SAN LUIS COASTAL
UNIFIED SCHOOL DISTRICT

2026-2027
Parent and Student Elementary Handbook

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School Instructional Calendar



San Luis Coastal Unified School District

K - 12

2026-27 Instructional Calendar

JULY 2026

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

AUGUST 2026

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER 2026

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER 2026

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER 2026

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

DECEMBER 2026

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JANUARY 2027

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

FEBRUARY 2027

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

MARCH 2027

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

APRIL 2027

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MAY 2027

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JUNE 2027

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

KEY	
	Holiday
	Local Recess
	No Students TK - 12
	No Students TK-6 (elem.)
	MBHS/PBHS/LOMS no students
	SLHS no students
	LAMS no students
	First & Last Day of School

Holidays / Local Recesses

July 3, 2026	Independence Day obs.
September 7, 2026	Labor Day
November 11, 2026	Veteran's Day
November 23-27, 2026	Thanksgiving Break
Dec. 21, 2026 - Jan 4, 2027	Winter Break
January 1, 2027	New Year's Day
January 18, 2027	Martin Luther King, Jr. Day
February 8, 2027	Lincoln Day
February 15, 2027	Washington Day
March 22-26, 2027	Spring Break
March 29, 2027	Spring Holiday
April 30, 2027	Spring Recess
May 31, 2027	Memorial Day
June 18, 2027	Juneteenth

Teacher Work Day / Professional Development

August 17-18, 2026	No Students TK-12, Professional Develop.
August 19, 2026	No Students TK-12, Teacher Work Day
August 20, 2026	First Day of School
October 14, 2026	Elementary Minimum Day
October 30, 2026	No Students TK-12, Elem. WD & Sec. PD
Nov. 16-20, 2026	Elementary Conferences - Minimum Days
January 5, 2027	LOMS/MBHS/PBHS no students, Tchr WD
January 15, 2027	LAMS no students, Teacher Work Day
March 8, 2027	Elementary no students, Teacher Work Day
March 8, 2027	SLHS no students, Teacher Work Day
March 16-19, 2027	Elementary Conferences - Minimum Days
April 14, 2027	Elementary Minimum Day, Prof. Develop.
June 10, 2027	Elementary Minimum Day
June 10, 2027	Middle School Minimum Day
June 10, 2027	Last Day of School
June 10, 2027	MBHS Graduation
June 10, 2027	PBHS Graduation
June 11, 2027	SLHS Graduation
June 11, 2027	No students TK-12, Teacher Work Day

'calendar approved by School Board 11/18/2024

Code of Conduct for Parents & Guardians

SLCUSD Safe Sports and Extracurricular Policy

Students should have fun participating in sports and co-curricular programs. San Luis Coastal Unified School District (SLCUSD) believes these programs contribute to a sound educational program. Everyone involved in sports and co-curricular programs has a duty to ensure that their programs impart important life skills and promote the development of good character. Essential elements of character building are embodied in the concept of six core ethical values: trustworthiness, respect, responsibility, fairness, caring, and good citizenship (the "Six Pillars of Character"). The highest potential of sports and co-curricular programs is achieved when all involved consciously Teach, Enforce, Advocate, and Model (T.E.A.M.) these values and are committed to the ideal of pursuing success with honor.

Parents/guardians of students choosing to participate in sports and co-curricular programs can, and should, play an important role in their good-faith efforts to honor the words and spirit of this Code. This collaboration can dramatically improve the quality of a student's sport and/or co-curricular experience.

Automated External Defibrillators (AED) Locations

The AED is located in the main office.

Attendance

All children between 6 and 18 years of age are required by California's Education Code to attend school. Their parents/guardians have a legal responsibility to ensure their child's attendance. Regular attendance is essential for student success.

If excessive absences occur, you will receive a letter, a phone call, or a visit from the school to discuss the situation and strategies for preventing attendance problems. These strategies may include, but are not limited to, efforts to provide a safe and positive school environment, relevant and engaging learning experiences, school activities that help develop students' feelings of connectedness with the school, and school-based health services. These early outreaches, including the use of bilingual aides and communication in the primary language used by parents/guardians, should occur as soon as students show signs of poor attendance or if a student was chronically absent in the prior school year.

A student's truancy, tardiness, or other absence from school shall not be the basis for their suspension or expulsion. Alternative strategies and positive reinforcement for attendance shall be used whenever possible.

Per Education Code, habitual truancy is considered three or more days of unexcused absences, or tardies for more than 30 minutes, or any combination thereof, in a school year, provided the district has made a conscientious effort to hold at least one conference with the student and their parent/guardian after either of the two previous reports. Parents/guardians of students with habitual absences or tardies will receive district-generated letters notifying them of their child's truancy. Parents/guardians will also be contacted when their child's absences, for any reason, total 10% or more of the school year, which is classified as chronically truant, provided the district has met legal requirements to work with students and their parent/guardian to address the truancy.

Detailed steps regarding the district and school's response to students identified as truant are contained in the district's Administrative Regulation 5113.1. The law also states that the identification of a student who is habitually truant can result in referral to the School Attendance Review Board (SARB), a community-based panel that works with families to improve student attendance.

Excused And Unexcused Absences

It is the parent /guardian's responsibility to see that their student arrives to school on time, attends classes daily, and to verify the reason for any absence. When an absence is planned, the parent/guardian shall notify the principal or designee prior to the date of the absence when possible. A student's absence shall be excused for the following reasons (Education Code 48205):

1. Personal illness, including absence for the benefit of the student's mental or behavioral health
2. Quarantine under the direction of a county or city health officer
3. Medical, dental, optometrist, or chiropractic appointments
4. Attendance at funeral services for or grieving the death of a member of the immediate family, or of a person that is determined by the pupil's parent/guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.
5. Jury duty in the manner provided by law
6. The illness or medical appointment during school hours of a child to whom the student is the custodial parent, including absences to care for a sick child, for which the school shall not require a doctor's note (cf. 5146 – Married/Pregnant/Parenting Students)
7. Upon advanced written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including but not limited to:
    a. Appearance in court
    b. Attendance at a funeral service
    c. Observation of a holiday or ceremony of the student's religion
    d. Attendance at religious retreats not to exceed one school day per semester/trimester
    e. Attendance at an employment conference
    f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization
8. Service as a member of a precinct board for an election pursuant to Elections Code 12302
9. To spend time with the student's immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for, or is on leave from, or has immediately returned from, deployment Such absence shall be granted for a period of time to be determined at the discretion of the Superintendent or designee.
10. Attendance at the student's naturalization ceremony to become a United States citizen.
11. Participation in a cultural ceremony or event.
12. Participation in religious exercises or to receive moral and religious instruction at the student's place of worship or other suitable place away from school (Education Code 46014)
    a. In such instances, the student shall attend school for at least the minimum school day.
    b. The student shall be excused for this purpose on no more than four days per school month.

