Sacramento City Unified School District

Youth Development Support Services

PROGRAM MANUAL

2026 / 2027

Table of Contents

Welcome 1

SCUSD Core Principles 2

Programs Overivew 4

Vision & Mission 6

Priority Areas 7

Social Justice Youth Development 8

Funding Overview 9

Staffing Our Programs 12

Specialist Roles 14

Specialist Site Distributions 16

Professional Development Schedule 18

Agency Partner Responsibilities 19

Components of High Quality Programs 24

Expanded Learning Agency List 25

Program Manager Responsibilties 26

Custodial Guidelines 29

Program Expectations 32

Enrollment Guidelines 35

Expanded Learning Application Links 36

Attendance Policies and Regulations 37

Communication Protocols 43

Incident Reporting 48

Emergency Planning Guidelines 49

Mental Health & Crisis Response 52

Suicide Prevention 52

Mandated Reporting and Child Abuse 53

Program Behavior Policies 54

Student Support Guidelines 61

Food & Wellness & Central Kitchen 64

Medical Procedures and Protocols 65

Field Trip Information and Protocols 62

Supporting Students with Special Needs 70

Student Ambassador Program 73

Volunteers 74

Contact Us 75

Click the section link to jump to that page

Welcome Message

Greetings! We are happy to provide you with this 2025-2026 edition of the Sacramento City Unified School District (SCUSD) Expanded Learning Programs Operations Manual to help you navigate through this school year.

This manual will provide you with guidance on:

- ASES, 21st Century , ASSETs Program , and ELOP
- Policies and Procedures
- Sample Documentation
- Blank Forms and Templates

As you are planning and designing your program, always keep in mind the SCUSD Expanded Learning Program Goals:

1. To improve the academic performance in reading /language arts and math of students who are low performing/failing or at high risk of failure.
2. To improve the health and wellness of youth who participate in the Expanded Learning program.
3. To enhance a student's enrichment opportunities by providing a broad array of age appropriate, student- driven, high interest learning opportunities.
4. To provide information, educational resources, and activities to families, that will enhance youth and adult learning.
5. To create and maintain relationships with the school day staff.

It is our hope that you will use this manual as a tool to assist in the design, coordination, and implementation of your Expanded Learning Program.

SCUSD CORE PRINCIPLES

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow, and reach their greatness.

SCUSD MISSION Students graduate as globally competitive lifelong learners, prepared to succeed in a career and higher education institution of their choice to secure gainful employment and contribute to society.

SCUSD VISION Every student is a responsible, productive citizen in a diverse and competitive world.

VALUES

Equity: Commitment to reducing the academic achievement gap by ensuring that all students have equal access to the opportunities, supports and the tools they need to be successful.

Achievement: Students will be provided with a relevant, rigorous and well-rounded curriculum, with the expectation that all will be well prepared for a career and post secondary education.

Integrity: Communication and interaction among and between students, parents, staff, labor and community partners is defined by mutual respect, trust and support.

Accountability: Commitment to transparency and ongoing review of data will create a culture focused on results and continuous improvement in a fiscally sustainable manner.

SCUSD GOALS

College, Career and Life Ready Graduates
Safe, Emotionally Healthy and Engaged Students
Family and Community Empowerment
Operational Excellence

Expanded Learning Programs Overview

Service

SCUSD Expanded Learning Programs strive to create and sustain safe spaces during the critical hours outside of regular day school where Sacramento children and youth can access expanded learning opportunities and holistic culturally relevant programming. SCUSD Expanded Learning Programs operate in elementary, middle, high schools and community centers across district.

We serve 14,000 students at 70+ program sites every day. By the end of the school year, expanded learning participants have received an equivalent to 90 additional days of school.

Support

Expanded learning partners work closely with schools to help provide holistic supports and equitable learning opportunities for students. SCUSD Expanded Learning Programs serve a large portion of SCUSD's most vulnerable student populations. SCUSD expanded learning students are ethnically diverse: 42% Latinx, 20% Black, 19% Asian, 9% White 7% two or more, and 3% other. Additionally, 81% of participants are socio-economically disadvantaged, 23% are English Learners and 13% are Special Ed Students.

Expanded Learning Programs Overview

Programs

SCUSD Expanded Learning Programs offer a wide array of opportunities that are:

- Rooted academic enrichment and not academic remediation
- Tailored to meet the diverse needs of intersectional learners/communities
- Staffed by caring and adequately trained adults that are wanting and willing to build strong relationships with the students
- Focused on promoting a stronger sense of self-identity, healthy eating, authentic youth voice, relationship building and physical activity

Reminder

Within these broad categories, Expanded Learning Providers work collaboratively with school partners to develop programming that supports the goals and priorities of the school community related to student achievement and well-being.

Expanded Learning Programs commit to providing support to the WHOLE CHILD, during the WHOLE YEAR.

YDSS Vision & Mission

1 Vision

All SCUSD youth will recognize themselves as agents of change within their own lives and communities through engagement in positive, relevant school experiences preparing them for college, career and life long success.

2 Mission

Keeping the whole child in mind, Youth Development provides high quality programming and support in order to build capacity among SCUSD, students, families and community partners. We incorporate authentic youth voice and maintain an intentional focus on equity, relationship building and social justice.

Priority Areas

4 Where We Focus Our efforts

1) **ENGAGEMENT** Students who have been put at high risk / underserved / marginalized Intentionally develop high quality, meaningful, and relevant opportunities that engage students, families, staff, and communities in order to provide information, support, and services to underserved groups.

2) **EQUITY** Equity vs equality / restorative justice / systems change Maintain a laser-like focus on equity by providing education and awareness that promotes cultural humility and relevance in all approaches and services for youth.

3) **EVALUATION** Plan / implement / monitor / improve Foster an intentional focus on capturing, analyzing, and applying data in order to adopt a culture of continuous improvement and maximum impact.

4) **SAFETY** Violence prevention / healing / care / Empower district staff and community partners to employ proactive measures that ensure physical, personal and emotional safety and healing of ourselves and our students.

Social Justice Youth Development

Youth Development Support Services (YDSS) uses the Social Justice Youth Development (SJYD) Framework to inform the development and implementation of high quality programming for our students. This framework provides our staff and partners with intentional guidance in the development of programs and supports that build the capacity of our participants to:

- Analyze power in social relationships
- Make identity central
- Promote systematic social change
- Encourage collective action
- Embrace Youth Culture

Through this framework, our programs and partners are better equipped to engage students in identifying and dealing with serious social problems that they are facing by empowering them to be active participants in bringing about positive change. The focus is on seeing youth as critical assets and agents of change that are capable of transforming their environment. The longer term outcome for this framework is to foster higher levels of civic engagement, advocacy and conscious citizenship among our children and youth.

Ginwright, S., & Cammarota, J. (2012). New Terrain in Youth Development: The Promise of a Social Justice Approach. Social Justice, 29(4), 82–95. Retrieved from http://www.jstor.org/stable/29768150

Expanded Learning Funding

SCUSD Expanded Learning Programs are funded through state and federal funding administered by the California Department of Education (CDE). The funds are awarded to specific school sites and community agencies as part of a competitive process. The base grants that CDE awards to SCUSD for after school programs represent three funding sources:

After School Education & Safety (ASES) for elementary, middle, and K-8 schools are state funded. The ASES grants are a three year renewable funding source.

21st Century Community Learning Center (21st CCLC) grants for elementary, middle, and K-8 schools are federally funded. The 21st CCLC grants are awarded based on a highly competitive application process, and grants last for five years.

21st Century After School Safety and Enrichment for Teens (ASSETS) grants for high schools are federally funded. 21st Century ASSETS grants are awarded based on a highly competitive application process, and grants last for five years.

ELOP Funds are apportioned to school districts and charter schools based on prior year classroom-based average daily attendance for grades kindergarten through sixth grade (TK/K–6) and the prior year unduplicated pupil percentage as of the Second Principal Apportionment. The purpose of these funds is for afterschool and summer school enrichment programs as described in Education Code Section 46120.

Expanded Learning Funding

SCUSD applies for these grant funds from the California Department of Education, and grant funds are received and managed by Youth Development Support Services (YDSS). In this manner YDSS becomes the liaison between SCUSD and the community in order to contract qualified Agency partners to operate Expanded Learning Programs at the different school sites.

Approved agency partners are then welcomed to submit competitive grant applications to apply for SCUSD funds to operate at the different school sites. Providers are selected through a collaborative process including district and site administrators as well as teachers and parents.

Additionally, agency partners leverage other funding and resources to support high quality programming, including but not limited to private grant dollars, individual contributions, AmeriCorps grants, volunteers, and other in-kind resources. Contracts are awarded to providers at 85% of the current year (2023-2024) allocation formulas.

