

# Smythe Academy of Arts and Sciences



## 2026-2027 Application Packet Grades 7-8

Spanish Version Available Upon Request

**HAY VERSIÓN EN ESPAÑOL**

**All new students must fill out an application packet.**

**The completed packet must be received at Smythe Academy 7/8 by 3:00 pm, on January 30th, 2026. Use the provided self-addressed envelope to return to Smythe or bring in to our campus.**

**Do not return to other schools or 6<sup>th</sup> grade teachers.**

**Before and After School Bus Transportation Available (see attached)**



**Smythe Academy of Arts of Sciences 7/8  
700 Dos Rios Street  
Sacramento, CA 95811  
(916) 566-3430**



## Student Demographics

Please use the QR code or link to complete this portion of the application digitally.

<https://tinyurl.com/4ns86aw4>



Once complete, continue with the remainder of the application

*Parent Assurances  
Together We Are Better*

*Student Name* \_\_\_\_\_ *Grade:* \_\_\_\_\_

*Parent Name* \_\_\_\_\_

**Please take the time to read over the following statements and initial and date each item as you agree.**

As a Smythe parent/guardian, I am required to attend all school meetings and I will keep open lines of communication with Smythe staff and return phone calls in a timely manner.

Initial \_\_\_\_\_

Date \_\_\_\_\_

I understand that my child will be required to participate in field study activities including community service projects, science projects and field trips.

Initial \_\_\_\_\_

Date \_\_\_\_\_

My student is required to be at school every day, on time, and stay for the entire school day. I understand that my child's absence may only be excused in accordance with TRUSD Board Policy which is listed in the TRUSD Parent Handbook.

Initial \_\_\_\_\_

Date \_\_\_\_\_

I support the policies and procedures that govern Smythe Academy of Arts and Sciences. A copy of the school charter can be found on our website or at the Smythe Academy school site.  
<http://smythe7.trusd.net/About-Us/Our-Charter/index.html>

Initial \_\_\_\_\_

Date \_\_\_\_\_

Students, Parents, and Guardians will agree to be respectful to students and staff at all times in compliance with TRUSD Board Policy on Civility BP 1212 <https://www.trusd.net/Academics/Programs/Charter-School-Programs/Board-Policy/index.html>

Initial \_\_\_\_\_

Date \_\_\_\_\_

I understand 7<sup>th</sup> grade students are required to maintain a minimum 1.0 GPA on their 2<sup>nd</sup> semester report card to continue in 8th grade at Smythe Academy Middle School.

Initial \_\_\_\_\_

Date \_\_\_\_\_

For 8<sup>th</sup> grade students to participate in the end of the year activities such as carnival, dance, and field trips, a student must:

Initial \_\_\_\_\_

Date \_\_\_\_\_

- Have no more than 1 F and a minimum 2.0 G.P.A on their 2<sup>nd</sup> semester report cards.
- Complete all 15 hours of their Community Service Project with documentation.
- No more than 15 periods lates in Q4
- Text books and library books must be returned.
- Have no violations of California Education Code 48900 that result in a suspension for the 4<sup>th</sup> quarter.

## **Smythe Academy Discipline Policies**

Smythe Academy will follow all TRUSD Discipline Policies to include District-Wide discipline guidelines. When chronic behaviors have exhausted all of the interventions available at the site, the Principal may refer a student for an impartial review by the Discipline Committee at the other Smythe Academy site. During this review, the student's behavior, academic performance, and past interventions will be evaluated to determine if the student should continue to be enrolled at Smythe Academy. If it is determined that the student will lose their Charter privileges, they must be immediately dis-enrolled from Smythe Academy and enrolled into their home school.

Smythe Academy retains the right for an Immediate Dismissal without the benefit of a Discipline Committee review for behaviors that are deemed to be an imminent threat to the student population of the school. Such behaviors may include: repeated fighting (Ed code 48900a), possession of narcotics (Ed code 48900c), possession of alcohol (Ed code 48900c), possession of stolen property (Ed code 48900g & s), and possession of a dangerous object (Ed code 48900 b). Parents will be notified immediately if it has been determined by the Principal that the student will be immediately released from Smythe Academy.

Parents will be notified for any infraction of the rules while their students are at Smythe Academy. Notification can occur by phone, email, mail, or all of the above.