13. For any of the following purposes, inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family member, has died, so long as the absence is not more than three (3) days per incident:
    a. To access services from a victim services organization or agency.
    b. To access grief support services.
    c. To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family member, including, but not limited to, temporary or permanent relocation.

    Any absence beyond three days for the reasons described above shall be subject to the discretion of a school administrator, or their designee, pursuant to section 48260.
14. Due to the pupil's participation in military entrance processing.
15. Work in the entertainment or allied industry. Such absence shall be excused provided that the student holds a work permit authorizing such work and is absent for a period of not more than five consecutive days and for a maximum of up to five absences per school year. (Education Code 48225.5)
16. Participation with a not-for-profit performing arts organization in a performance for a public school audience. A student may be excused for up to five such absences per school year provided that the student's parent/guardian provides a written explanation of such absence to the school. (Education Code 48225.5)
17. Other reasons authorized at the discretion of the principal or designee based on the student's specific circumstances. (Education Code 48205, 48260)

"Cultural" means relating to the practices, habits, beliefs, and traditions of a certain group of people. (Education Code 48205)

"Immediate family," as used in this section refers to the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil. (Education Code 48205)

"Victim services organization or agency" means an agency or organization that has a documented record of providing services to victims. (Education Code 48205; Government Code 12945.8(j))

No student may have their grade reduced or lose academic credit for any absence or absences which are excused for the reasons specified above when missed assignments and tests that can be reasonably provided are satisfactorily completed within a reasonable period of time. The student's teacher shall determine which assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests that the student missed during the absence.

<u>Aeries/ParentSquare And Reporting Of Tardies And Absences</u>

The Aeries/ParentSquare programs are measures to enhance the safety of students. The systems work together to alert parents/guardians if a student is not in school at the time that school starts.

The parent/guardian is strongly encouraged to call the school's Attendance Office**. If this verification does not timely occur, then the school's Attendance Office will require another form of verification as described in the district's Administrative Regulation 5113. Verification must be given by the day following the absence. (Cal. Code Regs. Tit. 5, § 306.) Should staff have personal knowledge that an

excuse may be false, then staff may ask for additional forms of verification.

Tardiness and Punctuality

Studies show that regular attendance is a key factor in student success in school. Tardiness is an interruption to the learning process of the tardy student and the other students in their classroom. Students who report late to school must report first to the school office before going to class. In the case of frequent tardiness, parents will be contacted to strategize with staff regarding how to solve these attendance concerns. These strategies may include, but are not limited to, efforts to provide a safe and positive school environment, relevant and engaging learning experiences, school activities that help develop students' feelings of connectedness with the school, and school-based health services. These early outreaches, including the use of bilingual aides and communication in the primary language used by parents/guardians, should occur as soon as students show signs of poor tardiness or if a student was excessively tardy in the prior school year.

TARDY POLICY

The first minute in class is an essential time for students to focus on the learning objective, and students who are late to class are disruptive to the teaching and learning process. An automated communication goes out to parents/guardians daily regarding student attendance, including if students have unexcused tardies.

A student's tardiness from school shall not be the basis for their suspension or expulsion. Alternative strategies and positive reinforcement for attendance shall be used whenever possible.

Release of Students for Appointments

Regular attendance is the best way to ensure your child's success in school. When possible, please schedule medical, dental, optometric, and chiropractic appointments outside of school hours.

On occasion, it may be necessary for a parent to pick up a child before the end of the school day for an appointment or emergency. The adult picking them up must first report to the office to sign the child out and must be listed on the student's emergency card. If someone other than the people listed are to pick up your child, please notify the school in advance. Anyone picking up a student may be asked to show identification. To maximize instructional time, the student will not be called to the office before the adult's arrival.

Parent Data Confirmation

Aeries Parent Data Confirmation is an important annual update that a parent/guardian must complete for each student enrolled in SLCUSD. Updates include parent/guardian contact information and the name, address, and contact numbers of a person to contact if the parent/guardian can't be reached in an emergency. It also includes the phone numbers of child-care providers. So that you or someone you trust can be reached in an emergency, it is extremely important that you keep this information up-to-date by notifying the office of any changes. Please take the time to complete the Aeries Parent Data Confirmation (PDC) carefully and completely. All information is legally required. Incomplete forms may create problems with your child's registration. Should you have questions, do not hesitate to call the school office.

Behavioral Expectations & Discipline

In San Luis Coastal Unified School District (SLCUSD), we empower and equip students with the emotional intelligence, knowledge and skills to successfully contribute to our community and be reflective problem solvers.

When students make an unsafe/unexpected choice, our staff response will be trauma informed and follow a path of progressive discipline, with an aim to hold students accountable and give opportunities to reflect, restore, and repair.

The behavior of students attending SLCUSD schools shall reflect the standards of good citizenship demanded of members in a democratic society. Students shall respect each other and school staff, while also conforming to school rules and regulations and those provisions of the California Education Code which apply to the conduct of students. Parents/guardians are required to complete the "Notification of Official Information and Student Conduct Code" that is included in the Parent Data Confirmation process. Students shall be expected to exhibit appropriate conduct that does not infringe on the rights of others or substantially disrupt or interfere with the school program. Students may be subject to discipline if misconduct is related to school activity or attendance and includes, but is not limited to, when the act occurs while on school grounds, going to or coming from school, at school activities, or using district transportation.

Minor discipline is normally handled within the school day through a warning or loss of privilege, and other research-based and age-appropriate alternatives to exclusionary discipline. Some behavior offenses may result in school detention or denying the privilege of participating in special activities such as field and study trips. It is the intent of the district that staff utilize a multi-tiered system of supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community. In situations where other means of correction do not result in acceptable behavior, or in cases of severe infractions, the student may be suspended or recommended for expulsion consistent with Education Code section 48900 *et seq*.

The following is a recommended set of steps for students and parents/guardians to address their concerns about another student's alleged misconduct:

1. **First Step:** Student contacts Teacher – The student should present the conflict/issue to the teacher as soon as possible. It is always best for students to become their own advocates. It is expected that the majority of concerns will be resolved at this first meeting.
2. **Second Step:** Parent/guardian contacts Teacher – If concerns persist, a parent/guardian may contact the teacher directly to discuss the conflict/issue. A parent/guardian should email or send a message through ParentSquare to the teacher to set up an appropriate time to discuss the issue.
3. **Third Step:** Contacting a School Administrator – If a satisfactory solution is not reached through direct contact with the teacher, the student and/or parent/guardian should contact a school administrator. The teacher should be informed that this contact is going to be made. If needed, a meeting may be scheduled involving the student, parent/guardian, teacher, and administrator in an attempt to reach a satisfactory resolution. The administrator will respond to the student and parent/guardian in a timely manner as to the disposition of their concerns.

