DISTRICT HANDBOOK

2026 - 2027

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Resources for Students, Staff & Family

Elk Grove Unified School District

EGUSD

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Elk Grove Unified
Overview 2025-26

www.egusd.net

$1.1 B
(2025-26)

Adopted General Fund Budget in Expenditures

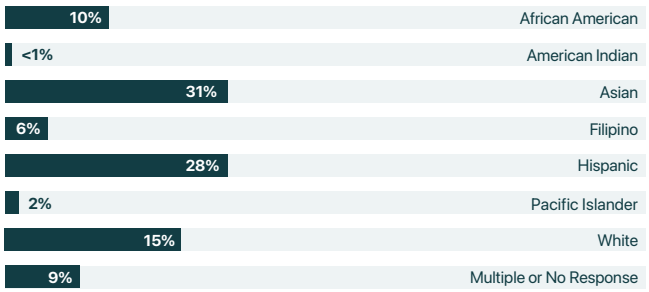
67
Total Schools

43 Elementary Schools
18 Middle/High Schools
6 Alternative/Other Schools

Total Enrolled Students – 63,421

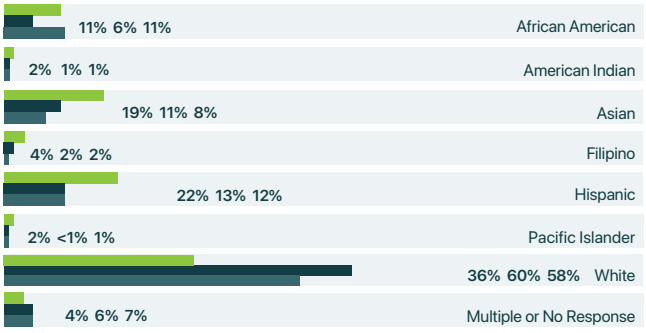
DataQuest (2024-25)

33,151 Grades TK-6 **30,270** Grades 7-12



Total EGUSD Contracted Employees – 7,230

3,170 Classified **3,747** Certificated
313 Administrators / Managers



Student Performance

93% Attendance Rate
(2024-25 LCAP Metrics)

91% Graduation Rate
(Class of 2025)

College Readiness & Preparedness
(2024-25 LCAP Metrics)

- A-G **57%** Completion
- AP/IB **34%** Graduates Passing An AP/IB Exam
- CTE (2024-25) **35%** Graduates Passing Completed a Pathway

CA PBIS

- **17** Platinum Recognized Schools
- **43** Gold Recognized Schools
- **5** Silver Recognized Schools
- **1** Bronze Recognized Schools

Student Demographics & English Learners

DataQuest (2024-25)

- **59%** Socioeconomically Disadvantaged
- **17%** English Language Learners
- **15%** Students with Disabilities
- **<1 %** Foster Youth
- **2%** Homeless

Elk Grove Unified School District

EGUSD

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MESSAGE FROM THE SUPERINTENDENT



Welcome to the Elk Grove Unified School District. We are committed to the academic excellence and the social-emotional well-being of our students. Our focus on high-quality instruction inspires curiosity, creativity, and engagement, and we strive to work together as a team to support students in becoming critical thinkers and making healthy choices. Our commitment to continuous improvement reinforces our promise to measure our impact and make necessary adjustments to programs and services.

In Elk Grove, we strive to understand who our students are and how to meet their individual needs. Our hope is that all students will learn, grow, and thrive both at school and in the community. For us, valuing diversity means recognizing similarities and differences among people, acknowledging that individual differences are assets to communities and organizations, and striving for diverse representation as a critical step toward equity. We invite you and your family to engage with us and ask that you help us create inclusive, welcoming climates where we embrace differences and show respect in words and actions for all people.

This Family Handbook contains important annual legal notices related to public schools, an outline of how we can serve the educational needs of our students, and what the learning environment expectations are of our students, families, and staff.

Complementing this handbook is our District's website, which can often provide more in-depth information about the programs and services we offer to students and their families. In our efforts to be more environmentally friendly, parents can acknowledge receipt of a printed, downloaded, or digital copy of this book online through ParentVUE.

Throughout the year, to help keep you informed and engaged, please expect regular communications from me, my staff, your school, and many programs via newsletters, flyers, mass notifications by phone, email, and/or text, as well as through social media.

I look forward to another successful year in Elk Grove Unified.

Sincerely,

David E. Reilly
Superintendent

ELK GROVE UNIFIED BOARD MEMBERS



Susan Davis
Trustee Area 1



Michael Vargas
Trustee Area 2



Sean J. Yang
Trustee Area 3



Delia Baulwin
Trustee Area 4



Beth Albiani
Trustee Area 5



Jennifer Ballerini
Trustee Area 6



Heidi Moore
Trustee Area 7



Anoushka Vyas
Student Board Member

ABOUT THE ELK GROVE UNIFIED SCHOOL DISTRICT

The Elk Grove Unified School District (EGUSD) is the fourth-largest school district in California located in southern Sacramento County. EGUSD covers 320 square miles and includes 63 traditional public schools, five alternative education schools, an adult school, one charter school and a virtual academy. Offering a multitude of educational programs, including over 60 career-themed academies and pathways within 13 industry sectors, we prepare our students for college and career by supporting them with the means to be creative problem solvers; self-aware, self-reliant, and self-disciplined; technically literate; effective communicators and collaborators; and engaged in the community as individuals with integrity. We integrate rigorous academics with career-based learning and real world workplace experiences and ensure that *Every Student is Learning, in Every Classroom, in Every Subject, Every Day to Prepare College, Career and Life Ready Graduates*.

OUR MISSION

Elk Grove Unified School District will provide a learning community that challenges ALL students to realize their greatest potential.

- **Outcomes for Students**
  - Achievement of core academic skills
  - Confident, effective thinkers and problem solvers
  - Ethical participants in society
- **Commitments about how we operate as an organization**
  - Supporting continuous improvement of instruction
  - Building strong relationships
  - Finding Solutions
- **High expectations for learning for ALL students and staff**
  - Instructional excellence
  - Safe, peaceful, and healthy environment
  - Enriched learning environment
  - Collaboration with diverse communities and families

CORE VALUES

Fiscal Stewardship & Operational Excellence — All students will benefit from an innovative school system that ensures fiscal stability, safe and well-maintained facilities, and a high-quality workforce.

High-Quality Curriculum, Instruction & Assessment — All students will benefit from high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

Targeted Supports & Interventions — All students will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps, with a particular emphasis on students who identify as Black/African American, students with disabilities, students who are English learners, students in foster care, students experiencing homelessness, and students who identify as Native American.

Wellness — All students will benefit from an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

Family and Community Engagement — All students will benefit from programs and services designed to inform and engage family and community partners.

EDUCATIONAL VISION AND MISSION



PART 1

Elk Grove Unified School District

EGUSD

HIGH-QUALITY INSTRUCTION AND CURRICULUM

All students will have access to a standards-aligned curriculum and receive high-quality instruction to promote academic, college-, career-, and social emotional life-readiness skills and to eliminate the achievement gap.

Our students benefit from high-quality instruction as defined by the EGUSD Instructional Framework where students are provided learning targets and success criteria, engage in student dialogue/communication, and actively participate with opportunities with regular assessment and feedback. Not only does the teaching and learning model help every student progress, but when implemented in the classroom, it shows outsized student achievement gains for student groups with targeted academic supports. The EGUSD Instructional Framework consists of three domains:

1. Lesson Planning for Student Success
2. Social-Emotional Learning Competencies
3. Universal Access

TEACHING AND LEARNING

Teachers must meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, regarding special education teachers, the qualifications described in section 612(a)(14)(C) of the Individuals with Disabilities Education Act [20U.S.C. 1412(a)(14)(C)].

The Every Student Succeeds Act (ESSA) is a federal law passed in 2015 and reauthorized in 2021 that governs public education policy in grades K-12 in all 50 states. ESSA went into effect starting with the 2017-18 school year. It includes provisions that will help ensure success for all students:

- Encouraging accountability for improvement in our lowest-performing schools
- Instituting high academic standards that will prepare students for college and careers
- Performing annual statewide assessments that measure student progress
- Promoting equity for disadvantaged students

Under ESSA, teachers are legally assigned following the issuance of a California license or certificate, including the use of California Education Code options and permits that allow teachers to teach outside of their certification area.

ESSA Section 1112(e) states that LEAs shall notify the parents of each student attending any school receiving Title I funds and that after parent request, the agency will in a timely manner provide information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

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

Homework

Homework benefits students by teaching them good study skills, discipline, and responsibility. It also allows parents to be involved in their child's education. Homework should relate to classroom instruction as well as reinforce and extend learning and promote immediate recall of basic skills. Parents may request a meeting to review instructional materials and discuss the course curriculum. [E.C. 49063(k) and 49091.14 and 20 U.S.C. 1232h(c) and (d)]

Communication of Student Achievement

The Board of Education believes good communication regarding academic progress between parents and teachers is part of the education process. All appropriate forms of communication should be used. The progress report should reflect student progress in classwork and proficiency levels. It should also indicate educational growth concerning the student's ability, citizenship, and effort. At elementary schools, report cards are made available on ParentVUE, given to parents during parent-teacher conferences and/or are sent home with the student.

Report cards of middle and high school students are sent electronically through Synergy. Any parent wanting special arrangements for receiving report cards may call the school. Parents will be notified when a student is in danger of not passing a course. [E.C. 49063 and 49067]

Email Communication with Teachers

Email communication is an effective way for parents and teachers to communicate. Please know that teachers are not always able to respond immediately to emails they receive. However, they will respond within a reasonable amount of time.

Home and Hospital Instruction

Students who are temporarily disabled are entitled to instruction in their homes or in a hospital or other residential health facility within the district they are deemed to reside. Temporary disability means a physical, mental, or emotional disability incurred while a student is enrolled in regular day classes or an alternative education program, and after which the student can reasonably be expected to return to regular day classes or the alternative education program without special intervention.

A student with a temporary disability who is in a hospital or other residential health facility (excluding a state hospital) which is located outside of the school district in which the student's parent or guardian resides shall be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located. Once the parent has notified the District in which the hospital is located of the student's presence in the qualifying hospital, the District has five working days to notify the parent if individualized instruction shall be made available. If the determination is positive, individualized instruction shall commence within five working days.

Individual instruction in a student's home must begin no later than five working days after a school district determines that the student shall receive this instruction.

When a student receiving individual instruction is well enough to return to school, s/he must be allowed to return to the school that she/he attended immediately before receiving individual instruction, if the student returns during the school year in which the individual instruction was initiated.

If they are well enough to do so, students enrolled in individual instruction in a hospital or other residential health facility for a partial week are entitled to attend school in their school district of residence or to receive individual instruction provided by the school district of residence in the student's home on days in which he or she is not receiving individual instruction in a hospital or other residential health facility.

Absences from the student's regular school program due to the student's temporary disability are excused until the student is able to return to the regular school program. [E.C. 48206.3, 48207, 48207.3, 48207.5, 48208, 48240 (c) and 48980(b)]

School Calendar, Minimum Days, and Student-Free Teacher Development Days

Our school calendar is available online and can be downloaded. We have schools on three types of calendars: Year-Round with Tracks, Modified-Traditional, and Traditional. Minimum days, staff development days, and district holidays are noted on the calendar. If your child will be affected by minimum days or staff development days, we will give you at least one month's notice. At various times during the year, schools will be on a minimum day schedule. Schools have minimum days due to testing, track change days, and teacher development. [E.C. 48980]

Curriculum: Alignment to California State Standards

Curriculum is adopted using the process outlined in Board Policy/Administrative Regulation 6161.1. Instructional materials are reviewed through a number of lenses, and primary of those is the alignment to content-area state standards. Information about our adopted curriculum can be found on our instructional materials webpage.

Our Course Catalogs

Our goal is to guide students toward academic success and to prepare them for college, career, and life-readiness. The education that students receive here prepares them for many future roles: worker, parent, student in higher education, and citizen. Therefore, sound planning and thoughtful course selection are critical for students to make the most of their middle and high school years.

Individual school course catalogs may be found on each middle and high school website. These catalogs provide course offerings specific to each school. Our course catalog, featuring all current middle and high school courses adopted by the Board of Education, may be found on the district's website.

LIBRARY MATERIALS

To access the school's library collection, follow the steps below for the Destiny Catalog;

1. Go to follett.egusd.net
2. Click on your child's school site to access the Destiny browser
3. You may browse the Destiny Catalog by school/district collection, keywords, author, subject, and title

Instructional Materials Review Process

In accordance with BP 6161.1, EGUSD teachers, administrators, and community members carefully review instructional materials. The recommended instructional materials are aligned with California content standards. Prior to selection and purchase, major adoptions of instructional materials (e.g., mathematics, English/language arts, social science, science) are evaluated and made available to the public for review before being recommended to the Board of Education for adoption. The review process ensures that teachers and students have the best possible materials for teaching and learning. A content area steering committee evaluates and recommends instructional materials to the Curriculum Council. The Curriculum Council is a vetting committee made up of perspectives from multiple departments and educator roles who then makes recommendations to the Board of Education for adoption.

Your child's teacher should share information with you about classroom instructional materials. Parents may also request a course outline from their child's teacher.

If you have questions or concerns about instructional materials, please call your child's teacher to seek information. If the meeting does not end with resolution, parents may follow the process outlined in BP 1312.2.

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

SCHOOL COUNSELING

Academic, college career, and social emotional learning opportunities through school counseling are available to all students. Students can meet with school counselors on their school campus to discuss academics, social emotional learning, career or job preparation, college admission requirements, and/or to dually enroll in career technical education courses. [E.C. 51229 and 48980(1)]

Appointments with a school counselor are available throughout the school day. Please contact your school counseling office to schedule an appointment. At many schools, parents may also email their student's school counselor by logging onto Synergy. Once an appointment is set, students will be given a permission slip to release them from class. Parents may participate in school counseling sessions, when appropriate.

School counselors, as well as teachers, instructors, administrators or instructional aides, may not, on the basis of a student's gender or gender expression, nationality, race, ethnicity, or religion, offer vocational or school program guidance to the student that is different from that offered to all students. Nor may a counselor differentiate career, vocational or higher education opportunities on the basis of the gender or gender orientation, race, ethnicity, nationality, or other characteristics of the student counseled. Any District personnel acting in a career counseling or course selection capacity for a student shall affirmatively explore with the student the possibility of careers or courses leading to careers that are nontraditional for that student's gender or gender orientation. [E.C. 221.5(d)] { E.C. 220]

Special Education

Special Education provides the continuum of special education support as outlined in the Individuals with Disabilities Education Act (IDEA '04). Students receive support from Special Education as delineated on their Individual Education Plan (IEP). Programs include services and support for Autism (Aut), Deaf/Blind (DB), Deaf, Hard of Hearing (DHOH), Emotional Disturbance (ED), Intellectual Delay (ID), Orthopedic Impairment (OI), Other Health Impairment (OHI), Multiple Disabilities (MD), Speech and Language Impairment (SLI), Specific Learning Disability (SLD), Traumatic Brain Injury (TBI) and Visual Impairment (VI). The District annually notifies parents of the rights related to special education identification, referral, assessment, instructional planning, implementation and review and procedures for initiating a referral for assessment.

Parents receive this special education information at their child's annual IEP meeting. For more information about special education services, please call (916) 686-7780.

Reading Difficulties Screener

Beginning the 2025-2026 school year, the California Education Code 53008 mandates that school districts screen students in kindergarten through grade two for risk of reading difficulties. The screenings are intended to identify students who may need additional support and inform individualized instruction.

Students are exempt from taking the screener if:

- they are on an Individualized Education Plan (IEP) for reading or are being tested for one.
- their parent/guardian opts out of the screener no later than 15 calendar days before the administration of the screening instruments (form available in the school office).
- they do not currently have proficiency in English or Spanish (an alternative screening process will take place).

The screener's results will be provided to the student's parent or guardian no more than 45 calendar days from the date the assessment was administered. This will include information on how to interpret the results and the next steps for instruction.

ADMINISTRATION DATES:

CALENDAR	SCREENING WINDOW
A Track	Feb 9, 2027 - Feb 26, 2027
B Track	Feb 9, 2027 - Feb 26, 2027
C Track	Feb 16, 2027 - Mar 5, 2027
D Track	Jan 19, 2027 - Feb 5, 2027
Mod - T	Jan 25, 2027 - Feb 12, 2027
Traditional	Jan 19, 2027 - Feb 5, 2027

9th Grade Math Placement

We strive to ensure that students are provided with rigorous and meaningful educational choices. Our commitment extends to providing high school students with the opportunities to take mathematics courses that are recommended for college admission. Pursuant to the CA Mathematics Placement Act of 2015, grade 9 students are scheduled into math courses using the following, but not limited to, placement criteria:

- Grade 8 math course and grades
- Successful completion of HS math prerequisite requirements
- CAASPP math score
- Challenge test (optional)

Per Board Policy 6152.1, if you and your child do not agree with the math course in which your child has been placed, you have the right to appeal the decision within 5 school days of the initial placement. If you choose to appeal, the following steps must be taken:

- Within five school days of initial placement, contact your child's school administration in writing with your decision to appeal. The school administration has five school days to respond to the appeal and make a final decision.

If you do not agree with the site administration's decision, a further appeal in writing can be made to the Secondary Education Department. The Secondary Education Department has five school days to respond to the appeal and make a final decision. If you have questions about this information, please contact your child's school administration.

SOCIAL EMOTIONAL LEARNING

Social and emotional learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

Social and emotional learning (SEL) and education is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful. Social and emotional skills are critical to being a good student, citizen, and worker. Many risky behaviors (e.g., drug use, violence, bullying, and dropping out) can be prevented or reduced when multiyear, integrated efforts are used to develop students' social and emotional skills. This is best done through effective classroom instruction and practice opportunities, student engagement in positive activities in and out of the classroom, and broad parent and community involvement in program planning, implementation, and evaluation.

Effective SEL education begins in preschool and continues through high school.

Elk Grove Unified has adopted the 5 core SEL competencies from the Collaborative for Academic and Social Emotional Learning (CASEL):

- **Self-awareness:** the ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes the capacity to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.
- **Self-management:** the ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacity to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.
- **Social awareness:** the ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacity to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.
- **Relationship skills:** the ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacity to communicate clearly, listen actively, cooperate, work collaboratively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.
- **Responsible decision-making:** the ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacity to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

Elk Grove Unified has adopted two curricula for the instruction of Social Emotional Learning: Character Strong (also called PurposeFULL people in Elementary schools) and Second Step. Each school site was given a set of criteria to guide their decision in which curriculum to use at their site.

Comprehensive Sexual Health Education

Every year our schools offer a unit of Comprehensive Sexual Health and HIV Prevention education to students in grades 5th and 7th and in high school Health. Our Comprehensive Sexual Health Education (CSHE) curriculum addresses the goals of the California Healthy Youth Act pursuant to Education Code 51930-51939, including providing students with the knowledge and skills necessary to protect them from risks presented by sexually transmitted infections, unintended pregnancy, sexual harassment, sexual assault, sexual abuse, and human trafficking and to have healthy, positive, and safe relationships and behaviors. Our educational program also promotes students' understanding of sexuality as a normal part of human development and their development of healthy attitudes and behaviors concerning adolescent growth and development, body image, gender, gender identity, gender expression, sexual orientation, relationships, marriage, and family. Instruction is medically accurate, unbiased, age-appropriate, and inclusive of all students.

Comprehensive Sexual Health instruction encourages abstinence and acknowledges the family as an important contributor to the student's education. We encourage students to communicate with parents, guardians, or other trusted adults about human sexuality.

Comprehensive Sexual Health is taught by school district personnel in both elementary and secondary grades who have attended mandated training.

Parents/guardians have the right to preview all materials presented in the classroom under state law and to request a copy of the California Healthy Youth Act. Adopted instructional materials can be accessed online via the EGUSD CSHE website.

Additional inquiries may be addressed by emailing HealthEducation@egusd.net.

(**NOTE:** This site is not to notify a teacher of a preference to opt out of CSHE curriculum.)

Parents/guardians will be notified at least two weeks before Comprehensive Sexual Health instruction in their child's class begins. Under state law, a parent or guardian of a pupil has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. Note that a partial opt-out request related to sexual orientation, gender, gender expression may not be honored due to non-discrimination legislation. A request for your child to be excused must be submitted to the school in writing prior to instruction. The request only covers the current school year. [E.C. 51938] Annual parent/guardian informational nights regarding the curriculum are offered via a virtual meeting webinar. Dates, times, and virtual meeting links are also available on the district's CSHE website.

Dissection of Animals

The dissection of animals is sometimes a component of District science classes. When a student or parent objects to participation in a dissection project, an alternative education assignment can be substituted if the teacher believes the alternative is adequate. Alternative options require a comparable amount of time and effort but must not be more arduous than the original project. The school requires a signed note from a parent or guardian indicating the objection. [E.C. 32255 et seq.]

Notification of Films, Videos, Digital Media Content, and Television Shown at School

Board policy emphasizes a parent's right to decide what films, videos, digital media content, and television a student may view. All media must adhere to the copyright policy and must have a direct tie to the curriculum and support the instructional program. Under Board Policy 6162.1:

- The types of films shown are limited by rating and age.
- Communication with parents is required, and in some cases, positive permission is also required.

Movies that have been district-approved and that are planned to be shown must appear on the course syllabus with academic rationale and information pertaining to any sensitive or controversial content regardless of Motion Picture Association of America (MPAA) film rating. Copies of the syllabus will be available during Back-to-School nights and sent home with students.

Parents who wish to withhold permission for students in grades 6-8 to see PG-13 movies or for students in grades 9-12 to see R-rated movies for the entire school year should complete the "opt-out" form that comes home with students during the first weeks of school.

A parent may schedule an appointment to preview an "R" or "PG-13" district-approved video to be shown in their child's classroom by contacting the teacher. Any students who do not view a movie will be entitled to an appropriate and comparable alternative assignment.

Notification of Films, Videos, Digital Media Content, and Television Shown at School (cont.)

- No movies rated X or NC-17 by the motion picture industry are shown at any grade level.
- No movies rated R may be shown to students in grades K-8.
- No movies rated PG-13 may be shown to students in grades K-5.
- Movies covered by Board Policy 6162.1 are rated PG-13 for grades 6-8 and rated R for grades 9-12.
- R-rated videos are not assigned as homework or extra credit in grades 9-12.

STUDENT USE OF TECHNOLOGY

The Elk Grove Unified School District (EGUSD) recognizes that technology, defined in Board Policy 6163.4 - Student Use of Technology, offers a wide variety of opportunities to further educational goals and objectives and therefore provides technology services and network access to its staff and students. Access to these vast resources and information is an educational opportunity requiring responsible use by each individual. As such, every EGUSD user should act in an ethical and legal manner consistent with district goals and objectives and should conform to educationally appropriate use.

Users of EGUSD technology and network services should remember that the level of confidentiality on district-owned computers may not be the same as that expected when using personally-owned equipment or internet services. Electronic communications, files and internet records may be examined for educational and administrative purposes and to verify that acceptable use guidelines are being followed.

EGUSD has taken reasonable steps to ensure that technology services and network use is primarily for activities that support district goals and objectives. While EGUSD has deployed internet content filtering technology in the interest of keeping harmful and inappropriate content from being accessed, internet content filtering is not perfect, and it may be possible for users of the internet to access information that is intended for adults. Likewise, computer security cannot be made perfect, and it is possible that a determined user can make use of computer resources for inappropriate purposes. EGUSD believes that the benefits of internet access in the form of information resources and opportunities for collaboration far exceed any disadvantages. Ultimately, parent(s) and guardian(s) of minors are responsible for setting and conveying the standards that their child or ward should follow.

The use of EGUSD technology, network services, and the internet is a privilege permitted at the district's discretion and is subject to the conditions and restrictions set forth in applicable board policies, administrative regulations, and this Acceptable Use Agreement. EGUSD reserves the right to suspend access at any time, without notice, for any reason, or revoke access at any time for inappropriate conduct.

The use of the internet, network, and technology services is strictly limited to educational purposes. EGUSD expects all students to use technology responsibly in order to avoid potential problems and liability. EGUSD may place reasonable restrictions on the sites, material, and/or information that students may access through EGUSD technology services and networks.

Each student authorized to use EGUSD technology services and networks and the student's parent/guardian shall acknowledge this agreement, which indicates the student has read and understands the agreement and Board Policy 6163.4 - Student Use of Technology.

Definitions

District technology includes, but is not limited to, computer hardware or software, whether accessed on or off site through district-owned or personally-owned equipment or devices; including, but not limited to: tablets, laptops, desktop computers, computer servers, wired and wireless networks, the internet, email, electronic files, USB drives, telephones, mobile telephones, smartphones, wireless radios, smart devices, wearable technology, applications, AI systems, and future technological innovations.

STUDENT OBLIGATIONS AND RESPONSIBILITIES

Students shall not gain unauthorized access to the files or equipment of others, access electronic resources by using another person's name or electronic identification or send anonymous electronic communications. Furthermore, students shall not attempt to access any data, documents, emails, or programs in the district's system for which they do not have authorization.