Click the links below to learn more about funding

ELOP Funding Overviews 26-27
ELOP Funding FAQ

Funding Usage Goals

The Expanded Learning Programs operate with the following goals for each grant, which share a focus on supporting children and youth's development of physical, social and emotional, and academic skills.

1. To improve the academic performance in reading /language arts and math of students who are low performing/failing or at high risk of failure.

2. To improve the health and wellness of youth who participate in the Expanded Learning program. This might include but not limited to: nutrition, physical fitness, social justice, bullying and harassment prevention, safety issues (fire, bike, water, home alone, dating, car, etc.), social emotional development, and/or substance abuse prevention, etc.

3. To enhance a student's enrichment opportunities by providing a broad array of age appropriate, student- driven, high interest learning opportunities. This might include but not limited to: visual and performing arts (art, music, dance, theatre, performances, and exhibits), cultural/multi-cultural leadership activities, financial literacy or career planning and college exploration, and service learning, etc.

4. To provide information, educational resources, and activities to families, that will enhance youth and adult learning.

5. To create and maintain relationships with the school day staff. There is a clear plan for strengthening the school day and Expanded Learning program alignment.

Staffing Our Programs

SCUSD Expanded Learning Programs share a basic staffing pattern across all sites, though specific staff duties may vary somewhat from site to site. The most common staffing plan includes a full-time program manager, and front line team leaders. Expanded learning programs also collaborate with additional supplemental providers for specific services, as well as rely on youth and adult volunteers. At some sites, certificated teachers provide targeted academic assistance and academic enrichment activities through per diem contracts.

1 Agency Directors

Are employed full-time by the contracted community based organizations that manage the Expanded Learning Programs. Typically, Agency Directors support program sites through a combination of professional development, workshops, supervision and capacity building via coaching to build partnerships with school and other community partners.

2 Program Managers

Are responsible for the day-to-day site operations, staff supervision, enrollment and retention of students, and for establishing and maintaining relationships with school administrators and faculty. Program Managers are full-time staff who are based at individual school sites.

Staffing Our Programs

3 Team Leaders

Provide the bulk of direct service to youth in Expanded Learning Programs, and are responsible for leading activities and assuring that youth are safe and supervised during program hours. Team leaders positions are generally part-time, part-year, hourly jobs that are often filled by college-age students and community members.

4 Per Diem Teachers

Certificated teachers, usually from the host school, who plan and lead activities in expanded learning programs, ranging from academic supports to enrichment classes and sports teams.

5 Supplemental Providers

Our community partners that follow a competitive Request for Proposal (RFQ) process to provide culturally relevant enrichment opportunities that are not readily available within the expanded learning setting. All SP Programs must operate with a staff to student ratio of 1:20 or better. All staff supervising students in the expanded learning programs program must meet District TB and fingerprinting requirements as well as all minimum requirements for SCUSD Instructional Aide positions. Click the link below for a current list:

Supplemental Provider List

YDSS Specialist Role

Youth Development Specialists provide management, support, and linkage between expanded learning programs and Sacramento City Unified School District mission, goals, and initiatives. Responsibilities are as follows:

MANAGEMENT • Direct supervision of identified sites • Liaison between district officials, site administration, parent/guardians and onsite expanded learning programs • Technical assistance and quality assurance supports • Alignment with SCUSD goals, strategic plan, and school day initiatives, etc. • Advocacy for expanded learning programs • Field trip coordination • Communication among stakeholders • Crisis intervention support

SUPPORT • Professional development • Participate and support special events (ie. student leadership conferences) • Coordinate supplemental programs

FISCAL • Per diem and SCUSD costs approval • Field trip approval • Resource development • Grant writing

EVALUATION and **COMPLIANCE** • Liaison to SCOE/CDE • Grant compliance • Submit reports to CDE and other constituents • Data collection and evaluation

Your Area Specialist may be able to support in other ways not specifically mentioned, please contact them directly

YDSS Coordinator & Specialist Contacts

YDSS Specialist III Team & Coordinator :

Please call the youth development support services department for all contact numbers.

(916) 643-7919

YDSS (K-8) Site Distribution

SPECIALIST Office: (916) 643-9080	SPECIALIST Office: (916) 643-7974	SPECIALIST Office: (916) 643-9020
Abraham Lincoln *Bret Harte #Caleb Greenwood # Golden Empire # Hollywood Park *# Isador Cohen *James Marshall # John Bidwell # John Cabrillo #Matsuyama *# Parkway Phoenix Park # Susan B. Anthony *# Sutterville *#Tahoe	Camellia Basic *Cesar Chavez # Elder Creek # Ethel Phillips # Earl Warren #Father Keith B. Kenny # H.W. Harkness # John D. Sloat *# Leataata Floyd # Mark Twain # Oak Ridge *#Su:yu *#Washington *# Woodbine *#William Land	*Caroline Wenzel # David Lubin *# Ethel I Baker (BGC) # Genevieve Didion #John Still K-8 *# Leonardo da Vinci K-8 # Martin Luther King K-8 Rosa Parks K-8 *Nicholas (Located @ Clayton B. Wire) #O.W. Erlewine *# Pacific Phoebe Hearst # Sequoia # Theodore Judah

* Before School Programs
# Transitional Kinder (TK) Sites

YDSS (K-8 & Middle & High) Site Distribution

SPCEIALIST Office: (916) 643-9227	SPECIALIST Office: (916) 643-7932	COORDINATOR Office: (916) 643-9262
American Legion High C.K. McClatchy High Health Professions High Hiram Johnson High John F. Kennedy High Luther Burbank High The Met High Rosemont High SES High Umoja International Academy West Campus High	*# Alice Birney Waldorf-Inspired K-8 *# A.M. Winn K-8 # Hubert Bancroft *# Pony Express Albert Einstein Middle California Middle Sam Brannan Middle Will C Middle	Bowling Green Chacon Bowling McCoy New Joseph Bonnheim Pannell Center PS7 K-8 Sol Aureus Sacramento Charter High

* Before School Programs
# Transitional Kinder (TK) Sites

YDSS Professional Development Schedule

Professional Development opportunities are hosted *monthly* by YDSS staff .

The target audiences for these trainings consist of agency directors,
program managers, front line staff and student employees.

These trainings are guided by CDE Quality Expanded Learning standards.

These trainings are closed to the public. If you would like more information on these trainings, please contact us at (916) 643-7919.

Agency Partner Responsibilities

SCUSD Expanded Learning Programs require extensive collaboration among parents, youth, representatives from schools and governmental agencies, community-based organizations and the private sector. Programs are created through partnerships between schools and local community resources to provide students with safe, constructive opportunities for academic support and enrichment activities.

SCUSD Expanded Learning Programs partner with qualified community based organizations with experience and demonstrated expertise in providing high quality youth development programming in partnership with schools. Organizations interested in partnering with SCUSD Expanded Learning Programs are required to complete successfully SCUSD's Request for Qualifications (RFQ) process in order to become officially approved as an expanded learning provider. Agencies desiring to operate an expanded learning program within SCUSD must link and support the SCUSD mission and overall District goals. Agencies must have a comprehensive whole child plan that is aligned with the SCUSD Youth Development Support Services' focus on the student learning and is oriented to continuous improvement.

The funding provided by SCUSD Expanded Learning Programs is intended to:

- *Operate a before or after school program during the regular school year (with the potential for separate contract awards for summer)*
- *Provide direct service to SCUSD students at the awarded site*

(continued on the next page)

Agency Partner Responsibilities

The funding provided by SCUSD Expanded Learning Programs is intended to:

- *Support student academic performance, with targeted efforts for students who are low performing/ failing or at high risk of failure as identified through state and local assessments*
- *Demonstrate community partnership in delivering programs and services to children and families*
- *Improve access to knowledge about health and wellness*
- *Increase students' participation in visual and performing arts*
- *Develop an awareness and appreciation of different cultures*
- *Increase opportunities for service learning and community service opportunities*
- *Increase college and career awareness and youth entrepreneurial services*
- *Provide information, educational resources, and parent engagement for families, and educational programs and activities which enhance youth and adult learning*
- *Demonstrate ability to participate in required evaluation and outcome measures*
- *Collaborate with SCUSD to develop and implement a sustainability plan in order to create a robust and comprehensive program*
- *Follow all guidelines that are set forth in the contract (including fingerprinting & TB test requirements etc.)*

Agency Partner Responsibilities

ELIGIBLE AGENCIES

Agencies must be community-based organizations or other public or private entities and must have experience in serving students who attend schools with a high concentration of economically disadvantaged students.