4. **Fourth Step:** Contacting the Elementary Director, Instructional Services– If there is still not a satisfactory resolution, the student or parent may contact the appropriate Director at the District Office. The school administrator should be informed that this contact is going to be made. While there can be no guarantee that all parties will agree with all resolutions or findings, a thorough, respectful airing of different perceptions and experiences can lead to more productive relationships and clearer understandings in the future.

Harassment/Bullying

The district recognizes the harmful effects of bullying on student well-being, student learning and school attendance and desires to provide a welcoming, safe and supportive school environment that protects students from physical, mental and emotional harm. Bullying is defined as unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated over time or has the potential to be repeated. In addition to physical behaviors, bullying also includes gossiping, name-calling, and other forms of verbal and nonverbal behavior, as well as social/relational bullying, such as leaving a person out of an activity on purpose or embarrassing someone in public.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

We teach students through age-appropriate means to recognize and label bullying behaviors so that they are better equipped to deal with it if and when it happens. We also work to develop student social skills through cooperative learning projects, equitable classroom management, and peer support groups. Instruction in the classroom or other educational settings should promote social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, and digital and media literacy skills. Students should be taught how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from an adult.

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention, and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

For our staff to handle any such incidents appropriately and quickly, students should immediately report any incidents of bullying to a trusted adult on campus. To report a bullying incident you can go to the “Bully Button” on our district website. It is located under District Departments > Safety > Bully Button.

Please see the SLCUSD Board Policies BP 5131.2 Bullying and BP 5145.3 Nondiscrimination-Harassment for more information.

Possession of Dangerous Objects

The possession and/or use of a weapon by students on campus is detrimental to the welfare and safety of the students and school personnel within the district.

A student carrying, bringing, using, or possessing a weapon, dangerous instrument, or imitation firearm on district property, when being transported in vehicles dispatched by the district, while going to or coming from school, or at a school-sponsored or district-sponsored activity or event is prohibited. Additionally, any use of these items off school property by a student to intimidate, harass, or threaten another student is also prohibited.

A weapon or "dangerous instrument" includes, but is not limited to, a firearm, whether loaded or unloaded; any pellet, BB gun or other device, whether operational or not, that expels a metallic projectile by air pressure, carbon dioxide pressure, or spring action or any spot marker gun; a fixed-blade knife, a spring-loaded knife, or a pocket knife; pepper spray or tear gas; bullets; cap guns; slingshots; metal knuckles; or any other object, device, instrument, material, or substance, whether animate or inanimate, used or intended to be used to inflict death or injury, or the threat of death or injury. An imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. Additional information regarding the District's response to this issue and further examples of weapons or dangerous instruments can be found in BP 5131.7 Weapons, Other Dangerous Instruments and AR 5131.7 Weapons, Other Dangerous Instruments.

Consequences

Discipline (i.e. teaching and responding to student behavior) occurs along a continuum in schools; beginning with universal school-wide preventative strategies to ensure daily civility to best practices for alternative means of correction to formal school/district consequences. When misconduct occurs, staff shall attempt to identify the root cause(s) of the student's behavior and implement age-appropriate disciplinary strategies. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and their opportunity to learn. Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the District's nondiscrimination policies.

When consequences for behavior are needed, we strive to use them in a manner that will help students take responsibility for their behavior and learn a better response for dealing with a similar problem in the future. As a school, we focus on restorative practices that teach students to effectively express their own emotions and how to respectfully listen to the feelings of their peers. This includes guided conversations between students led by staff to process what happened, restore the relationship with their peers, and create a plan for future positive interactions. Additionally, any of the following consequences may be used to help a child learn from their negative behavior and reinforce the learning to improve the behavior in the future. Consequences depend upon previous corrections and the severity of the situation. The following consequences for infractions may be used:

Conference: students coached through the restorative process and reminded of the rule to influence future behaviors. Parents may be notified via Parent Square, phone call, or in-person meeting depending on the severity or repetitiveness of the infraction.
Reflection: student engages in written or verbal explanations of the incident and brainstorms desired future behaviors to avoid a repeat of the incident in a similar situation

School Service: students can participate in school service activities related to inappropriate behavior as a way to reinforce the desired positive behaviors.
Alternate Environment/Setting: temporary removal of the student from the classroom to de-escalate and refocus, to participate in the restorative process with the principal or counselor before re-entry back into the classroom
Activity Restriction: the temporary loss of the student's preferred activity which could include the loss of playtime or the exclusion from specific playground activities/areas. Violations of Student Behavior Contracts may also result in activity restrictions including field and study trips.
Suspension or Expulsion: may be used for offenses outlined in section 48900 of the California Education Code

These consequences alone are sufficient for most children. If necessary, we may convene a Student Success Team meeting, have the child work with the school counselor, or implement an individual behavior contract. In the event those do not bring about desired behaviors, we may organize interventions that are provided by coordinated interagency services (e.g. County Mental Health, Coast Family Resource Center, or the School Attendance Review Board).

Except when a student's act violates Education Code 48900(a)-(e), or when their presence causes a danger to others, a suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6) "Suspension" means removal of a pupil from ongoing instruction for adjustment purposes. Suspensions may be made by a teacher, the Superintendent, principal or principal's designee. Absent an emergency situation involving a clear and present danger, a suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension, if any, as required pursuant to Education Code 48900.5, and the evidence against him/her, and shall be given the opportunity to present his/her version and evidence in support of his/her defense

"Expulsion" means removal of a student from the immediate supervision and control or the general supervision of school personnel at any regular school or program in the district for a specific period of time. While a student is out on suspension, the District will notify parents/guardians if their student is being recommended for expulsion. Parents/ guardians will then be notified of a meeting to consider whether the student's suspension will be extended pending an expulsion hearing. If the recommendation for expulsion is upheld, and an expulsion hearing is pursued, the parent/guardian and student shall be notified at least ten (10) days in advance of an expulsion hearing from the District office. An expulsion hearing is conducted to determine whether expulsion is warranted.