As a user of the EGUSD technology services, network and internet connections, I agree to:

- Use my computer and network access in an acceptable manner, follow all EGUSD rules and regulations regarding network use, including being polite, using appropriate language, and respecting the privacy of others.
- Use technology/network resources efficiently and for educational purposes only.
- Report any security problem (such as any compromise of the confidentiality of any login or account information) or misuse of technology or network services to the appropriate teacher, administrator, or the EGUSD office.
- Protect my account by not giving out my password, report any suspected misuse to the appropriate teacher or administrator, and be responsible for all use by this account. If issued an individual network account, I will be the sole user of it.
- Follow all applicable copyright laws with the understanding that inappropriately copying or misusing other people's work may be considered plagiarism. Likewise, any work that I create through the use of the EGUSD technology services/network is my own property, yet it is subject to all of the guidelines in this policy.
- Assist in keeping the EGUSD network free from malware or other malicious attacks by refraining from opening attachments from unknown sources, downloading and/or installing unauthorized software, and being alert to warnings.

I understand that inappropriate technology/network/online conduct includes, but is not limited to:

- Using EGUSD technology or network services for illegal activities, including unauthorized installation, use, storage, or distribution of copyrighted software or materials in violation of copyright laws.
- Installing or using unauthorized software or hardware not belonging to, or properly licensed by EGUSD (e.g., games, applications, operating systems, "shareware", computer components, and peripherals). Accessing, posting, submitting, publishing or displaying harmful or inappropriate matter that is threatening, libelous, defamatory, obscene, disruptive, sexually explicit, or that could be construed as harassment or disparagement of others ("cyberbullying") based on their race/ethnicity, national origin, gender, sexual orientation, age, disability, religion or political beliefs. (Penal Code Section 313(a).)
- Bullying, harassing, intimidating, threatening other students, staff, or other individuals.
- Using EGUSD technology or network services for private business, commercial enterprise, or for political activities.
- Using another individual's name, user account, or password.
- Allowing another user access to my account, sharing electronic account passwords, leaving passwords available in obvious locations, or leaving "signed on" or "logged on" computers unattended.
- Disclosing, using, or disseminating the personally identifiable information or "contact information" (of another student, staff member, or other person) when using electronic communication. Personally identifiable information includes the person's name, address, telephone number, Social Security number, or other personally identifiable information.

STUDENT OBLIGATIONS AND RESPONSIBILITIES (CONT.)

- Disclosing personally identifiable information by any means to individuals contacted through the internet without the permission of staff members or sharing confidential information or personally identifiable information (of themselves, another student, staff member, or other person) with an AI system. Students are urged to discuss online privacy issues with their parents or guardian.
- Violating the direction of teachers or other staff members, age restrictions, or the intended use of the technology.
- Reading or accessing other users' email, messages or files. (Collaborative efforts will have appropriate and identified locations and/or resources for sharing files and information.)
- Attempting to interfere with other users' ability to use technology resources, send or receive email, deleting, copying, modifying, or forging other users' email, messages, posts or files.
- Sending or exchanging messages that are inconsistent with school or district policies, or this Acceptable Use Agreement.
- Using encryption, encoding, or passwords to deliberately conceal or hide email or files.
- Distributing electronic media files in a manner that is likely to cause network congestion or significantly hamper the ability of other people to access and use the system (e.g., downloading extremely large files; sending/distributing mass electronic messages or chain letters; downloading of video and audio files not directly related to district goals; excessive chat or instant message use for non-educational purposes; denial-of-service attacks).
- Intentionally uploading, downloading, or creating malware.
- Attempting to vandalize, harm, intentionally disrupt, tamper with, intercept, or destroy EGUSD technology, district operations, equipment, data, or materials including use and/or possession of "hacking" tools.
- Attempting to bypass, circumvent, or disable: network security, virus protection, or internet content filtering; including, but not limited to the use of internet anonymizers, proxies, or virtual private networks (VPNs) to disguise user/computer origin or content.
- Adjusting the privacy settings on any technology tool or AI system unless directed to do so by a teacher or staff
- Manipulating the data of another user, school, or EGUSD resource.
- Accessing servers, computer systems, cloud storage, or network equipment if not authorized to do so.
- Using or connecting any personal (non-district) equipment to the EGUSD network, unless authorized to do so.
- Engaging in or promoting any practice that is unethical or violates any law, board policy or administrative regulation, or this Acceptable Use Agreement.

Privacy

Since the use of EGUSD technology is intended for educational purposes, students shall not have any expectation of privacy in any use of EGUSD technology.

The district reserves the right to monitor and record all use of EGUSD technology, including, but not limited to, access to the internet or social media, internet searches, browsing history, use of AI systems, communications sent or received from district technology, or other uses. Such monitoring/recording may occur at any time without prior notice for any legal purposes including, but not limited to, record retention and distribution and/or investigation of improper, illegal, or prohibited activity. Students should be aware that, in most instances, their use of district technology (such as web searches) cannot be erased or deleted.

All passwords created for or used on any district technology are the sole property of the district. The creation or use of a password by a student on district technology does not create a reasonable expectation of privacy.

Personally Owned Devices

If a student uses a personally owned device to access EGUSD technology, the student shall abide by all applicable board policies, administrative regulations, and this agreement. Use of EGUSD technology on a personal device will be subject to the same monitoring and expectation of privacy as devices provided by EGUSD. The district assumes no responsibility for the loss, theft, or damage of any personally owned device brought to school or used on district property. Safekeeping of personal devices is the sole responsibility of the student and their parent/guardian.

Consequences for Violation of Agreement

Students who violate this EGUSD Student Technology Acceptable Use Agreement, board policy, state or federal laws may be subject to disciplinary action (up to and including suspension or expulsion), loss of access privileges (including revocation of access to EGUSD technology), and/or legal action (including reporting to law enforcement agencies as appropriate). The District Technology Services Department and site administration reserve the right to delete files or remove access to resources found to display or propagate inappropriate online conduct.

EGUSD makes no warranties of any kind, either express or implied, that the functions or services provided by or through EGUSD internet connection will be error-free or without defect. EGUSD will not be responsible for any damage users may suffer, including but not limited to, loss of data, interruptions of service, or exposure to inappropriate material or people. EGUSD will not be responsible for financial obligations arising through the unauthorized use of the system. Users or parents/guardians of users will indemnify and hold the EGUSD harmless from any losses sustained as the result of misuse of the system by the user.

The Elk Grove Unified School District supports and respects each family's rights to decide to allow for or request the denial of network/internet access.

Recovery of Damages

In instances of willful damage or failure to return district technology, the parent/guardian may be charged for repairs and/or replacement pursuant to Board Policies 3515.4 – Recovery For Property Loss or Damage.

EGUSD Chromebook Agreement

EGUSD provides Chromebooks for all students in grades 1-12. Chromebooks have become critical for instruction and are to be treated like instructional materials. Students are to bring Chromebooks to and from school every day, just like books. It is the responsibility of the student to ensure the Chromebook is fully charged each day. As with any borrowed school property (textbook or sports equipment), the Chromebook checked out to the student is the responsibility of the legal parents/guardians and the student to ensure the safety and security of the device at home. In instances of non-normal wear and tear, the family may be charged for repairs and/or replacement. The legal parents/guardians and the student are responsible to work with the school site to recover the cost of repair or replacement (BP 6163.4 and AR 5125.2). When directed by the school site or prior to unenrolling a student from the District, the Chromebook must be returned in similar condition to which it was received.

WEB & SOCIAL MEDIA PAGE CREATION

Access to the Internet and creation of content on websites/pages, using district CMS (Content Management Systems), is a limited forum, similar to a school newspaper. The district will exercise its rights within the law to regulate speech within that forum. Therefore, the district, the site administrator or a teacher may restrict student speech pursuant to Education Code section 48907 if the speech is obscene, libelous, slanderous, or likely to incite students and create a clear and present danger to the operation of the schools, or otherwise interferes with the educational mission of the district. The district will not restrict a student's speech on the basis of a disagreement with the opinion expressed. Web pages are defined as, but not limited to, actual web pages, blog and social media posts or other representation/depiction on the Internet.

The following guidelines must be followed when staff design web pages for display, use web pages on the Internet in connection with their work, or post or allow the posting of student web pages or student work:

THE FOLLOWING SHALL BE ADHERED TO:

- Student work may be published on official websites/pages provided that both the student and his/her parent/guardian provide written permission or the work is part of an existing publication such as a digital school newspaper/newsletter.
- Students, staff or other individuals may not use official district websites/pages to link to their personal web/social media pages or online services.
- Any use of copyrighted material or the intellectual property of others on official websites/pages must be authorized by the owner of the material or permitted by applicable law.
- First and last names of individual students may be published except when the student's parent/guardian has notified the district in writing, through the appropriate opt-out form, to not allow the release of the student's first and last name without prior written consent in accordance with BP/AR 5125.1 – Release of Directory Information.
- Identifiable image(s) of individual students may be published except when the student's parent/guardian has notified the district in writing, through the appropriate opt-out form, to not allow the release of the student's image without prior written consent. Images include photographs, video or live streaming video.
- Image(s) of a student shall not be published with first or last name without prior written consent of the student's parent/guardian. Only district approved administrative systems, which are closed systems requiring a login and password, may contain all student information including images.
- Digital student newspapers/newsletters are required to follow the same requirements involving the posting of student names or images.
- Students' mailing addresses, personal email addresses and/or phone numbers shall not be posted in any public web space or private web space unless parent/guardian written permission is obtained. One exception to this is in the case of Technology Services and Superintendent's Cabinet approved Application Service Providers (ASP's). Student data may be loaded or transferred to an ASP system in order to meet district or school needs if the application/system, the ASP vendor, and associated security measures have been approved by the Superintendent's Cabinet and Technology Services.
- All websites/pages shall adhere to the appropriate sections of district's Administrative Regulation 6163.4 – Student Use of Technology.

THE FOLLOWING SHALL BE ADHERED TO: (CONT.)

- All official district websites are a limited closed public forum. Pages with links to outside organizations need to include the following disclaimer when possible: "The links are listed as a courtesy to our website visitors. While these sites are offered as a resource for our visitors, the district does not control the information contained in the linked websites and accepts no liability for any of the information."
- Social media/web/blog pages which allow commenting are required to be moderated and must follow EGUSD's Social Media Policy.
- District web pages may not contain links to other web pages that are not yet complete.
- Users should avoid creating web pages with extensive tiled backgrounds or large graphics. Such files require longer download times, are frustrating for users, and slow down the web servers. Images shall be under 100K in size unless a special situation exists that requires a larger file.
- Home addresses or personal telephone numbers of staff members shall not be posted on district websites/pages.
- District websites must contain a prominent link to the district's primary website. Use the following link (URL): https://www.egusd.net.
- Material placed on any district website is expected to meet academic standards of proper spelling, grammar and accuracy of information.
- Web page links may not include entities whose primary purpose is commercial or political advertising.

Digital Citizenship

Elk Grove Unified is committed to ensuring that all students learn what it means to be responsible digital citizens. This includes developing the skills needed to use technology, including emerging tools, in ways that are safe, ethical, and thoughtful. Through instruction, students learn to make informed choices when using digital tools and social media. Furthermore, students reflect on the impact these tools have on learning, privacy, and online communities.

The district has adopted curriculum and safeguards to support students in using technology responsibly and to empower them to act safely, respectfully, and ethically in online environments. The following are some of the actions the district has taken to support digital citizenship and responsible technology use:

- Incorporating cyberbullying prevention and online safety resources into the District's Anti-bullying Initiative.
- Facilitating workshops for families through schools and the EGUSD Family and Community Engagement Department on the main themes of digital citizenship and emerging technologies.
- Maintaining an internet content filtering solution that is compliant with the Children's Internet Protection Act (CIPA)
- Managing a Digital Citizenship website with extensive resources to help families use the internet safely, effectively and ethically – blogs.egusd.net/digitalcitizenship.
- Offering professional development for staff on the skills necessary to make safe, lawful and appropriate use of digital tools in an educational environment.
- Providing District-approved digital citizenship/ internet safety curriculum for grades TK-12.

Mobile Communication Devices

"Mobile Communication Device" means any portable electronic device capable of transmitting or receiving data in the form of a voice, text message, or capable of accessing the Internet ("Mobile Communication Device"). The Governing Board recognizes that the use of Mobile Communication Devices, including cell phones, smartphones, smart watches, earbuds, or other like devices, and District issued devices on campus may be beneficial to student learning and well-being, but can also be disruptive of the instructional program in some circumstances. The Board permits limited use of Mobile Communication Devices on campus in accordance with law and the following policy.

Students in grades TK-6 may not use Mobile Communication Devices while on campus except when a teacher or administrator grants permission to the student per EC 48901.5/ EC 48901.7. Mobile Communication Devices must be turned off and placed out of sight during the school day. Students in these grade levels who need to call parents may use phones located in the school administrative office.

Students in grades 7-8 may not use Mobile Communication Devices while on campus except when a teacher or administrator grants permission to the student per EC 48901.5/ EC 48901.7. Mobile Communication Devices must be turned off and placed out of sight during the school day. Students in these grade levels who need to call parents may use phones located in the school administrative office.

Students in grades 9-12 may use Mobile Communication Devices on campus during non-instructional time, as long as the device is utilized in accordance with law and in accordance with Student Technology Acceptable Use Agreement and BP 6163.4 - Student Use of Technology. For the purposes of this regulation, "instructional time" refers to the time in class with a teacher. "Non-instructional time" is all time outside the "instructional time," including lunch and passing periods. Students may use a mobile communication device during instructional time with teacher permission.

Administrators in the grades 9-12 school settings have flexibility in regard to student use of Mobile Communication Devices on their campus. Site principals in the grades 9-12 setting are therefore authorized to impose a temporary ban on student use of Mobile Communication Devices while on campus when there is a specific concern in regard to student, staff and/or public safety. Site principals implementing a temporary ban of student use of Mobile Communication Devices on campus will notify the Superintendent or designee, staff, students and families the reason and duration of the ban as soon as the ban is deemed necessary.

All students in grades TK-12 must comply anytime a request is made by school personnel to cease the use of Mobile Communication Devices, even before or after school. If such a device is observed by staff during school hours or activities when use of the device is not authorized, or after a student has been directed by school personnel to cease use of the device, it shall be confiscated until redeemed by a parent/guardian/caregiver or as determined by the school principal/designee. However, a student shall not be prohibited from possessing or using a Mobile Communication Device under any of the following circumstances: (EC 48901.5, EC 48901.7)

1. In the case of an emergency, or in response to a perceived threat of danger;
2. When a teacher or administrator grants permission to the student to possess a Mobile Communication Device, subject to any reasonable limitation imposed by that teacher or administrator;
3. When a licensed physician or surgeon determines that the possession or use of which is limited to purposes related to and necessary for the student's health and well-being as required in the student's health plan; and/or
4. When the possession or use is required by the student's individualized education program or 504 plan

When a student uses a Mobile Communication Device in an unauthorized manner, the student may be subject to behavior interventions, including up to formal discipline, and a district employee may confiscate the device. Unauthorized use includes but is not limited to the use of a camera, video, or voice recording to function in a way or under circumstances which infringe upon the privacy rights of others. [E.C. 51512].

A school administrator may search a Mobile Communication Device in accordance with BP/AR 5145.12 - Search And Seizure, if they have a reasonable suspicion that a search of a student's Mobile Communication Device will turn up evidence of the student's violation of the law or school rules.

A student may also be subject to discipline, in accordance with law, Board policy, and administrative regulation for on-campus or off-campus use of a Mobile Communication Device which poses a threat or danger to the safety of students, staff, or district property, constitutes threats, bullying, or harassment of students or staff in way that impacts the school environment, or substantially disrupts school activities or the school environment. (BP/AR 5131 - Conduct, BP/AR 5144.1 - Suspension and Expulsion/Due Process)

The Superintendent or designee shall inform students that the district will not be responsible for a student's Mobile Communication Device which is brought on campus or to a school activity and is lost, stolen, or damaged.

The Superintendent or designee shall prepare regulations for the administration of this Board Policy.

ALTERNATIVE SCHOOLS

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

- Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.
- Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
- Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.
- Recognize that the best learning takes place when the student learns because of his desire to learn.

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

Our Alternative School Programs

- Jessie Baker (Special Education K-6)
- Calvine High School (9-12)
- Elk Grove Unified Charter School (7-12)
- Rio Cazadero High School (9-12)
- William Daylor High School (9-12)

Individualized Instruction

If your child has a temporary disability preventing him/her from attending regular class, the district will provide alternative instruction when possible. [E.C. 48206.3, 48208, 48980 (b)]

EGUSD Independent Study Program (ISP)

Our Independent Study Program (ISP) is an educational program that provides instruction based on the state-adopted content standards by certificated teachers. Parents or guardians may select an instructional program that best suits their child's needs and should contact their home school's principal to inquire about an ISP program available at Las Flores: Las Flores High School (9-12) and the EGUSD Virtual Academy (K-8).

Expanded Learning

The California Department of Education defines expanded learning to mean before school, after school, during the summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that all Expanded Learning programs are pupil-centered, results-driven, include community partners, and complement – but do not replicate – learning activities in the regular school day and school year.

Current Expanded Learning Afterschool Programs In EGUSD

The After School Education and Safety (ASES), 21st Century Community Learning Centers (21st CCLC), and After School Safety and Enrichment for Teens (ASSETs) Programs are state and federally funded expanded learning programs. Grants are administered by the California Department of Education and are intended to provide safe and educationally enriching alternatives for children and youth during non-school hours.

The Expanded Learning Opportunities Program (ELO-P) provides additional funding to support before and after school programs, extended summer offerings, and intersessional programs for students in grades TK-6. The funding, authorized by AB 130, has enabled the district to expand before and after school programs for grades 1-6 to all elementary sites and includes additional opportunities for transitional kindergarten (TK) and kindergarten students before and after their half day programs. Parents are encouraged to speak with their school about expanded learning opportunities.

The Expanded Learning Programs are designed to assist Elk Grove students and families before school, after school, and/or during the summer or intersessional periods. This involves a partnership between home and school for the academic success of students and for the benefit of the entire family.

There are several components in these grant and state-funded Expanded Learning Programs:

- Educational and Literacy Component that includes tutoring/ homework assistance in the core subjects (language arts, math, history/ social science, and science)
- Educational Enrichment Component that offers students engaging activities in a variety of areas which may include visual and performing arts; physical activity; career technical education; prevention and intervention strategies; science, technology, engineering, and math; and more
- Attendance Recovery opportunities that enable students to engage in additional standards-aligned instruction with credentialed EGUSD teachers designed to increase student achievement and engagement that may be lost when students miss regular day instruction
- Nutritious snacks or meals offered daily that meet requirements in CA Education Code Section 49430

Programs are designed to assist TK through 12th grade students and their families by providing students with a place to study, learn, and engage after the school day while supporting family involvement with their student's education. After school programs have been in operation since 2002 in our District and have become part of our educational structure. ASES/21st CCLC/ASSETs Expanded Learning Programs are located at 31 elementary, 5 middle schools, and 3 high schools that serve low-income neighborhoods and ELO-P programs operate on all elementary campuses.

ELK GROVE AND COMMUNITY EDUCATION (EGACE)

Elk Grove Adult and Community Education (EGACE) has a long history of offering quality education and workforce development programs for adults eighteen years or older.

EGACE offers classes in English as a Second Language (ESL), High School Diploma, High School Equivalency, Career Technical Education (CTE), Adult Basic Education (ABE), Workforce Training and Always Learning community education. With our program you can:

- Earn your high school diploma or GED®
- Brush up on your reading, writing, speaking, math, or computer skills to prepare for college, career training, or a job by taking our Academic, College and Career Preparation classes.
- Take English as a Second Language classes from beginning to advanced levels at the EGACE main campus.
- Prepare for your naturalization interview with EGACE citizenship preparation classes.

EGACE is home to Sacramento Works Job Center, South County. Job Center services range from basic to individualized job coaching that meet each individual's unique employment needs. Job Center Services include:

- Individualized and basic employment services
- Refugee support service
- Youth Employment services (18-24 years old)
- Job search and application assistance
- Free walk-in typing and alphanumeric/ data entry tests
- Employer hiring events
- Computer lab with ability to upload, scan, fax and copy documents
- Short term financial assistance (to those who qualify)
- On site access to CA Department of Human Assistance (DHA), CA Department of Rehabilitation (DOR) and Veteran Services.

FOR MORE INFORMATION, VISIT

https://egace.egusd.net/
or in person at:
8401-B Gerber Road, Sacramento, CA 95828
Phone: (916) 686–7717
E-mail: adultedinfo@egusd.net

STUDENT PROGRAMS AND SERVICES

Services to Students with Disabilities

If you have reason to believe your child (ages 0 to 21) has a disability requiring special services or accommodations, you should inform school officials. Your child will be evaluated to determine whether he/she is eligible for free special instruction or services. The district wants to locate, identify and assess all children with disabilities whether homeless, wards of the state or enrolled in public or private schools. [E.C.56020 et. seq., 56040, 56301; 20 U.S.C. 1412; 35 C.F.R.300.111]

Early Childhood and Pre-Kindergarten Education Programs

We are committed to providing opportunities for pre-kindergarten early childhood education by offering several programs that help 3 and 4-year old children get ready for transitional kindergarten and kindergarten. The programs are funded from different sources including Head Start and California Department of Education (state preschool) with requirements varying based on the funding source.

Head Start, Title I, and State Preschool programs are free to income eligible families with the submission of income documentation and all necessary documents. Through our partnership with First 5 Sacramento, the district provides parent education and playgroups for children 0-3 years old. Champions and CDI are fee based Preschool programs. Parent-Child Playgroups is a parent participation program for family members and children from ages 0–3 years old that is free and funded through the First 5 Sacramento partnership..

Title I Program

Title I is a federal program that provides additional funding and support to lower income schools to assist students in attaining proficiency on state academic standards and assessments. We support many important strategies for student success with Title I funds, including preschool, after school instruction, academic intervention, professional development, parent involvement and education, and the homeless and foster youth student programs. For more information on Title I, you may contact your child's school or School Improvement Support at (916) 686-7712.

English Learner Program (EL)

Our goal is to ensure that English learners are immersed in environments that promote the linguistic, academic, and social skills required to be global citizens in college, career, and life. We support the unique needs of our English learners through integrated and designated English language development (ELD). The focus of instruction is on language acquisition through the use of the California English Language Development Standards and to build proficiency across all four language domains: Speaking, Listening, Reading, and Writing. Our instructional programs give students the opportunity to develop literacy in multiple languages, ensure meaningful access to state standards, and achieve high levels of English proficiency. Parents or students who would like more information regarding their school's EL program may contact their school administrative office.

Structured English Immersion (SEI)

Structured English Immersion is a language acquisition program where nearly all classroom instruction is taught in English. Some assistance may be provided in a student's primary language. Instruction is provided by authorized teachers using district adopted curriculum and supplementary materials based on the California English Language Development Standards. Scaffolds and evidence-based instructional strategies are tailored to each student's proficiency level to make language accessible.

English Language Mainstream (ELM)

English Language Mainstream is a language acquisition program where English speakers are grouped with native/fluent English speakers. Students are taught English language development and other core subjects by authorized teachers using district adopted curriculum and supplementary materials. Parents are notified annually of their child's English proficiency level and program placement.

Parents may request the language acquisition program that best suits their child. (EC § 310(a).)

If a preferred program is not offered by the school, parents may make a request to establish a new language acquisition program using the form below. If the school receives a sufficient number of requests, the school will review the feasibility of the request and provide a response to the school community. Parents/guardians or school district employees on behalf of parents of our students, in compliance with California Proposition 58: Education for a Global Economy, can enter their request at https://goo.gl/forms/TfpMQlgKdeXE9AD42.

Interpreting services for school-related topics are provided for parents of English Learners. For more information, please contact your school site administrator.

Native American Education Program

The Native American Education Program provides supplementary education services for eligible Native American and Alaska Native students. These services include academic assistance; presentation of Native American cultural classes during the regular day, after school, and during summer; college/career sessions and information; outreach to students who have not met grade level requirements and are at risk of retention; and family engagement.

FOR MORE INFORMATION, PLEASE CALL THE EDUCATIONAL EQUITY DEPARTMENT AT

Phone: (916) 831-2041

E-mail: jmhoagle@egusd.net

or visit the

Native American Education Program webpage

Migrant Education Program

The Migrant Education Program (MEP) is designed to provide supplementary educational and support services to children and youth of migrant families, ages 3-21. Migrant Education provides educational/instructional, health, preschool, parent education, and outreach services to eligible families.

A child/youth qualifies for the Migrant Education Program if their parents work in agriculture, fishing, or logging activities, and have moved the family across district boundaries in the last three years to seek/obtain work in the above mentioned industries. Families may have their eligibility for participation in the Migrant Education Program reviewed by Migrant Education by submitting their student's name, the parent/guardian name(s), and contact information to the front office of their school. For more information about our Migrant Education Program, please contact the Department of Multilingual Education at (916) 793-2953.

FOSTER YOUTH SERVICES

Our Foster Youth Services (FYS) Program strives to address the unique educational needs of youth in foster care by working collaboratively with youth, caregivers, schools, placement agencies, and other service providers. Youth in foster care are likely to suffer interruptions and gaps in education primarily because of abuse or neglect that resulted from complex family, social, and environmental conditions out of their control. Foster youth often experience multiple changes in home placements and interruptions in school.

To address the needs of students in foster care, our FYS program provides:

- Assistance with immediate enrollment and timely transfer of school records;
- Academic support and tutorial services, as funding permits;
- Educational case management services and access to school and community resources;
- Independent living skills workshops, resources, field trips, and transitional support;
- A single point of contact for families, agencies, and schools working with students in foster care.

