district shall establish local policies and procedures to implement the provisions of this law. (Education Code § 49011-49013)

The district shall post a standardized notice of the educational rights of pupils in foster care, pupils who are homeless, children of military families, and former juvenile court pupils now enrolled in a school district as specified in Education Code § 48853, § 48853.5, § 49069.5, § 51225.1, § 51225.2. This notice shall include complaint process information, as applicable.

A copy of SCUSD's UCP policy and complaint procedures shall be available free of charge and via the district website www.scusd.edu.

Part XI: Privacy

PART XI: PRIVACY

DEFINITION OF PUPIL RECORD
Pupil record is any item of information other than directory information that is directly related to an identifiable student and maintained by the district or required to be maintained by an employee in the performance of his/her duties.

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

- Parents or guardians of students age 17 or younger;
- Parents or guardians of students age 18 or older if the student is a dependent for tax purposes;
- Students age 16 or older or who have completed 10th grade.

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

In addition, parents or guardians of eligible students may receive a copy of any information in the pupil's records at a reasonable cost per page. School district policies and procedures relating to types of records, kinds of information retained, persons responsible for maintaining pupil records, directory information, access by other persons, and the challenge of the content of records are available through the principal or his/her designee. Parents may contact the school to review the log listing of those that have requested or received information from a pupil's file, as required in Education Code § 49064.

Access to a pupil's records will only be granted to those with a legitimate educational interest who are officials or employees whose duties and responsibilities to the district, whether routine or as a result of special circumstance, require that they have access to pupil records. School officials may be authorized to inspect student records if a legitimate educational interest exists. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibilities. A school official is a person employed by the district as an administrator, supervisor, instructor, support staff member (including health or medical staff and law enforcement unit personnel), a person serving on the Governing Board, a person or company with whom the district has contracted to perform a special task (such as attorney, auditor, consultant, or therapist), a parent or student serving on an official

committee (such as a disciplinary or grievance committee) assisting another school official in performing his or her tasks.
(FERPA, 34 CFR §§ 99.7(a)(3)(iii), 99.31(a)(1) and Education Code §§ 49063 (d), 49064, and 49076.)
Certain portions of pupil records, such as a student's grade point average, may be disclosed as part of a 12th grade student's Cal Grant application. Parents may opt out of this disclosure by notifying the District at least 30 days from publication.

When a student moves to a new school district, records, including disciplinary records, will be forwarded upon request of the new district. At that time, the parent or an eligible student may challenge, review, or receive a copy at a reasonable cost per page, of the requested records. Parents or guardians may contact the school district or county office for any policy regarding the review and expunging of pupil records.

Parents/guardians who believe the school district is not in compliance with federal regulations regarding privacy may file a complaint with the United States Department of Education at the following address: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave SW, Washington, DC 20202-5920.

The school district also allows certain student directory information available in accordance with state and federal laws. This means that each student's name, birthdate, address, telephone number, major course of study, participation in school activities and sports, dates of attendance, degrees and awards, and the most recent public or private school of attendance may be released to certain specified agencies. In addition, height and weight of athletes may be made available.

Directory information does not include citizenship status, immigration status, place of birth, or national origin. Such information shall not be released without parental consent or a court order.

MILITARY RECRUITERS
Federal Law requires that military services representatives shall have access to directory information. However, parents or guardians have the right to request in writing information not be released to a military recruiter without their prior written consent. See the last page of the book to request in writing not to release a student's information.

Directory information may not be provided to any private, profit-making entity other than employers, prospective employers, or representatives of the news media. Names and addresses of seniors or terminating students may be given to public or private schools and colleges. Parents or guardians also have the right to notify the district in writing within 30 calendar days of the receipt of this notice that they do not want a certain category of information designated as directory information.

PART XI: PRIVACY

Upon written request from the parent/guardian of a student age 17 or younger, the school district will withhold directory information about the student. If the student is 18 or older or enrolled in an institution of post-secondary instruction and makes a written request, the pupil's request to deny access to directory information will be honored. (Education Code § 51101)

DIGITAL MEDIA/STUDENT WORK

The district requires parent/guardian permission before use of student images or student work by the district in any official publication or website. Parents/guardians who have an objection to their child's image or student work appearing in any district or school official publication or website need to check the "no" box and sign the permission form on the back of this notification. Parents/guardians who do not have an objection do not need to check the box. (Please note that the news media is asked to not come onto Sacramento City Unified School District campuses without prior permission.)