ADDITIONAL REQUIREMENTS

- Grantees are expected to maintain 100% attendance at all sites. Sites may have contracts reduced if attendance falls below 85% of the targeted attendance rate per a single-site.
- Grantees must work with the SCUSD Youth Development Support Services to demonstrate that progress has been made toward meeting the program goals as outlined in the service agreement; and collect data that addresses the performance indicators for the programs. Aspects of reporting are subject to change based on state requirements.
- Grantees and the SCUSD Youth Development Support Services will utilize technology to work together, including, but not limited to, SCUSD Infinite Campus Student Information System (SIS), SCUSD Youth Development Support Services website and web-based reporting for attendance.
- Grantees will send the program manager/site director/ site coordinator to monthly mandatory professional development

(continued on the next page)

Agency Partner Responsibilities

ADDITIONAL REQUIREMENTS

- Grantees will participate within District-wide initiatives as aligned within the SCUSD vision and mission as well as the Youth Development Support Services Office (i.e. Social Justice Youth Development, Bullying Prevention; Red Ribbon Week, etc.)
- Grantees will work with the school community and the SCUSD Youth Development Support Services to create, refine, and modify the site Expanded Learning Program plan.

SUMMARY OF AGENCY PARTNER RESPONSIBILITIES

Agency Partners are responsible for designing, planning, coordinating and operating an effective and high-quality expanded learning programs that are aligned to the regular school day program and supports the Sacramento City Unified School District (SCUSD) and Youth Development Support Services (YDSS) overall goals and priorities for student achievement, health, and well-being. Selected Agency Partners are committed to working in close partnership with the host school site and the Youth Development office. Lead agencies must have strong capacity and infrastructure to be able to fulfill the following key lead agency responsibilities:

- Hire, supervise, train and support program staff and leaders
- Agency will include information about sexual harassment and child sexual abuse prevention in all new employee orientations.

(continued on the next page)

Agency Partner Responsibilities

SUMMARY OF AGENCY PARTNER RESPONSIBILITIES (continued)

- Ensure the program meets compliance requirements set forth by SCUSD and the California Department of Education
- Manage grant funds contracted to the agency
- Leverage additional grant dollars and in-kind resources for the program including applying for SCUSD funding, as appropriate
- Develop program plans in close collaboration with school leadership
- Align program services to school site and district goals and priorities
- Ensure the Expanded Learning Programs reflects youth development quality standards
- Become an integral partner in the school community, in support of SCUSD's full service community schools model
- Engage in partnership with the SCUSD Expanded Learning Programs Office on district expanded learning initiatives, sustainability efforts, and quality improvement system building work
- Participate in the SCUSD evaluation project and engage in an ongoing process of continuous quality improvement based on data

Components of High Quality Programs

Expanded learning program funds may be used to carry out expanded learning activities that advance student achievement and that can be tracked and evaluated. There are a number of components to a high-quality expanded learning program. These include but are not limited to:

- Linkages between school-day and after-school personnel
- High academic standards
- Education activities and academic enrichment learning programs, including providing additional assistance to students to allow them to improve their academic performance
- Mathematics and science education activities
- Visual and performing arts education activities
- Service Learning programs
- Tutoring services
- Programs that provide Expanded Learning activities for limited English proficient students that emphasize language skills and academic achievement
- Attention to safety, health, physical activity and good nutrition Telecommunications and technology education programs
- Programs that promote parental involvement and family literacy
- Programs that provide assistance to students who may be truant or highly at-risk to allow the students to improve their academic achievement
- Prevention programs (risk reduction and health promotion), counseling programs and character education programs
- Effective partnerships with community-based organizations, juvenile justice agencies, law enforcement, and youth groups
- Evaluation of program progress and effectiveness

Qualified Expanded Learning Provider List

The following agencies and/or providers have participated in the YDSS Request for Proposals (RFP) process and successfully demonstrated the qualifications, capacity and collaboration required for contractual partnership with SCUSD Expanded Learning Programming.

- Boys and Girls Club of Greater Sacramento
- Center for Father and Families
- Champions
- City of Sacramento, Teen Services
- Cultivating Relationships through Enrichment Workshops (C.R.E.W.)
- East Bay Asian Youth Center
- Edventure More
- Empowering Possibilities Unlimited
- HAWK Institute
- Higher Ground Neighborhood Development Corporation
- Leaders of Tomorrow
- New Hope Community Development Corporation
- Nor Cal School of the Arts
- Rose Family Creative Empowerment Center
- Sacramento Chinese Community Service Center (The Center)
- Work ED
- YMCA

Program Manager Responsibilities

EXPANDED LEARNING COORDINATION

The site program manager is in charge of providing on-going leadership of the expanded learning program and staff at their particular site. The program manager ensures the completion of deliverables and the creation of a safe and welcoming environment while collaboratively partnering with school and district administration as well as other community partners, parents, students and other stakeholders.

PROGRAM DEVELOPMENT

- Maintains full attendance outlined by grant requirements and establishes waiting list
- In coordination with the site administration, performs a needs assessment in order to meet the needs of the particular school community
- Is familiar with funding expectations, goals and objectives
- Maintains a positive, student centered program environment
- Ensures all programming meets all the points of service from California Quality Standards Tool.
- Aligns programming to the Learning in After School Programming

DAY TO DAY OPERATIONS/LOGISTICS

•Facilitates and monitors day to day operations of the program

(continued on the next page)

Program Manager Responsibilities

DAY TO DAY OPERATIONS/LOGISTICS (continued)

- Ensures students & staff safety by implementing and enforcing program policies, as well as communicating issues to the Principal and YDSS staff
- Plans activities for students that are academic, recreational, enriching, and healthy
- Ensures that the daily schedule is being followed by staff
- Oversees all program behavior problems and incidences, and completes all necessary reporting in a timely manner
- Maintain positive working relationships with custodian/plant manager, nutrition services worker, office staff, etc.

PROGRAM DEVELOPMENT

- Ensures program follows all compliance requirements for daily sign in/out, early release, required days and hours of program operation, staff qualifications and ratios, and supper/snack distribution
- Maintains systems for student and staff documentation
- Maintains enrollment files, including student early release documentation
- Submits accurate program schedule at beginning of each semester, ensuring that expanded learning program start time matches the end time of the school day bell schedule
- Submits updated room usage for permits
- Attends monthly PD meetings at the district office (First Tuesday of the month)

Program Manager Responsibilities

STAFF COORDINATION/SUPERVISION

- Supervises and supports expanded learning staff
- Observes and provides regular coaching and feedback/coaching to program staff
- Trains staff on quality standards, LIAS principles and involves staff in continuous quality improvement efforts

LIAISON TO SCHOOL SITE

- Coordinates expanded learning program with other school support programs
- Participates in school committees as appropriate in order to ensure expanded learning program supports overall school efforts
- Communicates and meets with Site Administrators on regular basis
- Initiates multiple forms of communication including emails, newsletters, presentations at staff meetings, etc. to update school community on program activities and student progress
- Participates in school site staff development opportunities

OUTREACH AND PUBLIC RELATIONS

•Creates site brochures and/or newsletters
•Creates parent handbook
•Organizes family orientations and facilitates regular meetings/opportunities to update families on programming

(continued on the next page)

Program Manager Responsibilities

OUTREACH AND PUBLIC RELATIONS (continued)

- Maintains regular communication with parents and caregivers about child's progress in program
- Maintains relationships with community based organizations and public agencies in alignment with District initiatives
- Serves as a resource to parents, students and staff; connects families to community resources to meet their needs
- Answers program questions and handles program situations in a timely manner
- Plans at least 2 family engagement nights per year

Click the link below to find a program manager contact:

Expanded Learning School Contact List

Expanded Learning Custodial Guidelines

GET TO KNOW YOUR CUSTODIAL STAFF

- Communicate regularly with the custodial staff
- Provide custodial staff with all rooms being used during the expanded learning program
- Notify custodial staff (in advance) of all events or changes in room schedules or areas being used

AREAS/ROOMS OCCUPIED BY THE EXPANDED LEARNING PROGRAM

- Leave all rooms or areas used (classrooms, cafeteria, multipurpose rooms) exactly the way you found them
- Only use rooms that are needed per staff/student ratio and enrollment numbers
- Make sure the desks and tables are put back in the same order they were found
- Make sure all tables and desks are wiped down with approved disinfectant spray (DO NOT USE ANY CHEMICALS)
- Keep all doors locked and closed for the security of our students and staff. Program managers are responsible for securing the rooms used by their program
- Actively supervising the students (i.e. not to be on cell phones or having conversations with each other when students are using the restrooms or playing outside
- Check Storage areas and make sure items are neatly organized and are not blocking any exits

(continued on the next page)

Expanded Learning Custodial Guidelines

SUPPER AND SNACK PROGRAM

- The Supper Program meals will be delivered to you in coolers each day.
- Trash bags will be provided with the meals.
- After meals are consumed, please have students and/or staff empty all items out of the plastic containers and stack the containers together (inside of each other).
- Place the stacked containers in the provided trash bags (separate from other waste).
- Make arrangements with your custodial staff for trash pickup. The plastic containers are recyclable as well as will reduce waste and space when stacked.