It is the intent of our discipline program to emphasize the positive behaviors exhibited by students. Therefore, many opportunities exist for students to gain recognition for their fine efforts. These opportunities occur at each trimester/semester, depending on which Smythe Academy site the student attends. Smythe Academy recognizes student accomplishments in the areas of academics, responsibility, effort, and attendance. Parents of recipients are encouraged to attend the ceremonies/rallies when their students are receiving awards.

- Please sign below acknowledging you have read, understand and agree with the Smythe Academy Discipline Policy.

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Parent Signature

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Date

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Student Signature

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Date

# STUDENT ENROLLMENT FORM

(Please fill out the information completely; place "NA" where it is not applicable.)

## STUDENT INFORMATION

Legal Name (Last) \_\_\_\_\_ (First) \_\_\_\_\_ (Middle) \_\_\_\_\_

Alias/Nickname (Last/First/Middle) \_\_\_\_\_

☐ Male ☐ Female Grade \_\_\_\_\_ Birthdate \_\_\_\_/\_\_\_\_/\_\_\_\_ Age \_\_\_\_\_

Birthplace (City/State/Country) \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

If born outside USA, date of entry \_\_\_\_/\_\_\_\_/\_\_\_\_ Date entered USA school \_\_\_\_/\_\_\_\_/\_\_\_\_

Mailing Address \_\_\_\_\_ City \_\_\_\_\_ Zip Code \_\_\_\_\_

Residence, if different \_\_\_\_\_ City \_\_\_\_\_

Zip Code \_\_\_\_\_ Has the student ever attended a California public school? ☐ Yes ☐ No

Last attended: \_\_\_\_\_  
School District City State

If the student lives with someone other than their mother/father, please complete the following:

Name \_\_\_\_\_ Relationship \_\_\_\_\_

Is this person the legal guardian? ☐ Yes ☐ No Telephone (\_\_\_\_) \_\_\_\_ - \_\_\_\_

## FAMILY INFORMATION

Name \_\_\_\_\_ Home phone (\_\_\_\_) \_\_\_\_ - \_\_\_\_

Relationship: (Please ✓ one) ☐ Father ☐ Mother ☐ Stepfather ☐ Stepmother ☐ Legal Guardian ☐ Caregiver ☐ Foster Parent

Employer \_\_\_\_\_ Work Phone (\_\_\_\_) \_\_\_\_ - \_\_\_\_

Cell phone (\_\_\_\_) \_\_\_\_ - \_\_\_\_ Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_ Zip Code \_\_\_\_\_ E-mail \_\_\_\_\_

Name \_\_\_\_\_ Home phone (\_\_\_\_) \_\_\_\_ - \_\_\_\_

Relationship: (Please ✓ one) ☐ Father ☐ Mother ☐ Stepfather ☐ Stepmother ☐ Legal Guardian ☐ Caregiver ☐ Foster Parent

Employer \_\_\_\_\_ Work Phone (\_\_\_\_) \_\_\_\_ - \_\_\_\_

Cell phone (\_\_\_\_) \_\_\_\_ - \_\_\_\_ Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_ Zip Code \_\_\_\_\_ E-mail \_\_\_\_\_

### Siblings/Other children living in the home

Name \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_ ☐ Male ☐ Female Birthdate \_\_\_\_/\_\_\_\_/\_\_\_\_

Name \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_ ☐ Male ☐ Female Birthdate \_\_\_\_/\_\_\_\_/\_\_\_\_

Name \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_ ☐ Male ☐ Female Birthdate \_\_\_\_/\_\_\_\_/\_\_\_\_

Name \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_ ☐ Male ☐ Female Birthdate \_\_\_\_/\_\_\_\_/\_\_\_\_

### OFFICE USE ONLY:

☐ Immunizations Aeries Perm ID No. \_\_\_\_\_ Entry Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
CSIS No. \_\_\_\_\_ Grade Level \_\_\_\_\_

☐ Cum Request Birth Verification \_\_\_\_\_ Teacher \_\_\_\_\_

Lunch App? ☐ Yes ☐ No Address Verification \_\_\_\_\_ School \_\_\_\_\_

Twin Rivers Unified School District



## RACE/ETHNICITY

(California Government Code Section 8310.5 requires that we collect this data.)