Parents/guardians who have any questions should contact the principal at their student's school of attendance. Additional information can be attained by calling the Communications Office at (916) 643-9042.

DATA BREACH

If the district discovers or is notified that a breach of security of district records containing unencrypted personal information has occurred, all affected individuals or those reasonably believed to have been affected will be notified. Personal information includes, but is not limited to, a social security number, driver's license or identification card number, medical information, health insurance information, or an account number in combination with an access code or password that would permit access to a financial account. (Civil Code 1798.29) Notice of the breach will include a general description of the incident, contact information for the credit reporting agency and all known categories of accessed information.

The Superintendent or designee shall provide the notice in a timely manner either in writing or electronically, unless otherwise provided in law. The notice shall include the material specified in Civil Code 1798.29, be formatted as required, and be distributed in a timely manner, consistent with the legitimate needs of law enforcement to conduct an uncompromised investigation or any measures necessary to determine the scope of the breach and restore reasonable integrity of the data system. (Civil Code § 1798.29)

Part XII:
Post-Graduation Supports

PART XII: POST-GRADUATION SUPPORTS

COLLEGE ADMISSION REQUIREMENTS

Students applying for admission to a California State University (CSU) or University of California (UC) campus must complete a minimum of 15 A-G approved courses in specific content areas. Both CSU and UC campuses have qualifying eligibility requirements based on grade point average (GPA). Applicants may still submit Scholastic Assessment Test (SAT) / American College Test (ACT) scores; however, they will not be used for admission purposes. If admitted, these scores may be used for first year course placement.

For details on CSU admission please visit: https://www2.calstate.edu/apply
For details on UC admission please visit: http://admission.universityofcalifornia.edu/
For details on HBCU admission please visit: https://hbculifestyle.com/category/parents/
For details on Independent Colleges & Universities admission please visit: https://www.aiccu.edu/

A-G Requirements		
A	History/Social Science	2 years required
B	English	4 years required
C	Mathematics	3 years required, 4 recommended
D	Laboratory Science	2 years required, 3 recommended
E	Language other than English	2 years required, 3 recommended
F	Visual & Performing Arts	1 year required
G	College Preparatory Elective	1 year required

For additional details about the A-G requirements visit:

Career Technical Education (CTE) is defined by California Department of Education (CDE) as "Designated Subjects Credential and Single Subject Credential: used in career technical education courses based on a combination of subject preparation and industry experience." Students can learn more about CDE at www.CDE.ca.gov.

School counselors meet with students individually to conduct an academic review. During the individual conference, the school counselor shall apprise the student and their parent/guardian of:

- Programs, courses, and career technical education options available for satisfactory completion of high school;
- Student's cumulative records and transcripts;
- Student's performance on standardized and diagnostic assessments;
- Remediation strategies, high school courses, and alternative education options available to the student;
- Information on postsecondary education and training.

PART XII: POST-GRADUATION SUPPORTS

COLLEGE ENTRANCE & GRADUATION REQUIREMENTS

UC/CSU A-G Requirements		SCUSD Graduation Requirements
Area	**Subject**	**Subject**
A	**HISTORY/SOCIAL SCIENCE** **2 years Required** 1 year of U.S. History 1 year of World History	**HISTORY/SOCIAL SCIENCE** **4 years Required** 1 semester of Ethnic Studies; 1 semester of Geography 1 year of World History 1 year of U.S. History 1 semester of Government; 1 semester of Economics
B	**ENGLISH** **4 years required**	**ENGLISH** **4 years required**
C	**MATHEMATICS** **3 years required** **4 years recommended**	**MATHEMATICS** 2 years required 1 year Integrated Math 1 1 year Integrated Math 2
D	**LAB SCIENCE** **2 years required** **3 years recommended**	**SCIENCE** **2 years required** 1 year Biological/Life 1 year Physical
E	**LANGUAGE OTHER THAN ENGLISH** **2 years required in the same language** **3 years recommended**	**LANGUAGE OTHER THAN ENGLISH** **1 year required**
F	**VISUAL AND PERFORMING ARTS** **1 year required**	**VISUAL AND PERFORMING ARTS** **1 year required**
G	**COLLEGE PREPARATORY ELECTIVES** **1 year required** **1 year in any A-G coursework**	**ELECTIVES** Sixty-five credits
		Other Requirements: Physical Education 2 years Proficiency in technology literacy Service learning or senior project

Part XIII: Additional Notices

PART XIII: ADDITIONAL NOTICES

ASBESTOS MANAGEMENT

The United States Congress passed the Asbestos Hazard Emergency Response Act (AHERA), which requires all primary and secondary schools to be inspected for asbestos-containing building materials. AHERA further requires that school districts develop and implement a plan to safely manage any asbestos-containing building materials found to be present.