BLOOD BORNE PATHOGENS

- Immediately notify your custodial staff of any blood borne pathogens
- This includes vomit, urine, blood (anything that came out of the body)
- If available, use the kits provided or cover with a trash bag until custodian arrives.
- It must be cleaned up with approved products. Please seek out your custodian.

Unless communicated on the emergency number, all expanded learning program staff must be gone no later than:

Elementary 6:30 PM / Middle 7:00 PM / High School 7:00 PM

Check in with your custodian about his/her time to lock-up.
Notify your Area Specialist of any concerns regarding custodial issues.

Expanded Learning Custodial Guidlines

CUSTODIAL STAFF RESPONSIBILITIES

- Custodial staff will clean Areas/Rooms occupied by the Expanded Learning Program
- Custodial staff will provide the expanded learning staff with supplies to clean tables, desks and spills made by students (i.e. approved disinfectant spray, towels, paper towels)
- Custodians will clean rooms based on the school site cleaning schedule
- Custodial staff will clean up all Blood borne Pathogen incidents
- Custodial staff will lock up facility once the expanded learning program is closed.

Expanded Learning Program Expectations

The following guidelines are set forth to establish clear communication between SCUSD staff and contracted Expanded Learning Program (ELP) Service Providers regarding District expectations.

1 Service Providers

Service providers and their staff will be knowledgeable of and adhere to the regulations established in the ELP manual, including, but not limited to:

- Requirements for Safety
- Medical Protocol
- Attendance Requirements
- District Disciplinary Protocol
- Field Trip Requirements

Service providers will maintain an environment that is physically and emotionally safe for children/youth and staff at all times. This includes:

- Adequate supervision
- 20 to 1 students/staff ratio
- Students should remain within the visual line of sight for staff at all times (excluding restroom breaks)
- Clear program rules and expectations

(continued on the next page)

Expanded Learning Program Expectations

2 Area Representatives & Staff

Area representatives, service providers & their staff will communicate effectively and regularly with each other and maintain accurate contact information. This means:

- Checking and answering emails and phone messages regularly
- Issues/concerns will be communicated in a timely manner
- Regular and clear communication with parents via newsletters, phone calls, emails etc.
- Program Managers will perform on-going program observations utilizing the ELP Walk-Thru Form in order to provide feedback to their staff.
- Checking on ELP website: www.elpatscusd.org

3 Program Staff

Program staff will conduct themselves in a professional manner at all times by being:

- Easily identifiable to parents and school staff by wearing badges in plain view while on duty.
- Prepared and ready at least 1 hour prior to start of programming.
- Regularly assess student interests and needs via student surveys, classroom discussions, suggestion boxes etc., and make adjustments when necessary to ensure continued student engagement.

Expanded Learning Program Expectations

2 Academic Support

In order to support academic achievement, service providers/staff should:

- Have general knowledge of the academic standing of the students in their program.
- Align expanded learning programs to the regular school day
- Each after school program site will have their own program plan based on the needs of their students.
- Meet with administrators and teachers regularly.
- Be a part of the school culture. Participate in staff meetings, schools events such as Back to School Night, Open House etc.
- A representative from each provider agency should serve on at least one school site committee such as School Site Council, Safety Committee etc.
- Review the School Accountability Report Card for your school site.

3 Provider Agency & Staff

incorporate social justice youth development principles by:

- Creating opportunities for youth-led activities and service learning.
- Involving youth in the decision-making process when appropriate.
- Encouraging youth civic engagement.
- Incorporating social emotional learning.
- Challenging inequitable processes systems

Enrollment Guidelines

March 16: Registration opens.

March 16 - April 30: Any students who apply during this time will be in Group #1 and will be prioritized for enrollments based on the availability of staff on the first day of school. Program Managers will confirm enrollment with families in this group during May.

May 1 - June 30: Any students who apply during this time will be considered Group #2. This group of students are essentially the first round of students on the pending list and will be scheduled in program as more staff become available. Program Managers will inform families the status of enrollment during July.

July 1 - On : Any students who apply during this time will be considered Group #3. This group of students are essentially the second round of students on the pending list and will be scheduled in program as more staff become available. Program Managers will inform families the status of enrollment as applications are received.

Expanded Learning Application Forms

1 TK Programs

Click the link below to access the form:

- Application

2 K-6/K-8

Click the link below to access the form:

- Application

3 Middle School

Click the link below to access the form:

- Application

4 High School Programs

Click the link below to access the form:

- Application

Attendance Policies & Regulations

- Every student participating in an expanded learning program must have a completed registration form (Form-Enrollment – K-8) signed by a parent/guardian. These forms should be accessible and kept on site. Each site is to compile and submit to their Area Specialist a list of students that were not granted a media release by parent/guardian.

- After School Program grantees are required to operate programs a minimum of 15 hours per week and at least until 6:00 p.m., beginning immediately upon conclusion of the regular school day. Programs must plan to operate every regular school day during the regular school year. Students are expected to attend expanded learning program every day of operation and participate in the full program day. The After School Enrichment and Safety (ASES) and 21st Century Learning Centers (21st CCLC) programs begin when students are released from school and close at 6:00 p.m. The programs follow the school calendar.

- Enrollment process will be determined by each agency provider, with the following required practices;
  - Enrollment process must be communicated to families and site administrators in advance, with equal opportunity for all families to participate
  - Enrollment should be by family (for parents/guardians with more than one child)
  - Foster Youth will be given priority registration

(continued on the next page)

Attendance Policies & Regulations

- Students attending after school program must attend regular day school. Drop-in students are not allowed.
- Students who can attend the full program every day will have the priority over students who cannot.Each site will create a plan of action addressing absences and waitlist students based on overall attendance numbers.
- All schools will utilize Infinite Campus to keep attendance for their expanded learning classes. Attendance will be taken every day and hard copies are to be maintained and kept on file for the duration of the grant cycle.
- Total attendance is to be turned in to the designated representative in the first week of January and in the last week of June.
- Program Managers are required to keep track of all the student information such as student IDs, the number of days a student was enrolled and attended the program etc.This information is required for the required year-end evaluation.

ABSENTEE CHECK-IN

- Prior to program beginning, each program manager will obtain a list of absentees for the regular school day.Attendance must be taken within the first 15 minutes of the expanded learning program and the program manager must compare the program absentee list with school absentee list.

(continued on the next page)

Attendance Policies & Regulations

PICK UP TIMES

- The program closes at 6:00 p.m. Students should be picked up promptly at the end of the expanded learning program. If a child is left at the program after 6:00 p.m., it will be considered a late pick up.

- If a student is not picked up by 6:00 PM, the Program Manager is responsible to contact the parent/guardian. If they cannot be reached, the Program Manager should continue to attempt to contact the family using phone numbers listed on the student's emergency card or Infinite Campus. Program Manager may also call the SCUSD Expanded Learning emergency phone for further instruction and assistance.

- After the first late pick-up, parent/guardian should receive a verbal and/or written reminder of pick-up times and policies

- It is possible for a student to be dismissed from the expanded learning program after multiple late pick-ups; however communication with the Area Specialist should always take place prior to the permanent dismissal of any student from program.

(continued on the next page)

Attendance Policies & Regulations

EARLY RELEASE AND LATE ARRIVAL POLICY

The ASES (After School Enrichment and Safety) program will open at the end of the regular school day and will remain open until 6:00 p.m. Elementary students are expected to participate in the full day of the program and students in middle and junior high schools attend a minimum of nine hours a week and three days a week to accomplish program goals.

The 21st Century Community Learning Programs Before School program will open 1.5 hours prior to the beginning of the regular school day and will remain open until the school day begins. Students are expected to participate in the full day of the program and attend a minimum of 7.5 hours a week to accomplish program goals. The space in the Expanded Learning Programs is limited."Early Releases and Late Arrivals" should be kept to a minimum. Students who can attend the program full time should be given priority.