Part A. Is this student Hispanic or Latino? (Select only one)

- ☐ No, not Hispanic or Latino  
☐ Yes, Hispanic or Latino

The above part of the question is about ethnicity, not race. No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider the student's race to be.

Part B. What is this student's race? (Select one or more)

- ☐ American Indian or Alaska Native

### Asian

- ☐ Chinese ☐ Laotian  
☐ Japanese ☐ Cambodian  
☐ Korean ☐ Filipino  
☐ Vietnamese ☐ Hmong  
☐ Asian Indian ☐ Other Asian

### Native Hawaiian or Other Pacific Islander

- ☐ Hawaiian ☐ Samoan  
☐ Guamanian ☐ Tahitian  
☐ Other Pacific Islander

- ☐ Black or African American

- ☐ White

## PARENT/GUARDIAN HIGHEST EDUCATION LEVEL

Please indicate highest education level completed by either parent.

- ☐ not a high school graduate  
☐ high school graduate  
☐ some college or associate's degree  
☐ college graduate  
☐ graduate degree or higher  
☐ decline to state

**My signature below certifies that all of the information provided in this survey is accurate. I understand that changes in address, telephone number(s), and/or emergency information will be reported to the school immediately.**

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Parent/Guardian Signature Date

**EMERGENCY / MEDICAL / HEALTH INFORMATION**

**A.** In the event of an accident or other emergency when a parent/guardian is unavailable, I hereby authorize the school to make necessary arrangements for my child to receive medical or hospital care, including transportation. **I agree to pay all costs incurred.** Under the above circumstances, I further authorize the physician named below to undertake such care and treatment of my child as necessary. In the event said physician is not available, I authorize such care and treatment to be performed by any licensed physician or surgeon.

Doctor's name \_\_\_\_\_ Telephone (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Health coverage \_\_\_\_\_ Medical ID number \_\_\_\_\_

☐ I do not choose the above statement and in the event of an accident or emergency, I desire the following action: \_\_\_\_\_

**B.** California requires a physical examination for all children starting school. This may be done within six months before your child enters kindergarten, and up to 90 days after he/she enters first grade. Please check if this has been done: ☐ Yes ☐ No

If yes, date of examination \_\_\_\_/\_\_\_\_/\_\_\_\_ Doctor/Clinic \_\_\_\_\_

**C.** California law requires that the legal guardian of any pupil on continuing medication inform the school. If your child receives medication, complete the following:

Medication \_\_\_\_\_ Dosage \_\_\_\_\_ Supervising Doctor \_\_\_\_\_

(If medication must be given during school hours, a **Medication Release Form** must be obtained from the school office and completed by the parent and physician.)

**D.** Has your child had any of the following conditions? (Check all that apply.)

☐ Asthma (Date of last attack: \_\_\_\_/\_\_\_\_/\_\_\_\_) ☐ Vision/hearing problems

☐ Food allergy (List: \_\_\_\_\_) ☐ Bee sting allergy

☐ Heart problems ☐ Hepatitis ☐ Seizure disorder ☐ Diabetes

☐ Other serious allergies: \_\_\_\_\_

☐ Chronic health condition: \_\_\_\_\_

☐ Mental health condition: \_\_\_\_\_

☐ Other known condition(s): \_\_\_\_\_

**E.** Specialized health care procedures: \_\_\_\_\_

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date

**STUDENT SERVICES INFORMATION**

Did your child receive any of the following programs or services? (Check all that apply.)

- ☐ Special Education (RSP, Speech, Special Day Class placement –IEP)
- ☐ GATE (Gifted and Talented Education)
- ☐ Counseling (School Counseling, School Social Worker or outside counseling service)
- ☐ Help to improve attendance (SART and/or SARB)
- ☐ Help to improve behavior (Behavior Intervention)
- ☐ Homeless Education Services
- ☐ Tutoring
- ☐ 504 Accommodation Plan

Where is your child/family currently living? (Check one box only. This information will be used to determine if your child qualifies for any additional assistance under the No Child left Behind Act of 2001.)