Police involvement will be limited to that which is required by law, or as may be necessary to respond to a health or safety emergency. Immediate notification to law enforcement is legally required if a student violates Penal Code section 245, including assault with a deadly weapon and using force to produce great bodily injury. Notifications to law enforcement must occur within one day of a violation of Education Code section 48900(c) and (d) related to drugs and alcohol, or for violations of Penal Code section 626.9 for possession of a firearm within a school zone and 626.10 for possession of a dangerous weapon. (See Education Code 48902)

Additional information regarding the District's response to this issue and further descriptions of suspendable or expellable offenses as well as due process rights for student suspensions and expulsions can be found in BP / AR 5144 – Discipline and Personal Responsibility, BP /AR 5144.1 – Suspension and Expulsion Due Process, and AR 5144.2 – Suspension and Expulsion for Students with Disabilities.

Emergency Preparedness Plan

Our school has taken steps to prepare our staff and students for a variety of potential disasters. We hope you recognize that students at school are in one of the best possible locations to endure a disastrous event.

A draft of the General Emergency Preparedness Plan is available at all school offices. You are welcome to review this document and to make comments. A county-wide drill, a district drill, and a minimum of two surprise school drills are held each year. Each school has devised its own plan of alert, and practice drills are held.

During an emergency, students will only be released to adults listed on their emergency cards, so please keep information up-to-date. Your cooperation is asked in an emergency. Please do not telephone the school. Telephone lines will be needed for emergency communications. Please do not drive to school. Streets should be as open as possible for emergency vehicles. We assure you that our school district will continue to work closely with our law enforcement and community partners in the prevention of and response to an emergency.

Reports of Concern

San Luis Coastal Unified School District is committed to providing a safe, supportive, and inclusive environment for all of its students and staff. Any matter of concern subject to the district's jurisdiction may be reported directly to the district through the "Report a Concern" button on the district's website. Reports of concern may include, but are not limited to, an incident at a school site; feedback about a specific school's program and/or leadership; concern about a district policy, regulation, or procedure; or to report suspicious online activity. For more information on how to file a Uniform Complaint, Williams Complaint, or Title IX Complaint, please contact Greg Puccia, Assistant Superintendent of Human Resources.

Reports may be made to the School as follows:

- Teacher
- Principal

Reports may be made to the District as follows:

- In-person to a site or District Office administrator.
- Via email to a site or District Office administrator.
- By telephone to a site or District Office administrator.
- Anonymously via the District "Report a Concern" button on the District website at www.SLCUSD.org.

Reports to the District should include:

- All information known to the party, including the names of witnesses, names of potential witnesses, third parties, and persons affected by the misconduct or abuse; and

- Identifying information of any person potentially affected by the misconduct or abuse.

Additional Information

Aeries

Students and parents can access attendance and grade information through the Aeries portal. Clicking on any blue item on the screen will give further access; click on a teacher's name to instantly go to an email page, click on a grade to get information about the assignments/tests which are involved in the grade, or click on absences or tardies to get exact dates and periods involved. Call the school office if you have trouble logging into your account.

Animals On Campus

Due to possible injury to and aggravation of health conditions of children, animals shall not be brought to school without the permission of the principal or designee. Please help us ensure the safety of the students by keeping your pets at home. If you walk your pet to school with your child, please remain off school grounds with your pet.

Individuals with disabilities may be accompanied on school premises and on school transportation by service animals, including specially trained guide dogs, signal dogs, or service dogs. Students bringing service animals to school must have the written consent of the parent/ guardian and must first obtain the consent of the teacher and the appropriate school administrator, which consent shall be granted if the student requesting it has a disability, the animal in question qualifies as a "service animal," and other requirements provided in BP 6163.2 and AR 6163.2 – Animals at School are met.

Conferences and Report Cards

There are two designated parent-teacher conference periods, one in November and one in March. Additional conferences can be held at any time throughout the year at a parent/guardian or teacher's request. Should you want an additional conference, please schedule a conference appointment in advance, so the teacher has time to prepare. Parents/guardians should not attempt to confer with a teacher during class time or while a teacher is responsible for student supervision.

Report cards are available in AERIES three times a year, typically in November, March, and June. They include grades and teacher comments.

Counseling Services

San Luis Coastal offers comprehensive school counseling programs at all of our school sites. School Counselors work with students in the areas of academic, social emotional, and college/career readiness. Our School Counselors are trained in crisis support and mental health awareness offering programming that addresses multitiered system of supports and positive behavioral interventions and supports for students.

Academic guidance shall be available to all students to help them establish immediate and long-range educational plans, achieve academic standards, make progress towards promotion, and complete the

required curriculum in accordance with their individual needs, abilities and interests. Counseling staff shall provide guidance to students to plan for the future and become aware of their career potential.

Counseling staff shall identify and work with the students whose personal problems may prevent them from reaching their potential. As appropriate, students shall be referred to agencies that offer qualified professional assistance with substance abuse, physical or emotional problems, or other personal problems. School counselors shall also assist with prevention and intervention practices designed to assist students before and after a crisis.

Our sites are staffed with fully credentialed PPS Counselors who are available to all students. Counselors can best be reached through email, phone, or through the front office. Please reach out to our school office for more information.

Dress Code & Grooming

All students are expected to dress appropriately for the school activities in which they participate without fear of unnecessary discipline or fear of displaying their body in front of others when the dress code is enforced. An individual student's clothing must not be regulated based on another student or staff member's personal perspective or discomfort but instead be regulated when necessary to prevent a student's attire from interfering with their or any other student's health or safety, and to ensure that student attire does not contribute to a hostile or intimidating atmosphere for any student.

The following guidelines shall apply to all regular school activities:

1. Students must wear clothing and shoes at all times that are appropriate for and allow safe participation in school activities. Clothing must cover underwear, genitals, buttocks, and areolae/nipples with opaque material. Elementary school students must also wear clothing that covers belly buttons. Inadvertent displays of underwear waistbands or straps shall not result in a finding of a dress code violation.

2. Clothing, jewelry, piercings, and personal items (backpacks, gym bags, water bottles, etc.) shall be free of writing, pictures, or any other insignia which are crude, vulgar, lewd, obscene, profane, violent, or sexually suggestive; which bear drug, alcohol or tobacco company advertising, promotions, and likenesses; or, which advocate the use of drugs, alcohol, tobacco, or illegal activities. Clothing, jewelry, or personal items that threaten or harass others, or promote hate-motivated behavior or discrimination are prohibited.