Schools in Sacramento City Unified School District have been inspected and assessed by an accredited asbestos contractor. The inspection report filed by the contractor identifies the location, amount, condition, accessibility, potential for disturbance, and other pertinent information on any asbestos found. The report also certifies that there is no immediate health hazard from asbestos-containing material in our schools.

Copies of the school's inspection report, district management plan, and response actions are on file in the school office should you wish to review them during school hours.

The district management plan also is available for review at the district office. If you have questions or comments, please contact Facilities, 916-395-3970.

HEALTHY SCHOOLS ACT INFORMATION

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

Name of Pesticide (Common Name)	**Active Ingredient(s)**
Ace-jet EPA# 74578-2	Acephate
Advance Dual Choice Bait EPA# 499-496	Abamectin
Advion Ant Gel EPA# 100-1498	Indoxacarb
Advion Cockroach Gel. EPA# 100-1484	Indoxacarb
Alpine Cockroach Gel Bait 1 EPA# 499-507	Dinotefuran
Alpine Cockroach Gel Bait 2 EPA# 499-507	Dinotefuran
Alpine WSG EPA# 499-561	Dinotefuran
Avert EPA# 499-294	Abamectin
BorActin EPA# 73079-4.	Orthoboric Acid
CB-80 Extra EPA# 9444-175	Pyrethrins, Piperonyl Butoxide
Cheetah Pro EPA# 228-743	Glufosinate-ammonium

PART XIII: ADDITIONAL NOTICES

Demand CS EPA# 100-1066	Lamba-cyhalothrin
ECO PCO ACU EPA# 89459-59	2-Phenethyl Propionate (Exempt per Section 17610.5)
ExciteR EPA# 89459-41	Pyrethrins + Piperonyl Butoxide
Fastrac All-weather Blox EPA# 12455-95	Bromethalin
Fusilade II	Active Ingredient: Fluazifop-P-butyl Butyl (R)-2-[4-[[5-(trifluoromethyl)-2pyridinyl]oxy]phenoxy]propanoate*
Gentrol IGR EPA# 2724-351	Hydroprene
Gentrol Point Source EPA# 2724-469	Hydroprene
IMA-jet EPA# 74578-1	Imidacloprid
Maxforce Ant Gel Bait EPA# 432-1264	Fipronil
Maxforce FC EPA# 432-1259	Fipronil
Maxforce Impact Cockroach Gel Bait EPA# 432-1531	Clothianidin
Maxforce Quantum EPA# 432-1506	Imidacloprid
Nyguard Plus EPA# 1021-2580	d-Phenothrin,n-Octyl bicycloheptene, Pyriproxyfen
Onslaught FastCap EPA# 1021-2574	Esfenvalerate + Prallethrin
Optigard Ant Gel Bait EPA# 100-1260	Thiamethoxam
Optigard Cockroach Gel Bait EPA# 100-1290	Emamectin Benzoate
Pentra-Bark EPA# 83416	Alkylphenol ethoxylate, polyether copolymer, propyleneglycol
Precor 2000 Plus EPA#2724-490	S Methoprene, Permthrin, Phenothrin
PT Wasp-Free II EPA# 499-550	Parallethrin
Safari 20 SG EPA# 86203-11-59639	Dinotefuran
Sumari Ant Gel Bait EPA# 1021-2809	Clothianidin
Sluggo EPA# 64402-3-34704	Iron Phosphate
Speedzone Southern 2217-835	2,4-D, 2-ethylhexyl ester, Mecoprop-p acid, Dicamba acid, Carfentrazone-ethyl
Suspend Polyzone EPA# 432-1514	Deltamethrin

Termidor Foam EPA# 499-563	Fipronil
Termidor SC EPA# 769-210	Fipronil
Vendetta Nitro Cockroach Gel Bait EPA# 1021-2593	Abamectin B1 + Pyriproxyfen
Wasp Freeze	D-trans Allethrin, Phenothrin

TOBACCO-FREE CAMPUS

Sacramento City Unified School District prohibits the use of tobacco and/or vaping products at all times on district grounds. This prohibition applies to all employees, students, and visitors at any activity or athletic event. Students shall not smoke, chew, or possess tobacco or nicotine products on school property or during school hours, at school-sponsored events, or while under the supervision of district employees.