For more information about our Foster Youth Services Program, please contact the FYS Program Specialist/ Foster Youth Education Liaison at (916) 831-5530 or fys@egusd.net.

Since 2004, California legislation has enacted educational provisions that promote school stability and success for children and youth in foster care. As a guiding principle, all educational and school placement decisions for foster youth shall be made to ensure that each student

- Has the opportunity to meet the same academic achievement standards to which all pupils are held;
- Is placed in the least restrictive educational programs;
- Has access to the academic resources, services, extracurricular and enrichment activities as all other pupils [E.C. 48850].

The following is a summary of California Education Code related to students in foster care:

- Right to remain in "school of origin" [E.C. 48853.5]
  - Students have the right to stay in the same school after they move to a new foster care home if determined to be in their best interest.
  - The District Foster Youth Education Liaison, in consultation with, and with the agreement of, the student and person holding educational rights, may recommend for school of origin rights to be waived if in accordance with the student's best interests.
  - The "school of origin" can be:
    - The school attended when you first entered foster care;
    - The school most recently attended; or
    - Any school attended in the last 15 months that the student feels connected to.

If transitioning from elementary school to middle school or from middle school to high school, students have the right to transition to the same school as their classmates. If there is any disagreement about which school the student will attend, they have the right to stay in their school of origin until the disagreement is resolved.

- Right to immediate enrollment in school [E.C. 48853.5] Students have the right to immediately enroll in school and begin attending classes, even if they do not have the paperwork normally required for enrollment (such as birth certificate, transcript, or IEP) or did not check-out from their previous school. Education records must be sent within two business days to the new school after receiving a school records transfer request.
- Priority access to district operated intersession programs, including, but not limited to, summer school.
- Right to partial credits for high school students [E.C. 51225.2].

If the student changes schools during the school year, they have a right to partial credits in all classes that they are passing. The new school must accept the partial credits issued by the previous school. After changing schools, students have the right to enroll in the same or similar classes at their last school. Schools cannot require a student to retake a class or part of a class that they have already completed with a passing grade, if it would make them off-track for high school graduation. Students have the right to take or retake any class that they need to go to a California State University or University of California. Grades cannot be lowered because of absences related to a court hearing, placement change, or a court-related activity.

Foster Youth Graduation Rights [E.C. 51225.1]

- Students have the right to stay in high school for a fifth year to complete graduation requirements, even if they are over 18.
- If a student is behind on credits, and they transferred schools after 10th grade, they may be eligible to graduate under Assembly Bill 167 and Assembly Bill 216 (AB 167/216) by completing only the state graduation requirements instead of the school district's requirements.
- If the student is determined eligible, the decision of whether to graduate under AB 167/216 is made by the student's education rights holder.

Foster Youth School Discipline Rights [E.C. 48853.5]

- The student's educational rights holder, attorney and social worker must be notified of all suspensions, extension of suspension meetings, manifestation determination meetings, involuntary transfers, expulsion hearings, and removals from charter schools.
- The student's educational rights holder, attorney and social worker must be invited to a meeting before a suspension can be extended beyond 5 days.
- If the student is in special education, the student's educational rights holder, attorney and social worker must be invited to a manifestation determination meeting to decide whether the behavior was related to the student's disability.
- If the student is facing a possible expulsion, the student's educational rights holder, attorney and social worker must be notified.
- At a formal hearing, the student has the right to be represented by an attorney before being expelled.

Foster Youth Right to School Records [E.C. 49076]

- The student's social worker/probation officer and education rights holder can access school records.
- The student's Foster Family Agency, Short-Term Residential Treatment Program, or caregiver who has direct responsibility for the care of the student can access school records, regardless of holding educational rights.

HOMELESS EDUCATION PROGRAM

Children and youth who are experiencing homelessness are entitled to equal access to the same free and appropriate public education provided to all children and youth. The district serves students identified as homeless under the federal McKinney-Vento Homeless Assistance Act through the EGUSD Student and Family Empowerment Program (SAFE). Students may be eligible for special assistance and services if they lack a fixed, regular, and adequate nighttime residence, such as staying in a hotel/motel or shelter; sharing a house or apartment with others due to loss of housing, economic hardship, or a similar reason; or living in a car, campground or recreational vehicle. This includes students who are unaccompanied youth not in the care or custody of a parent or guardian and runaways.

In order to remove barriers and reduce the hardships students who are experiencing homelessness face, the Student and Family Empowerment Program (SAFE) staff may provide or assist with the following:

- **Enrollment assistance—**determine school of residence and school of origin; assist with gathering and transferring records; make appropriate placements and mediate disputes regarding enrollment of homeless students.
- **Direct services—**provide backpacks, school supplies, hygiene items, and referrals for clothing.
- **Case management—**serve as liaison with schools and other service providers; provide information on educational options and community resources, including shelters, housing programs, food closets, public assistance, health and mental health care, and other programs and services based on the unique needs of students and families.
- **Academic support—**notify school counselors of students eligible for a Graduation Exemption determination and/or FAFSA/CADAA homeless verification letter, expedite assessments, and refer to available tutoring and school counseling services.
- **Transportation—**homeless students whose nighttime residence is outside the attendance area of their school of origin may be provided with transportation to and from school. Such transportation may include school bus routes, city bus passes or mileage reimbursement.

If, during the school year, a student becomes homeless, the student may continue in the school of origin for the remainder of the school year and through the duration of their homelessness.

Additional State Laws Regarding Homeless Students

California State Law AB 1806 contains mandates with regards to partial credit, expulsions, and modified graduation requirements under certain circumstances for youth experiencing homelessness. This bill requires a school district to exempt a homeless student from coursework and other requirements that are in addition to statewide requirements when a student changes schools due to homelessness after their second year of high school and cannot reasonably complete the district requirements by the end of their fourth year as determined by the district. A student who is eligible for the graduation exemption and their educational rights holder must:

- Attend a Graduation Exemption Determination Meeting with the school counselor and obtain the signatures of the student, educational rights holder, school counselor, principal, and the district's homeless liaison on the Graduation Exemption Determination form, indicating all who have signed agree to the alternative graduation plan and documenting the student and educational rights holder have been informed of how the alternative plan will affect admission to postsecondary schools.
- Be informed of the option to remain in school for a 5th year, and how staying in the 5th year will affect postsecondary school admission.

California State Law SB 177 requires the immediate enrollment of homeless children and youth, deems homeless students to meet residency requirements for interscholastic sports immediately upon enrollment and requires public notice of the educational rights of homeless children and youth are distributed in schools.

California State Law AB 1068 gives unaccompanied youth age 14 and over the right to access and consent to disclose their school records and extends these rights to caregivers who enroll students in school using California's caregiver authorization affidavit. In addition, AB 1068 prevents schools from releasing directory information of students experiencing homelessness, unless a parent/guardian expressly consents.

California State Law AB 677 directory information will not be released regarding a student identified "homeless child or youth" as defined in the McKinney-Vento Homeless Assistance Act, unless a parent or student accorded parental rights has provided prior written consent that the directory information may be released.

Limited directory information pertaining to homeless students may be shared without written consent to facilitate an eye examination by a nonprofit eye exam provider or a free oral health assessment hosted by schools, unless the parent or the student accorded parental rights provides written notice to the school that they do not consent to the exam. [Education Code sections 49452.8(i)(2) and 49455.5(f)].

California State Law SB 445 permits students whose homeless status changes during the school year so that they are no longer homeless to remain at their school of origin for a specified time: high school students may continue in their school of origin through graduation and students in grades kindergarten and 1-8 may continue in their school of origin through the duration of the academic year.

California State Law AB 309 pertains to the CalFresh Supplemental Nutrition Assistance Program (SNAP) and clarifies that there is no minimum age requirement for unaccompanied homeless youth to apply.

California State Law AB 652 clarifies that a child/youth who is homeless or an unaccompanied minor, is not, in and of itself, a sufficient basis for reporting child abuse or neglect, as defined by the McKinney-Vento Act.

These laws and the district's programs serving homeless children and youth focus on student support, safety, school stability, academic progress and graduation.

Homeless Student Questionnaire and Website Posting Requirements

AB 27 and SB 400 require school districts to administer a housing questionnaire, developed by the California Department of Education (CDE), at the time of enrollment and annually thereafter to parents and to unaccompanied youths. The EGUSD housing questionnaire is translated into the district's primary languages for parents, guardians, and/or an unaccompanied youth, and hard copies of the housing questionnaire will be made available. A sample copy of the EGUSD Housing Questionnaire is included in this handbook's Appendix and on the district's website. Elk Grove Unified must collect the completed housing questionnaires and annually report to the CDE the number of enrolled homeless students and unaccompanied youths.

Homeless Enrollment Dispute Resolution Process

Complaint forms are available at the school, but the form need not be used to make a complaint. Homeless students are to be maintained in their school of origin whenever feasible, unless the parent prefers the student attend their school of residence. If a dispute arises over school selection or enrollment in a particular school, the student shall be immediately admitted to the school in which enrollment is sought pending resolution of the dispute. [42 U.S.C. 11432]

If, after enrollment, it is determined that a student is not homeless as defined in the law, the student may be dis-enrolled and the district will follow policies in place to address fraud.

A written explanation of the school's decision regarding school selection or enrollment shall be provided by the school if a parent, guardian or unaccompanied youth disputes a school selection or enrollment decision, including the right to appeal. He/she shall also be referred to the district liaison. [42 U.S.C. 11432]

The district liaison shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute. [42 U.S.C. 11432] The liaison shall provide the parent/guardian a copy of the district's decision, dispute form and a copy of the outcome of the dispute.

If a parent/guardian or unaccompanied youth disagrees with the liaison's enrollment decision, he/she may appeal the decision to the Superintendent or designee. The Superintendent or designee shall make a determination within five working days. If the dispute remains unresolved at the district level or is appealed, then the District homeless liaison shall forward all written documentation and related paperwork to the homeless liaison at the Sacramento County Office of Education (SCOE).

SCOE's homeless liaison will review these materials and determine the school selection or enrollment decision within five working days of receipt of the materials and will notify the district and parent of the decision.

If the dispute remains unresolved or is appealed, the SCOE homeless liaison shall forward all written documentation and related paperwork to the State Homeless Coordinator. Upon the review of the District, SCOE and parent information, the California Department of Education will notify the parent of the final school selection or enrollment decision within ten working days of receipt of materials.

For more information, please contact the District's Homeless Liaison or the nearest SAFE Center. See contact information below:

EGUSD HOMELESS LIAISON

Tami Silvera, Program Specialist
(916) 681-7577

SAFE (STUDENT AND FAMILY EMPOWERMENT) PROGRAM

Eastside SAFE Center
(all schools east of Hwy 99)
David Reese SAFE Center • (916) 392-9081

Westside SAFE Center
(schools west of Hwy 99)
Valley SAFE Center
(916) 681-7577

LGBTQ+ Programs and Services

The Youth Development Office provides district-wide support to EGUSD's LGBTQ+ students, staff and families. The Youth Development Office staff facilitate awareness building training on LGBTQ+ issues, provide district-level coordination and support for campus Gender Sexuality Alliance Clubs (GSA) and other site-based LGBTQ+ programs, and consult with EGUSD school staff on creating LGBTQ+ inclusive and affirming campuses and classrooms.

Student Success and Opportunity Act (AB1266) and Gender Support Plans

Under the Student Success and Opportunity Act (AB1266) students have the right to participate in sex-segregated school programs, activities, and use facilities consistent with their gender identity, without respect to the gender listed in a pupil's records. Additionally, it is the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, equal rights and opportunities in the educational institutions of the state. (Education Code Section 200.)

Any student or family, regardless of age and grade, can request a Gender Support Plan. Gender Support Plans create shared understandings about the ways in which the student's authentic gender will be accounted for and supported at school. School staff, caregivers and the student work together to complete the plan. Any student or family who would like to discuss a Gender Support Plan should reach out to their school Principal or a Counselor to request a meeting.

If you have questions about Gender Support Plans or any other LGBTQIA+ programs, please contact the Youth Development Office at (916) 686-7568.

STUDENT ACADEMIC PROGRAMS

Advancement Via Individual Determination (AVID)

AVID's mission is to close the opportunity gap by preparing all students for college and career readiness and success in a global society. AVID is offered at all 61 of the comprehensive elementary, middle, and high schools, starting the 2022-2023 school year.

AVID is an in-school academic system that embeds high-yield strategies to support student success. At the elementary level, AVID students learn and use WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies to take ownership of their education. Students learn about organization, study skills, communication, and self-advocacy. AVID Secondary can have an effect on the entire school by providing classroom activities, teaching practices, and academic behaviors that can be incorporated into any classroom to improve engagement and success for all students. At the secondary level students receive the additional academic, social, and emotional support that will help them succeed in their school's most rigorous courses with support in their AVID elective course. Secondary students apply to participate in the AVID program. Students interested in participating in AVID should check the school's website for the coordinators contact information.

Honors, Advanced Placement (AP) and International Baccalaureate (IB)

Honors and AP courses are offered at the secondary level and all students are strongly encouraged to challenge themselves through enrollment in Honors, Advanced Placement, or International Baccalaureate (Middle Years or Diploma program at Harriet Eddy MS or International Baccalaureate courses at Laguna Creek HS).

Successful completion of Honors/AB/IB may result in extra grade point calculations on the student's GPA and in earning college-credit upon successful performance on AP/IB exams. For information about the Honors, Advanced Placement, or International Baccalaureate classes, please contact your school principal or school counselor.

AP/Advanced Placement Courses

Taking AP courses in high school could give you an advantage by letting you:

- **Earn College Credit—**Your AP score could earn you college credits before you even set foot on campus.
- **Earn Advanced Placement—**Your AP score can let you skip introductory courses in college.
- **Save Money and Time—**Earning credit or placement can open up time on your college schedule or even let you graduate early.
- **Stand Out to Colleges—**"AP" on your high school transcript shows colleges you've tackled college-level work.

More information about the AP/Advanced Placement can be found at https://apstudents.collegeboard.org/what-is-ap

Career Technical Education (CTE) Academies, Pathways, and Programs:

EGUSD's Career Technical Education (CTE) programs offer students powerful opportunities to connect classroom learning with future careers. Through a Career Connected Learning approach, CTE integrates rigorous academics, hands-on industry-based technical skills, and real-world experiences that prepare students for college, career, and life. Each CTE pathway includes work-based learning and a clear post-secondary roadmap that may include dual enrollment, high school articulation, and industry-recognized certifications. CTE empowers students with 21st-century skills, leadership development, and competitive advantages in the workforce.

CTE programs at EGUSD offer a high-quality, three-year course sequence that begins in 10th grade and culminates in a senior-year capstone experience. Programs are aligned with high-demand careers and include authentic work-based learning such as internships, industry tours, career presentations, and participation in industry competitions. Leadership development is embedded throughout, empowering students to gain real-world skills, explore post-secondary options, and build strong professional networks through partnerships with local business and industry.

Career Connected Learning blends the following core components:

- **Rigorous Academic Study:** A-G-approved academic classes integrated with career themes and relevant work-based learning.
- **Industry-Aligned Technical Education:** A three-year sequence of career-focused courses featuring project-based learning with real-world applications.
- **Student Leadership and Support:** A learning community that fosters personal growth, leadership, and wrap-around support aligned to EGUSD's Graduate Profile.
- **Work-Based Learning Experiences:** Opportunities such as mentorships, internships, job shadows, industry tours, guest speakers, and competitions, developed in collaboration with local industry partners.
- **Apprenticeship and Pre-Apprenticeship Programs:** The District shall provide notice to parents and guardians of 11th and 12th graders regarding apprenticeship and pre-apprenticeship programs. The District shall assist students in locating apprenticeship opportunities through the database of registered program sponsors provided on the Department of Industrial Relations' Division of Apprenticeship Standard's website.

EGUSD offers Career Connected Learning in three settings:

- **California Partnership Academy (CPA):** CPAs provide an intensive level of Career Connected Learning within a small learning environment—essentially a "school within a school." These academies use cohort scheduling to create a strong sense of community among students and teachers, supporting both academic achievement and curriculum integration. Students are scheduled into shared academic and CTE classes, while teachers often collaborate across subjects to design cross-curricular, career-themed projects. Each CPA includes at least one CTE pathway as described below with an emphasizes work-based learning, leadership development, and personalized student support.
- **CTE Pathways:** A CTE pathway in EGUSD consists of a coherent, three-course sequence that begins in 10th grade and leads to a capstone experience in 12th grade. These rigorous, career-focused courses are aligned with state-recognized industry sectors and pathways, and they provide students with opportunities to earn college credit through dual enrollment or articulation, obtain industry-recognized certifications, and explore careers through work-based learning. CTE pathways support both college and career goals, helping students transition seamlessly into post-secondary education, training, or the workforce.
- **Satellite Programs:** A CTE satellite program is a specialized, intensive year long training opportunity. These programs are open to 12th-grade students in EGUSD and are typically scheduled at the end of or after the regular school day to accommodate travel from each student's primary high school. Satellite programs are industry-aligned and offer students the opportunity to earn early college credit and/or industry-recognized credentials. By concentrating on in-demand skills and providing hands-on learning, these programs help students build strong résumés, connect with professionals, and gain a competitive edge before graduation.
- To explore Career-Connected Learning and EGUSD's academies, pathways and programs visit https://exploreccc.egusd.net.

STUDENT ASSESSMENT

All students benefit from instruction guided by assessment results (diagnostic, formative, interim, and summative) and continuous programmatic evaluation.

EGUSD Interim Assessments

The district has interim assessments for math and English in grades K-12. Assessments are intended to provide actionable data to teachers in order to provide responsive instruction based on student outcomes. Assessment items do not comprehensively test all standards. Rather, they identify critical knowledge that is considered foundational for reading and math achievement.

Standardized Assessment and Testing

California students take several statewide tests. These tests provide parents, teachers, and educators with information about how well students are learning core academic skills and becoming college ready. Teachers use this information, along with formative, progress monitoring assessments, to help prepare instruction based on the needs of each student. Results are also used for local, state, and federal accountability purposes.

CAASPP (California Assessment of Student Performance and Progress)

CAASPP is California's statewide testing program which consists of the following assessments

SBAC (Smarter Balanced Assessment Consortium)

The Smarter Balanced Assessments in English language arts/ literacy (ELA) and math are administered in grades 3-8 and 11 to measure what students know and can do. These computer-adaptive assessments include a variety of item types like multiple-choice, constructed response, technology-enabled/enhanced items, and performance tasks. In grade 11, results can be used as an indicator of college readiness.

CAST (California Science Tests)

The computer-based California Science Test (CAST) measures students' understanding of the California Next Generation Science Standards (NGSS). The test is administered in grades 5 and 8 and once during high school–typically grade 11.

CAA (California Alternate Assessments)

The computer-based California Alternate Assessments (CAA) in ELA and math are administered to students with severe cognitive disabilities in grades 3-8 and 11. Test items are aligned with state standards and are based on the Core Content Connectors. The CAA for Science is administered in grades 5 and 8 and once during high school–typically grade 11.

Pursuant to California Education Code 60615, parents may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments.

ELPAC (English Language Proficiency Assessments for California)

The ELPAC consists of two separate English Language Proficiency (ELP) assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to identify students' English Language Proficiency level and to measure their progress in learning English. Within 30 days of enrollment in a California school, a student who speaks a primary language other than English, has not taken the ELPAC before, and has not been classified before as an English learner will be given the Initial ELPAC Assessment, based on answers provided on the Home Language Survey. The Initial Assessment identifies students as either an English learner who is eligible for programs and services to learn English or as initially proficient in English. The Summative ELPAC is administered annually to students identified as ELs in grades K–12, ages three through twenty-one, until they are reclassified as English proficient (RFEP). The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of four domains: Listening, Speaking, Reading, and Writing. Parents and guardians cannot opt their child out of the ELPAC. State and federal laws require that all students whose primary language is other than English be assessed for English language proficiency.

Students with the most significant cognitive disabilities may be assessed using the Alternate ELPAC if it has been specified in the student's IEP. The Alternate ELPAC assessments provide greater flexibility and increased access in assessing English language proficiency.

PFT (Physical Fitness Test)

This test is used to assess the physical fitness of students in grades 5, 7, and 9. It consists of assessments in five fitness areas: Aerobic Capacity, Abdominal Strength and Endurance, Trunk Extensor Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility. Student participation is recorded and required for each component. Students with disabilities participate in the fitness areas as specified by their IEP.

College Entrance and Placement Exams

We also support preparation for college entrance and placement exams. The PSAT 8/9, PSAT 10, and PSAT/NMSQT are offered several times during the year at various locations. Information and opportunities for AP exams. The SAT and ACT, are offered several times during the year. Please call your school counseling office for information about requirements, deadlines to register, and testing dates and locations. More information on the PSAT, SAT, and AP can be found at www.collegeboard.org.

- ACT (American College Testing)
- AP (Advanced Placement)
- PSAT (Preliminary Scholastic Aptitude Test)
- NMSQT (National Merit Scholarship Qualifying Test)
- SAT (Scholastic Aptitude Test)

Tests/Surveys on Personal Beliefs

Unless required by law, your child will not be given any test, questionnaire, survey, examination, or marketing material containing questions about their or their parents' or guardians' views on the following:

- political affiliations or beliefs of the student or the student's parent;
- mental or psychological problems of the student or the student's family;
- sex behavior or attitudes;
- illegal, anti-social, self-incriminating, or demeaning behavior;
- critical appraisals of other individuals with whom respondents have close family relationships;
- legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- religious practices, affiliations, or beliefs of the student or student's parent; or
- ncome (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Prior notification and written permission of the parent or guardian applies to any exception to this rule. Parents have the right to review any survey or educational materials related to the survey on any of the above items. We have developed policies relating to surveys and personal information. [E.C. 51513, 60614; PPRA, 34 C.F.R. 98; NCLB, 20 U.S.C. 1232h(b)]

Student Surveys, Tests and Questionnaires Regarding Sexual Attitudes and Practices

The law also authorizes us to use anonymous, voluntary, and confidential research and evaluation tools to measure 7th through 12th grade students' health behaviors and risks. These tools may include tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex. We must notify parents/guardians in writing before any such test, questionnaire, or survey is administered, and provide you with an opportunity to review the materials and request in writing that your child not participate. If a school receives a written request from the parent or guardian excusing a student from this activity, the student may not be subject to disciplinary action, academic penalty, or other sanction. Additionally, an alternative educational activity must be made available to the student. [E.C. 51938(c) and 51939]

PROMOTION, RETENTION, GRADUATION AND HIGHER EDUCATION

Our curriculum is based on rigorous state standards and benchmarks in math, reading, and writing. The standards indicate the skills students need at each grade level. They also help teachers prepare lesson plans and parents monitor their child's learning of the skills required for that grade level.

Students are promoted to the next grade level or, in the case of high school, pass the course demonstrating mastery of the standards addressed. If a student is identified as being at risk of retention, several factors are reviewed, including teacher evaluations of the student performance on standards, grades, test scores, attendance, and other academic indicators.

In first, second and third grades, reading proficiency is the prime factor in identifying students for retention. In grades four through eight, retention identification is based primarily on reading proficiency, English language arts, and mathematics.

We strive to notify parents as early as possible if their student is at risk of retention. At risk students are given opportunities for remedial instruction, with priority given to those who have been retained. For questions about promotion or retention, contact your school's principal.

EGUSD 8th Grade Promotion Requirements

ACADEMIC	BEHAVIOR	OTHER
No more than 1 F in Q4 in 8th grade AND Cumulative GPA for 8th grade of 1.0+	Students may not have any home suspensions in the last 20 school attendance days prior to the date of the promotion ceremony	Library/Textbook/Uniform MS fines/fees cleared *(foster, homeless and other extenuating circumstances – alternatives to pay)*

EGUSD Graduation Requirements

We offer every student a high-quality education. Our graduation requirements exceed those at most school districts in California. The high school graduation requirements represent the minimum students must take to earn a diploma. Students are highly encouraged to enroll in A-G courses that prepare them for college or university entrance as well as the world of work.

Comprehensive High School Course Completion Requirements

In order to graduate from the district, students in comprehensive high schools must earn a minimum of two hundred-twenty (220) credits, in grades nine (9) through twelve (12), complete all required courses and a Validating Experience (as defined in this regulation), demonstrating College and Career Readiness.

To obtain a high school diploma, students shall complete the coursework identified below in grades 9–12. Courses taken in EGUSD Middle Schools that have

the same course codes and requirements as high school courses shall be granted high school credits toward graduation. Grades for such classes will not be counted toward high school grade point average.

Continuation high school and comprehensive high school students will have different sets of credit and course requirements for graduation.

Credit and Course Requirements for Comprehensive High School Students

- Forty (40) credits of English.
- Thirty-five (35) credits of social science including five (5) credits of World Geography/ Ethnic Studies; ten (10) credits of United States History; ten (10) credits of World History; five (5) credits of American Government, and five (5) credits of Economics. Students graduating in the Classes of 2026 through 2029 shall earn five (5) credits of either World Geography or Ethnic Studies to fulfill the World Geography requirement. Students graduating in the Class of 2030 and thereafter will be required to earn five (5) credits of Ethnic Studies.
- Twenty (20) credits of Physical Education, unless the student has been exempted pursuant to the Education Code or effective July 1, 2007, is mandated to enroll in additional Physical Education classes due to failure to meet state fitness standards.
- Thirty (30) credits of Mathematics* including Math I, and thirty (30) credits of Science, including Life and Physical Sciences; or Forty (40) credits of Mathematics*, including Math I, and twenty (20) credits of Science, including Life and Physical Sciences.
- Ten (10) credits of World Language* and ten (10) credits of Visual and Performing Arts; or twenty (20) credits of the same World Language*.
- Five (5) credits of Health.
- Five (5) credits of Technology*.
- Thirty-Five (35) elective credits [SB1].