3. Students may wear hats, caps, beanies, bonnets, durags, wraps, and other head coverings, except when a specific school activity requires otherwise for health, safety, or instructional reasons. Students shall be allowed to wear sun-protective clothing, including but not limited to hats with the school logo, for outdoor use during the school day. (Education Code 35183.5)

4. Attire or accessories that could be considered dangerous (for example: chains, wallet chains, spikes, roller shoes).

Students shall be provided, as necessary, access to alternative clothing when their dress and grooming violates the above regulations. The dress code shall be modified as appropriate to accommodate a student's religious or cultural observances, health condition, or other circumstance deemed necessary

by the principal or designee. If a student's accommodated attire could cause a safety hazard in a particular activity, an alternative activity shall be substituted for that student.

Staff at each school, including the principal, coaches, and teachers may impose more stringent or different dress requirements to accommodate the special needs of certain sports, extracurricular or cocurricular activities, school-sponsored events, and/or classes, including science laboratories and CTE/vocational classes. Any such changes must be approved by the school principal or designee.

Athletic shorts, shirt, socks and tennis/athletic shoes are required to be worn by each student in physical education, unless an accommodation has been approved. A set of P.E. clothes is provided to students free of charge. Clean "loaner" P.E. shorts and shirts are available through the P.E. teacher for emergency daily use. No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Dress Code Enforcement

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code privately, respectfully, and in a consistently fair manner. Students should not be required to expose or display their body in front of other students to demonstrate compliance with the dress code. Students who are not dressed in accordance with these requirements may be asked to make a reasonable adjustment to their clothing or change into alternative clothing. When necessary, the school may provide alternative clothing or contact a parent/guardian to bring appropriate clothing to school.

No student shall be treated differently by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.

Fingerprint Clearance

Prior to assuming a volunteer position working with students in a district-sponsored student activity program, a volunteer shall obtain fingerprint clearance through the Department of Justice and Federal Bureau of Investigation. Student activity programs include, but are not limited to, scholastic programs, interscholastic programs, and extracurricular activities sponsored by the district or a school booster club, such as cheer team, drill team, dance team, and marching band. (Education Code 49024)

Volunteers do not need to be fingerprinted to volunteer in the classroom under the supervision of the teacher or in the office. Volunteers must be fingerprinted, however, to participate in any situation where the volunteer could be left alone with a student or students (i.e. chaperone field trips, drive for a field trip, work with a student outside of the teacher's supervision, etc.). Contact the school office for details and to get a fingerprint form to take with you. Volunteers experiencing financial hardship should inquire with the school office for possible waiver or discount of costs associated with obtaining fingerprinting clearance.

Food Allergies & Meal Modifications

We have students attending our school who have life-threatening food allergies, including to dairy, wheat, egg, soy, and all nuts/nut products. The school desires to prevent students' exposure to foods to which they are allergic or intolerant and to provide for prompt and appropriate treatment in the event

that a severe allergic reaction occurs at school. Parents/guardians shall be responsible for notifying the school, in writing, regarding any food allergies or other special dietary needs of their child.

Peanuts, almonds, walnuts, cashews, pecans, pine nuts, and hazelnuts are just some examples of the many types of nuts that could cause a life-threatening reaction. Please consider nut-alternative products when packing your child's meals, and avoid including them when preparing food for classroom events or sending non-food rewards for celebrations. The principal or teacher may notify parents/guardians of other students in the class that a student is allergic to a specific food and may request that certain foods not be provided at all at class parties or other school events. Should you or your child/student eat any nut products before coming to school or during a break, please wash your and/or your child's hands thoroughly.

Additionally, students may need meal modifications, including in accordance with their Section 504 plan or individualized education program. Substitutions may be made on a case-by-case basis for students who do not have a disability under Section 504 but who cannot consume the regular breakfast, lunch, or after-school snack because of medical or other special dietary needs, when supported by a statement of need signed by a health care provider. (7 CFR 210.10, 220.8, 225.16) Food substitutions shall not result in any additional cost to the student. Please complete the Student Meal Accommodation form to request special meals for medical purposes and submit it to the school nurse and Food & Nutrition Services Office. Once the form is received by the Food & Nutrition Services Office, you will be contacted with modified menu information.

Health Services

General Information

School nurses are on call for emergency situations that may arise within the district.

Health Screenings

Hearing Screenings

SLCUSD has a regular program for testing the hearing of children in grades 1, 2, 5, 8, and 10 (and teacher referrals), including students new to the district no matter their grade. A best practice is to annually screen the hearing of all students with an IEP. Parents are notified of hearing referrals.

Vision Screenings

SLCUSD has a regular program for testing the vision of children in grades TK, K, 1, 2, 5, and 8 (and teacher referrals), including students new to the district no matter their grade. A best practice is to annually screen the vision of all students with an IEP. Parents are notified of vision referrals. First-grade males are tested for color vision deficiency.

The health and vision screenings may be waived if the student's parents so desire, by presenting of a certificate from a physician and surgeon or an optometrist setting out the results of a determination of the student's vision, including visual acuity and color vision, and/or hearing.

Dental Screenings

Dental screenings are performed on all students in grades K, 3, and 5 (and teacher referrals) by local volunteer dentists each year. Parents are notified of dental referrals.

Homework

The Board of Education recognizes that relevant, purposeful homework reinforces learning. Homework provides opportunities for academic developmental practice, the application of skills already learned, the development of independent study skills, enrichment activities, and self discipline. The Board also recognizes that children's individual differences require adjustment in length, difficulty, and/or content of homework assigned. Homework can improve achievement of academic standards and grades, and increase understanding of course content. The Board believes the success of this policy is dependent upon cooperation between teachers, students, parents/guardians, and administrators. At the beginning of the school year, teachers shall communicate homework expectations to students and their parents/guardians. Homework is not necessarily written work or book assignments, but may include media programs, independent reading, community activities, trips, personal interviews, gathering of specimens or materials, or similar educational activities, or projects.

If a student is absent, the student should first attempt to check their online Google Classrooms and/or contact a peer to get the homework assignment missed for the day. If a student will be absent multiple days, they should contact their teachers via email and request their homework.

Although it is the student's responsibility to undertake assignments independently, parents/guardians may serve as a resource and are encouraged to ensure that their child's homework assignments are completed. When a student repeatedly fails to complete homework, the teacher shall notify the student's parents/guardians as soon as possible so that corrective action can be taken prior to the release of any final grades or report cards. Staff shall collaborate with parents/guardians to help students access any school resources and programs that are available to provide homework support, and ways in which parents/guardians may appropriately assist their children.

For more information please contact your school principal or teacher or refer to the Board Policy 6154 and Administrative Regulation 6154.