- ☐ In a single family house or apartment
- ☐ With more than one family in a house or apartment due to economic hardship
- ☐ In a shelter or transitional housing program
- ☐ In a motel, car or campsite
- ☐ In a foster care placement

**ADDITIONAL STUDENT BACKGROUND**

Has your child ever been expelled from another school/district? ☐ yes ☐ no

When? \_\_\_\_/\_\_\_\_/\_\_\_\_ Name of school/district: \_\_\_\_\_

Has your child been retained (held back) in any school? ☐ yes ☐ no

If yes, in what grade(s)? \_\_\_\_\_

**EMERGENCY CONTACT**

In case of an accident or emergency and the parent/guardian cannot be reached, the school should call and may release the student to any of the following individuals:

Name \_\_\_\_\_ Relationship \_\_\_\_\_ Ph. (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

Name \_\_\_\_\_ Relationship \_\_\_\_\_ Ph. (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

Name \_\_\_\_\_ Relationship \_\_\_\_\_ Ph. (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_



## HOME LANGUAGE SURVEY ENGLISH VERSION

Place this completed form in Student  
Cumulative Record Folder.

Form is to be completed once in a  
California School.

Name of Student: \_\_\_\_\_  
Surname / Last Name First Given Name Second Given Name

School: \_\_\_\_\_ Age: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

Note: School district personnel can help complete the information above only.

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Dear Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with this legal requirement. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered.

1. Which language did your child learn when he/she first began to talk? \_\_\_\_\_
2. Which language does your child most frequently speak at home? \_\_\_\_\_
3. Which language do you (the parents or guardians) most frequently use when speaking with your child? \_\_\_\_\_
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) \_\_\_\_\_

Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
Date

This procedure meets federal requirements for identifying and assessing language minority students in order to provide appropriate instructional support services for those students found to be limited English proficient.

Adapted from the California Department of Education

# Smythe Academy of Arts and Sciences

## School-Parent-Student Compact

**Family Pledge: My child's education is important and I am responsible for their success. I agree to do the following:**

- Ensure that my child attends school every day, on time, ready to learn, and in the correct dress code.
- Limit and supervise my child's non-school screen time (television + computer + gaming) and support positive use of extracurricular time and technology.
- Support the school's discipline policy.
- Be respectful to the school staff and students in compliance with TRUSD Board Policy on Civility BP 1212.
- Provide a quiet time and place for schoolwork and review school work regularly.
- Ensure that my child gets adequate sleep, regular medical attention and proper nutrition, and follow all Twin Rivers health guidelines.
- Regularly monitor my child's progress and communicate with my child's teacher through written correspondence, phone calls, conferences and/or occasional home visits.
- When problems or conflicts arise, parents should communicate first with teacher(s) to work towards a resolution.
- Register for Aeries Parent Portal and check grades at least weekly.
- Understand that my child's absence may only be excused in accordance with TRUSD Board Policy which is listed in the TRUSD Parent Handbook.

**Student Pledge: My education is important and I am responsible for my own success. I agree to do the following:**

- Advocate for myself and ask for help.
- Give my best effort every day.
- Know and follow the school, bus, field trip rules.
- Respect the school, students, staff and families.
- Attend school in dress code.
- Bring necessary materials (including charged technology), completed assignments, and homework.
- Understand the requirements for all field trips, extra curricular activities, clubs, sports, promotions, and after school enrichment.

**Staff Pledge: Your child's safety and achievement is my responsibility. To create the best learning environment for your child I agree to do the following:**

- Provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables your child to meet the challenging state academic standards.
- Have high expectations for your child and provide her/him the support needed to meet them.
- Communicate regularly with you regarding your child's progress about academics, behavior, and attendance.
- Participate in professional development opportunities to improve my teaching.
- Actively participate in collaborative decision making.
- Demonstrate professional conduct and positive attitude.
- Foster a welcoming, safe, and supportive learning environment.
- Respect and embrace the diversity of my students' experiences and beliefs and practice culturally relevant teaching to the best of my training.

**Administration Pledge: Your child's safety and achievement is my responsibility. To create the best learning environment for your child I agree to do the following:**

- Ensure all staff and students are upholding the School-Parent-Student compact when conflicts arise.
- Foster the development of culturally relevant programs and instruction that reflect the diverse culture and background of the staff and students at Smythe Academy of Arts and Sciences.
- Mediate conflicts in a fair and impartial manner.
- Respect the school, students, staff, and families.