** Students may demonstrate proficiency in identified subject areas through specific district proctored assessments.*

VALIDATING EXPERIENCE

We believe it is important for students to validate their educational experience and demonstrate College and Career Readiness. In order for students to demonstrate College and Career Readiness, and graduate from EGUSD, students must pass ten (10) credits in one (1) of the following in their Senior Year:

- AP/IB Course;
- AVID Senior Seminar;
- Math Course; or
- Career Technical Education (CTE) Capstone Course;

Alternatively, seniors may also demonstrate College and Career Readiness and graduate by the following:

- Meeting UC/CSU A – G requirements; or
- Earning a Seal of Biliteracy.

Credits for Work Experience

Seniors may enroll in a maximum of twenty (20) credits of work experience (ten [10] per semester) in their junior or senior year. Students may earn up to a maximum of forty (40) credits of work experience during their junior and senior year combined.

Credits for Teachers' Aides

1. Schools shall limit the number of teachers' aides (TA) per teacher/department.
2. Unless approved by the principal, students may not earn more than ten (10) TA credits during high school
3. Unless approved by the site principal, only juniors and seniors may work as TA's
4. Teachers' aides and work experience may not be taken concurrently.

Continuation High School Graduation Requirements

Our credit guidelines for continuation high school operate on the philosophy that students will earn credits through satisfactory completion of course objectives as demonstrated in coursework and assessments assigned by classroom teachers. The special nature of continuation education also provides the opportunity for students to earn credits through completion of project contracts.

The issuance of credits and the corresponding credit options are provided as a direction to site administrators and teachers. Granting of any credit in variance with the credit guidelines must be authorized in advance by written approval of the Assistant Superintendent of Secondary Education and site principal.

Specific credit and course requirements for continuation students in the class of 2022 and thereafter are:

- **English:** 40 Credits
- **Mathematics*:** 30 Credits (includes Math 1)
- **Life Science:** 10 Credits
- **Physical Science:** 10 Credits
- **US History:** 10 Credits
- **World History:** 10 Credits
- **American Government:** 5 Credits
- **Economics:** 5 Credits
- **World Geography/Ethnic Studies:** 5 Credits
- **Physical Education:** 20 Credits
- **World Language*:** 10 Credits, and/or 10 Credits
- Visual/Performing Arts, and/or 10 Credits
- **Career Technical Education Health:** 5 Credits
- **Technology*:** 5 Credits
- **Electives:** 55 credits

Total credits: 220

** Students may demonstrate proficiency in identified subject areas through specific district proctored assessments. Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.*

EXEMPTIONS FROM DISTRICT-ADOPTED GRADUATION REQUIREMENTS

District students are required to complete graduation course requirements as specified earlier, including the requirements imposed by Education Code 51225.3 and those adopted by the Board. However, a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers into the district or between district schools any time after completing the second year of high school, or a newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer program, shall be exempted from any graduation requirements adopted by the Board that are in addition to statewide course requirements. This exemption shall not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school. Within 30 days of the transfer or of the commencement of participation in a newcomer program, as applicable, the Superintendent or designee shall notify any eligible student of the availability of the exemption and whether the student qualifies for it. [Education Code 51225.1]

Retroactive Diplomas

The district may retroactively grant high school diplomas to former students who: (Education Code 48204.4, 51430, 51440)

1. Departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the district that are consistent with the purposes of Education Code 48204.4. In determining whether to award a diploma under these circumstances, the Superintendent or designee shall consider any coursework that may have been completed outside of the United States or through online or virtual courses.
2. Were interned by order of the federal government during World War II or are honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that they were enrolled in a district school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars. Deceased former students who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.
3. Are veterans who entered the military service of the United States while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school.
4. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis.

Honorary Diplomas

An honorary high school diploma may be granted to:

1. An international exchange student who has not completed the course of study ordinarily required for graduation and who is returning to the student's home country following the completion of one academic school year in the district. (cf. 6145.6 - International Exchange)
2. A student who is terminally ill.

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by the district. [Education Code 51225.5]

Requirements For Students Living in Active Duty Military Households; Former Juvenile Court School Students; Homeless Students and Foster Youth; and Migratory and Newly Arrived Immigrant Students

State law gives students living in a household of a parent who is an active duty member of the military, former juvenile court school students, homeless students and foster youth, and migratory and newly arrived immigrant students participating in a "Newcomer Program" modified graduation requirements under certain circumstances. State law also requires a school district to exempt such students from coursework and other requirements that are in addition to statement requirements when a student changes schools after their second year of high school and cannot reasonably complete the district requirements by the end of their fourth year, as determined by the district. Students who are eligible for the graduation exemption and their parent/guardian must:

- Attend a Graduation Exemption Determination Meeting with the school counselor and obtain the signatures of the student, parent, school counselor, and principal on the Graduation Exemption Determination form. Doing so is indication that all who have signed agree to the alternative graduation plan and documenting the student and parent/guardian have been informed of how the alternative plan affects admission to postsecondary schools.
- Be informed of the option to remain in school for a 5th year, and how staying the 5th year affects postsecondary school admission.

California Proficiency Program

The California Proficiency Program (CPP) has replaced the California High School Proficiency Exam (CHSPE) established by California Education Code Section 48412. Students eligible for and interested in taking a high school proficiency test can be assessed by means of either the State Board of Education approved General Educational Development Test (GED®) or the High School Equivalency Test (HiSET®) for language arts and mathematics. Both the GED and HiSET are fee-based.

At the time the test is taken, the registrant must be either: (1) sixteen years of age; or (2) enrolled in grade 10 for one school year or longer, or; (3) will complete one school year of enrollment in grade ten at the end of the semester during which the next regular examination will be conducted. The registrant must also be currently subject to California's compulsory education laws pursuant to EC Section 48200, which may be evidenced by one of the following: (1) Current enrollment in a California K-12 public high school; or (2) current enrollment in a private school (Registered by filing a private

school affidavit with the California Department of Education pursuant to EC Section 33190 and includes but is not limited to students at registered private schools operated by their parents to homeschool their children pursuant to EC Section 48222.); or (3) current work permit issued by the Department of Industrial Relations Division to a student currently working in California; provided that the student is either receiving tutoring pursuant to EC Section 48224 or enrolled in an independent study program under EC Section 51745, to accommodate the student's work schedule.

After passing the language arts and mathematics subtests of the proficiency program, the student will earn a State Board of Education issued Certificate of Proficiency which is the legal equivalent to a high school diploma issued by the state of California. For general information, please call 916-445-9449 or visit the California Proficiency Program's website at https://www.cde.ca.gov/ta/tg/cp.asp.

DIPLOMA STATE SEALS

State Seal of Civic Engagement

Beginning with the class of 2023, seniors are eligible to earn the State Seal of Civic Engagement that can be affixed to their transcript, diploma, or Certificate of Completion. Seniors earn the designation by demonstrating excellence in civic learning, participation in civics-related projects, contributions to their community, and an understanding of the United States Constitution, the California Constitution, and the American democratic system.

Golden State Seal of Merit

The Golden State Seal Merit Diploma was established in 1997 to provide recognition to public school graduates who have demonstrated a superior level of performance in English, mathematics, science, and U.S. History on Smarter Balanced Summative Assessments, course grades, and/or results from assessments produced by private providers.

California State Seal of Biliteracy

The State Seal of Biliteracy award was established in 2011 to provide recognition to students who have demonstrated fluency in two or more languages by high school graduation. Fluency in English is demonstrated by completing all English-language arts (ELA) requirements for graduation with an overall GPA of 2.0 or above and by passing the Smarter Balanced Summative Assessment in ELA at the "standard met" level in grade 11. Students whose Primary Language is not English must also demonstrate proficiency on the English Language Proficiency Assessments for California (ELPAC).

Proficiency in a language other than English is demonstrated by:

1. successfully completing a four-year high school course of study in a foreign language with an overall GPA of 3.0 or above;
2. passing an SAT, Advanced Placement or International Baccalaureate exam; or
3. passing a locally approved assessment that meets the rigor of an AP exam and tests all modalities of communication in the language. Additional recipients will be awarded the seal as official scores are received from test vendors.

CSU & UC Admissions Requirements

The University of California (UC) has two additional paths to eligibility for graduating California high school seniors who plan to attend have met the minimum requirements (at least 15 A - G courses completed with a grade of C or better and a GPA of at least 3.0 in these courses) and aren't admitted to any UC campus to which they apply. These students will be offered a spot at another UC campus if space is available, provided:

1. Because the UC no longer considers SAT or ACT scores as a factor in admissions decisions, Admission by Examination has been suspended.
2. Eligibility in the Local Context (ELC)—The students must rank in the top nine percent of their graduating class at a participating California high school.
3. Eligibility in the Statewide Context (SWC)—The students rank in the top 9 percent of California students according to our updated Statewide Index.

The following website links provide information regarding University of California admission requirements:

- https://admission.universityofcalifornia.edu/index.html
- https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/

The California State University (CSU) system has "a-g" standards. Most applicants who are admitted meet the standards in each of the following areas:

- Specific high school courses (referred to as the "a-g" courses)
- Grades in "a-g" courses and test scores
- Graduation from high school

- The California State University (CSU) no longer uses ACT or SAT examinations in determining admission eligibility for all CSU campuses. If accepted to a CSU campus, ACT or SAT test scores can be used as one of the measures to place students in the proper mathematics and written communication courses.

The following website link provides more information regarding the California State University admission requirements: www.calstate.edu/apply.

University Partnerships

We have partnerships with California State University, Sacramento (CSUS) and the University of California, Davis (UCD) to increase the number of our graduates earning degrees. Part of the agreement states that UCD and CSUS counselors are available to our students. We also work closely with Cosumnes River College, which offers classes to help high school students prepare for college. Post-secondary education financial assistance information is available at each high school. Translators and translated financial aid materials are available to those families whose primary language is not English.

Early College Credit

Opportunities may be available for students to enroll in college credit courses offered by local community colleges that could be taught on the high school campus or at individual colleges. For more information about these dual enrollment opportunities, students should contact their school counselors. Students are required to gain prior approval from their high school counselor/principal for dual enrollment opportunities. Moreover, students may have the opportunity to earn early college credits within their CTE Pathway/Academy courses through high school articulation agreements, dual enrollment with California State University, Sacramento and/or regional community colleges. Students in grades 7-12 shall be provided notice of any dual enrollment or International Baccalaureate courses offered by the District in accordance with Education Code section 48980.6.

California Colleges – College and Career Planning Platform

California Colleges' Tool for Students and Families DREAM to REALITY with www.CaliforniaColleges.edu (CCGI), an all-inclusive, one-stop location to guide you and your child through the process of college and/or career decision-making for life after high school. We have adopted this interactive website to provide additional support in academic planning related to college and career goals for students in grades 7-12.

The website provides tools for exploring how student interests can guide academic preparation for college, career decision-making, and early financial planning. Additionally, this platform allows for collaborative relationships with college and career support programs and/ or post-secondary institutions. All students in 7th-12th grade have an account. To access their accounts, students should visit EGUSD ClassLink Portal and click on the California Colleges icon.

All educational rights holders can also create an account and gain access to their student's individualized college and career plan. For specifics concerning how to register as a student or educational rights holder, please see your student's school counselor.

Cal Grant GPA Submission

The Cal Grant is a need and merits-based form of financial aid distributed by the State of California. It's available to college-going students (includes 1-year and 2- year vocational and career technical training programs). Education Code 69432.9 deems all high school seniors (except students who opt-out) to be Cal Grant applicants. It requires school districts to electronically submit GPAs on their behalf to the California Student Aid Commission (CSAC) for award consideration. Along with the GPA, the electronic submission includes other identifying information to help match students with their Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application (CADAA). Students, or the parents/guardians of minor students who wish to opt out of the electronic submission, must notify their school counselor by September 15th of their senior year. We submit GPAs to CSAC on or before the October 1st deadline of each year.

SCHOOL PERFORMANCE DATA

California Dashboard

The California School Dashboard is a state run website that features easy-to-read reports on multiple measures of school and district success, including test scores, graduation rates, English learner progress, college/career readiness, suspension rates, and chronic absenteeism rates. The Dashboard is part of California's school accountability system based on 2013's Local Control Funding Formula. It is designed to provide parents and educators with meaningful information, so they can participate in decisions to improve student learning.

School Support and Improvement Activities

Each year, the California Department of Education (CDE) notifies Districts with schools identified for comprehensive support and improvement or targeted support and improvement as required in Section 1111(d) of the Every Student Succeeds Act (ESSA). Districts and their identified schools are encouraged to use the California School Dashboard to identify district and school strengths and areas for improvement in preparation for implementation of comprehensive support and improvement requirements during the school year.

CSI, TSI and ATSI

ESSA requires states to identify their lowest performing schools for different levels of support. In California, lowest performing schools are identified in the following ways:

- Comprehensive Support and Improvement (CSI)
- Targeted Support and Improvement (TSI)
- Additional Targeted Support and Improvement (ATSI)

Each of these categories has different criteria, requirements, and activities for supporting the schools. All categories of support include developing a site plan with input from school leaders, teachers, and parents. The plan must include evidence-based interventions dependent on a needs assessment. In the Elk Grove Unified School District, these requirements are fulfilled by developing a Site Local Control Accountability Plan (LCAP) on an annual basis. Schools may exit CSI, TSI, and ATSI annually if they no longer meet the criteria.

School Accountability Report Cards (SARC)

California public and nonpublic, nonsectarian schools annually provide information to the community to allow public comparison of schools for student achievement, environment, resources, and demographics. Both a long-detailed format and a short executive summary are posted for parents to learn more about the schools in our community. The current School Accountability Report Card (SARC) is available online at the Elk Grove Unified School District website.

Each school's SARC summarizes the school's mission, goals, and accomplishments. It also highlights the school's unique programs. In addition, state law requires that the SARC contain all of the following: demographic data, school safety and climate for learning information, academic data, school completion rates, class sizes, teacher and staff information, curriculum and instruction descriptions, postsecondary preparation information, and fiscal and expenditure data.

Federal law, the Every Student Succeeds Act, requires that SARCs contain reports concerning the "adequate yearly progress" of students in achieving state academic achievement standards; graduation rates at the secondary level; and the extent to which teachers hold full credentials.

A hard copy of these reports can be requested by visiting your child's school office. Additionally, these reports have been translated in Spanish, Hmong and Vietnamese at schools with large populations of families who speak these languages. Any questions regarding the SARCs can be answered by your child's principal or by contacting School Improvement Support at (916) 686-7712.

STUDENT HEALTH AND WELLNESS



PART 2

Elk Grove Unified School District

EGUSD

STUDENT HEALTH AND WELLNESS

EGUSD takes a comprehensive approach to overall health, recognizing that healthy bodies and minds contribute to increased academic performance, improved attendance and positive behavior for healthy learning. In recognizing the link between student health and learning, the district promotes healthy eating and physical activity, as well as opportunities for students to further develop their social, emotional and psychological well-being. The following eight components contribute to the health and well-being of students.

- Health Education
- Physical Education
- Health Services
- Nutrition Services (See Part III)
- Mental Health and Social Services
- Healthy and Safe School Environment
- Health Promotion for Staff
- Family and Community Involvement (See Part III)

More information about these components can be found on our website at Healthy Body, Healthy Mind, Healthy Learning.

Social and Emotional Learning and Mental Health

Elk Grove Unified recognizes Social Emotional Learning as part of an effective Multi-Tiered System of Supports (MTSS). Social and Emotional Learning (SEL) is the process through which children and adults acquire skills to manage emotions, set goals, show empathy, understand different ideas, share perspectives, maintain positive relationships, and make responsible decisions. SEL improves academic performance, behavior, and student's ability to maintain long-term mental health. It is implemented through classroom instruction, school-wide practices, and home partnerships.

For students who would benefit from more targeted support with their social-emotional well-being, student counseling and mental health services are available. For more information, please contact your student's teacher or Counselor. You can also contact Student Support & Health Services at (916) 686-7568. [E.C. 49428] For access to community-based mental health supports, families may contact Care Solace at www.caresolace.com/site/egusdfamilies.

Immunizations

EGUSD cooperates with the local health officer to control and prevent communicable diseases in school-age children. Per the immunization law known as SB 277, effective January 1, 2016, exemptions based on personal beliefs will no longer be an option for the vaccines that are currently required for entry into school in California.

A student may not be admitted to school unless they have been fully immunized against Diphtheria, Pertussis (whooping cough), Tetanus, Poliomyelitis, Measles, Mumps, Rubella, Hepatitis B and Varicella. The required immunizations are available from the Sacramento County Department of Public Health or a physician.

Parents will be notified and asked to take their child to the student's usual source of medical care to obtain the immunization. If no usual source exists, the parent or guardian will be referred to the county health department, or if eligible, the immunization may be administered at one of our immunization clinics.

Your student must be immunized against certain diseases before being admitted to school, unless formally exempted for medical reasons. Students who had a signed waiver based on religious or personal beliefs on file before January 1, 2016 are exempt from the immunization requirement until they complete the "grade span" they were in as of January 1, 2016.

Grade spans are:

1. birth through preschool.
2. transitional kindergarten through 6th grade.
3. 7th through 12th grade.

Students entering our schools for the first time after January 1, 2016 are no longer exempt from immunizations based on their religious or personal beliefs. Students who had a medical exemption issued before January 1, 2021 will be allowed continued enrollment until they enroll in the next grade span. [H.S.C. 120372(a)]

As of January 1, 2021, the District will only be allowed to accept medical exemptions submitted on the standardized, statewide certification form developed by the California Department of Public Health. The student's licensed physician or surgeon must complete and submit medical exemptions directly to the California Immunization Registry. [H.S.C. 120372(a)]

Effective January 1st, 2024, AB 659 requires every public and private school to notify 6th grade students and their parents or guardians they are advised to follow current human papillomavirus (HPV) immunization guidelines before starting 8th grade. More information on HPV can be found.

Documented proof of immunization is required upon admission. Consistent with applicable laws, unless a student provides or has on file with the school a recognized medical exemption, we shall exclude a student who is not properly immunized. We will notify the parent/guardian to supply evidence that the student is properly immunized or is exempt from immunization for medical reasons. For more detailed information regarding student immunizations, please refer to the website of the California Department of Public Health, Immunization Branch. For questions regarding school-age immunization requirements for your student, please contact your school nurse.

HPV Immunization: What Families Need to Know

HPV causes about 37,000 cancer cases each year in the U.S., but most of these can be prevented with vaccination. Safe, effective, and recommended for kids starting at age 9, the HPV vaccine is a powerful way to protect your child's future health. Learn more about when and where to get it.

Dental Screening and Oral Health Information

California law requires proof of a dental screening by May 31 of a student's first year of public school, whether it is transitional kindergarten, kindergarten or first grade. California Education Code Section 49452.8, went into effect in 2007. The goal of the law is to establish dental care for every child.

The screenings will identify children who need further examination and dental treatment. SB 379 allows schools to provide on-site oral health screenings to transitional kindergarten and kindergarten to fulfill the Kindergarten Oral Health Assessment (KOHA) with passive consent. ***Parents/guardians must notify the school in writing that they do not want their student screened.*** Primary teeth, also known as milk or baby teeth, play a vital role in eating, speaking, and smiling for children. They also hold space in the jaws for permanent teeth growing under the gums. Problems with primary teeth often cause pain and swelling which can distress the child and interfere with the ability to chew or speak properly.

Oral health is a valuable asset to a child's overall health and learning. Oral health includes:

- Teeth
- Gums
- Hard and soft palate
- Mucosal lining of the mouth and throat
- Tongue
- Lips
- Salivary glands
- Chewing muscles
- Jaw

Early and thorough oral examination can detect the early signs of nutritional deficiencies, as well as a number of systemic diseases.

The screening must be done by a licensed dentist or other licensed or registered dental health professional within 12 months of enrollment. If a dental check-up cannot be obtained, parents may be excused from this requirement by filling out a form stating that the oral health assessment could not be completed because of one or more of the following reasons:

- Completion of an assessment poses an undue financial burden on the parent or legal guardian.
- Lack of access by the parent or legal guardian to a licensed dentist or other licensed or registered dental health professional.
- The parent or legal guardian does not consent to an assessment.

We adhere to the same privacy requirements per the California Department of Education.

Parents who have questions about the dental screenings can contact their school site. For additional support in accessing a dentist, call the toll-free telephone number to obtain eligibility requirements and request an application:

- **Early Smiles Sacramento:** (916) 572-4860
- **Medi-Cal:** (800) 322-6384
- **Child Health and Disability Prevention Program:** (916) 875-7151
- **Sacramento County Public Health Department:** (916) 875-5947

Medication

Students with a medical disability that requires a physician-prescribed medication taken during the school day must follow California Education Code Section 49423, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

Whether the prescribed medication is of limited or permanent duration, students are entitled to seek assistance from the district in meeting their medication needs when they are under our care, custody, or control. The provision includes regular school hours, plus field trips, sporting events, and other off-campus, school-sponsored activities.

Before medication assistance can be provided, even for students with Individualized Education Plans ("IEPs") or "504 Plans," a Medication Assistance Authorization form ("authorization") must be executed by at least one parent/legal guardian and the student's duly authorized physician or surgeon. A new authorization is required at the beginning of each school year or any time there is a change in medication directives, such as a change in medication, dosage, timing, or frequency. The parent/legal guardian must immediately notify us of any change in medication directives.

Until the school receive an updated authorization signed by the parent/legal guardian and physician or surgeon, we will continue the directives in the existing authorization unless:

(a) there is evidence the student's health may be endangered by the continued use of the existing medication directive.

(b) the parent/legal guardian provides a written statement that medication assistance is to cease or be suspended until the new authorization can be provided.

All medication must be provided to the district by a parent/legal guardian. We store the medication and dispense it in compliance with the medication directive. All medication supplied to us must be in its original labeled form (i.e., in the original prescription bottle, sealed package, etc.) as received from the physician, pharmacist, or store. State law provides that students may carry and self-administer prescription auto-injectable epinephrine delivery systems and inhaled asthma medication upon the school's receipt of specified written confirmation and authorization from the student's physician, surgeon, and parent/guardian. [E.C.49423 and 49423.1] Except for personal asthma inhalers and personal epi-pens, a student may not independently possess medication during the school day or while on district property. There are no exceptions to this requirement due to health and safety concerns, including the potential theft of the medication or the potential for sharing/use of the medication by other students who may then suffer unexpected allergic or other negative reactions. Any student possessing medication, or providing medication to another student, may face disciplinary action.

Medical Disability means any mental or physical condition limiting a student's ability to engage in major life activities, such as eating, breathing, hearing, speaking, learning, or performing self-care, or who otherwise is subject to a medical disability or condition for which medication has been prescribed by a physician.

Medication means any current (unexpired) prescribed medication, as well as over-the-counter remedies (such as aspirin, decongestant, eye drops), and nutritional/herbal supplements.

Assistance means the providing of the child with medication in accordance with a physician's written instructions or directives, when the child presents themselves at the agreed time, or in response to urgent or emergency circumstances. Except as otherwise legally required, assistance may be provided by a district employee other than a nurse or licensed or trained medical care provider. Any emergency assistance provided to a student will be promptly brought to the attention of the parent/guardian. All additional reports of emergency assistance will keep with governing laws and district policies and procedures. At the end of the current school year, all medications must be picked up by the parent within five working days. Medication that is not retrieved by a parent/guardian will be destroyed per safety regulations.

Notice to School of Non-Episodic Condition

The parent or legal guardian of any public school pupil on a continuing medication regimen for a non-episodic condition shall inform the school nurse or other designated certificated school employee of:

- the medication being taken.
- the current dosage.
- the name of the supervising physician.

With the consent of the parent or legal guardian, the school nurse may communicate with the physician and may counsel with the school personnel regarding the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose. The Superintendent of each school district shall be responsible for informing parents of all pupils of the requirements of this section. [E.C. 49480-49480. Article 6]

Physical Examination Exemptions

If you want your child to be exempt from physical examinations at school, you must file a written statement with the school refusing such an exam. However, when there is a good reason to believe that your child is suffering from a recognized contagious or infectious disease, they will be sent home and shall not be permitted to return to school until school authorities are satisfied that any contagious or infectious disease does not exist. [E.C.48980, 49451]

Sun Protection

Students, when outdoors, can wear sun protective clothing such as hats. Students may also apply sunscreen during the day without a doctor's note or prescription. [E.C. 35183.5]

Vision and Hearing Appraisal

Vision and hearing will be checked by a credentialed school nurse in grades transitional kindergarten, kindergarten, second, fifth, and eighth. A credentialed school nurse or audiologist will screen students unless you present to the school a certificate from a physician or optometrist verifying prior testing, or a letter stating it violates your faith in a recognized religious belief. [E.C. 49455, 49452]

Covered California Insurance

By law, most people are now required to have health insurance or pay a penalty when they file their taxes. Through Covered California, a program from the state of California, qualified legal residents of California and their families can compare health insurance plans and enroll in the one that works best for their needs and budget. Financial assistance is available to qualifying individuals and families to help pay health insurance premiums.