Illness or Accidents at School

When a child becomes ill at school or is involved in an accident, they will be sent to the office for minor first aid. If the injury or illness warrants, the family will be called and requested to take the child off campus for further care. In extreme cases, 911 will be called and emergency personnel requested to address any serious health or safety issues. A student may be transported in an emergency arising from injury or illness without parental/guardian consent. The school may give first aid to any student, and the hospital/doctor may render medical treatment even though parent/guardian is not available if there is no prior written objection to medical treatment filed with the school site. Minors in the care of an adult other than their parent/guardian can receive medical treatment/surgery if a written authorization is signed by the parent/guardian to this effect. The school office will make every attempt to contact parents/guardians if a medical emergency occurs.

Immunizations

SLCUSD cooperates with the California Department of Public Health and local health agencies to encourage and facilitate immunization of all district students against preventable diseases. Students enrolling or transferring into the school shall submit proof of immunization or a verified medical exemption through the California Immunization Registry (CAIR). Students shall be excluded from school or exempted from immunization requirements only as allowed by law and district regulations.

Immunizations are available at your local pediatrician, the San Luis Obispo (SLO) County Health Agency, and various local pharmacies. Call the SLO County Health Agency at (805) 781-5500 to make an appointment.

Instructional Materials - Link to family guides

Primary and supplemental curriculum and instructional materials may be accessed and reviewed in accordance with law and District policies (See BP 6161.1 and BP 6161.11). Requests from families to opt their students out of using specific instructional materials will also be considered in accordance with law and District policy. Please contact the site administrator at your student's school site if you are interested in obtaining further information. Grade Level Family Guides for Learning.

Lost and Found

Students who find lost clothing, personal items, or books are asked to take them to the Lost and Found rack by the Main Office of the school.

A student's name should be on all clothing, books, notebooks, and other personal belongings. Large sums of money and personal electronic devices are not necessary and should not be brought to school. Valuables brought to school for class reports/displays may be brought to the Main Office for safekeeping. If a student has lost an item, they should check Lost and Found in the Main Office. The school and district do not assume responsibility for lost, misplaced, or stolen articles.

Medication

Medication is defined as **BOTH** prescription and over-the-counter remedies (including nutritional substances and herbal remedies). (5 CCR 601) To administer **prescription** medication to your child during the school day, the following documentation is required by state law:

1. **BOTH** the parent/guardian and authorized health care provider must complete and sign the district-approved Medication Consent Form. This form is available at the school office.
2. An authorized healthcare provider is defined as an individual who is licensed by the State of California to prescribe or order medication including, but not limited to, a physician or physician assistant. (Education Code 49423; 5 CCR 601).
3. Medication must be brought to the school by an adult in the original container with directions.
4. A new Medication Consent Form must be completed for each medication and must be signed by the parent/guardian and authorized health care provider, and reviewed by the school nurse, every school year.
5. A new Medication Consent Form must be completed each time there is a change in medication dosage, amount, or time given.
6. Medication maintained and self-administered by a student requires the authorized health care provider's documentation that the medication is deemed necessary for emergency health conditions (i.e., diabetes, epilepsy, asthma/allergy) **AND** the student has been trained in its administration.

7. With the exception of situations covered by #7 above, ONLY the school nurse or designated and trained school personnel shall administer medication.

To administer **over-the-counter** (OTC) medication to your child during the school day, the following documentation is required by state law:

1. The parent/guardian must complete and sign the district-approved Parental Consent for Over-the-Counter Medication Administration form. This form is available at the school office.
2. OTC medication must be brought to the school by an adult in the original container with directions.
3. A new Parental Consent for Over-the-Counter Medication Administration form must be completed for each medication and must be signed by the parent/guardian and reviewed by the school nurse every school year.
4. A new Parental Consent for Over-the-Counter Medication Administration form must be completed each time there is a change in medication dosage, amount, or time given.
5. The parent/guardian may revoke permission to administer OTC medication/s at any time in writing.
6. ONLY the school nurse or designated and trained school personnel shall administer medication.

For more information, please contact your school principal or nurse, or refer to Board Policy 5141.21 and Administrative Regulation 5141.21.

Newsletter/ParentSquare

Communications between teachers and parents/guardians are done through ParentSquare. ParentSquare is used to send out everything from school-wide news and updates to classroom newsletters, and club happenings. ParentSquare provides a simple and safe way for everyone at school to connect. With ParentSquare you can: receive all school and classroom communication via email, text, or app, view and download photos, view the school and classroom calendar, and RSVP for events. You can also easily sign up to volunteer and/or bring items for events. Please contact the office with any questions.

Nutrition & Wellness at School

SLCUSD believes healthy students are better prepared to learn. To support student wellness and academic success, ***all schools provide a free morning nutrition break (breakfast) and free lunch each school day*** to all students during the 2026-27 school year.
All meals meet or exceed federal and state nutrition guidelines for the National School Lunch and Breakfast Programs.

WHERE TO FIND MENUS: Menus are available on the district website, www.slcusd.org, under District Departments ➔ Food & Nutrition Services

MORNING NUTRITION BREAK (BREAKFAST)
Research shows that nutritious foods help students stay focused, energized, and ready to learn.

What's included: Each day during morning recess, students can grab a free breakfast. This includes rotating, kid-friendly entrées featuring whole grains and lean proteins, paired with fresh fruit and a choice of milk. All items are low in added sugar.

Bringing snacks from home? If you choose to send a snack from home, we encourage healthy options such as fruits, vegetables, lean proteins, and whole grains. Please consider nut-alternative products when packing your child's meals.

LUNCH

We encourage students to enjoy both breakfast and lunch at school to support healthy growth and focus!

What's included: Students can choose from a variety of daily lunch entrées, a fresh garden bar featuring seasonal fruits and vegetables, and an optional milk.

Bringing lunch from home? If your child prefers to pack a lunch, we encourage families to send balanced, nutritious meals that keep students energized for the afternoon. Please consider nut-alternative products when packing your child's meals.

STUDENT WELLNESS (SPECIAL EVENTS & BIRTHDAYS)

Our district is committed to promoting healthy habits and supporting student well-being at school *(*Student Wellness, **Board Policy 5030**)

Think Non-Food First! We strongly encourage **non-food items** for classroom celebrations and rewards. Fun alternatives include:

- Stickers, fun pencils, or bookmarks
- A donated classroom book or game
- Small toys or stamps

If you do bring food: Families who wish to bring food items for birthdays or special events *must* ensure any food shared at school meets or exceeds state and federal nutrition guidelines. Please consider nut-alternative products when bringing food items for birthdays or special events.

We deeply appreciate your partnership in helping us promote healthy habits and inclusive celebrations for all our students!