If children arrive late to the program or leave the program before 5:30 p.m. (less than 45 minutes of program attendance in before school program), parent/guardian must indicate reason for late arrival and early pick-up by selecting the applicable statement from the list below:

- **Parent Choice (PC)**
- **Family emergencies (such as death in the family, catastrophic incidents, etc) (E)**
- **Attending a parallel program (programs in the school or community such as soccer, basketball, etc.) as long as an agreement has been obtained in writing.(P)**
- **Medical appointments (M)**
- **Weather conditions or at dusk (especially if the child walks home) (W)**
- **Child accidents or illnesses that occur during after school hours (staff will contact parent by phone in this event.) (A)**

Attendance Policies & Regulations

BEFORE SCHOOL PROGRAM

Enrollment & Attendance:
Providers must document clear and concise student registration process to include selection criteria and dates of notification. Students are expected to participate in the full day of the program and attend a minimum of 7.5 hours (21st Century CCLC) a week to accomplish program goals. A student who attends less than one-half of the daily program hours cannot be counted for the purposes of attendance (ASSETs).

Hours of Operation:
21st Century Before school program must provide a minimum of 1.5 hours of programming prior to school start time and will conclude at the beginning of the regular school day, five days per week. ASSETs Before school program may operate zero period courses at a minimum of 50 minutes per session.

Program Components:
21st Century Before school program must provide a nutritious breakfast option. Program components are to include academic support, enrichment offerings and physical fitness. ASSETs Before school program can offer for credit courses with the proper academic sponsor/teacher of record to include an array of academic support, enrichment offerings and physical fitness. Expanded Learning Program Managers must approve a syllabus for each course.

Attendance Policies & Regulations

BEFORE SCHOOL LATE ARRIVAL POLICY

The SCUSD 21st Century Before School program will begin 1.5 hours before regular school day. Elementary students are expected to participate in the full day of the program to accomplish program goals.

If children arrive late to the program or leave the program before start of school parent/guardian must indicate reason for late arrival by selecting the applicable statement from the list below:

·Parent Choice (PC)
·Family emergencies (such as death in the family, catastrophic incidents, etc) (E)
·Attending a parallel program (programs in the school or community such as soccer, basketball, etc.) as long as an agreement has been obtained in writing. (P)
·Medical appointments(M)
·Weather conditions or at dusk (especially if the child walks home) (W)
·Child accidents or illnesses that occur during before school hours (staff will contact parent by phone in this event). (A)
·Other conditions especially on safety as prescribed by school. (O)

The space in the before school program is limited. “Late Arrivals” should be kept to a minimum. Students who can attend the program full time should be given priority.

Program staff will sign students in and out each day and dismiss them to their morning classes.

KEEPING RECORDS AND STORING DOCUMENTATION

All attendance records must be kept for (5) years pursuant to CDE Ed Code and guidelines and Federal Program Monitoring standards.

Communication Protocol

For ALL Emergencies, Safety Related Incidents and Reporting Crimes

In the event an incident occurs that impacts the safety and/or security of your school or anyone of your students, or affects the scheduled day, please initiate the following communication protocol. Such incidents may be, but are not limited to: campus intruder, missing child, major injury, police notification of community event that poses danger, etc. This protocol can also be used to communicate an incident that may need additional support.

If a critical incident/emergency, call 911 and refer to your Comprehensive School Safety Plan (Please be sure to ask your Administration at school sites what your School Safety Plan is)

Definitions

Mental health crisis: is a sudden, generally unanticipated event that profoundly and negatively impacts the social and emotional well-being of a significant segment of the school community. A crisis event can be a discriminatory act of hate, staff/student death or serious injury/illness, or community violence.

Response phase: is a reaction to the occurrence of an acute event or emergency with measures taken for life/property/environmental safety. This includes immediate coordination and management of resources utilizing the Comprehensive School Safety Plan.

(continued on the next page)

Communication Protocol

Recovery Phase: consists of activities that continue beyond the emergency period to restore critical community functions and begin to manage stabilization efforts. The recovery phase begins immediately after the threat to human life has subsided. The goal of the recovery phase is to bring the impacted community back to some degree of normalcy.

Summary

The Mental Health Crisis Response (MHCR) Team is a vital component of the school and district safety protocols. Authorized by school district policies and Comprehensive School Safety Plans (CSSPs), the MHCR Team support the transition from the Response phase to the Recovery phase by providing coordinated emotional/mental health support following a crisis. The MHCR team provides visible support to address the psychological wellbeing of students, staff, and caregivers.

The focus of the mental health crisis response support is to 1) restore immediate emotional regulation and 2) stabilize overall functioning so that staff and students can return to teaching and learning. If additional ongoing supports are needed, MHCR team members will help the student/family connect to these resources as well as coordinate with other district departments and community partners to develop a coordinated response in addressing the ongoing impact of the crisis event.

(continued on the next page)

Communication Protocol

MHCR Team

Most schools have embedded site-level support staff who are trained as part of the Mental Health Crisis Response team (School Social Worker, Psychologist, Counselor, Student Support Coordinator). If it is assessed that additional MHCR team members are needed, the MHCR District Coordinator (Jacqueline Garner) or designee will identify additional MHCR team members to respond.

Active Crisis (Response Phase)

- For any active crisis, refer to your Comprehensive School Safety Plan and consider the following, as well as inform Youth Development District Coordinator/Specialist:

- If life-threatening emergency or crime in progress; call 911

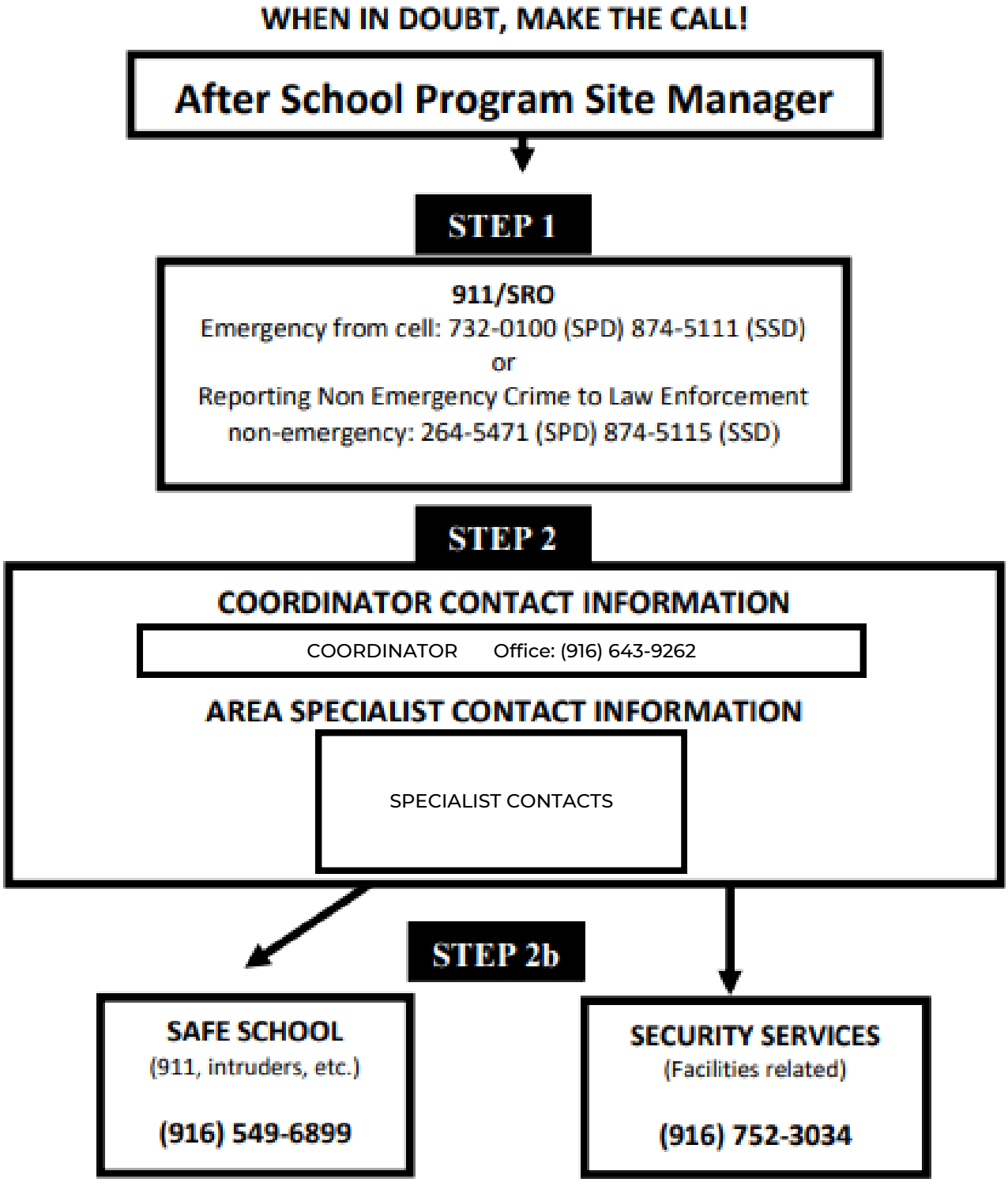
- Possibly Crime-Related: If the crisis involves a possible crime, an ongoing safety concern or threat, contact:

Safe Schools Director, Ray Lozada, 916-549-6899.