The federal government may pay a portion of the health insurance premium. Individuals and families may also qualify for Medi-Cal benefits. The open-enrollment period for Covered California health insurance plans happens once a year. Once the open-enrollment period closes, you may enroll in a Covered California health plan only if you have a qualifying life event that makes you eligible to apply. Some examples of qualifying life events are:

- losing your health coverage.
- getting married.
- moving outside your plan's coverage area.
- having a baby and turning 26.

To see if you qualify, visit www.coveredca.com/special-enrollment.

To enroll during this time, you must apply within 60 days of your qualifying life event.

Visit CoveredCA.com to learn more, compare health insurance plans, choose the one that best fits your needs and enroll online. For free, confidential, in-person help, in your area, visit www.CoveredCA.com/find-help or call (800) 300-1506 or Sacramento Covered at (916) 414-8333.

AWARENESS AND PREVENTION PROGRAMS

Comprehensive Sexual Health Education (CSHE) and HIV/AIDS Prevention

Written and audiovisual educational material will be used in the California Comprehensive Sexual Health and HIV/AIDS Prevention curriculum. These materials are available at any time for inspection at the CSHE website linked here.

You have a right to request, in writing, that your child not participate in the curriculum. You may also withdraw this request at any time. School districts must ensure that all pupils receive comprehensive sexual health instruction from trained personnel in appropriate courses. In our district, highly qualified teachers provide such instruction.

This instruction will emphasize sexual abstinence and abstinence from intravenous drug use as the most effective means for HIV/AIDS prevention and avoiding the spread of sexually transmitted diseases. The instruction will also assist students in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities as well as instruction to be able to identify and avoid human trafficking.

Parents will be notified in writing at least two weeks prior to the start of the CSHE unit. Parents can request in writing that their child not participate in any or all of the above activities. Linked here is the Board Policy 6142.1 regarding Sexual Health and HIV/AIDS Prevention Instruction. The Education Codes can also be found online at leginfo.legislature.ca.gov. [E.C. 51930-51939]

Suicide Prevention

Suicide prevention is the collective effort of school and community resources. Saving lives often begins with asking the difficult question, "Have you had thoughts about killing yourself?". EGUSD has school counselors, school social workers, school psychologists, and mental health therapists available at our schools. They have been trained to assess suicidal ideation and respond appropriately to the level of threat identified. It is our top priority to ensure the safety of the students in our schools. Please use our school counselors, school social workers, school psychologists, and mental health therapists as resources, in addition to the information provided on our website.

Bullying Prevention

Because student safety is one of our top priorities, we do not allow any behaviors that infringe on the security or emotional or physical well-being of any student. EGUSD have developed strategies for bullying prevention and intervention to help keep students safe and ensure a healthy learning environment. Elk Grove Unified has an extensive board policy on bullying that covers a variety of areas, including cyberbullying, bullying prevention, intervention, complaints and investigation, discipline, and enforcement mechanisms.

Student in Crisis: What to Do

Ask the difficult question. "Have you had thoughts about killing yourself?" Paraphrase what you are hearing the student say. This will support your ability to monitor how accurately you are understanding what the student is saying.

For example,
"I understand when you say that you aren't sure if you want to live or die, but have you always wanted to die?
Well, maybe there's a chance you won't feel that way forever. I can help."

When interacting with a student in crisis, the following may be helpful strategies:

- Base the foundation of your relationship on honesty and trust.
- The student could be in a state of distress and confusion, so modeling and maintaining a sense of calm is essential.
- Providing information about a current or upcoming life transition can help lessen anxiety.
- Remember, your job is not to act in the role of the mental health professional.
- Maintain visual contact with the student at all times.
- Always provide a student with a 24-hour crisis number (see below). Have them put the contact information into their phone if possible.
- Connect the student with a counselor, administrator or mental health professional immediately. School and Community Resources are available: EGUSD employs School Counselors, School Psychologists, School Social Workers Mental Health Therapists. You can also access community support through CareSolace: www.caresolace.com/site/egusdfamilies.
  - EGUSD Prevention Information & Resources
    - Bullying and Cyberbullying Prevention
    - Suicide Prevention
    - Catapult EMS - (Anonymous Bully & Threat Reporting) How to Report Link
  - Local Suicide Prevention Crisis Line (916) 368-3111
  - National Suicide Prevention Lifeline 988
  - Know the Signs
  - American Foundation for Suicide Prevention
  - NAMI Sacramento
- Be aware of the identified individuals on your site who are working with you to provide more long-term professional support.
- The wider your network of support, the more effective you will be in managing the crisis for the student, family, and others.

Student In Crisis: Communication

- Staff will connect and communicate with administration and Crisis Team on-site to determine level of risk.
- Crisis Team and Administration will contact the district director for consultation and support, law enforcement or protective services, inform the parent or guardian, and identify staff members to monitor student.

Student in Crisis: What to Avoid When Helping

- In an effort to provide support, be careful that you are not providing your opinions. Do your best to avoid being impatient, judgmental, or shocked.
- Be careful not to minimize the student's experience but do not overreact, as it may cause the student to shut down.
- Do not promise secrecy in an effort to glean information regarding the crisis.
- Do not offer unrealistic reassurances.

Student Crisis: Warning Signs

Warning signs are observable behaviors that may signal the presence of suicidal thinking. They might be considered "cries for help" or "invitations to intervene." EGUSD encourages staff to follow their instincts. It is not overreacting. Please communicate with your counselor or mental health professional on site if you observe behaviors that concern you. Some examples include:

- Feelings of sadness, hopelessness, helplessness
- Changes in sleep patterns or eating habits.
- Significant changes in behavior, appearance, thoughts, and/or feelings.
- Change in school attendance/tardies.
- Social withdrawal and isolation.
- Suicide threats (direct and indirect).
- Suicide notes and plans.
- History of suicidal ideation/behavior.
- Self-injurious behavior.
- Preoccupation with death
- Making final arrangements (e.g., giving away prized possessions, posting plans on social media, sending text messages to friends).

STUDENT BEHAVIOR MANAGEMENT AND SUPPORT

Positive Behavior Interventions and Supports (PBIS)

Positive Behavior Interventions and Supports is an integral part of our commitment to student learning and behavioral health. PBIS is a proactive approach to establishing the behavioral supports and social culture needed for all students on a school site to achieve social, emotional, and academic success. PBIS is a framework implemented by explicitly teaching expected behaviors, engaging students in the school community, acknowledging appropriate behaviors, and re-teaching and applying restorative practices as needed.

PBIS is a data-driven, team-based system that enhances the capacity of schools, families, and communities to respond to the unique needs of each student. Additionally, PBIS makes undesirable behaviors less effective, efficient, and relevant, and desired behavior more functional. PBIS is a part of the Multi-Tiered System of Supports (MTSS) which focuses on creating and sustaining universal/school-wide (all students), targeted (small group), and intensive (individual) systems of support that improve the academic and social/emotional, and behavioral outcomes for all children and youth.

Every school in our District has a PBIS team. Community and family members are critical members of this team. If you have a passion for helping create high-quality learning environments and positive school cultures, please consider this option. If you would like to know more about PBIS at your area school or have questions, please contact the site adm1inistration.

Bullying Prevention in PBIS

School-wide PBIS begins with the premise that all students should have access to support to prevent the development and occurrence of problem behavior, including bullying. To avoid stigmatizing any student, school-wide PBIS emphasizes what a student does and where it occurs. Instead of negatively labeling a student as a bully, victim, perpetrator, or aggressor, the emphasis is on labeling what the student does. Examples of behavior labeling include name-calling, teasing, intimidation, verbal aggression, and cyber-harassment. Bullying behavior is always described in the context or setting in which it occurs. For example: cyberspace, hallway, dance, field trip, bus, or other "setting".

Drug, Alcohol, Steroid and Tobacco Prohibition and Prevention

Elk Grove Unified works to educate students on the dangers of drug and weapon possession through classroom and individual presentations by school staff, Safety and Security Division staff, and local law enforcement partners. EGUSD defines "tobacco and nicotine products" as a lighted or unlighted cigarette, cigar, pipe, or other smoking product or material, smokeless tobacco in any form and electronic cigarettes. "Electronic cigarettes" are defined as battery-operated or other electronic products designed to deliver nicotine, flavor and other chemicals by turning the substance into a vapor that is inhaled by the user, including, but not limited to electronic vaping devices, personal vaporizers, digital vapor devices, electronic nicotine delivery systems and hookah pens.

All students will abide by this prohibition as a condition of attendance. Any violations of district or school standards of conduct, rules and regulations, or state or federal laws regarding illicit drugs, alcohol, tobacco, and nicotine will be investigated. Violators will be subject to prosecution in accordance with local, state, and federal law. Additionally, students face district disciplinary action up to and including expulsion, and/or required to satisfactorily complete a drug abuse assistance program, tobacco cessation program, or rehabilitation program selected by the district in compliance with the law.

Students determined to have used or to be in possession of tobacco or nicotine products at school or school-related activities may be subject to discipline under district policy, Education Code 48900(h), and/or other applicable laws.

Students determined to have used or to be in possession of products at school or school-related activities that can be used to consume and/or use tobacco or nicotine products, including but not limited to "electronic cigarettes" as defined above, but which do not contain tobacco, nicotine, or any other controlled substance, may be subject to discipline under district policy, Education Code 48900(k), and/or other applicable laws. [E.C. 48901]

Secondary student-athletes and their parents/guardians must sign an acknowledgment form that they will adhere to all of the policies of the Student-Athlete/Parent Handbook. One of these policies states that student-athletes will not use tobacco, drugs, alcohol, steroids or any performance-enhancing drug. Students and parents must sign the form before the student-athlete will be allowed to participate in any contests. The form and policy are available online at www.egusd.net. This notice is provided in compliance with the requirements of state and federal law as a part of our drug, alcohol, and tobacco prevention programs. The unlawful manufacture, distribution, dispensing, possession, or use of illicit drugs, alcohol or any form of tobacco or nicotine product on district premises or as a part of any of its activities is harmful and strictly prohibited.

EGUSD drug, alcohol, and tobacco education and prevention programs are designed to address the legal, social, and health consequences of drug, alcohol, and tobacco use and to provide students with effective techniques for resisting peer pressure to use illicit drugs, alcohol or tobacco.

Information about any drug, alcohol, and tobacco counseling, rehabilitation, and re-entry programs available to students may be obtained by contacting their school. This information may include programs sponsored or maintained by various community groups or agencies. We neither support nor endorse any specific program, agency, or firm. The information is provided only to assist parents and students who may desire information about available resources.

Progressive Discipline and Disciplinary Practices

A student may be disciplined, suspended, or expelled for acts enumerated in Progressive Discipline and Disciplinary Practices that are related to school activity or school attendance occurring at any district school or within any other school district, including, but not limited to, any of the following:

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

For conduct which occurs after school hours and off district property, but which is reasonably likely to cause or causes a substantial disruption of a school activity or attendance. [EGUSD AR 5144.1]

Alternatives, Interventions and Progressive Discipline

Elk Grove Unified has a defined and progressive set of interventions, remediations, and consequences that schools follow when a student misbehaves. They are outlined on the EGUSD Disciplinary Matrix, which can be found in the Appendix of this handbook. The superintendent or principal may use their discretion to provide alternatives to suspension or expulsion to address student misconduct. [E.C. 48900(v), 48900.5] [EGUSD AR 5144]

- Parent Contact—verbal or written communication with the parent or guardian.
- Counseling—individual or group meetings of the student, which consist of teachers, counselors, administrators, parents, and the student to address the behavior issue and develop a plan of action to correct the student's behavior.
- Personal Responsibility—students participate in directed activities such as written apologies, restitution, school/community service, conflict resolution skills.
- Detention—Students participate in behavior modification for a period of 30 minutes to 1 hour during non-instructional time.
- Community Service—Students may be assigned work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs.
- Parent Conference—a formal meeting between the parents or guardians and school personnel to discuss the student's needs.
- In-School Suspension—assignment of students to separate supervised activity during the school day with the intent of correcting inappropriate activity.

Prohibition on Possession and Use of Tobacco and Nicotine Products

District policy and the Education Code prohibit the possession, use, manufacture, distribution, or dispensing of tobacco and nicotine products at school or during school related activities. We define "tobacco and nicotine products" as a lighted or unlighted cigarette, cigar, pipe or other smoking product or material, smokeless tobacco in any form, and electronic cigarettes.

"Electronic cigarettes" are defined as battery-operated or other electronic products designed to deliver nicotine, flavor, and other chemicals by turning the substance into a vapor that is inhaled by the user. E-cigarettes include but are not limited to:

- electronic vaping devices.
- personal vaporizers.
- digital vapor devices.
- electronic nicotine delivery systems hookah pens.

Students determined to have used or to be in possession of tobacco or nicotine products at school or school related activities may be subject to discipline under district policy, Education Code 48900(h), and/or other applicable laws.

Students determined to have used or to be in possession of products at school or school related activities that can be used to consume and/or use tobacco or nicotine products, including but not limited to "electronic cigarettes" as defined above, but which do not contain tobacco, nicotine, or any other controlled substance, may be subject to discipline under district policy, Education Code 48900(k)(1), and/or other applicable laws. [E.C.48901]

Grounds for Suspension or Expulsion

A student shall not be disciplined, suspended, or recommended for expulsion unless the Superintendent, a designee, or the principal of the school in which the student is enrolled determines the student has violated one or more parts of an act as defined by any of the following subdivisions identified in Ed Code 48900:

- Acts of Violence [E.C. 48900(a)]
- Weapons and Dangerous Objects [E.C. 48900(b)]
- Drugs and Alcohol [E.C. 48900(c)]
- Sale of "Look-Alike" Controlled Substance or Alcohol [E.C. 48900(d)]
- Robbery or Extortion [E.C. 48900(e)]
- Damage to Property [E.C. 48900(f)]
- Theft or Stealing [E.C. 48900(g)]
- Tobacco [E.C. 48900(h)]
- Profanity, Obscene Acts, Vulgarity [E.C. 48900(i)]
- Drug Paraphernalia [E.C. 48900(j)]
- Willful Defiance or Disruption of School Activities [E.C. 48900(k)(1)]
- Possession of Stolen Property [E.C. 48900(l)]
- Imitation Firearm [E.C. 48900(m)]
- Sexual Assault or Sexual Battery [E.C. 48900(n)]
- Harassment of a Student Witness [E.C. 48900(o)]
- Prescription Drug Soma [E.C. 48900(p)]
- Hazing [E.C. 48900(q)]
- Bullying and Bullying by Electronic Act [E.C. 48900(r)]

** Please see the Table of Education Codes Related to Discipline noted in the Appendix for more detail.*

Students who commit these offenses may be suspended from school. Alternatively, they may be referred to the Superintendent's designee with the recommendation for reassignment to an alternative program or expulsion and transfer to an alternative program.

Major acts of misconduct must be reported to the school administrator immediately after the incident and may result in the immediate removal of a student from the school following suspension due process procedures. Suspension is the removal of a student from the classroom for disciplinary reasons for a defined period of time by a teacher or school administrator.

There are two kinds of suspension:

1. On-campus suspension (by school/district teacher, administrator and/or designee)
2. Home suspension (by school/district administrators and/or designee)

Under due process procedures, the following may occur:

- A principal or designee may suspend a student for up to five days.
- A teacher may remove a student for the remainder of the class in which the misbehavior occurred and for the next day's class.
- A suspension may be extended under certain conditions.

Students placed on home suspension are not permitted on or near the school campus, nor are they allowed to participate in any school activities during suspension. They may, however, be required to complete assignments and tests which will be made available to them through an intermediary.

Expulsion, as ordered by the Board of Education, is the removal of a student from all schools in the Elk Grove Unified School District for violating the California Education Code. The expulsion is for a defined period of time. An application for re-admission must be considered within a specified time period. State law provides for due process and rights to appeal any order of expulsion.

If a student's behavior is a threat to the safety, health, or emotional well-being of others, and previous methods of prevention and intervention have not been successful, that student may be suspended in accordance with state law and our policy.

Suspension may be imposed upon a first offense if the Superintendent, principal, or designee determines the student violated Education Code 48900(a)-(e), or if the student's presence causes a danger to persons. [E.C. 48900.5]

For all other acts and conduct for which a student is subject to discipline under Education Code 48900 through 48900.7, and which are not specifically listed or addressed under Education Code 48915(a) or 48915(c), a student may be recommended for expulsion where other means of correction are not feasible or have repeatedly failed to bring about proper conduct, or where due to the nature of the student's conduct violation, the presence of the student causes a continuing danger to the physical safety of the student or others. [E.C. 48915(b) and (e)]

Behavioral Requirements for Participation in Graduation Ceremonies

Students must demonstrate good citizenship to participate in the graduation ceremony. Any student who has received an off-campus suspension from school in the spring semester prior to graduation will be notified in writing that if a second off-campus suspendable event occurs, they will not be eligible to participate in the graduation ceremony.

Any senior student who receives an off-campus suspension within the last 20 school attendance days before the date of graduation may be denied the privilege of participating in the graduation ceremony, even if that off-campus suspension is the student's first off-campus suspension during their senior year. If a student receives an off-campus suspension that falls on the day of graduation practice or of the graduation ceremony, that student will not be allowed to participate in graduation. A senior student with a second off-campus suspension will be denied the privilege of participating in the graduation ceremony. In addition, a senior student may not attend the graduation ceremony while under off-campus suspension, even if the off-campus suspension is the first for the student during the senior year. Each high school student and their parent/guardian will receive annual notification of this policy. [B.P. 5127(a)]

Partnerships with Law Enforcement

The Division of Safety and Security works in cooperation with the Sacramento County Sheriff's Department. This department also works closely with the Elk Grove Police, Sacramento Police, Rancho Cordova Police, and the Sacramento County Probation Department. Each comprehensive high school region has an assigned Sheriff's deputy or an Elk Grove PD officer as a School Resource Officer (SRO).

The SRO works with each region's high school, middle school, and elementary schools on- site staff to enforce laws and mentor our youth. Additional officers are dedicated to alternative education sites and assist at elementary and middle schools.

Interview of a Student by Law Enforcement

Students can be interviewed by law enforcement officers while at school. In instances where law enforcement is involved, the principal or designee shall attempt to minimize disruption at the school and provide privacy to the student. School officials are required to make every effort to contact a parent or guardian at the time a peace officer requests to interview a student, unless directed not to by the peace officer.

For example, no notification will be made in the case of child abuse or neglect. The principal or designee may be present for the interview if allowed by the officer and with the student's approval. [B.P. 5145.11]

Release of a Student to Peace Officer

If a peace officer removes a student from school, the principal or designee shall take immediate steps to notify a parent or guardian, except when a student has been taken into custody as a victim of suspected child abuse or neglect. In such cases, the peace officer will notify the parent or guardian. [E.C. 48906; Penal Code 11165.6]

Search and Seizure Policy

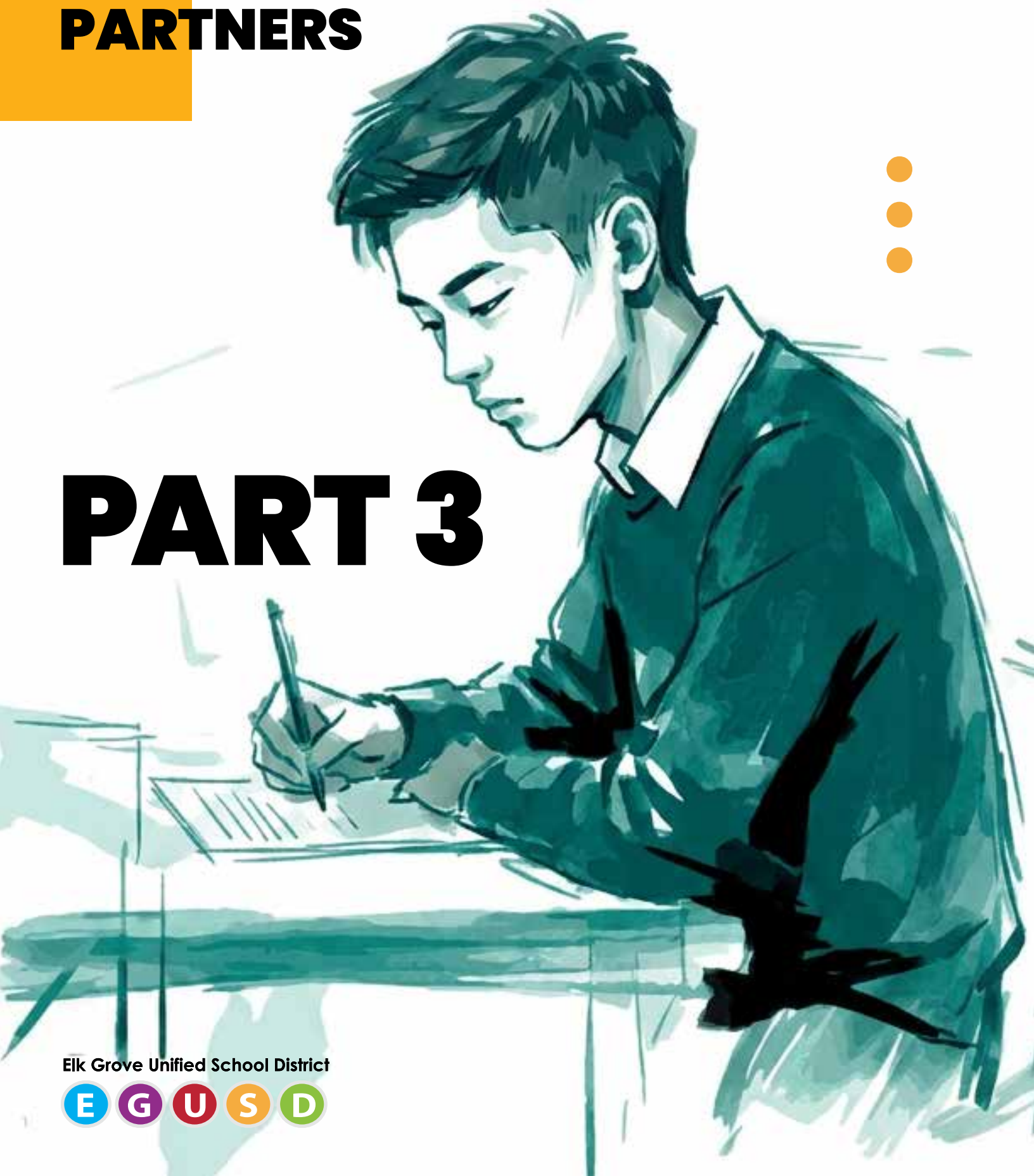
The Search and Seizure Policy governs our authority to search individual students and their property and the student's responsibility to submit to searches. Under Board Policy 5145.12, school officials may conduct a search when there is a reasonable suspicion. The search will uncover evidence that the student is violating the law or the rules of the school or district.

General inspections of school properties, such as lockers and desks, may be conducted on a regular, announced basis. Any items in a locker shall be considered the property of the student to whom the locker was assigned.

The school principal or designee may search the person of a student, the student's locker, backpack, purse or other belongings if there is a reasonable suspicion to believe the student may have a concealed weapon, narcotics, stolen property or contraband. [U.S. Supreme Court Case: New Jersey v. T.L.O. (1985) 469 U.S. 325; B.P. 5145.12]

To ensure the safety of students and staff, schools may conduct random searches for weapons using metal detectors. We may use specially trained, non-aggressive dogs to detect the presence of substances prohibited by law or district policy. Dogs may be used in the inspection of lockers, vehicles, or personal property, but may not be used to search a person.

ENGAGING EDUCATIONAL PARTNERS



PART 3

Elk Grove Unified School District

EGUSD

FAMILY ENGAGEMENT WITH SCHOOL AND THE DISTRICT

Elk Grove Unified recognizes that parents and guardians are their child's most influential teachers. Continuous family engagement in a child's education contributes greatly to achievement and a positive school environment. To maximize the potential of family engagement on campus, each school:

- Develops programs and activities that enable parents/guardians to actively participate in their child's education.
- Helps parents/guardians develop skills and home environments that support their child's growth as responsible members of society.
- Provides parents/guardians with techniques and strategies to improve their child's academic and social emotional learning at both home and school.
- Initiates consistent and effective two-way communication between the home and school. Provides training to teachers, administrators and other school staff that fosters effective and culturally sensitive communication with the home. [B.P. 6020 (a), E.C. 11500-11506, L.C. 230.8]

Parents and guardians have a key role in maintaining welcoming, safe campus environments that are conducive to learning and school rules are designed to teach children to be responsible, respectful, and safe. Parents and guardians are urged to review district and school standards of conduct and rules with their children at the start of each school year, with special emphasis during critical transitional years when children move from elementary to middle school, and from middle to high school. Reinforcing positive behavior and acknowledging children for demonstrating appropriate conduct is important. If parents or guardians spot a behavior problem, they should contact school staff, who will partner with them to find solutions.

EGUSD is committed to strong partnerships between home and school to establish and enforce appropriate standards of conduct for students. In the event of student misconduct, teachers, school or district personnel will contact parents first, unless the infraction is so serious that police notification is mandated. Assistance is available for parents or guardians who are dealing with difficult or out-of-control children.

Parents are given tools to empower them as they work toward modifying the behavior of their difficult children. To find out more, visit the webpage of Student Support and Health Services.