Parent/Guardian Participation

You make our schools better. Please engage with us in educating your children and helping make school fun. Ideal parent/guardian engagement in schools involves a collaborative, two-way relationship between parents and schools, focusing on supporting students' learning, development, and well-being. This includes regular communication, active involvement in school activities, and a commitment from both parents/guardians and the school to create a supportive learning environment. Be on the lookout in ParentSquare for ways to connect and be present in our school community.

Personal Property/Items from Home

Personal property (such as trading cards, stuffed animals, tablets/e-readers, electronic games, etc.) should be kept at home. Students who choose to bring items to school do so at their own risk and accept that they are to be used before/after school only. Inappropriate use of items during the school day will result in confiscation of the item and in the event of repeated violation, potential disciplinary action.

Pictures/Media Sharing

We would like you to feel free to take pictures and document your child's joy and successes at school. However, please be very cautious when taking photos that may include other students of our district. It would not be appropriate to post those pictures on any sharing formats (i.e., Facebook, Instagram, etc.) without the stated permission of the other children's families.

School Site Council

The role of the School Site Council (SSC) is to work together with your school's Leadership Team to assist in the development and implementation of the Single Plan for Student Achievement. The SSC has a required membership comprised of the principal, teachers, a classified employee, and parent/guardian/community members. Except for the principal, their respective constituencies elect members. Meetings are held at least 4 times a year and all are invited to attend.

Special Services/Interventions

Student Study Team (SST) – A team of staff members and parents/guardians of students who have academic and/or social, emotional, behavioral challenges at school discuss interventions and ways to ensure success. Students may be referred for SST by their teacher or parent/guardian through request to the school counselor or administrator.

Homebound/Hospital Instruction - Homebound and Hospital Instruction is designed to meet the short-term educational needs of a student with a temporary illness or injury, who is unable to take part in regular classroom activities. This program of instruction is a temporary setting and is not designed to replace the comprehensive education program and is limited to 45 school days. The application packet, which includes a parent application, release of information, and a physician request form, may be obtained from the school counselor or site principal.

Academic and Social/Emotional Learning Support - Qualifying students based on need may be selected to receive additional support in reading, math, or social-emotional learning during the school day. Parents/guardians will be notified if their student qualifies for interventions.

Technology/Personal Electronic Devices

Technology serves as a cornerstone in enhancing the teaching and learning experience. In line with our commitment to fostering an optimal educational environment, the San Luis Coastal Unified School District ensures internet access for all networked computers and Chromebooks on campus. Strategic deployment of WiFi infrastructure supports the seamless integration of 1:1 device initiatives, including Tablets and Chromebooks. Upholding our dedication to student safety and digital citizenship, we meticulously implement robust web filtering software to mitigate the risk of accessing objectionable content. Furthermore, access to certain categories of websites, such as social media platforms and

online gaming sites, may be restricted during school hours to minimize distractions and prioritize educational activities. Parents/guardians and students are encouraged to familiarize themselves with the Student Technology Responsible Use Agreement, accessible in the Parents Booklet of Information and the Annual Notification of Official Information.

SLCUSD provides parents and guardians the ability to gain insights into what their students are browsing on the internet via school district devices with the LightSpeed Parent Portal. Additionally, parents/guardians have the control to pause the web browsing for one hour, three hours or overnight to manage screen time.

Students may not bring a device from home for school use. It will not be able to log on to our programs or Wi-Fi. If you have special concerns, please reach out to the school principal for assistance.

If you are a parent or guardian and are interested in signing up for LightSpeed Parent Portal please click here to fill out the form.

Cellphones and wearable technology such as smartwatches are to be off and away during the school day. They may be used before and after school if necessary. Some students with disabilities may have special accommodations through their 504 plan or IEP that allows them to use devices differently than other students.

Tobacco-Use Prevention Education (TUPE)

Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees. (*Education Code* 48900, 48901)

Uniform Complaint Procedures

State and federal law prohibit discrimination in education programs and activities. The district is responsible for compliance with federal and state laws and regulations. (Cal. Code Regs., tit. 5, § 4620.) Under state law, all pupils have the right to attend classes on school campuses that are safe, secure, and peaceful. (Ed. Code, §32261.) The law requires school districts to afford all pupils equal rights and opportunities in education, regardless of their actual or perceived characteristics, such as disability (mental and physical), gender (includes gender identity, gender expression, and gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth), actual or potential parental, family, or marital status, pregnancy (including childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), nationality (includes citizenship, country of origin and national origin), immigration status, race or ethnicity (includes ancestry, color, ethnic group identification and ethnic background), religion (includes all aspects of religious belief, observance and practice, including agnosticism and atheism), sexual orientation (heterosexuality, homosexuality or bisexuality), or association with a person or group with one or more of these actual or perceived characteristics. (Ed. Code, §§ 210-214, 220 et seq., 234 et seq.; Cal. Code Regs., tit. 5, § 4900 et seq.; 20 U.S.C. § 1681 et seq.; 29 U.S.C. § 794; 42 U.S.C. § 2000d et seq.; 42 U.S.C. § 12101 et seq.; 34 C.F.R. § 106.9.)

The district prohibits discrimination, harassment, intimidation, bullying, and retaliation in all acts related to school activity or attendance occurring within a school under the jurisdiction of the district, and in all acts of the Governing Board of the district and the Superintendent in enacting policies and

procedures that govern the district. In addition to being the subject of a complaint, a pupil engaging in an act of bullying as defined by Education Code section 48900(r) may be suspended from school or recommended for expulsion.

The district's Uniform Complaint Procedures may be used in cases where individuals or a group have suffered discrimination, harassment, intimidation, or bullying. (Cal. Code Regs., tit. 5, §§ 4610, 4630, 4650; Ed. Code, §§ 234 et seq., 48900(r).) Any individual, public agency or organization has the right to file a written complaint alleging that they have personally suffered unlawful discrimination or that an individual or specific class of individuals has been subjected to unlawful discrimination. (Cal. Code Regs., tit. 5, §§ 4610, 4630(b)(1).) Copies of the district's complaint procedures are available free of charge. (Cal. Code Regs., tit. 5, § 4622.)

Complaint forms are available at the school site and all district offices. Completed forms should be forwarded to a Compliance Office for review. Compliance Officers are located at the San Luis Coastal Unified School District Office, 1500 Lizzie Street, San Luis Obispo 93401. They are Director of Human Resources (549-1233); Director of Instructional Services (549-1247); and Director of Student Services (549-1218).

Please see the SLCUSD Board Policy BP 1312.3 Uniform Complaint Policy for more information.