Mandated Reporting: As a mandated reporter, employees must report concerns to authorities: Child Protective Services at 916-875-KIDS and/or the police department.

(continued on the next page)

Communication Protocol



Communication Protocol

If you're not sure whether the situation is a true emergency, officials recommend calling 911 and letting the call-taker determine whether you need emergency help. If you do call 911, be prepared to answer the call-taker's questions, which may include:

- The location of the emergency, including the street address
- The phone number you are calling from
- The nature of the emergency

WHEN IN DOUBT, MAKE THE CALL!

After School Program Site Manager

STEP 1

Examples of when to call 911:

- **fire**
- **crime, especially if in progress**
- **medical emergency, especially symptoms that require immediate medical attention**
- **emergencies witnessed in proximity of school grounds**

STEP 2

Examples of when to call your area specialist (may include but are not limited to):

- After a 911 phone call to report the situation and its current status
- Any question or concern regarding overall program safety and/or student safety
- Any needs for support that require SCUSD or YDSS interventions
- Any needs for guidance on student behavior trends and behavior contracts
- After calling Nutrition Services for food delivery delays or shortages
- Any facility based needs that require immediate intervention (heat, cold, environmental risk etc.)

STEP 2b

Call Safe Schools:

- **after 911 call**
- support with unsafe parent interactions
- intruder on campus

Call Security:

- Building and facility related issues
- After calling safe schools

Communication Protocol

In the event an incident occurs that impacts the safety and/or security of your school or any one of your students, or affects the scheduled day, please initiate the following communication protocol. Such incidents may be, but are not limited to: campus intruder, missing child, major injury, police notification of community event that poses danger, stranger danger, serious hazardous material potential, significant facility issues, etc. This protocol can also be used to communicate an incident that may need additional support.

Recovery Phase (Post Crisis)

- The initial Recovery Phase is gathering information to determine appropriateness of activating the Mental Health Crisis Response Team (this will be activated and communicated by YDSS District staff)
- INFORM CAREGIVER/COMMUNITY - Work with YDSS District Staff who will consult with Student Support Services, MHCRT, and Communications Dept. to prepare any verbal/written communication that will be shared with parents/caregivers.
- Include in communication any known facts that you have permission to share, crisis response/supports provided, school/community resources, and any future plans.

Incident Reporting

An incident report is a formal documentation of an event or situation that occurred, often unexpected or out of the ordinary, within a specific setting, such as a school or after-school program. This report is used to record details about incidents like injuries, behavioral issues, or conflicts to ensure proper follow-up and to maintain a safe and accountable environment. For after-school educators, effective incident report writing involves being clear and concise, sticking to the facts without personal opinions, including all relevant details such as time, location, and the individuals involved, and ensuring the report is written as soon as possible after the incident to capture accurate information. Additionally, it's important to review the report for completeness and accuracy before submission. Finally, make sure to contact parents/guardians and principal immediately and complete your ELP incident form within 24 hours.

Follow this link to submit your incident report:

http://www.elpatscusd.org/incident-report-add.html

Please be exhaustive with your details when submitting your incident reports. These documents may be used in legal proceedings dependent on the needs of the school district.

Emergency Planning Guidelines

In the event of an emergency, please err on the side of caution and call 911 if necessary.

- Please consider the following:
- Identify certified CPR and/or First Aid staff
- **Assure** every child has an **Emergency Card** with:
  - o Parent contact name and telephone numbers
  - o Physician / Medical care agency, medical record number and telephone number
- **Review the Student Emergency Card** for pre-existing health conditions such as diabetes, asthma, severe allergies, or epilepsy, etc.
- **Look for** additional health history information: o Information on medication taken and in what form o Medical equipment necessary such as an oxygen machine, nebulizer, or syringes o Medical authorization forms from the doctor / clinic o Medical documentation forms from Health Services
- **Medically Fragile Students**
- If a student has medical condition the school must have a health care plan on file.
  - o Students with medical conditions are those that require immediate response to their health issue because of possible life threatening events such as:
  - Insulin dependent students with diabetes; severe asthma; severe peanut allergy; seizure disorder requiring medication that can only be administered by medical personnel; severe hemophiliac disorder; conditions requiring O2 administration

(continued on the next page)

Emergency Planning Guidelines

Prevention & Preparedness:

- In an effort to ensure the safety of your students and staff please complete the following by the end of the first week of program:
  - Familiarize yourself with the school's Emergency Management Plan o Review school plans for lock-down, intruder, fire, family reunification, bomb threats, etc.
  - Review Communications Protocol o Review vital information for site (i.e. utility shutoff, evacuation sites, staging areas, etc.)
  - Make a hard copy of the utility turnoff procedures for easy access
  - Review Family Reunification Plan, taking into consideration students being bussed onto campus, as well as students and staff with special needs
  - Review Drill Procedures
- Determine your Incident Command System / Team
- Walk the site with the site custodian or plant manager, looking at it through the lens of emergency preparedness and response, identifying evacuation routes, etc.
- Meet with faculty and staff and review plans and procedures
- Practice a fire drill and a lock-down drill within the first month
- Have available the following in preparation for an emergency:

(continued on the next page)

Emergency Planning Guidelines

- Clipboard with:
  - Copy of class rosters
  - List of school personnel and contact information
  - District Communication Protocol
- Flashlight (shake model if possible)
- Utility turnoff procedures
- Emergency communication device
- First aid kit location

Response & Recovery:

- In the event of an emergency or significant incident, it is critical that you act swiftly. You must follow the Expanded Learning Communication Protocol.
- If you are in need of police presence, but it is not a 911 emergency, contact
- Police dispatch at 808-5471(if street signs are green, you are within city limits)
- Sheriff dispatch at 874-5115 (if street signs are white, you are within county limits)
- If calling 911 from cell phone, dial 732-0100 to direct you to local services, if using a land line call 911.
- Tell the dispatcher exactly why there is a threat, or cause for concern, giving as much background as possible. The decision to send an officer is dependent on how serious dispatch perceives the threat/issue to be.

Mental Health, Crisis Response & Suicide Prevention

A variety of mental health services are available to students experiencing social or emotional difficulties. With specially trained staff and a wide array of community mental health providers, Student Support and Health Services staff provide services directly to students and families.

In addition to the mental health services provided at SCUSD's Student Support Centers and Connect Center, SSHS oversees and coordinates several distinct mental health programs including:

- Primary Intervention Program
- Suicide Assessment and Training
  - Student screening, assessment and followup
  - SCUSD employee training and certification in delivering the evidence-based C-SSRS tool
- Mental Health Crisis Response Team training and coordination

1 Crisis Text Line

2 Know the Signs (Suicide Prevention)

3 Mental Health Supports

4 Staff Contacts at SCUSD School Sites

5 Suicide Risk Assessment Procedures

Mandated Reporting & Child Abuse

Click the links below to learn more about Child Abuse Reporting Law Requirements and SCUSD Policies

1. Reporting Child Abuse
2. CDE Child Abuse and Training Resources

Program Behavior Policies

All students participating in afterschool programming are expected to follow guidelines outlined by SCUSD, school-site rules, and the rules specific to the programming service provider. Regarding enforcement of major behavioral issues and/or disciplinary action, programming staff must adhere to the District's guidelines as outlined in the SCUSD Parent/Student Handbook**.** Several policies are highlighted below.

GENERAL STUDENT CONDUCT STANDARDS: Behavior is considered appropriate when students are diligent in study, neat and clean, careful with school property, respectful towards their teachers, courteous to other students, staff and volunteers. Students are expected to be punctual and regular in attendance and to remain on school premises in accordance with school rules. They are further expected to refrain from profane, vulgar or abusive language (BP 5131).

The Governing Board desires to prepare youth for responsible citizenship by fostering self discipline and personal responsibility. The Board perceives that good planning, a good understanding of each child, and parent involvement can minimize the need for discipline. Teachers shall use positive conflict resolution techniques and avoid unnecessary confrontations. When misconduct occurs, staff shall make every effort to identify and correct the causes of the student's behavior (BP 5144)

Staff shall enforce disciplinary rules fairly and consistently, without regard to race, creed, color or sex (BP 5144) . (Continued on the next page)

Program Behavior Policies

In order to maintain safe and orderly environments, the Board shall give employees all reasonable support with respect to student discipline. If a disciplinary strategy is ineffective, another strategy shall be employed. Continually disruptive students may be assigned to alternative programs or removed from school (BP 5144).