EGUSD SAFE (Student and Family Empowerment) Centers

SAFE Centers assist students and families to improve educational, health, and social outcomes. Using a case management approach, the centers link students and families with resources that address their needs and goals.

SAFE Centers provide case management for students and families that are facing challenges such as economic hardships, homelessness, and food insecurity. Staff can refer families to housing and shelter programs, food and clothes closets, medical, mental health and dental providers, and other District and community resources.

SAFE Centers coordinate the District's Homeless Education Program. The program serves students and families who are living in transition and experiencing homelessness as defined by the McKinney Vento Homeless Education Act. Students have eligibility rights based on federal and state laws governing the education of homeless children and youth. For more information, see the Homeless Education Program section in this handbook.

SAFE Centers collaborate with community partners to bring programs and services to District families, including Elk Grove Optimist Child Spree; Sacramento Food Bank and Family Services, Sacramento Covered Health Navigators (connection to health insurance); and Sacramento County Department of Human Assistance (consultation with Human Services Specialists).

SAFE CENTERS

- Eastside SAFE Center (all schools east of Hwy 99)
- David Reese SAFE Center (916) 392-9081
- Westside SAFE Center (schools west of Hwy 99)
- Valley SAFE Center (916) 681-7577

PARENT COMMUNICATION

Websites

Our district website is www.egusd.net and to find each school's website, visit Our Schools found on our homepage.

Synergy ParentVUE Portal

EGUSD utilizes Synergy, by Edupoint for its Student Information System. Synergy has a fully integrated parent portal called ParentVUE. ParentVUE helps parents/guardians stay informed and connected by providing day-to-day insight into their child's academic experience. Parents will need to register for a ParentVUE account using an activation code and instructions available at each school or by calling the Department of Family and Community Engagement. Instructions on how to register and update information in the system are included on the activation code handout. If you lose your activation code or need another one, please contact your child's school. This portal is available on the web or mobile phone app.

ParentVUE Features:

- Single sign-on—one login for each parent, which allows access to all children associated with that parent or guardian, across the district in any grade or school
- Big picture information—ability to view attendance, immunization compliance, transcripts, graduation status, and more
- Ability to modify data—emergency contacts, physician and demographic information
- Real-time grades and assessment scores—view if your children are on track academically or may need extra help
- Class website access—know what is happening in your children's classroom(s)
- Assignments—view when new assignments are posted Customizable alerts – receive email notification for school events, attendance, discipline incidents
- Ability to stay connected with teachers—by communicating within Synergy or through email
- Web Portal and mobile app—available for use anywhere, anytime

Parents must register for a ParentVUE account one time only using a specialized code. Handouts with instructions are available at your school's front office. The handout will include a specialized code and instructions on how to register and update information in Synergy. If you lose your code or need another one, please contact your children's school. Please refer to our website for more information about Synergy, registration and ParentVUE Guides.

District and School Mass Notifications for Updates and Emergencies (SchoolMessenger)

In an effort to enhance our communication efforts, please download the SchoolMessenger app, which was designed to help us stay connected to you and allows you to set your preferences on messages you receive. School Messenger is a notification service that provides a recipient inbox where parents can access recent voice calls, text messages, email messages, and push notifications from any device and at any time. The app helps parents access critical information on their schedule and on whatever device they choose. During emergency situations. School Messenger is the preferred method to send parent notifications due to its multi-method messaging ability, which is not available with ParentVUE.

Parent Information

The Department of Communications issues a bi-monthly ***Community Update*** to provide all parents and staff information regarding important district news, announcements or information. They also issue a monthly newsletter called ***Community Connection***. When parents subscribe to SchoolMessenger, they will receive these messages via email and occasionally, the text and phone call features will be used.

Parent Emergency Notification

In the event that an emergency takes place on a school campus, student safety is our top concern. Depending on the level of the emergency, parents will be notified by telephone call, email or a letter home. EGUSD has an automated telephone dialing system through School Messenger for emergency situations. In the case of an emergency, the auto dialer system will call all telephone numbers listed under a student's emergency contact information as well as the student's home phone. Please make certain that your child's school has your most current emergency contact information. Questions about the emergency auto dialer system can be directed to the Communications Department at (916) 686-7732 or egusdcom@egusd.net.

School Messenger gives busy, on-the-go parents powerful new ways to stay connected to the school or district and for parents with children at different school sites, this app will help identify which message corresponds to the appropriate child. To see how the preference function works, you can try InfoCenter for yourself now. Visit go.schoolmessenger.com or download the InfoCenter app from iTunes or Google Play.

Opt-In to Receive Text Messages

Parents can also choose to receive text messages. To do this, please contact your school's front office to request adding or making sure your preferred mobile number is noted in your child's student record. Once you have your mobile number noted in your child's student record, in order to receive a text message generated through SchoolMessenger, you must subscribe to texting.

Below is information on School Messenger's SMS texting service. Once your mobile number is connected with your child's student record and you have subscribed or opted-in, you will receive Info Alerts through this program when the school chooses SMS in a Broadcast Message.

How to Subscribe and Opt-In to Receive Text Messages For users in the United States, you can participate in School Messenger's service via short code 67587. If you would like to receive messages from your school or district you must reply affirmatively with one of the opt-in key words: Send a text message to 67587 with either the words "opt in" or "subscribe".

Standard message and data rates may apply.

- For help information, text HELP to 67587.
- To opt out at any time, text STOP to 67587.

Participating carriers: AT&T, T-Mobile®, Sprint, Verizon Wireless, Alltel, Boost, U.S. Cellular™, MetroPCS and other carriers. (The mobile carriers are not liable for delayed or undelivered messages.) schoolmessenger.com/txt.

Talking Points App

Talking Points is a free application that allows two-way communication between home and school. All schools have access to use Talking Points to communicate with their families. Talking Points allows families to send short messages to their teachers or principal by communicating in their home language.

Translation and Interpretation Services

If you need translation assistance, please send an email to egusd-translate@egusd.net in order to schedule a virtual meeting or phone call with an interpreter. Please include your name and phone number.

- **Español:** Si usted necesita apoyo en traducción, por favor envíe un correo electrónico a egusd-translate@egusd.net para programar una reunión virtual o llamada telefónica con un intérprete. Favor de incluir su nombre y número de teléfono.
- **Hmoob:** Yog koj xav tau kev pab txhais lus, thov sau email mus rau egusd-translate@egusd.net thiaj yuav teem tau sijhawm sablaj hauv virtual nrog rau ib tus neeg txhais lus lossis nws thiaj li yuav hu tau xovtooj rau koj. Thov qhia koj lub npe thiab xovtooj.
- Nếu bạn cần giúp đỡ về dịch thuật, vui lòng gửi một email tới egusd-translate@egusd.net để lên lịch cuộc họp về virtual hay gọi điện thoại cho thông dịch viên. Vui lòng gồm có tên và số điện thoại của bạn.

Social Media

Follow us @ElkGroveUnified on Facebook, Instagram, LinkedIn, YouTube and Eventbrite.

Our Social Media Comment Policy

We welcome the community's contributions to our official social media pages (e.g. post comments). Each of our sites intends to inform and engage with our students and their families, staff, residents, and other interested persons to provide current and useful information regarding district programs, activities and operations. Such information shall be appropriate for both internal and external audiences. The intent of this comment policy regarding participation on an official social media page is to maintain a positive and informative flow of communication while protecting the privacy and rights of our community. With these aims in mind, posting on an official Elk Grove Unified School District (EGUSD) page constitutes acceptance of the following terms of use and protocols:

- Participants are encouraged to submit comments, questions and concerns; however, our official social media pages are moderated online discussion sites that constitute a limited forum, the contents of which are at the discretion and control of EGUSD.
- We will exercise its rights within the law to regulate speech within this limited forum on the official Facebook page;
- All posting of comments on social media pages are at the discretion of the official EGUSD social media page administrators;
- Our Official social media page administrators will review all postings to make sure they are appropriate, constructive and abide by EGUSD's Board Policy and Administrative Regulation 1113 regarding Internet access and practices;
- Our official social media page administrators will not restrict speech on the basis of a disagreement with the opinion expressed;

- Once posted, our official social media page administrators reserve the right to delete submissions that contain vulgar language, personal attacks of any kind, or offensive comments that target or disparage any ethnic, racial, gender or religious group; and
- We do not allow postings of photographs or videos by anyone other than by official social media pages administrators or other specifically authorized District personnel.
- Further, our official social media page administrators also reserve the right to delete comments on the official social media page that:
  - contain spam, advertising, solicitations or include links to other sites;
  - are clearly off topic, and/or disruptive;
  - cause or are reasonably likely to cause substantial disruption to the school and EGUSD's educational environment or operations;
  - are obscene, vulgar or sexually explicit, including masked words (***), acronyms and abbreviations;
  - violate a person's privacy;
  - abuse, harass, stalk, threaten violate the legal rights of others;
  - are libelous or slanderous;
  - are likely to incite students and create a clear and present danger to the operation of the schools;
  - interfere with the educational mission of a district school or EGUSD;
  - are endorsements of any product, cause, political party, or political candidate, which are all forbidden;
  - are chain letters, pyramid schemes or fraudulent or deceptive messages;
  - promote particular services, products, or political organizations or campaigns;
  - infringe on copyrights or trademarks;
  - contain links to inappropriate websites;
  - advocate illegal activity; and/or
  - violate any EGUSD policies.

Please note that the comments expressed on an EGUSD school or district official social media page do not reflect the opinions and position of the EGUSD school, EGUSD or its employees. We thank you in advance for your contributions to our official social media page(s), and for your help in creating a safe and vibrant online community. For more information, contact Communications at (916) 686-7732 or send an e-mail to the Communications Department: egusdcom@egusd.net.

STUDENT SCHOOL ATTENDANCE

Attendance is Key to Academic Success

In elementary, middle and high school, your child's academic success can be put in jeopardy if too many days are missed. If your child must miss school due to an illness or other critical reasons, first contact the front office to ensure that absences are recorded correctly, and then work with their teacher(s) to make-up for the lost time in class. Ask for homework assignments and do extra review. Teachers build your child's education one day at a time, so every day is essential.

In addition to the academic component, student absences directly affect the District's finances. The majority of state funding is based on each day a student attends school. The state only pays the District for those days the student is physically in class. It does not pay for excused (or unexcused) absences, even if the parents provide a note from a doctor.

Facts About Attendance

Facts from the California Department of Education's 2000 "School Attendance Improvement Handbook" and Elk Grove Unified School District data:

- Absenteeism in the first month of school can predict poor attendance throughout the school year. Half the students who miss 2-4 days in the first month of school go on to miss nearly a month of school.
- Absenteeism and its ill effects start early. One in 10 kindergarten and first grade students are chronically absent. Poor attendance can influence whether children read proficiently by the end of third grade.
- By 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school.
- Research shows that missing 10 percent of the school year, or about 18 days in most school districts, negatively affects a student's academic performance. That's just two days a month and that's known as chronic absence.
- The academic impact of missing 18 or more days of school is the same whether the absences are excused or unexcused. When students improve their attendance rates, they improve their academic prospects and chances for graduating.

Confidential Medical Services Related to Attendance

According to the Education Code, school authorities may excuse any student in grade 7 through 12 for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian. School districts are permitted to grant such excuses. [E.C. 46010.1]

Failure to Ensure Student Attendance

Any parent or guardian who fails to ensure their student's attendance may be guilty of an infraction and can be punished as follows: $100 for first conviction; $250 for second conviction; and $500 for third conviction. A parent or guardian may be placed in a parent education program or counseling program in lieu of a fine. A willful violation of a court order directing that a student must be enrolled in a school or program can mean a $1,000 fine. [E.C. 48293]

General Absences

According to Education Code 48205(a) a pupil shall be excused from school when the absence is:

- Due to illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child for which the school shall not require a note from a doctor. Due to quarantine under the direction of a county or city health officer.
- For the purposes of having medical, dental, optometric or chiropractic services rendered.
- For the benefit of the pupil's mental or behavioral health.
- For the purposes of attending the funeral services or grieving the death of either a member of the student's immediate family, or of a person that is determined by the student's parent or guardian to be in such close association with the student as to be considered the student's immediate family, so long as the absence is not more than five days per incident.
- For the purpose of jury duty in the manner provided for by law.
- For justifiable personal reasons, including, but not limited to: an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, for attendance at an employment conference or educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or a designed representative pursuant to uniform standards established by the governing board.
- For the purpose of spending time with a member of the pupil's immediate family, who is an active-duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from deployment. Absences granted on this basis shall be granted for a period of time to be determined at the discretion of the Superintendent or designee.
- For the purposes of serving as a member of a precinct board for an election pursuant to Sec. 12302 of the Elections Code.
- For the purpose of attending the pupil's naturalization ceremony to become a United States citizen (AB 1593). A student in foster care will be excused due to placement changes, court appearances, or related court ordered activities.
- Participation in mandatory military entrance processing (Education Code 48205).
- 11th and 12th grade students are eligible for two excused absences per year for college/military visits providing that meet certain criteria and submit the Excused Absence Request for a College/Military Visit form with-in prescribed timeline.
- A student who participates in the military entrance processing or MEP to assess applicants' qualifications to enter a branch of the military.
- For the purpose of participating in a cultural ceremony or event related to the habits, practices, beliefs, and traditions of a certain group of people.
- For purposes of a middle school or high school pupil engaging in a civic or political event, provided that the pupil notifies the school ahead of the absence. [E.C. 48205]

A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and upon satisfactory completion within a reasonable period of time shall be given full credit. The teacher of any class from which a pupil is absent shall determine the tests and assignments, which shall be reasonably equivalent to, but not necessarily identical to, the test and assignments that the pupil missed during the absence.

Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments. "Immediate" family as used in this section, has the same meaning as that set forth in Section 45194, except those references therein to "employee: shall be deemed to be references to pupil." [E.C. 46014, 48205]

A pupil shall be excused for participation in religious instruction or exercises upon written notice. Such absences may not exceed one school day per semester. Any excused student must nevertheless attend school at the minimum school day required for his or her grade.

Leaving School at Lunch Time

The Elk Grove Unified Board of Education has established a closed campus policy at all sites. Students may not leave campus at any time during the school day. This is to protect your student's health, safety and welfare and maintain the security of the campus. We ask that you not request permission for your student to leave campus during the school day for lunch. [E.C. 44808.5]

School Attendance Review Board (SARB)

SARB reviews student attendance and disruptive behavior. Students may be referred to SARB for habitual truancy or irregular attendance. SARB may involve the District Attorney, County Probation Department and County Health and Human Services in a student's case.

Meetings with Teachers or Other School Staff

Generally, the principal, teachers, counselor and other school staff are available before and after school to provide special assistance, answer questions and help resolve concerns. It is recommended that you make appointments with school staff, when possible, especially for issues that cannot be resolved quickly. If you have questions or difficulties communicating with school staff, contact the school site's principal or administrative team.

Resolving Concerns

Sometimes miscommunication or incomplete information can cause concern. Clarifying the situation with the people immediately involved creates opportunities to develop successful solutions. A team approach to resolution helps everyone. (BP 1312.1)

To resolve questions, concerns or problems successfully, Elk Grove Unified asks families and students to:

- Meet informally with the person(s) involved. Calmly state the facts you are aware of and what you think the problem is.
- If the concern is not resolved, discuss the issue with the school principal.
- If the concern is not resolved at this level, request assistance from the appropriate district department related to the issue, and we will work with you and the school administration to resolve concerns.
- If you are still unsatisfied with attempts to resolve your concerns the division-level administrator may request that you and the supervisor put your concerns in writing in accordance with appropriate district procedures.

TIPS FOR HELPING YOUR CHILD SUCCEED

EGUSD encourages families to ask about their child's progress throughout the school year. Parents and guardians can ask for progress reports on how well their child is doing in school rather than waiting for one each quarter. Please contact your child's teacher or principal to get information about your student's academic performance.

- There are several actions families can take to help children succeed in school:
- Spend time at school. Interact with teachers and administrators.
- Make sure your child arrives at school on time.
- Volunteer in the classroom or at school events.
- Attend student performances and school meetings and participate on site and advisory councils.
- Read to your student or encourage them to read independently.
- Insist that your students treat teachers, administrators, staff and other adults with respect.
- Talk to your student about obeying school rules.
- Ask your child about their school day.
- Ask them to tell you one thing they learned in school that day.
- Limit screen time for your child.
- Contact your child's teacher when you have a question, concern or complaint.
- Check your child's backpack on a regular basis.
- Carefully review your child's homework, report cards, school newsletters and other information from the school.
- Discuss upcoming tests with your child.
- Encourage them to do their best in school.
- Reinforce the importance of homework to practice the skills learned from the day.
- Talk to them about turning assignments in on-time.

Good communication is essential to a student's success. Families and students are encouraged to ask questions and discuss concerns promptly. Elk Grove Unified welcomes engagement at all levels of our schools and District.

ENROLLING IN EGUSD SCHOOLS

Student Enrollment

Enrollment decisions should be made in the best educational interest of your child. In addition to your neighborhood school, EGUSD offers a variety of programs that appeal to students' interests and talents. If you are moving to the Elk Grove Unified School District and either have a child who will soon enter Transitional Kindergarten or Kindergarten, or have children already in school, below is important information about enrolling your child in school. You may enroll your child for the current school year at any time as soon as you establish residency within the district boundaries.

In Elk Grove Unified, schools are aligned by grade level uniformly. Children aged 6 years or older must attend school. Education Code [EC] Section 48200

To Enroll

1. Identify your home school. Use our online school boundary locator available on the district's website.
2. Pick up an enrollment packet, also known as a New Student Enrollment: Welcome and Enrollment Packet, from your home school, download a copy from the home school web page or District webpage, or enroll online through ParentVUE.
3. Review the enrollment process checklist and complete the enrollment section.
4. Submit completed enrollment sections and documents to your home school.
5. To meet your child's needs and ensure their appropriate placement, complete the Supplemental Student Information Form in the New Student Welcome Packet available at your home school or download a copy from the home school web page or District's website.

EGUSD School Boundaries

If you are moving into or to another part of the district and want to know which school your child will attend, you may use the online School Locator Tool on the District's website. Please know the district cannot guarantee any child's attendance at a particular school, regardless of where the child lives. However, every child is guaranteed a place somewhere in the district. There may be instances when a school is filled to capacity. This could result in new students being offloaded to another school in the district.

Elk Grove Unified must periodically change our school boundaries. For example, school boundaries are changed when new schools open or as necessary to balance enrollment. In practical terms, this means some students may have to change schools. If you have any questions about your school boundary, boundary updates, or if you need further assistance, please call the District's Boundary Hotline at (916) 686-7755.

Early Childhood and Pre-Kindergarten Education

Elk Grove Unified Board of Education is committed to providing opportunities for pre-kindergarten education. Several programs help children from 0 – 5 years old prepare for Transitional Kindergarten and/or Kindergarten. The programs are funded through different sources and their requirements vary. (See Early Childhood and Pre-Kindergarten Education Programs) PreK-K programs are based on a child's age:

- Early Childhood Playgroups: 0-3 years
- Pre-Kindergarten Education (Head Start, CSPP, Title 1): 3-5 years
- Transitional Kindergarten: 4 years old on or before September 1 of the year you are enrolling
- Kindergarten: 5 years old on or before September 1 of the year you are enrolling

Grades TK-K

Each year, enrollment for Transitional Kindergarten and Kindergarten starts in early January. To enroll, pick up a New Student Welcome Packet from your home school, download a copy from the home school web page or district web page or enroll online through ParentVUE. Return your completed Transitional Kindergarten enrollment materials by the second Wednesday in February in order to participate in our Randomization process.

Although most families who turn in their enrollment materials by the designated date in February are likely to get into their home school, we are not able to guarantee placement for every child at their home school. Due to crowded conditions in the Elk Grove Unified School District, there is a possibility that your child may be reassigned to another Elk Grove Unified elementary school

Grades 1-12

In Elk Grove Unified, schools are aligned by grade level uniformly.

- Elementary School: Grades PreK – 6th (children age 6 years or older must attend school)
- Middle School: Grades 7th – 8th
- High School: 9th – 12th

Enrollment Required Document Checklist

Several items are required to enroll your child in California public schools. Proof of citizenship is not required for enrollment purposes. If you do not have an item or have any questions, please contact your school. For support with enrollment, visit our district website or contact one of the following offices:

- Elementary Education (TK-6 Grade): (916) 686-7704
- Secondary (7-12 Grade): (916) 686-7706
- Family and Community Engagement: (916) 831-5530

Completed enrollment forms will be accepted at your resident/boundary school during regular school hours. When returning the completed enrollment form, you must bring the following items with you as required by California Education Code, Sections 48000-48070.6:

The following is required for enrollment in an Elk Grove Unified School District (EGUSD) school.

- Age and legal name verification – ONE of the following:
  - Certified copy of a birth certificate or a statement by the local registrar or county recorder certifying the date of birth
  - Baptismal certificate or official hospital record of birth;
  - Passport; and/or
  - When none of the above is obtainable, an Affidavit for Proof of Age of Minor signed by the student's parent/legal guardian may be accepted
- Immunization records
- Parent or Guardian Photo ID to verify the identity of the enrolling adult (Government-issued or non-government-issued ID are accepted; e.g., workplace ID badge, driver's license, college ID, revolving credit card with photo, Costco membership card)
- Withdrawal grades/unofficial transcript (if applicable)
- Current proof of residence within the district (Note: must be a street address; P.O. Box is not acceptable) consisting of any ONE of the following with the present address and the name of the parent or legal guardian listed:
  - Property tax payment receipts
  - Mortgage statement, rental property contract, or lease agreement
  - Current utility service (e.g., PG&E, SMUD, water, garbage, sewer) contract, statement, or payment receipt
  - Rental property payment receipt
  - Parent or guardian's recent pay stub
  - Voter registration
  - Correspondence from a government agency (e.g., documentation from the Department of Human Assistance, court documents, motor vehicle registration, driver's license, etc.)
  - Declaration of residency executed by the student's parent/guardian
  - If the student is residing in the home of a caregiving adult within district boundaries, an affidavit executed by the care-giving adult

Exceptions to Proof of Residence

Any homeless or foster youth must be enrolled regardless of proof of residency. Support for families and schools is available through the District FACE Department at (916) 831-5530.

There are unique residency requirements for children whose parents are on active military duty and whose parents were residents of the state and departed the state against their will. Support for families and schools in this situation is available through the Student Support and Health Services Department at (916) 686-7568.

Pupil of Active Military Parent/ Guardian - Enrollment

A child shall be deemed to meet the residency requirements for school attendance in a school district, if the child is a student whose parent/ guardian is transferred, or is pending transfer to a military installation within the state while on active military duty pursuant to an official military order, and the student's parent/guardian has provided proof of residence in the school district within 10 days after the published arrival date provided on official documentation. The District must accept applications by electronic means for enrollment, including enrollment in a specific school or program within the District, and course registration.

For transferring students with disabilities, the receiving school district shall, upon notice, promptly coordinate with the student's parents and previous school pursuant to Section 56325 to ensure the timely exchange of records and to reduce any delays in the student receiving comparable services or accommodations including, but not limited to, implementation of their individualized education program, individualized family service plan, or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), as applicable. While awaiting the student's official records from the former school, the receiving school district may use unofficial records provided by a parent or guardian as the basis for the design and provision of services. [Education Code sections 48204.3(e) and 56325(b)(3)].

Residency Waivers for Enrollment of Homeless/Unaccompanied Youth

If a family is homeless or the student is an unaccompanied homeless youth, **proof of residency is not required for immediate enrollment**. Homeless students shall be immediately enrolled and, to the extent feasible, placed in their school of origin unless otherwise requested by their parent/guardian. In the case of an unaccompanied youth, the district liaison to the homeless shall assist in placement or enrollment decisions. If, after enrollment, it is determined that a student is not homeless as defined in the law, the district will follow policies in place to address fraud.

Please contact the appropriate SAFE Center for assistance:

SAFE (Student and Family Empowerment) Centers

- Eastside SAFE Center (all schools east of Hwy 99)
- David Reese SAFE Center (916) 392-9081
- Westside SAFE Center (schools west of Hwy 99)
- Valley SAFE Center (916) 681-7577

Enrollment in District in Which Parent or Guardian is Employed

Students (K-12) who live outside of the district's boundaries may have the option of attending schools in the District if their parent/guardian is employed within the boundaries of the District for a minimum of 10 hours per week. A Verification of Employment Form must be submitted with the Interdistrict Transfer Permit. This form is available on the district's website. For more information call PreK-6 Education at (916) 686-7704 or Secondary Education at (916) 686-7706. [E.C. 48204(b)(f), 48980(i)]

Enrollment Based on Parent and Student Living at Parent's Place of Employment for a Minimum of 3 Days During the School Week

Parents may apply for enrollment of their child in a school district in which the parent is employed, and where the parent and child live at the parent's place of employment for a minimum of 3 days during the school week. [E.C. 48204(a)(7)]

Enrollment Options for Persistently Dangerous School Choice

Within 10 school days after learning that a school has been designated as "persistently dangerous," the Superintendent or designee shall notify parents/guardians of the school's designation. Within 20 school days after learning of the school's designation, parents/guardians may exercise their option to transfer.