For more information, contact the district's Tobacco Use Prevention Education Office at (916) 643-9409.

AB 452 & SB 906 FIREARMS SAFETY MEMORANDUM

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

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

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

PART XIII: ADDITIONAL NOTICES

- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.[2]
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.[3]
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.[4]

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

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

[1] See California Penal Code sections 25100 through 25125 and 25200 through 25220.
[2] *See* California Penal Code section 25100(c).
[3] *See* California Civil Code Section 29805.
[4] *See* California Civil Code Section 1714.3.

Part XIV: 2026-2027 Student Calendar

PART XIV: 2026-2027 STUDENT CALENDAR

Visit the Academic Calendars webpage for the most current information:
www.scusd.edu/families/academic-calendars

Traditional Attendance Calendar

First Day of School:
Tuesday, August 11, 2026

Last Day of School:
Thursday, May 27, 2027

Non-School Days:
Monday, September 7, 2026
Monday, October 12, 2026
Wednesday, November 11, 2026
Monday, November 23, 2026 through Friday, November 27, 2026
Monday, December 21, 2026 through Monday, January 4, 2027
Monday, January 18, 2027
Monday, February 8, 2027
Monday, February 15, 2027
Monday, March 22, 2027 through Monday, March 29, 2027

New Joseph Bonnheim Attendance Calendar

First Day of School:
Thursday, July 30, 2026

Last Day of School:
Thursday, May 27, 2027

Non-School Days:
Monday, September 7, 2026
Monday, October 12, 2026 through Friday, October 16, 2026
Wednesday, November 11, 2026
Monday, November 23, 2026 through Friday, November 27, 2026
Monday, December 21, 2026 through Monday, January 4, 2027
Monday, January 18, 2027
Monday, February 8, 2027 through Monday, February 15, 2027
Monday, March 22, 2027 through Monday, March 29, 2027

PART XIV: 2026-2027 STUDENT CALENDAR

Sacramento New Technology Attendance Calendar

First Day of School:
Tuesday, August 11, 2026

Last Day of School:
Thursday, May 27, 2027

Non-School Days:
Monday, September 7, 2026
Monday, October 12, 2026
Wednesday, November 11, 2026
Monday, November 23, 2026 through Friday, November 27, 2026
Monday, December 21, 2026 through Monday, January 11, 2027
Monday, January 18, 2027
Monday, February 8, 2027
Monday, February 15, 2027
Monday, March 22, 2027 through Monday, March 29, 2027

The Met Attendance Calendar

First Day of School:
Tuesday, August 4, 2026

Last Day of School:
Thursday, May 27, 2027

Non-School Days:
Monday, September 7, 2026
Monday, October 12, 2026
Wednesday, November 11, 2026
Monday, November 23, 2026 through Friday, November 27, 2026
Monday, December 21, 2026 through Monday, January 11, 2027
Monday, January 18, 2027
Monday, February 8, 2027
Monday, February 15, 2027
Monday, March 22, 2027 through Monday, March 29, 2027

MINIMUM DAYS AND STAFF DEVELOPMENT

The calendar for the school year indicating the current schedule of any minimum days or pupil-free staff development days shall be provided by each school. A parent or guardian will be notified during the school year of any additional minimum days and pupil-free staff development days. (Education Code § 48980)

Part XV: References

PART XV: REFERENCES

REFERENCE TO BOARD POLICIES AND ADMINISTRATIVE REGULATIONS
Please note that this booklet is a summary that reflects general guidelines aligned with District Board policies.

For More Detailed Information:

- Conduct 5131 BP
- Bus Conduct 5131.1 BP and AR
- Vandalism, Theft and Graffiti 5131.5 BP
- Positive School Climate 5137 BP Discipline 5144 BP and AR
- Suspension and Expulsion/Due Process 5144.1 BP and AR Suspension and Expulsion/Due Process (Students with Disabilities) 5144.2 AR
- Search and Seizure 5145.12 AR
- Sexual Harassment 5145.7 BP and AR
- Anti-Bullying 5142.4 AR
- Uniform Complaint Procedures 1312.3 BP and AR