California law holds parents/guardians liable for any willful student misconduct which results in the death or injury of any student or persons employed by or volunteering for the district. Parents/guardians are also liable for any defacement, injury or loss of property belonging to the district or to a school employee. (Ed Code 48904)

TOBACCO-FREE SCHOOLS

In accordance with state and federal law, smoking is prohibited in all district facilities and vehicles. (20 USC 6083, Labor Code 6404.5) 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. Students who violate this prohibition shall be subject to disciplinary procedures which may result in suspension from school, following procedures specified by law (BP 5131.62).

(continued on the next page)

Program Behavior Policies

ALCOHOL AND OTHER DRUGS

The Governing Board believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The Board desires to keep district schools free of alcohol and other drugs and desires that every effort be made to reduce student use of these substances. The Board perceives this effort as an important step towards preventing violence, promoting school safety, and creating a disciplined environment conducive to learning" (BP 5131.6).

The staff shall intervene whenever students use alcohol or other illegal drugs while on school property or under school jurisdiction. Staff members who believe that a student may be under the influence of alcohol or drugs shall immediately notify the principal or designee. If the principal or designee knows, observes or suspects that a student may be under the influence of alcohol or drugs, he/she may notify the parent/guardian. (Education Code 44049)

WEAPONS AND DANGEROUS INSTRUMENTS

The Governing Board desires students and staff to be free from the fear and danger presented by firearms and other weapons. The Board therefore prohibits students from possessing weapons, imitation firearms, or dangerous instruments of any kind in school buildings, on school grounds or buses, or at a school-related or school-sponsored activity away from school (BP 5131.7).

Program Behavior Policies

Any 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 (Education Code 48900) If an employee knows that a student possesses any of the above devices, he/she shall do one of the following:
a. Confiscate the weapon and deliver it to the principal immediately
b. Immediately notify the principal, who shall take appropriate action
c. Immediately notify the local law enforcement agency and the principal

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure. The principal shall report any possession of a weapon or dangerous instrument, including imitation firearms, to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter (AR 5131.7).

GANGS

In order to discourage the influence of gangs, school staff shall take the following measures: 1. Any student displaying behavior, gestures, apparel or paraphernalia indicative of gang affiliation shall be referred to the principal or designee. a. The student's parent/guardian shall be contacted and may be asked to meet with school staff. b. The student may be sent home to change clothes if necessary (cf. 5132 - Dress and Grooming) (continued on next page)

Program Behavior Policies

2. Students who seek help in rejecting gang associations may be referred to community-based prevention and intervention programs.
3. Any gang graffiti on school premises shall be recorded, reported, and removed as soon as possible.

HATE-MOTIVATED BEHAVIOR

The Governing Board believes that a student's education should be free of hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain an understanding of the civil rights and social responsibilities of people in our society. The Board opposes behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices (BP 5145.9)

SEXUAL HARASSMENT

The Governing Board is committed to maintaining a learning environment that is free of harassment. The Board prohibits the unlawful sexual harassment of any student by any employee, student, or other person at school or at any school-related activity (BP 5145.7). Prohibited sexual harassment includes, but is not limited to; unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature... (Education Code 212.5).

Program Behavior Policies

SUICIDE PREVENTION

Crisis Intervention Procedures (AR 5141.52) District procedures to be followed when a suicide attempt, threat or disclosure is reported shall:

1. **Ensure the student's short-term physical safety by one of the following, as appropriate**: a. Securing immediate medical treatment if a suicide attempt has occurred b. Securing police and/or other emergency assistance if a suicidal act is being actively threatened c. When a suicidal act is less actively threatened but is a serious possibility, keeping the student under continuous adult supervision until the parent/guardian can be contacted and has the opportunity to intervene d. If an unsuccessful suicide attempt has been reported or threatened, monitoring the student's actions until the parent/guardian can be contacted and has the opportunity to intervene

2. **Designate specific individuals to be promptly contacted, including:** a. The school counselor, psychologist, nurse and/or principal b. The student's parent/guardian c. As necessary, local police or counseling agencies 3. Set forth one or more plans by which the school can transfer responsibility for the student's welfare to the parent/guardian and/or the appropriate support agent or agency 4. Provide for the timely follow-up by designated school staff regarding the parent/guardian and student's contact with an appropriate support agent or agency

(continued on the next page)

Program Behavior Policies

SUSPENSION

A student may be subject to suspension or expulsion for committing certain acts on school grounds and/or during, going to, or coming from a school sponsored activity (Ed Code 48900). Please review Behavior Policy section AR 5144.1 regarding suspension, expulsion and due process for more information.

Student Support Guidelines

The policy for all Expanded Learning programs is that students are not kicked out as a means to dealing with difficult behavior. In order to maintain a safe and emotionally healthy school climate, Expanded Learning staff will use Restorative Practices to redirect student behavior. There may be times, however, when it is determined that a student is unable to be safe and successful in the program without an intervention.

Determining whether or not a student should continue in the program is NOT a unilateral decision made by the Program Manager alone; it should be a collaborative effort that includes your Area Specialist, your Agency Supervisor and School Principal.

Please note: All program managers should have exhausted all possible interventions prior to following this protocol. These interventions could include: behavior charts, behavior support plan, positive reinforcements, classroom contracts, and parent/guardian meetings.

Step 1: Inform your Area Specialist, Agency Supervisor, and School Principal about your concerns

Step 2: Review efforts to address the behavior and engage the student

Student Support Guidelines

Step 3: Hold a Student Support Intervention meeting

- Collaborative members should include Program Manager, Area Specialist, parent/guardian, and when appropriate, the student.
- Meeting should result in a Student Support Plan, with specific strategies, clear behavior expectations and a timeframe for re-evaluation.

Step 4: Follow up to evaluate success of Student Support Plan

Step 5: Collaborative decision making (involves all collaborative members)

Either 1) Student continues in program or 2) Student does not continue

Establish an agreement for success Area Specialist sends a letter to parent/guardian.

Sample Behavior Intervention plan is provided on the next page

Student Support Guidelines

Expanded Learning

Behavior Support Plan

Student Name:	**Grade:**	**Team leader:**
What is the problem behavior? ☐ Inappropriate language ☐Physical contact ☐Defiance/disrespect/ non-compliance ☐Disruption ☐Fighting/ physical aggression ☐Defiance/disrespect/insubordination/non-compliant ☐Harassment/ tease/ taunt ☐Other:_____ _____	**Where is the behavior most likely to occur?** ☐Classroom ☐Hallway ☐Bathroom ☐Cafeteria ☐Playground ☐Common areas ☐Other:_____ _____	

What is the motivation for the behavior?

☐Obtain peer attention ☐Avoid tasks/activities ☐Don't know
☐Obtain adult attention ☐Avoid peer(s) ☐Other _____
☐Obtain items/ activities ☐Avoid adult(s)

How does the behavior impact others?

What are the student's strengths and interests?

Student will: (Write expectation in positive language.)

-
-
-
-

Staff will support student by: (Describe specific strategies staff will use to support students. Use student strengths and interests to develop strategies.)

-
-
-
-

We will revisit this plan on:_____ at_____.
(date) (time)

Student signature:_____

Staff signature:_____
Parent/ guardian signature:_____

Food and Wellness Policies & Central Kitchen Supports

Click the links below to access the SCUSD policies regarding food, food distribution and wellness within schools.