Enrollment of Pupils in Hospitals Outside of School District

If, due to a temporary disability, your child is in a hospital or other residential health facility, excluding a state hospital, which is located outside of the school district in which the pupil's parent or guardian resides shall be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located. [E.C. 48207]

If this situation should arise, you should notify both the district where you reside and the district where the hospital is located so that individualized instruction, if possible, can be provided. The district has five working days to notify the parent if individualized instruction shall be made available. If the determination is positive, individualized instruction shall commence within five working days. [E.C. 48208, 48206.3, 48980]

When a student receiving individual instruction is well enough to return to school, s/he must be allowed to return to the school that s/he attended immediately before receiving individual instruction, if the student returns during the school year in which the individual instruction was initiated.

Students enrolled in individual instruction in a hospital or other residential health facility for a partial week, are entitled to attend school in their school district of residence, or to receive individual instruction provided by the school district of residence in the student's home, on days in which he or she is not receiving individual instruction in a hospital or other residential health facility, if s/he is well enough to do so.

Absences from the student's regular school program due to the student's temporary disability are excused until the student is able to return to the regular school program. [E.C. 48206.3, 48207, 48207.3, 48207.5, 48208, 48240 (c) and 48980(b)]

Students in Active Duty Military Families/ Residency Retention and Matriculation

A student living in the household of an active duty military service member must be allowed to continue attending the student's school of origin for the remainder of the school year if the family moves. A student from an active duty military family who is transitioning between school grade levels must be allowed to continue in the school district of origin and in the same attendance area of their school of origin. If the student is transitioning to middle school or high school, and the school designated for matriculation is in another school district, the local educational agency must allow the student to continue to the school designated for matriculation in that school district. The new school must immediately enroll the student, even if the child has outstanding fees, fines, textbooks, or other items or money due to the school last attended, or if the student is unable to produce clothing or records normally required for enrollment.

If the parent/guardian's military service ends during the school year, then the student is allowed to stay in their school of origin for the remainder of the school year if s/he is in grades 1-8, or through graduation if the student is in high school.

TRANSFER REQUESTS

InterDistrict Transfer Request Criteria and Procedures

The Board recognizes that the district may be capable of serving additional students. Therefore, the Superintendent or designee may approve interdistrict attendance agreements with other districts; however, the Board may approve requests for school attendance in the district for students living outside the district only for reasons specifically listed in Board Policy, Administrative Regulation, and on the permit itself.

The governing Board reserves the right to revoke any interdistrict attendance permit at any time, consistent with Board Policy, Administrative Regulation and those terms contained in the permit itself. Transportation shall not be provided for students attending on an interdistrict attendance agreement. Interdistrict transfer requests are granted on a space available basis; they will not be approved for enrollment-impacted schools.

Criteria for InterDistrict Transfer Permit

- When a student is enrolled or accepted into a program not available in the district of residence
- To meet the student's special emotional, physical, educational, health or safety needs as certified by a physician, school psychologist or other appropriate school, medical or law enforcement personnel;
- When school personnel have determined that the pupil has been the victim of bullying, as set forth in Education Code 46600 and 48900(r);
- When recommended by the School Attendance Review Board, county child welfare, probation or a social service agency in documented cases of serious home or community issues that make it inadvisable for the student to attend in the district of residence;
- When a student has siblings concurrently attending the same requested school;
- When parents/guardians provide sufficient written evidence that the family will be moving to a new district within 60 days and would like the student to start the year in the new district;
- To allow a student to remain in their current school within two years of graduation or promotion from that school
- To meet the pupil's desire to remain in their school of current attendance for the balance of the semester or school year despite their parent's or guardian's change of address;
- To address the childcare needs of the student in grades K-8, with a completed Child Care Verification Form;
- To accommodate parent/guardian employment inside of the requested district [E.C. 48204] with a completed Employment Verification Form.

Parents choosing to apply for an Interdistrict Transfer must complete an Application for Interdistrict Transfer (Grades K-12) available from Elementary or Secondary Education or online EGUSD Forms.

The Interdistrict Transfer form must be returned to Elementary or Secondary Education offices for processing, located in the Robert L. Trigg Education Center at 9510 Elk Grove Florin Road, Elk Grove, CA. If an interdistrict transfer request is denied, a parent/guardian may appeal that decision to the County Board of Education.

Open Enrollment

Open Enrollment is offered to students residing within the Elk Grove Unified School District and only at secondary schools designated annually by the Board of Education. The district reserves the right to limit the number of students transferring into or out of any school identified for Open Enrollment. [B.P./A.R. 5116.1; E.C. 48980]

IntraDistrict Transfer Request Criteria and Procedures

Elk Grove Unified students who wish to attend a school other than their school of residence must complete the District's Intradistrict Transfer Request Form available at their child's home school.

Parents/guardians requesting an Intradistrict Transfer must initiate the request with Elementary/Secondary Education. Approval for or termination of a permit will be at the discretion of the Director of Elementary/Secondary Education or their designee(s). Intradistrict Transfer Requests are granted on a space available basis. Transfers will not be approved for enrollment-impacted schools. Transportation is not provided for students attending on an intradistrict transfer. Students on an Intradistrict Transfer are expected to meet and maintain academic, attendance and behavioral standards. The transfer permit may be revoked if minimum standards are not met or maintained. Additional criteria for an ***Intradistrict Transfer Permit*** may be found using the following link, and/or by calling either Elementary or Secondary Education. To appeal a denial, contact Elementary/Secondary Education.

Transfer of Student with Misdemeanor

Senate Bill B1343 allows school district governing boards to adopt a policy to transfer students who have been convicted of violent felonies and designated misdemeanors to another school within the district, if the offending student and the victim of the crime are enrolled at the same school and if certain requirements are satisfied. [E.C. 48929, 48980, subd. (n)].

Academic Program/Childcare Transfers

Secondary students may request to transfer to another school within the district via Open Enrollment to participate in an academic program (grades 9–10) that is otherwise not available, both at their school of residence (as long as enrollment space is available), at that school and within the requested program. The student also must meet the entrance criteria for the academic program (grades 9–10).

Children in grades 7-8, living within our boundaries, may choose to attend another school in the district through an intradistrict transfer permit process only if they have childcare in that school's attendance area. Many Elk Grove Unified schools are overcrowded and some intradistrict permits may not be granted due to unavailable space. A Verification of Childcare Form must be provided by the childcare provider. This form is available on the district's website.

Medical/Health Transfers

Intra-district and Inter-district transfers may be granted for health reasons, provided that the parent/guardian presents written documentation from a healthcare professional. This documentation shall clearly identify the student's health issue and explain how it can be resolved by granting a transfer to another school.

Victims of Bullying—Transfer Rights

Expanded Transfer Rights for Victims of Bullying (Assembly Bill (AB) 1127 and Education Code section 46600 now states that school districts must approve the request of a bullying victim, as defined and documented, to transfer to another school within the district. If the requested school is at capacity, the school district must accept a request for an alternate site. If the school district of residence has only one school available, the school district of residence must honor the student's interdistrict transfer request if the school district of proposed enrollment approves the transfer. [E.C. 46600]

Migratory Children—Residency Retention

Migratory children whose parent or immediate family member is a temporary or seasonal employee in an agricultural or fishing activity, as defined. [E.C. 48204.7 and 54441]

Currently migratory children, who are enrolled in a school district due to a parent's or immediate family member's temporary or seasonal employment in an agricultural or fishing activity, as defined by Education Code 54441, must be allowed to continue in their schools of origin, regardless of any change of residence during that school year, for the duration of their status as migratory children. When a student's status as a migratory child changes during the school year, the school district must allow 9-12th graders to continue in their schools of origin through graduation. Additionally, migratory children and their parents/guardians must be informed of the impact that remaining in their schools of origin will have on their eligibility to receive migrant education services. [E.C. 48204.7]

Residency Retention for the Students of Detained or Deported Parents

A student meets residency requirements when both of the following requirements are met:

- The student's parent has departed California against his or her will, and the student can provide official documentation evidencing the departure.
- The student moved outside of California as a result of their parent leaving the state against their will, and the student lived in California immediately before moving outside the state. The student must provide evidence of enrollment at a public school in California immediately before moving outside the state.

Deported parents and/or parents or guardians of a pupil subject to subdivision (a) may designate another adult to attend school meetings and to serve as an emergency contact. No charges or fees of any kind, as allowed under Education Code section 48050, may be required for admission or attendance in these circumstances. [E.C. 48204.4.]

Student Records

Student records are confidential, and privacy will be maintained. Parents and guardians of students, adult students 18 or older, students under 18 that attend a post-secondary school, students 16 or over or who have completed the 10th grade, and unaccompanied homeless youth age 14 or over have the right to review and inspect their school records during school hours within five days of a written request submitted to EGUSD.

In order to release confidential student information, parents or guardians, or students meeting the above criteria must give written permission to authorize the release except in some instances such as when a student transfers to another school, we receive a lawfully-issued subpoena or a court order, or under the conditions specified in Education Code 49076. Those granted access are prohibited from releasing information to another person or agency without written permission.

Files may be reviewed to identify students eligible for public school choice or supplemental educational services.

Education Code and Board Policy/Administrative Regulation 5125 set forth the criteria under which school officials and employees may access, change, or delete information in a file. [E.C. 49075, 49076]. You may have copies made and you have the right to file a written request with the superintendent or designee challenging the records. [E.C. 49076]

Student records include but are not limited to, report cards, transcripts, discipline history, attendance, assessment information, program participation (including Special Education and Section 504), and health information. Student records are maintained in a variety of locations, including the school site where the student attends. The district maintains student records according to Title 5 of California Code of Regulations, section 432. "Mandatory permanent" records are archived, "mandatory interim" and "permitted" records, including special education student records and student discipline records will be destroyed according to District policy and law.

Student Records (Continued)

An access log of who has viewed the records is kept at the same location as the records. [E.C. 49064] The log does not have to be signed by:

- Parents/guardians;
- Adult students, students under 18 that attend a post-secondary school, students 16 or older or who have completed the tenth grade, unaccompanied homeless youth 14 or older;
- Parties obtaining district-approved directory information;
- Parties who provide written parental/guardian consent or the consent of an adult student 18 or over or an unaccompanied homeless youth age 14 or older. In this case, the consent notice shall be filed with the record;
- School officials or employees who have a legitimate educational interest.

Access to student records will be granted to school officials (employees or contractors) within Elk Grove Unified who have a legitimate educational interest in order to fulfill his or her professional responsibility. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibilities. A school official may include but is not limited to a person employed by the District as an administrator, supervisor, teacher, instructor, support staff member (including health or medical staff and law enforcement unit personnel), a person serving on the governing board, or a person or company with whom the District has contracted to perform an institutional school district task (such as attorney, auditor, consultant, or therapist). A school official may also include a company or other parties which performs an institutional service or function for which absent outsourcing, the district or school would otherwise use its own employees or technologies.

No information or documents regarding the citizenship or immigration status of students or their family members shall be collected, except as required by state or federal law or as required to administer a state or federally supported educational program. Student records shall not be disclosed to a person, agency, or organization for immigration enforcement purposes without parental consent, a court order, or judicial subpoena. No list, registry or database based on a student's national origin, ethnicity, religious belief, practice, or affiliation, shall be compiled nor shall student information be disclosed to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. [E.C. 234.7; cf. 5145.13; Government Code 8310.3]

EGUSD may gather and maintain information from the social media of any student, if it pertains directly to school safety or student safety. Students are afforded access to any information obtained from their social media activity and given the opportunity to correct or delete such information. Information gathered from social media and maintained in student records will be destroyed within one year after a student turns 18 or within one year after the student is no longer enrolled in the district, whichever comes first. [E.C. 49073.6]

Elk Grove Unified may contract with a third party for the digital storage, management, and retrieval of student records, to gather information on a student from social media, and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws.

Challenging Student Records

You may challenge the content of the student record if you think there is an inaccuracy, unsubstantiated conclusion or inference, a conclusion outside the observer's area of competence, a comment not based on personal observation of a named person with the time and date noted, or if the student record includes misleading information or violates a student's privacy rights. The superintendent or designee will respond to the parent/guardian complaint within 30 days.

The superintendent or designee will determine whether to sustain or deny the allegations. If your challenge is sustained, the changes will be made. If not, you may appeal to the school board, which has final authority. If you still have a different opinion, it can be included in the student's record. Our policies and procedures relating to types of records, logs, kinds of information retained, persons responsible for maintaining records, directory information, persons and organizations permitted access to student information and procedures to challenge records, and policies regarding reviewing and expunging student records, are available through the principal or from our district's Custodian of Records at (916) 686-7568, ext. 65220. Parents/guardians have a right to file a complaint with the United States Department of Health, Education, and Welfare, concerning any alleged failure by the district to comply with section 438 of the General Education Provisions Act. If you are not satisfied with how your case was handled by the district, you may file a challenge with the United States Department of Education. [E.C. 49063,49060, 49070; Family Educational Rights and Privacy Act (FERPA); 34 C.F.R. Part 99]

When a student transfers into the school district, a copy of their school records will be requested from their previous District or private school. Parents will be notified of this request, and have the right to review, challenge and receive a copy of the student's record if desired. [E.C. 49068; 5 C.C.R. 438] The District will forward student records, including academic records, suspension and/or expulsion disciplinary records, health records, and special education records (if applicable) to other schools that have requested the records in which the student enrolls or intends to enroll. [E.C. 49068; FERPA; 5 C.C.R. 438]

Resolution of Challenge/Appeals

After considering all relevant information, the Superintendent or designee shall sustain or deny the parent/guardian's allegations. [E.C. 49070]

If the Superintendent or designee denies the allegations, the parent/guardian may, within 30 days, appeal the decision in writing to the Governing Board. [E.C. 49070]

Withholding Grades, Diploma or Transcripts

Any school district whose real or personal property has been willfully cut, defaced or otherwise injured, or whose property is loaned to a pupil and willfully not returned upon the request of an employee authorized to do so, may, after affording the pupil his or her due process rights, withhold official grades, diploma and transcripts of the pupil responsible for the damage, from the pupil and/or their parent or guardian, until the pupil or the parent or guardian has paid for the damages. [E.C. 48904]

If a previous school district has withheld the grades, diploma or transcripts of a pupil pursuant to Section 48904, the school district to which the pupil has transferred shall also withhold the grades, diploma or transcripts of the pupil as authorized by that section, until it receives notice from the district that initiated the decision to withhold, that the hold has been lifted. [E.C. 48904.3]

Opt-Out Forms

Our Student Opt-Out Form is sent home by school sites at the beginning of each school year and these Opt-Out preferences may be updated in the ParentVUE app. The form allows parents to opt-out of media visits, release of directory information and/or viewing PG-13 or R rated movies. It only needs to be filled out if the parent/guardian wishes to opt-out of one of these areas. You can also opt-out of receiving this Parent and Student Handbook via email.

Please note the Release of Directory Information/ Yearbook section where you may choose:

- Option A, which opts out your student from release of any and all directory information, including yearbooks.
- Option B provides opt-out of directory information to outside organizations and allows your student's information in yearbook and awards lists

Parental Request for Opt-Out for Religious Reasons

In Board Policy 6141.2: Recognition of Religious Beliefs and Customs, the district recognizes the importance of religious beliefs and customs observed by its families. Parents/guardians are encouraged to discuss concerns regarding instructional materials that are being taught in the classroom, that would substantially interfere with the religious development of the child or pose a very real threat of undermining the religious beliefs and practices the parents wish to instill in the child. If dissatisfied, the parent/guardian is encouraged to discuss the concern with the school principal. If the situation remains unresolved, parents/guardians may complete the **Parent/Guardian Instructional Opt-Out Request Form** and return it to the site administration for consideration. Opt-out requests will be reviewed based on state and federal guidelines as they relate to educational practices, consistent with parental rights affirmed by the U.S. Supreme Court in Mahmoud v. Taylor (2025).

Multimedia Access

Elk Grove Unified wants you to know there may be occasions when news media will be on school campuses to interview, photograph and film students for print and broadcast stories. In many cases, media presence is positive in spreading good news about our students, teachers and staff. However, there may be instances when the media seeks access to our schools on more controversial issues. At all times our goal is to maintain student security and privacy.

As with all guests visiting a school campus, Board Policy 1112 requires media representatives to register before coming on campus. At the time of registration our staff will inform the media of our guidelines and parental preferences indicated by the Student Opt-Out Form's Multimedia Withhold Form sent home at the beginning of the school year. School officials may refuse access to all visitors/volunteers if there is a reasonable belief their presence would disrupt the school, students or employees. In order to minimize possible disruption, media representatives are strongly encouraged to make prior arrangements with the District's Communications Department.

Elk Grove Unified uses the Multimedia Withhold Form to identify students who do not want their names or images in public news stories. EGUSD cannot guarantee the media will comply with parental preferences for news reports.

Photos of students without their name may be posted to a District web page, unless the student has an opt-out form on file requesting that their photo or name not appear on web pages. EGUSD has included a check box for parents and guardians who wish to withhold authorization from news media to broadcast and/or publish photographs, film or obtain information identifying their child on the Multimedia Withhold section of the Opt-Out Form. This form goes home with students at the beginning of the school year.

There are times when the media will interview or photograph students outside the campus. Signing the form will not apply to off-campus media interactions. We encourage parents to talk to their children about possible media interactions if they do not want them interviewed, photographed, or videotaped.

In the case of special education students, Board Policy 1112 states, "The student shall not be identified as a special education student without prior written consent."

Release of Directory Information

The Family Educational Rights and Privacy Act ("FERPA"), a federal law, and the California Education Code, require that the district, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the District may disclose appropriately designated "directory information" without written consent, unless you have advised us to the contrary in accordance with district procedures, including this notice. In the case of students who have been identified as a homeless child or youth, no directory information can be released without parent or guardian consent.

Directory information is information about a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information is defined in Administrative Regulation 5125.1 and may include: a student's name, student's telephone number, student's email address, photograph, date and place of birth, grade level, dates of attendance, participation in District activities and sports, weight and height of members of athletic teams, and honors and awards received.

The primary purpose of directory information is to allow the district to include this type of information in certain school or District publications, which may include, but are not limited to: the annual yearbook, honor roll or other recognition lists, graduation programs, sports activity lists, or a playbill showing a student's role in a drama production. Directory information may also be disclosed to outside organizations without a parent's or guardian's prior written consent. In addition, federal law requires that districts receiving assistance under the Every Student Succeeds Act of 2015, provide military recruiters, media, locally elected officials and institutions of higher learning, upon request, with student's names, addresses, and telephone listings unless parents or guardians have advised the district in writing that they do not want their child's information disclosed without their prior written consent.

The Superintendent or designee may release student directory information to representatives of public or private schools or colleges, branches of the military, offices of public officials for purposes of certificates or awards of recognition and/or news media in accordance with Board policy and administrative regulation. [Education Code 49073]

This release is optional. If you do not want us to release directory information from your child's education records without your prior written consent or to use directory information on District digital communications tools, such as our website, you must notify us by returning a completed Opt-Out Form at the beginning of the school year. Each form should include:

- Name
- Address
- Telephone number
- Email address
- Date of birth
- Major field of study
- Participation record in officially recognized activities and sports
- Weight and height of athletic team members
- Dates of attendance
- Degrees and awards received
- Most recent previous school attended

We may disclose your child's student identification number, user identification, or other unique personal identifier used to communicate in electronic systems, provided it cannot be used to access education records without a personal identification number (PIN), password, or other factor that only the authorized user knows. Your child's social security number will not be used for this purpose.

Directory information does not include your child's citizenship status, immigration status, place of birth, or any other information indicating national origin. The district will not disclose such information without your consent or a court order.

In the case of students who have been identified as a homeless child or youth, no directory information can be released without parent or guardian consent. Limited directory information, however, may be shared without written consent to facilitate an eye exam by a nonprofit eye exam provider or a free oral health assessment hosted by schools, unless the parent or student accorded parental rights provides written notice to the school that they do not consent to the exam. [Education Code sections 49452.8(i)(2) and 49455.5(f)].

Bus Transportation Services

While school districts are not required to provide general transportation service, we have elected to provide limited service over the years to students in eligible service areas for a fee. All students must register to ride before boarding the bus. No fees will be charged to qualifying students due to low income or foster status, special education students whose individualized education program provides for transportation services, or students offloaded at district direction between school sites in eligible areas. However, students must still register to ride and obtain a bus pass before boarding.

Contact Transportation Services about students who may qualify for transportation and how to register for services. Below is required information all parents and students should know regarding Transportation Safety as school buses are an integral part of learning for field trips and planned off-campus activities. [E.C. 39381.5]

Transportation Safety

Every bus driver is trained to provide instruction to all students in Pre-kindergarten, Kindergarten, and Grades 1 to 12, who are transported on a school bus or school student activity bus/van on school bus emergency procedures and passenger safety. Provided instruction includes:

- Upon registration, parents or guardians of all students not previously transported in a school bus or school student activity bus/van and who are in Pre-Kindergarten, Kindergarten, and Grades 1 to 12, inclusive, shall be provided with written information on school bus safety. The information shall include, but not be limited to, all of the following:
- How to access information regarding school bus stops near each student's home.
  - General rules of conduct at school bus loading zones.
  - Red light crossing instructions.
  - School bus danger zone.
  - Walking to and from school bus stops.

At least once in each school year, all students in Pre-Kindergarten, Kindergarten, and Grades 1 to 8, inclusive, who receive home-to-school transportation shall receive safety instruction that includes, but is not limited to, proper loading and unloading procedures, including escorting by the driver, how to safely cross the street, highway, or private road, instruction on the use of passenger restraint systems, as described in paragraph, proper passenger conduct, bus evacuation, and location of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit. As part of the instruction, pupils shall evacuate the school bus through emergency exit doors. Instruction on the use of passenger restraint systems, when a passenger restraint system is installed, shall include, but not be limited to, all of the following:

- Proper fastening and release of the passenger restraint system.
- Acceptable placement of passenger restraint systems on students.
- Times at which the passenger restraint systems should be fastened and released.
- Acceptable placement of the passenger restraint systems when not in use.

Prior to departure on a school activity trip, all students riding on a school bus or school student activity bus/van shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.

Food and Nutrition Services

The Food & Nutrition Services department provides meals through the National School Lunch and Breakfast Programs and the Child and Adult Care Food Program. This department is committed to improving the nutritional health and academic success of students and has been awarded Healthier US School Challenge award recognition by the United States Department of Agriculture.

Food & Nutrition Services will offer meals at no cost to any student enrolled in the Elk Grove Unified School District, when they are in attendance. No cost meals are provided through CA Senate Bill 348 - Pupil Meals which established Universal Meals to all children enrolled in school throughout California.

Lunch and breakfast are offered daily at all school sites. Snack & Supper meals may be available at eligible sites. Meals are analyzed to ensure that they meet the nutritional needs of students and the Dietary Guidelines for Americans https://www.dietaryguidelines.gov/.

Food substitution accommodations will be considered for students with disabilities or medically documented food allergies. Families should obtain a Medical Statement—Food Substitution and/or Accommodations form from the school cafeteria or office. The form must be signed by a recognized medical authority. Return completed forms to the school cafeteria for review by the district dietitian.

For additional information about meal applications, eligibility, breakfast/lunch menus and nutrition education, please contact Food and Nutrition Services at (916) 686-7735 or refer to the website at: https://egusdschoolmeals.com/

USDA Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the state or local agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027 (PDF), found online at How to File a Program Discrimination Complaint and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. **mail:**
   U.S. Department of Agriculture
   Office of the Assistant Secretary for Civil Rights
   1400 Independence Avenue, SW, Mail Stop 9410
   Washington, D.C. 20250-9410;
2. **Fax:** 202-690-7442; or
3. **Email:** Program.Intake@usda.gov.

This institution is an equal opportunity provider.

Earned Income Tax Credit Information Act Communication

Notice: *The California Revenue and Taxation Code (RTC) Section 19853(b) requires local educational agencies (LEA) that operate the national School Lunch Program (NSLP) to annually notify households about the Earned Income Tax Credit (EITC) Information Act.*

Based on your annual earnings, you may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you do not owe federal taxes, you must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its Web site at www.irs.gov.

You may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its Web site at www.ftb.ca.gov.

For additional information, refer to the IRS EITC web page at: http://www.irs.gov/credits-deductions/individuals/earned-income-tax-credit If you have questions regarding this subject, please contact the IRS by phone at 1-800-829-3676 or through its website at www.irs.gov. You can also contact the Franchise tax Board by phone at 1-800-852-5711 or through its website at www.ftb.ca.gov.

Child Care & Child Development

Many elementary schools in the district contract with outside agencies to offer extended-day student care for a fee. Most agencies operate before- and after-school programs. If you are interested in learning more about how to enroll your child in these programs, please call the individual providers at the numbers listed below or the district Liaison at (916) 686-7704.

Licensed Child Care and Development Before-and After-School

Catalyst Kids (formally Child Development, Inc.): (916) 916-830-3300 www.catalystkids.org

- School sites: Maeola R. Beitzel, Arthur C. Butler, Raymond Case, Elitha Donner, John Ehrhardt, Elk Grove Elementary, Elliott Ranch, Ellen Feickert, Robert J. Fite, Foulks Ranch, Franklin Elementary, Isabelle Jackson, Anna Kirchgater, Robert J. McGarvey, Miwok Village, Barbara Comstock Morse, Pleasant Grove Elementary, Prairie, Joseph Sims, Stone Lake, Mary Tsukamoto, Zehnder Ranch

- Champions Extended Learning: (916) 714-2452 or (916) 687-3493 www.discoverchampions.com
- School sites: Arnold Adreani, Edna Batey, Carroll, Helen Carr Castello, Arlene Hein, Roy Herburger, James A. McKee, Marion Mix, Cosumnes River, Sunrise, Irene B. West
- YMCA: (916) 688-8660 jmoore@ymcasuperiorcal.org
- School site: Cosumnes River

Subsidized Child Care

Families should inquire about subsidized childcare at the on-site childcare center at their home elementary school. Subsidized slots based on income and need are available at some centers. All centers can provide information about subsidized slots available through the Sacramento County Centralized Eligibility List managed by Child Action, Inc.