Family Signature \_\_\_\_\_ Student Signature \_\_\_\_\_ Date \_\_\_\_\_  
Staff Signature \_\_\_\_\_ Admin Signature \_\_\_\_\_ Date \_\_\_\_\_



## DRESS CODE

All students at Smythe Academy must enter and leave Smythe in Dress Code every day. Students' clothing should fit, be neat and clean, and conform to standards of safety, good taste, and decency. Clothing that exposes cleavage or private areas including midriffs, undergarments, and pants below the natural waist is prohibited. Any type of clothing, accessories, outerwear, undershirts, headwear, blankets, backpacks, hoodies, jackets, sweaters, shoe laces, or shoes that are RED or BLUE will not be allowed. Students who choose to wear clothing that is not appropriate clothing, will not be allowed to attend class until the parent/guardian brings a change of clothes for them.

Jackets, jewelry, and personal items (gym bags, backpacks, fanny packs, blankets, water bottles, etc.) with language or images that are vulgar, sexually suggestive, discriminatory, obscene, libelous, or that promote illegal or violent content, such as the unlawful use of weapons, drugs, alcohol, tobacco, drug paraphernalia, or that contains threats, is prohibited. Students are allowed to wear sun protective clothing, including but not limited to hats, for outdoor use during the school day.

For safety purposes, we highly recommend students wear close-toed shoes. Close-toed shoes are required for PE. Additional accessories and items deemed unnecessary for a student's outfit, including but not limited to blankets, stuffed animals, toys, bandanas, and ski masks, are prohibited.

### Dress Code Description

1. ALL shirts must be SOLID White, Black, or dark Forest Green.
2. ALL shirts must have a Polo-style collar. Polo-style collars have 1-4 buttons and a collar that turns over around the neck.
3. ALL pants/shorts/skirts/dresses must be khaki and tan/beige in color. Pants must fit around the waist; no 'bagging' or 'sagging' will be allowed. If pants are too large around the student's waist, they must wear a belt. Pants must also be large enough for students to pull up to their waist. Joggers, sweats, and leggings are not part of the dress code.
4. PE uniforms, such as sweatpants and PE shirts, are allowed during PE only. No PE uniforms are allowed during regular classes.
5. ALL shorts and skirts must be minimally long enough to extend beyond the student's down stretched fingers. If the shorts/skirt is too short, the student will be asked to change or detained in the office until a change of clothes is brought to school.
6. ALL outerwear – including coats, sweaters, hoodies, and accessories (scarves, snow hats, caps, etc.) must not contain images or language that is vulgar, sexually suggestive, discriminatory, obscene, libelous, or that promotes illegal or violent content, such as the unlawful use of weapons, drugs, alcohol, tobacco, drug paraphernalia, gangs, or that contains threats, is prohibited.
7. No red or blue clothing, shoes, or accessories.

Students who are found in dress code violations will follow our dress code policy. All dress code violations are recorded in our AERIES database.

- 1st violation—Warning
- 2nd violation—Warning
- 3rd violation— Campus Beautification Services or Lunch Detention (LD)
- 4th violation— Call home
- 5th violation— Campus Beautification Services or Lunch Detention (LD) & Call Home
- 6th violation— Behavioral Contract/Meeting with Parents

Students who violate the dress code policy will be asked to change the offending clothing and it will be held in the office until the end of the day. Parents will be called to notify them of the violation and will be asked to bring an alternative item for students to wear if none are available at the school. Student may be refer to the discipline committee if there is continued or willful disobedience.