In addition, Education Code Section 35186 (Williams Act) created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained cleanly or safely or in good repair, and teacher vacancy or misassignment. Williams Act complaint forms are available on the school website, at the school site, and the District Office. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide contact information.

Civil Rights Coordinators		
Title II Coordinator	Aaron Black	805-549-1225
Title V Coordinator	Chris Dowler	805-549-1264
Title IX Coordinator / Assistant Superintendent of HR	Dr. Greg Puccia	805-549-1252
504 Coordinator	Angela Ryals	805-549-1220
CCR Title 5 Coordinator	Chris Bonin	805-596-4105
1500 Lizzie Street, San Luis Obispo, CA 93401		

Visitor/Volunteer Guidelines

Visitors come to the schools for various purposes, including touring the campus, meeting with a staff member, or attending a school event or activity. Visitors have limited contact with students. As provided in Education Code 45125.1(c), limited contact will be determined by the District based upon the totality of circumstances, including factors such as the length of time the volunteers will be on the school grounds, whether students will be in proximity to the site where the volunteers will be working, and whether the volunteers will be working by themselves or with others.

To maintain a safe and orderly school environment, all visitors, including parents, must first report to the school office, where they will be asked to sign in and pick up a visitor's badge. An individual may be asked to leave the campus if the principal (or his or her designee) determines that the visitor's presence or acts have the potential to interrupt or disrupt the school, its students, teachers, and other employees, to jeopardize the health and safety of students and staff, or cause property damage. If the individual refuses to leave after being asked by the principal (or his or her designee), law enforcement will be called.

Volunteers have contact with students and come to the schools to help in a variety of ways, including the following: assist certificated employees, supervise students during recess and lunch, or assist with extra-curricular activities. Volunteers are grouped into the following categories and must be screened as follows:

Level 1 Volunteer (Supervised, not regularly on campus): Volunteers who have limited contact with students and are **always** directly supervised by a certificated employee. Level One Volunteers must be cleared through the Megan's Law website. Examples of a Level One Volunteer include community members who make a brief presentation to students at the school presentation for career day, school assembly, or a one-time presentation in the classroom.

Level 2 Volunteer (Supervised, and regularly on campus): Volunteers who have more than limited contact with students and are **always** directly supervised by a certificated employee. Level Two Volunteers must be cleared by the Megan's Law website and are required to have a current tuberculosis (TB) clearance (i.e. within the past four (4) years). Examples of Level Two Volunteers include classroom or office volunteers and library/media center helpers.

Level 3 Volunteer (Unsupervised – not driving): Volunteers who are not always supervised by a certificated employee. Level Three Volunteers must be fingerprinted **prior** to working alone with students and are required to have a current tuberculosis (TB) clearance (i.e. within the past four (4) years). An example of a Level Three Volunteer is a chaperone on an overnight student field trip or volunteer coach. Note: volunteer coaches must also meet other screening requirements, such as current CPR and first aid certification.

Volunteers over 18 years of age interacting with students outside of the immediate supervision and control of the student's parent/guardian or a school employee must receive training on mandated reporting requirements as provided in Administrative Regulation 5141.4.

Level 4 Volunteer (Unsupervised and driving): Volunteers who are not always supervised by a certificated employee **and** will be driving students. Level Four Volunteers are required to have met Level Three Volunteer requirements **plus** the following:

Driver's Requirements:

- Instructions for Transporting SLCUSD Students
- Driver Information Form
- Authorization for Release of Driver Record Information (DMV pull notice program)
- Provide a copy of the first page of the driver's Automobile Insurance Policy Declaration
- Provide a copy of the Driver's License
- Obtain and submit a DMV H6 report

If you plan to volunteer, please stop by the school office to complete the SLCUSD volunteer application. Volunteer applications need to be renewed each school year. Be sure to check in with the office to see if your paperwork from last year is still current. If you plan on chaperoning a field trip or working with students alone, you cannot do so until your fingerprints have cleared. You can make an appointment to be fingerprinted by calling the San Luis Obispo County Office of Education at 782-7236. Fingerprint clearances can take up to 30 days, so schedule in advance. Fingerprint clearances do not expire. Volunteers experiencing financial hardship should inquire with the school office for possible waiver or discount of costs associated with obtaining fingerprinting clearance.

Volunteers are expected to:

- Be mindful of privacy and confidentiality.
- Use inclusive words like kids, students, people, person, parent, sibling, relative, caregiver, etc.
- Avoid making assumptions about a student's or staff person's identity or background.
- Embrace and respect the cultural differences present in the classroom.
- Respect all expressions of gender, and avoid making assumptions about the gender of any student.
- Consider diverse student needs when planning classroom celebrations, including various allergies, religious practices, ability levels, and family background.
- Teachers will help guide classroom volunteers on best approaches.
- Keep in mind that students may have a disability that is visible or invisible.
- If you have a question about how best to support a student while you are volunteering, coordinate with the teacher.
- Keep in mind that an individual student should not be expected to be an expert or act as a representative of their racial or ethnic identity.
- Recognize that biases can affect your interactions.
- Acknowledging and addressing them is the first step towards becoming more inclusive.
- Avoid making assumptions about a student's pronouns.
- If someone shares their pronouns with you, use their pronouns.
- Remember students' family structures vary. Students may live with parents, relatives, or other caring adults like foster parents. Use language that is inclusive of all types of caregivers and families.
- Be conscious that students' economic circumstances vary widely.
- Design classroom celebrations and activities that reduce the need for student families to purchase supplies.
- When discussing school breaks or after school time, be aware that some families cannot afford extracurricular activities or out-of-town vacations. Ask inclusive questions like, "What did you enjoy most during the break?"
- If you see a student being excluded or treated unfairly, support them and inform the teacher. No one is perfect, and you may inadvertently make mistakes. If you do, take responsibility, apologize, and learn from the experience.

For more information please review our Volunteer Orientation.

Youth Truth Survey

Your child's voice matters. Each year we ask our 3rd graders and up to participate in the YouthTruth Student Survey (https://youthtruth.org) to help us understand and improve their school experience.

The YouthTruth Student Survey is used by hundreds of schools and districts nationwide to gather student perspectives on what's working well and what could be better. The survey asks about student experiences on topics like school engagement, relationships with teachers, and academic rigor.

Your child has complete control over their participation. Not only is participation entirely voluntary, but students can skip any question they don't want to answer. There are no right or wrong answers—we simply want to hear their honest perspective.

Our school will use this feedback to guide improvements that make school better for all students. We may also contribute anonymous, overall results to research that helps improve education nationwide.

The survey will be administered during the Fall.

For more information about this survey, or to review the survey questions ahead of time, please contact school administration.