1. SCUSD Wellness Policy
2. Central Kitchen
3. 25-26 Nutrition Supervisor Site Assignments
4. 25-26 Supper Registration

Medical Procedures & Protocols

In the event of an emergency, please err on the side of caution and call 911 if necessary. Medical Emergency Protocol

- Including breathing cessation, severe bleeding, concussion with loss of consciousness, suspected neck or spinal injury, fracture, eye or face injury, and any injury resulting in poor vital signs
- Activate the emergency medical system (EMS) by calling 911. Provide EMS with the following information:
  - Identify yourself and your role in the emergency
  - Specify your location and phone number
  - Give name of injured student (refer to student's registration form)
  - Give condition of injured
  - Give time of accident
  - Give care being provided
  - Give specific directions to the scene of the emergency
  - DO NOT hang up until directed to do so by the EMS dispatcher
  - Stay with student
  - Send a Team leader to the front of the school to direct emergency personnel
  - Manager or Team leader will need to follow the ambulance to the hospital if the parent is not present
- Notify parent
- Complete an Incident or Student Accident form

Medical Procedures & Protocols

NON-EMERGENCY PROTOCOL

- Including sprains, concussion (with no loss of consciousness), abrasions, minor cuts, contusions, etc.
- Provide appropriate first aid care
- Notify parent o If there is an injury to the head send home, with the student, the “Bumps Or Blows On The Head” form
- Complete an Incident Form online @ www.ELPatscusd.org o Program Manager will need to investigate the incident The Expanded Learning program manager needs to alert the Area Specialist the same day as the accident

MEDICATION PROTOCOL

- If a student is to receive medications during the hours of the after school program an Authorization for Administration of Medication by School Personnel will need to be obtained from the office manager
- All medication to be administered by school personnel must be in the container with the original prescription. Over-the-counter medication must be in their original container
- The parent/guardian of the pupil in grades Kindergarten through 8 th grade must bring the medication to the manager of your Expanded Learning program

(continued on the next page)

Medical Procedures & Protocols

NON-EMERGENCY PROTOCOL

- All medications need to be approved by the School Nurse Health Educator No medication shall be allowed at the after school program without the proper authorizations described above All medications shall be kept in a securely locked cabinet or drawer, except those medications that a physician and parent/guardian request in writing that the pupil be allowed to carry (i.e., inhalants for asthma, Epi-Pens or Benadryl for other severe allergy reactions)
- A medication log, H.F. 5A must be kept for recording each dose of medications administered to a student. Please check in with school administration to identify the name and contact information for your school site nurse.

Please check in with school administration to identify the name and contact information for your school site nurse.

Click the link below to access various SCUSD health related forms

1 SCUSD Health Services Common Forms

Field Trip Information & Protocols

As a Program Manager within the Sacramento City Unified School District (SCUSD), it is essential to follow the established process for requesting field trips. Below is a step-by-step guide to ensure compliance and streamline the approval process:

1. Submit Field Trip Request at Least 6 Weeks Prior

- All field trip requests must be submitted at least six weeks before the planned date of the trip. This timeline is critical to ensure adequate time for processing, securing transportation, and obtaining necessary approvals.

2. Use Proper Paperwork

- Utilize the appropriate forms provided in the hyperlinks below to submit your field trip request. Ensure that all sections are thoroughly completed:
  - Field Trip Request Form
  - Transportation Request Form
  - **Incomplete or incorrect paperwork may result in delays or denial of the field trip request.**

3. Notify Site Principals and Obtain Permission

- Before submitting your request, you must notify the site principal(s) and obtain their permission.
- Obtain the principal's signature on the required forms to validate that the request has been reviewed and approved at the site level.

Field Trip Information & Protocols

4. Understand Transportation and Approval Contingencies

- Be aware that all field trips are dependent on securing transportation. No field trip is guaranteed until transportation has been confirmed and all approvals have been granted.
- Plan ahead to mitigate any potential issues, and do not make any commitments to students or parents until you have received final confirmation.

5. Limitations on Number of Field Trips

- Each school site is allowed only two field trips per school year. Plan your requests carefully to ensure that your site's field trips are aligned with educational priorities and fit within this limit.

Note: Any deviations from this process could result in the denial of your field trip request. Please follow the outlined steps carefully to ensure a smooth and successful planning process.

Click the links below to download field trip forms

1. Field Trip Request Form
2. Complete Field Trip Packet
3. Field Trip Guidelines and Checklists

Supporting Students with Special Needs

Eligibility

- SCUSD recognizes and supports the rights of students with disabilities to participate in expanded learning programs alongside students without disabilities. So long as the student meets the enrollment criteria applicable to all families, the District shall collaborate with families to provide reasonable accommodations needed for participation by students with disabilities, which may differ from the supports and services provided to a student through an IEP during the regular school day.

- ELO Programs are open to pupils with disabilities. Commencing with the 2023–24 school year, LEAs shall offer to all pupils in classroom-based instructional programs in Transitional Kindergarten and Kindergarten through grade 6, inclusive, access to ELO Programs, and shall provide access to any pupils whose parent or guardian requests their placement in a program. EC 46120(b)(2)(3). (CA Dept. of Education, 2026)

Accommodations

- Under Federal and State law publicly-funded programs cannot discriminate against pupils based on disability. In individual situations, a pupil with a disability may need accommodations to meaningfully access an ELO Program. These determinations must be made at the local level. (CA Dept. of Education, 2026)

1 SCUSD Special Education

Supporting Students with Special Needs

Behavior

- While participating in expanded learning programming, all students, regardless of ability, are expected to follow guidelines outlined by SCUSD, school-site rules, and the rules specific to the programming service provider. Regarding enforcement of major behavioral issues and/or disciplinary action, programming staff must adhere to the District's guidelines. The specifics of these guidelines are outlined on in the SCUSD student and parent handbook and page (54) of this program manual.

1 SCUSD Parent / Student Handbook

Requesting Support for Students with Special Needs

- Use this form below to request support for special needs student(s) in your program:

2 Expanded Learning 1:1 Aide Request

- If a student has a 1:1 aide in the regular school day because it was determined as a need outlined in the student's 504 accommodations or Individualized Education Plan (IEP) then expanded learning program managers can request a 1:1 aide for that student in after school programming. 1:1 aide staffing availability varies throughout the school year.
  - *Click the link above to request a 1:1 aide*
- If a student does not have a 1:1 aide in the regular school day, program managers cannot request for 1:1 aides in their expanded learning program (before school, after school or summer).

504 Accomodations

"Section 504" refers to Section 504 of the Rehabilitation Act of 1973, which is a federal law that prohibits any entity that receives federal financial assistance (such as grants) from discriminating against persons with disabilities. (29 U.S.C. § 701 et seq; 34 C.F.R. § 104 et seq.) Section 504 requires that school districts provide a free appropriate public education ("FAPE") to qualified students in their jurisdiction who are a "person with a disability."

"Person with a disability" means a person who:

a. Has a physical or mental impairment that substantially limits a major life activity;

b. Has a record of such an impairment; or

c. Is regarded as having such an impairment.

The determination of whether a student has a physical or mental impairment that substantially limits a major life activity (and therefore has a disability) must be made on a case-by-case basis.
To note, generally, all individuals who are considered a person with a disability under the Individuals with Disabilities Education Act ("IDEA") are also considered and entitled to protections from discrimination under Section 504. However, not all individuals who have been determined eligible under Section 504 are necessarily eligible under the IDEA.

Click the link below to learn more about 504 Accommodations

1 504 Accommodations Links

Student Ambassador Program & Youth Employment

Ambassadors are highly motivated incoming sophomore, junior and senior students that will assist with projects and lead activities specific to their program site needs

- Ambassadors will gain experience, build confidence, and assist Expanded Learning programs while being a positive influence and support for students
- Gain experience in Expanded Learning programs that include emphasis of knowledge on the California Quality Standards for Expanded Learning: Point of Service
- Become youth development advocates by gaining a role in Expanded Learning programs that positively impacts the greater community

Ambassador Duties Include:

- Peer mentoring with elementary and middle school students
- Assist with meals distribution
- Assist assigned classroom/team leaders with program deliverables (academic support)
- Attend staff meetings and ongoing trainings
- Plan, lead, and assist with energizers/icebreakers, conversation starters, and community building activities
- Turn in completed Performance Evaluations
- Work on and complete Ambassador Project
- Other classroom duties as assigned

Student Ambassador Program & Youth Employment

Program Manager and Staff Responsibilities

- Supervision of Ambassador staff
- Submit completed and signed timesheets to YDSS
- Provide Ambassadors with work experience and continued on site training
- Conduct an entrance and exit interview
- Ensure that Ambassadors are not left in the direct supervision of students without a DOJ background cleared staff present
- Support Ambassadors in their employment objectives and goals

Please email vanessa-reyes@scusd.edu or david-truongsi@scusd.edu if you have any questions about Student Ambassadors

Volunteers

As a prospective volunteer for the Sacramento City Unified School District (SCUSD), it is crucial to follow the instructions outlined in the SCUSD Volunteer Packet. This comprehensive guide is designed to ensure the safety and well-being of our students, staff, and volunteers, while also upholding the high standards of our educational community. By adhering to the regulations and policies set forth in the packet, you are demonstrating your commitment to creating a positive and secure learning environment. We encourage all volunteers to thoroughly review the packet, complete all required forms, and remain informed of any updates to district policies. Your dedication to following these guidelines is essential to maintaining the integrity and effectiveness of our volunteer program.

Click the link below to download the SCUSD Volunteer Packet

1 Volunteer Packets

Contact Information

916 643 7919

5735 47th Ave. Sacramento CA 95824

www.youthdevelopmentscusd.org