<b>Smythe 7-8</b>					
<b>Route # 138</b>		<b>AM</b>		<b>PM</b>	<b>WED</b>
Rene & Wheatley		6:46 AM		3:17 PM	1:05 PM
Macarthur & Emmons		6:53 AM		3:10 PM	12:59 PM
North & Pinell		6:55 AM		3:12 PM	1:01 PM
Kern & Roanoke		6:58 AM		3:04 PM	12:55 PM
Hagginwood Park		7:04 AM		2:59 PM	12:53 PM
<b>Route # 139</b>					
Northview & Bridgeford		7:23 AM		3:00 PM	1:06 PM
Norbert & El Camino		7:27 AM		2:52 PM	12:59 PM
Thelma & Greenlea		7:28 AM		2:55 PM	1:01 PM
Northfield @ Northview		7:33 AM		2:48 PM	12:53 PM
<b>Route # 128</b>					
Las Palmas		6:58 AM		3:00 PM	1:00 PM
<b>Route # 150</b>					
Eleanor & Hawthorne		7:23 AM		3:09 PM	1:09 PM
Dixieanne & Erickson		7:30 AM		3:04 PM	1:04 PM
Traction & Fernley		7:38 AM		3:00 PM	1:00 PM
Southgate & Edgewater		7:43 AM		2:57 PM	12:57 PM
Boys & Girls Club		n/a		2:49 PM	12:49 PM
<b>Route #141</b>					
Palmer & Sonoma (Near Apts)		7:02 AM		3:24 PM	1:23 PM
Marysville & Acacia		7:05 AM		3:19 PM	1:19 PM
Northwood		7:11 AM		3:14 PM	1:14 PM
Knoll & Silica		7:17 AM		3:09 PM	1:09 PM
Middleberry & Keith		7:22 AM		3:03 PM	1:03 PM
Connie & Frientza		7:26 AM		2:59 PM	12:59 PM
Frientza & Dobbins		7:30 AM		2:54 PM	12:53 PM
<b>Route #125</b>					
Jessie & Taylor		6:30 AM		3:18 PM	1:18 PM
Del Paso Elementary		6:35 AM		3:14 PM	1:14 PM
Fairbanks Elementary		6:40 AM		3:07 PM	1:07 PM
Natoma & Tenaya		6:50 AM		3:00 PM	1:01 PM
American & Peralta		6:55 AM		2:56 PM	12:56 PM
American & Cleveland		7:00 AM		2:53 PM	12:54 PM
<b>Route #140</b>					
Larchwood & Turnstone		6:50 AM		3:04 PM	1:04 PM
Bridgeford & Chuckwagon		6:54 AM		2:51 PM	12:51 PM

Bridgeford & Saddlehorn		6:56 AM		2:55 PM		12:55 PM
Parkbridge Park		6:58 AM		2:58 PM		12:58 PM
Pony Express & Chuckwagon		7:03 AM		2:53 PM		12:53 PM
Normington & Norland		7:08 AM		2:47 PM		12:47 PM
TIMES EFFECTIVE 9/4/2025						



## California Immunization Requirements for

# K–12<sup>th</sup> Grade

(including transitional kindergarten)

Grade	Number of Doses Required of Each Immunization <sup>1, 2, 3</sup>				
<b>K-12 Admission</b>	<b>4 Polio<sup>4</sup></b>	<b>5 DTaP<sup>5</sup></b>	<b>3 Hep B<sup>6</sup></b>	<b>2 MMR<sup>7</sup></b>	<b>2 Varicella</b>
<b>(7th-12th)<sup>8</sup></b>	<b>K-12 doses</b>	<b>+ 1 Tdap</b>			
<b>7th Grade Advancement<sup>9,10</sup></b>		<b>1 Tdap<sup>8</sup></b>			<b>2 Varicella<sup>10</sup></b>

- Requirements for K-12 admission also apply to transfer pupils.
- Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines. Doses of DTP count towards the DTaP requirement.
- Any vaccine administered four or fewer days prior to the minimum required age is valid.
- Three doses of polio vaccine meet the requirement if one dose was given on or after the 4th birthday.
- Four doses of DTaP meet the requirement if at least one dose was given on or after the 4th birthday. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the 7th birthday (also meets the 7th-12th grade Tdap requirement. See fn. 8.) One or two doses of Td vaccine given on or after the 7th birthday count towards the K-12 requirement.
- For 7th grade admission, refer to Health and Safety Code section 120335, subdivision (c).
- Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Only doses administered on or after the 1st birthday meet the requirement.
- For 7th-12th graders, at least one dose of pertussis-containing vaccine is required on or after the 7th birthday.
- For children in ungraded schools, pupils 12 years and older are subject to the 7th grade advancement requirements.
- The varicella requirement for seventh grade advancement expires after June 30, 2025.

DTaP/Tdap = diphtheria toxoid, tetanus toxoid, and acellular pertussis vaccine

Hep B = hepatitis B vaccine

MMR = measles, mumps, and rubella vaccine

Varicella = chickenpox vaccine

## Instructions:

California schools are required to check immunization records for all new student admissions at TK / Kindergarten through 12th grade and all students advancing to 7th grade before entry. See [shotsforschool.org](https://shotsforschool.org) for more information.

**Unconditionally Admit** a pupil whose parent or guardian has provided documentation of any of the following for each immunization required for the pupil's age or grade as defined in the table above:

- Receipt of immunization.
- A permanent medical exemption.\*

**Conditionally Admit** any pupil who lacks documentation for unconditional admission if the pupil has:

- Commenced receiving doses of all the vaccines required for the pupil's grade (table above) and is not currently due for any doses at the time of admission (as determined by intervals listed in the Conditional Admission Schedule, column entitled "Exclude If Not Given By"), or
- A temporary medical exemption from some or all required immunizations.\*

## Conditional Admission Schedule for Grades K-12

Before admission a child must obtain the first dose of each required vaccine and any subsequent doses that are due because the period of time allowed before exclusion has elapsed.

Dose	Earliest Dose May Be Given	Exclude If Not Given By
<b>Polio #2</b>	4 weeks after 1st dose	8 weeks after 1st dose
<b>Polio #3<sup>1</sup></b>	4 weeks after 2nd dose	12 months after 2nd dose
<b>Polio #4<sup>1</sup></b>	6 months after 3rd dose	12 months after 3rd dose
<b>DTaP #2</b>	4 weeks after 1st dose	8 weeks after 1st dose
<b>DTaP #3<sup>2</sup></b>	4 weeks after 2nd dose	8 weeks after 2nd dose
<b>DTaP #4</b>	6 months after 3rd dose	12 months after 3rd dose
<b>DTaP #5</b>	6 months after 4th dose	12 months after 4th dose
<b>Hep B #2</b>	4 weeks after 1st dose	8 weeks after 1st dose
<b>Hep B #3</b>	8 weeks after 2nd dose and at least 4 months after 1st dose	12 months after 2nd dose
<b>MMR #2</b>	4 weeks after 1st dose	4 months after 1st dose
<b>Varicella #2</b>	Age less than 13 years: 3 months after 1st dose	4 months after 1st dose
<b>Varicella #2</b>	Age 13 years and older: 4 weeks after 1st dose	8 weeks after 1st dose

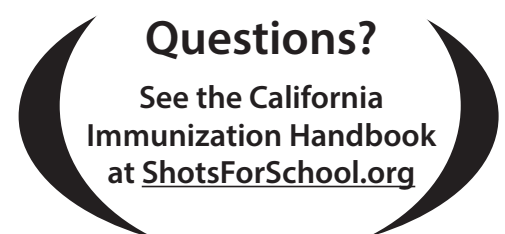
1. Three doses of polio vaccine meet the requirement if one dose was given on or after the fourth birthday. If polio #3 is the final required dose, polio #3 should be given at least six months after polio #2.
2. If DTaP #3 is the final required dose, DTaP #3 should be given at least six months after DTaP #2, and pupils should be excluded if not given by 12 months after second dose. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday. One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement.

**Continued attendance** after conditional admission is contingent upon documentation of receipt of the remaining required immunizations. The school shall:

- review records of any pupil admitted conditionally to a school at least every 30 days from the date of admission,
- inform the parent or guardian of the remaining required vaccine doses until all required immunizations are received or an exemption is filed, and
- update the immunization information in the pupil's record.

For a pupil **transferring** from another school in the United States whose immunization record has not been received by the new school at the time of admission, the school may admit the child for up to 30 school days. If the immunization record has not been received at the end of this period, the school shall exclude the pupil until the parent or guardian provides documentation of compliance with the requirements.

\* In accordance with 17 CCR sections 6050-6051 and Health and Safety Code sections 120370-120372.



## Family Information and Resources

### Smythe Academy of Arts and Science Website

<https://smythe7.trusd.net/index.html>



### Student Handbook

<https://smythe7.trusd.net/Student-Life/Student-Handbook/index.html>



### Smythe Academy Instagram Page

“SmytheMiddle”



### Transportation Website (check for bus routes update over the summer)

<https://www.trusd.net/StudentsFamilies/Parent-Resources/Transportation-Services/>



### Stanford Settlement (After School Program)

<https://www.stanfordsettlement.org/>



### Boys and Girls Club (Before/After School Program)

<https://bgcsac.org/our-clubs/raley-branch.html>





## **PARENT AND FAMILY ENGAGEMENT POLICY**

### **Smythe Academy of Arts & Sciences**

Smythe Academy has developed a written Title I parental involvement policy with input from Title I parents, parent members of the School Site Council and English Learner Advisory Committee groups who have reviewed and discussed the policy. This policy is distributed and explained at our Annual Back to School Night. The policy describes the means for carrying out the following Title 1 parental involvement requirements.

#### **INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM:**

To involve parents in the Title I program at Smythe, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

Annual Back to School Meeting –Written communication through flyers sent home by teachers along with several automated phone calls that will be made encouraging participation. The Principal will present a Power Point on school achievement data, Title 1 program, attendance and ways for parents to become involved in school.

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

Title I parents, parent members of the School Site Council and English Learner Advisory Committee groups will distribute their meeting dates and times at Back to School Night or within the first month of school.

- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.

Yearly meetings of ELAC and SSC are scheduled within the first month of school and calendared so members know when to expect the meeting. Flyers and automated phone calls go out monthly to remind parents of meetings. Parent input is always be solicited during these meetings as noted regarding the programs offered at Smythe. Parents and community members have an opportunity at these meetings to provide suggestions for improvement as well.

- Smythe Academy provides parents of Title I students with timely information about Title I programs. Smythe will be working diligently to update our website with curriculum information, after school information, intervention information and other programs that assist in the development of all learning. In addition, we will utilize our automated messaging system, flyers, our marquee and our app to advertise upcoming program changes or additions.
- Smythe provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

Smythe provides this information at Back to School Night. During Fall parent conferences, teachers and support staff share the strategies embedded in the curriculum that ensure students are reaching mastery of the Common Core State Standards.

- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

Smythe parents experience an open-door policy. They may pre-arrange meetings or phone calls with site administration or staff. Parents may submit comments in writing regarding the school site plan and attend regular SSC and ELAC meetings. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

- If the SWP plan is not satisfactory to the parents of participating parents, the school will submit any parent comments on the plan when the school makes the plan available to the district.

### **BUILDING CAPACITY FOR INVOLVEMENT:**

Smythe Academy engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

- The school provides Title I parents with assistance in understanding the State's academic content standards assessments, and how to monitor and improve the achievement of their children.

A presentation at Smythe Academy Back to School Meeting about the Common Core State Standards as well as pamphlets being distributed and teachers doing a more in-depth discussion at their fall conferences.

- Smythe Academy provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

Smythe Academy provides materials and are willing to meet with parents to help parents work with their children to improve their children's achievement. Some training is held at SSC and ELAC meetings. District committees provide parent trainings for increasing parental involvement, and gaining input and support from parents in planning programs for student achievement.

- With the assistance of Title I parents, Smythe Academy educates staff members about the value of parent contributions and in how to work with parents as equal partners. Our ELAC and SSC is trained by the principal or designee on effective advocacy strategies and roles for parents and communities. The administrative team and the school counselor work with staff to share effective ways of supporting and working with families.
- Smythe Academy coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities. Smythe Academy's district Child Welfare and Attendance Liaison, School Elementary Office Clerk, Family Community Liaison, School Health Assistant and principal or designee, meet regularly to discuss the needs of our families and best outreach for our school community.
- Smythe Academy distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

Smythe Academy is working very hard to keep our website up to date so information is easily accessible. In addition, where applicable, we translate letters in our dominant languages, English and Spanish. In addition, when needed we have a phone translation service as well as google translate to enable staff to have conversations translated for us directly here on campus and make automated messages for our EL



Parents.

- Smythe Academy provides support for parental involvement activities requested by Title I parents. For example, through ELAD and LCAP community meetings, parents have requested opportunities for training to better help their children succeed. In response, Smythe Academy has paid for parents to attend the CAFE conference for the past 3 years.

### **ACCESSIBILITY**

Smythe Academy provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

Twin Rivers School District has changed the format of our school report cards and progress reports to meet the needs of our families. The goal is to provide documentation in a friendly format that is easily understood. The Principal and Vice Principal will review report cards to ensure that comments are clear, concise and parent friendly.

Smythe Academy Special Education staff creates goals in conjunction with parent and the IEP team to ensure buy-in from all participants.

Smythe Academy funds, via the LCAP, monies to ensure that interpreters are provided for all meetings and that all documents and communication are provided in languages other than English.