Other Extended-Day Services

All elementary school sites offer before and/or after school services made possible through the ELO-P funding. These programs are offered to families free of charge with priority enrollment given to students who are experiencing homelessness, youth in foster care, English learners, or students who qualify for free or reduced priced meals.

Additional after school programs are available at some secondary school sites based on grant funding. For additional information, please contact the Expanded Learning Department at (916) 831-2277.

ENGAGING EDUCATIONAL PARTNERS

How to Volunteer

Applicants interested in volunteering should contact the school directly to obtain information regarding volunteer opportunities available. All volunteers must be cleared by the district prior to participating in school activities.

Volunteer Background Check

We require that all volunteer candidates who work with students be fingerprinted as part of a criminal background check. Even volunteers that work under the direct supervision of a District employee need to be fingerprinted.

The fingerprint check is done by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Both agencies provide us with a record of prior convictions or pending arrests or citations. We review this report with specific interest in the history of offenses, pattern of offenses, time of offenses and for drug crimes, sexual crimes or serious or violent felonies. After receiving and reviewing the fingerprint reports, volunteer candidates may be authorized as volunteers, based upon the discretion of the district, and must be cleared or authorized as volunteers, prior to contact with students. This is the same background check that district employees must pass prior to being hired.

Volunteers are not charged for fingerprinting. The service is available in Room 103-A in the Robert L. Trigg Education Center, 9510 Elk Grove-Florin Road, Elk Grove, CA 95624. For more information please call (916) 686-7795, ext. 67172 or visit the district's website.

Volunteer Tuberculosis Clearance

California law requires that volunteers who have frequent or prolonged contact with students must have a certificate that they are clear from tuberculosis. Prior to initial volunteer assignment, a volunteer who will have contact with students shall have on file with the school a certificate from a physician licensed under the Business and Professions Code or from a registered nurse, nurse practitioner or physician's assistant indicating that a tuberculosis examination within the past sixty (60) days shows that he/she is free from active tuberculosis. The tuberculosis examination shall consist of an approved intradermal tuberculin test. An X-ray of the lungs shall be required only if the intradermal test is positive.

Continuing volunteers who test negative on tuberculin skin tests shall undergo a tuberculosis examination at least once every four (4) years. If you have any questions regarding this requirement, please contact your school's principal or vice principal.

Volunteer Child Protection Responsibility

Volunteers are not considered "mandated reporters" under California Law, but volunteers should be aware of child abuse reporting requirements for school employees.

School Personnel must report:

- Cases of suspected infliction of physical or mental suffering on minor,
- Cases of suspected physical injuries to minors by other than accidental means
- Cases of suspected sexual molestation

School personnel are defined as a teacher, administrative officer, supervisor of child welfare and attendance or certificated pupil personnel employee of any public school. All school personnel are mandated reporters for suspected child abuse. If you become aware of suspected child maltreatment, report your observations to your supervising teacher or site administrator.

Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP)

California's 2013-14 Budget Act included landmark legislation that greatly simplifies the state's school finance system. The changes introduce the Local Control Funding Formula (LCFF) which represents a major shift in how California funds public schools. Under LCFF, California funds school districts per student with adjustments based on grade levels and demographic characteristics.

State mandates and new accountability measures include the development of a Local Control Accountability Plan (LCAP) which requires parent and community input prior to adoption. The LCAP describes the actions, services and expenditures that support student growth. The LCAP clarifies how programs/services will be measurably improved in quantity or quality, proportionate to the increase in funding. The LCAP is a three-year plan that must be adopted by July 1 and updated each year. For more information on LCFF and LCAP visit the district's website.

Student Fees, Deposits and Charges

The Governing Board recognizes its responsibility to ensure that books, materials, equipment and supplies necessary for students' participation in the educational program are made available to them. No student shall be required to pay any fees, deposits or other charges for their participation in an educational activity which constitutes an integral fundamental part of the district's educational program, including District curricular and extracurricular educational activities.

As necessary, the district and its schools may approve and impose fees, deposits and other charges which are specifically allowed by law. For such legally-authorized fees, deposits and charges, we may consider students' and parents'/guardians' ability to pay when establishing fee schedules and for granting waivers or exceptions. The district, its schools and programs may also lawfully solicit voluntary donations of funds or property, or request voluntary participation in fundraising activities, by students and parents/guardians.

You Can Help Us with Traffic

By following the school's directions, parents and guardians can help provide a smooth flow of traffic at our schools during the morning drop-off and afternoon pickup times. Please use appropriate pickup and drop-off areas, follow the directions of school staff and follow traffic laws around school.

Vehicles that are double-parked, stopped in crosswalks or parked in restricted zones – such as those for loading and unloading school buses – create unsafe conditions for students, parents and motorists. These conditions make it difficult for children and other motorists to see each other, which can lead to accidents and injuries. It is better to wait a few seconds for a more secure drop off or pickup location than to stop where children need to dart across busy streets, or hold up traffic while picking up or dropping off students in the street.

The traffic situations you experience at your child's school are also part of the day-to-day problem our school bus drivers deal with every day while charged with the safe travel of their riders. Please do not block the path of a school bus with your vehicle or drive alongside the bus trying to get the driver's attention.

Safety Tips To & From School

There are several precautionary safety measures parents and students can take as they go to and from school. Talk to your children about the following safety measures:

- Do not talk to strangers, even if they know your name.
- Always walk directly to and from school using the same path everyday.
- Always walk or ride your bike with a group of friends.
- Run directly to school or home if you are approached by a stranger.
- Immediately notify a school official or parent.

GUN STORAGE SAFETY REMINDER

Evidence strongly suggests that secure firearm storage is an essential component to any effective strategy to keep schools and students safe. It has been determined that an estimated 4.6 million American children live in households with at least one loaded, unlocked firearm and that every year nearly 350 children under the age of 18 unintentionally shoot themselves or someone else. Tragically, approximately 693 children die by gun suicide each year, most often using guns belonging to a family member. In incidents of gun violence on school grounds, 90 percent of active shooters are current students or recent graduates, and 74 percent of shooters under the age of 18 obtained their guns from their own home, a relative's home, or from friends. Research shows that secure firearm storage practices are associated with up to an 85 percent reduction in the risk of self-inflicted and unintentional firearm injuries among children and teens.

In response to the alarming facts surrounding firearms and their access by children and our students, the State Superintendent of Public Instruction has made an urgent request of school districts to inform their school communities about the laws regarding the safe storage of firearms and has made resources available regarding gun safety on the California Department of Education's Violence Prevention web page. The Board of Education also adopted Resolution No. 72, 2021-2022 declaring the importance of secure firearm storage and associated preventative measures to increase student and school safety.

KEEPING OUR LEARNING ENVIRONMENT SAFE



PART 4

Elk Grove Unified School District

EGUSD

KEY DISTRICT POLICIES

1. Confirmation of A Safe and Positive Learning Environment for All

WHEREAS: The U.S. Supreme Court has held, in Plyler v. Doe, 457 U.S. 202 (1982), that local school districts have a constitutional mandate to educate all students residing within their jurisdictional boundaries, regardless of their immigration status;

WHEREAS: All students have a right to attend school free of bullying, intimidation, and/or discrimination;

WHEREAS: The Elk Grove Unified School District (EGUSD) is the fifth-largest school district in the state of California and celebrates the rich diversity of our students and communities irrespective of their immigration status or citizenship and ensures that every school site is a welcoming place for all students and their families;

WHEREAS: The Governing Board reaffirms that EGUSD schools are welcoming, safe places for learning and teaching for all students, regardless of immigration status, reaffirms federal regulations and state law that prohibit educational agencies from disclosing personally identifiable student information to anyone, including law enforcement, without consent of a parent or guardian, or a court order or lawful subpoena or in the case of a health emergency;

WHEREAS: The Governing Board concurs with the California Department of Education (CDE)'s recommendation that local educational agencies do not collect or maintain documents that may be related to immigration status including, but not limited to, passports, visas and social security numbers, as they are not needed by school districts, and place student privacy at an unnecessary risk;

WHEREAS: The U.S. Immigration and Customs Enforcement (ICE) 2011 policy states that immigration enforcement activity will not be conducted at any "sensitive" location, which includes schools, without special permission by specific federal law enforcement officials, unless exigent circumstances exist that are related to national security, terrorism, public safety or where there is imminent risk of the destruction of evidence material to an ongoing criminal case; and

WHEREAS: ICE activities in and around schools and school facilities would be a severe disruption to the learning environment and educational setting for students;

NOW, THEREFORE, BE IT RESOLVED: The Governing Board reaffirms that pursuant to federal and state law, every student has the right to attend school regardless of the child's immigration status;

BE IT FURTHER RESOLVED: The Governing Board confirms that all EGUSD students who are eligible to receive school services, including free or reduced-price lunch and breakfast, transportation and educational services, regardless of their immigration status, are entitled to receive those school services, and that staff shall not take any steps that would deny students access to education or the services provided based on their immigration status;

BE IT FURTHER RESOLVED: To provide a public education, regardless of a child's or family's immigration status, absent any applicable federal, state, local law or regulation, local ordinance or court decision that may lawfully provide otherwise, EGUSD shall act consistent with the following practices:

- EGUSD employees shall not treat students differently for residency determination purposes based on their actual or perceived immigration status and shall treat all students equitably in the receipt of all school services for which they are eligible.
- EGUSD employees shall not inquire about a student's immigration status or require documentation of a student's legal status.
- EGUSD employees shall review the list of documents that are currently used to establish residency and shall ensure that any required documents would not unlawfully bar or discourage a student who is undocumented or whose parents are undocumented from enrolling in or attending school.
- EGUSD employees shall neither require students to apply for Social Security numbers nor require students to provide a Social Security number, passport, or visa.
- EGUSD employees shall not allow any immigration enforcement officer or agent to enter a school site without first signing in with the school administration and making a request to enter campus and shall forward any request by immigration enforcement agents to enter a school site (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.) to the Superintendent's office for review, in consultation with EGUSD's legal counsel.
- EGUSD employees shall immediately send all requests by immigration enforcement agents for information or documents to the Superintendent, who in consultation with EGUSD's legal counsel, shall consider all legally permissible actions that may be taken to respond to such requests to protect the privacy rights of students and their families. Outside of exigent circumstances, or the service of a warrant or subpoena, immigration agents or officers shall not be allowed onto a school campus prior to the approval of the Superintendent.
- EGUSD employees shall not enter into any agreement with ICE to enforce federal immigration law and shall not participate in any ICE or Border Patrol enforcement actions.
- EGUSD employees, as designated by the Superintendent, along with EGUSD's legal counsel, shall review the impact of any changes in federal immigration laws, state laws and policies or programs that may impact students, and develop solutions aimed at preventing and/or mitigating the impact on both students and employees that may arise from the collection of, storage of or access to any personally identifiable information for immigration enforcement purposes.
- EGUSD employees shall take all reasonable measures so that after-school program providers and other service providers that have access to student or family information will also follow the actions described herein.
- The Superintendent shall ensure EGUSD employees and parents are informed about the content of this Resolution and copies of the Resolution will be distributed to all EGUSD schools.

2. Access to EGUSD Board Policies and Administrative Regulations

**Current policy and administrative regulations being revised and updated depending on Board action.*

EGUSD's Board Policies and Administrative Regulations can be accessed through the California School Boards Association (CSBA) system SIMBLI ™. They can also be accessed via the EGUSD's website at https://www.egusd.net/District/About-EGUSD/Board-of-Education/Board-Policies/index.html.

Below is a list of recently added or updated policies that parents and students may want to know about:

- Administrative Regulation 1312.4: Williams Uniform Complaint Procedures
- Exhibit 1312.4 E-1: Williams Uniform Complaint Procedures
- Exhibit 1312.4 E-2: Williams Uniform Complaint Procedures
- Board Policy 1312.3: Uniform Complaint Procedures – Revised: October 15, 2024
- Administrative 1312.3: Uniform Complaint Procedures – Revised: September 9, 2024
- Board Policy 1313: Civility
- Administrative Regulation 5145.18: Nondiscrimination/Harassment/Intimidation/Bullying – Revised: November 10, 2025
- Board Policy 5145.7: Sexual Harassment – Revised:October, 15, 2024
- BP 0460 Local Control and Accountability Plan – Revised: March 4, 2025
- Regulation 0460 Local Control and Accountability Plan – Revised: February 8, 2025
- BP 6163.4 Student Use of Technology – Revised: April 7, 2026

3. EGUSD Code of Conduct

a. Human Dignity Policy

EGUSD believes everyone (student, parents/guardians, employees, community members) deserve to be treated with care and respect. EGUSD serves many multilingual, multiracial, and multicultural students and their families. EGUSD strives to ensure that everyone feels welcome. EGUSD will not tolerate behavior by students, employees, or visitors that insults, degrades, or stereotypes any race, gender, disability, physical characteristic, ethnic group, sexual preference, age, national origin, or religion. Human dignity is reflected in attitudes and behaviors toward others and self. Human dignity is characterized through respect, sensitivity, and care exhibited in the interaction of staff and students. [See the District's Board Policy 201 entitled "Human Dignity"]. Appropriate consequences for violating the EGUSD's Human Dignity Policy are specified in this Handbook.

b. Civility

The Governing Board recognizes the impact that civility has on the effective operation of the district, including its role in creating a safe and positive school climate and enabling a focus on student well-being, learning, and achievement. The Board believes that each person should be treated with dignity and respect in their interactions within the school community.

This policy is intended to set an expectation of mutual respect, civility and orderly conduct among district employees, parents, and the public. This policy is not intended to deprive any person of their right to freedom of expression, but to maintain a safe environment for our students, staff, and community members. EGUSD encourages positive communication and discourages volatile, hostile or aggressive actions.

The Board understands that the First Amendment provides strong protection for speech. However, the Board expects that all speech and expression will align with norms of civil behavior on district grounds, in district facilities, during district activities or events, and in the use of district electronic/digital systems and platforms.

Civil behavior, which is respectful to others, includes integrity, honesty, acceptance, timeliness, dependability, observance of laws and rules, and effective communication.

The Board and district staff shall model civil behavior as an example of behavior that is expected throughout the district. Practices that promote civil behavior include, but are not limited to: actively listening, giving full attention to the speaker, and refraining from interruptions; welcoming and encouraging participation, input, and feedback through educational partner engagement; promptly responding to concerns; and embracing varying and diverse viewpoints. Such practices may be incorporated into governance standards adopted by the Board or Superintendent and/or professional standards or codes of conduct for employees as specified in district policies and regulations.

The District will promote the recognition, development, and demonstration of civil behavior. The Superintendent or designee may incorporate related concepts in the curriculum, provide staff development activities, and/or communicate this policy to the school community.

Students, staff, parents/guardians, and community members shall not: communicate or behave in a manner that causes disruption; hinder the orderly conduct of district operations, the educational program, or any other district program or activity; or create an unsafe learning or working environment. The Superintendent or designee may respond to disruptive, violent, or threatening behavior in accordance with law and as specified in BP/AR 3515.2 - Disruptions.

Behavior by students, staff, parents/guardians, and community members that is discriminatory, harassing, or intimidating, including sexual harassment, bullying, and/or hate violence, or behavior that is in any other way unlawful, is prohibited and is subject to consequences in accordance with law and as specified in district policy and regulations.

c. Withdrawal of Consent

Where there is reasonable cause to believe that a community member, including parent/guardian, has willfully disrupted the orderly operation of a school site or other EGUSD operations, EGUSD may withdraw consent for the community member, including parent/guardian, to be on EGUSD property. A violation of a withdrawal of consent order may subject the community member to arrest. [Cal. Pen. Code sections 626.4 and 626.8]

4. Non-Discrimination, Harassment, Intimidation, and Bullying

a. Applicable Board Policies and Administrative Regulations

The following EGUSD policies and regulations protect students from discrimination, harassment, intimidation, and bullying:

*Current policy and administrative regulations being revised and updated depending on Board action.

- **Board Policy 201:** Human Dignity
- **Board Policy 410:** Nondiscrimination in District Programs and Activities
- **Board Policy 1312.3:** Uniform Complaint Procedures
- **Administrative Regulation 1312.3:** Uniform Complaint Procedures
- **Board Policy 5131.2:** Bullying
- **Administrative Regulation 5131.2:** Bullying
- **Board Policy 5145.18:** Nondiscrimination/ Harassment/Intimidation/Bullying
- **Administrative Regulation 5145.18:** Nondiscrimination/Harassment/Intimidation/ Bullying
- **Board Policy 5145.7:** Sexual Harassment
- **Administrative Regulation 5145.71:** Title IX Sexual Harassment Complaint Procedures
- **Board Policy 5145.9:** Hate-Motivated Behavior
- **Administrative Regulation 5145.9:** Hate-Motivated Behavior
- **Board Policy 5146:** Married/Pregnant/Parenting Students

b. Nondiscrimination in EGUSD Programs and Activities

The Governing Board is committed to providing equal opportunity for all individuals in EGUSD programs and activities. EGUSD programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

All individuals shall be treated equitably in the receipt of EGUSD services. Personally identifiable information collected in the implementation of any EGUSD program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by EGUSD shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

EGUSD programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

c. Americans with Disabilities Act

EGUSD is committed to achieving full compliance with the Americans with Disabilities Act (ADA) and does not:

Deny the benefits of its programs, services and/or activities to qualified individuals with a disability, because of their actual and/or perceived disability.

Discriminate based on an actual and/or perceived disability in access to or provision of its programs, services, activities and/or application for employment or employment to qualified individuals with an actual and/or perceived disability.

Provide separate, unequal, or different programs, services, or activities, unless the separate or different programs are necessary to ensure that the benefits and services are equally effective.

EGUSD operates its programs so that, when viewed in their entirety, the programs are readily accessible to, or usable by, individuals with disabilities. EGUSD welcomes individuals with disabilities to participate fully in the programs, services, and activities offered to students, parents, guardians, and members of the public.

When structural changes to existing EGUSD facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

The Superintendent or designee shall ensure that EGUSD provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies, or other modifications to increase accessibility to EGUSD web sites, note takers, written materials, taped text, and Braille or large-print materials.

If you need a disability-related modification or accommodation, including auxiliary aids or services to participate in any program, service, or activity offered to you, contact the Risk Management Department at (916) 686-7775 at least 48 hours before the scheduled event so that the district has the opportunity to reasonably accommodate you.

If you have an observation of a possible barrier to access or a complaint about access, please contact the District's ADA Coordinator at rteresii@egusd.net.

[Government Code section 54953.2; Americans with Disabilities Act of 1990, 42 U.S.C. § 12101 et seq.]

d. Sexual Harassment

EGUSD prohibits sexual harassment.

Sexual Harassment Under District Policy

**Current policy and administrative regulations being revised and updated depending on Board action.*

For purposes of Board Policy 5145.7 (Sexual Harassment), Board Policy 1312.3 (Uniform Complaint Procedures), and Administrative Regulation 1312.3 (Uniform Complaint Procedures), *"Sexual Harassment"* means any unwelcome sexual advance, unwelcome requests for sexual favors, or other unwelcome verbal, visual, or physical conduct of a sexual nature, whether it occurs between individuals of the same sex or individuals of opposite sex, under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or a condition of a student's academic status or progress;
2. Submission to, or rejection of, the conduct by the student is used as the basis of an academic decisions affecting the student;
3. The conduct has the purpose or elect of having a negative impact upon the student's academic performance or progress or has the purpose or effect of creating an intimidating, hostile, or offensive educational environment. The conduct is sufficiently severe, persistent, pervasive, or objectively offensive, to create a hostile or abusive educational environment or to limit the student's ability to participate in or benefit from an educational program or activity; and/or

4. Submission to, or rejection of, the conduct is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through EGUSD.

   [Ed. Code 212.5 and 5 C.C.R. 4916]

Examples of conduct that might constitute sexual harassment include, but are not limited to:

1. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in an overly familiar or sexual way; cornering, blocking, leaning over, or impeding normal movements; and/or
2. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about a student's body; overly familiar conversations; pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs; epithets, threats, or innuendoes; derogatory comments; sexually degrading descriptions; and/or the spreading of sexual rumors; and/or
3. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects.

"Educational environment" includes, but is not limited to, the following:

1. campus or school grounds of EGUSD;
2. properties controlled or owned by EGUSD; and
3. off-campus, if such activity is sponsored by EGUSD, or is conducted by organizations sponsored by or under the jurisdiction of the EGUSD.

All allegations of *"Sexual Harassment"* meeting the above definition shall be processed in accordance with EGUSD's Administrative Regulation 1312.3 (Uniform Complaint Procedures).

Sexual Harassment Under Title IX

**Current policy and administrative regulations being revised and updated depending on Board action.*

For purposes of Administrative Regulation 5145.71 (Title IX Sexual Harassment Complaint Procedures), "Sexual Harassment" means conduct, based on sex, that satisfies one or more of the following:

1. A EGUSD employee conditioning the provision of an aid, benefit, or service of EGUSD on the student's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable individual to be so severe, pervasive, and objectively offensive that it effectively denies the student equal access to EGUSD's education program or activity; and/or
3. *"Sexual assault"* as defined in United States Code, title 20, section 1092 (f)(6)(A)(v), "dating violence" as defined in United States Code, title 34, section 12291(a)(10), "domestic violence" as defined in United States Code, title 34, section 12291(a)(8), or "stalking" as defined in United States Code, title 34, section 12291(a)(30).

"Sexual assault" means actual or intentional physical sexual acts against an individual without consent that may include: rape, rape and seduction, sodomy, lewd and lascivious acts, oral copulation, sexual penetration, sexual battery, and sexual assault, as defined under Education Code section 48900(n) and Penal Code sections 261, 266c, 286, 288, 288a, 289 and 243.4.

"Dating violence" means violence committed by an individual who is or has been in a social relationship of a romantic or intimate nature with the victim [34 U.S.C. 12291(a)(10)].

"Domestic violence" means felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by an individual with whom the victim shares a child in common, by an individual who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by an individual similarly situated to a spouse of the victim under the domestic or

family violence laws of the jurisdiction receiving grant monies, or by any other individual against an adult or youth victim who is protected from that individual's acts under the domestic or family violence laws [Education Code 48900 (n)].

"Stalking" means engaging in a course of conduct directed at a specific individual that would cause a reasonable individual to: (A) fear for their safety or the safety of others; or (B) suffer substantial emotional distress [34 U.S.C. 12291(a)(30)].

"Without consent" or "against that individual's will" may include force, duress, violence, fear of immediate harm, or an individual's inability to consent.

[34 C.F.R. 106.30]

All allegations of *"Sexual Harassment"* meeting the above definition shall be processed in accordance with EGUSD's Administrative Regulation 5145.71 (Title IX Sexual Harassment Complaint Procedures).

Title IX Coordinators

** Current policy and administrative regulations being revised and updated depending on Board action.*

EGUSD designates the positions/individuals identified below as responsible for coordinating its efforts to comply with Title IX of the Education Amendments of 1972, as well as to oversee, investigate, and/or resolve complaints alleging sexual harassment in accordance with Administrative Regulation 1312.3 (Uniform Complaint Procedures) and Administrative Regulation 5145.71 (Title IX Sexual Harassment Complaint Procedures).

FOR STUDENT AGAINST STUDENT COMPLAINTS:

Jenifer Avey
Assistant Superintendent, Elementary Education/
Title IX Coordinator

9510 Elk Grove Florin Road
Elk Grove, CA 95624

T: (916) 686-7795 x 67125
E: TitleIX@egusd.net

Chad Sweitzer
Assistant Superintendent, Secondary Education/
Title IX Coordinator

9510 Elk Grove Florin Road
Elk Grove, CA 95624

T: (916) 686-7795 x 67118
E: TitleIX@egusd.net

FOR COMPLAINTS AGAINST EMPLOYEES:

Elena Duenas
Director, HR Compliance/
Title IX Coordinator

9510 Elk Grove Florin Road
Elk Grove, CA 95624

T: (916) 686-7795 x 67149
E: Hrcompliance@egusd.net or TitleIX@egusd.net

e. LGBTQIA+

The Youth Development Office provides district-wide support to EGUSD's LGBTQIA+ students, staff, and families. The Youth Development Office staff facilitate awareness building training on LGBTQIA+ issues, provide district-level coordination and support for campus Gender Sexuality Alliance Clubs (GSA) and other site-based LGBTQ programs, and consult with EGUSD school staff on creating LGBTQIA+ inclusive and affirming campuses and classrooms.

f. Bullying

EGUSD students have a right to a safe and healthy school environment. Behavior in the form of bullying that infringes on the safety, or emotional or physical well-being of any student, will not be tolerated. As is set forth more fully in Board Policy and Administrative Regulation 5131.2 (Bullying), EGUSD considers bullying to include abusive actions or conduct, which can be physical, verbal, written, psychological or sexual in nature, including cyberbullying. Students who are victims of bullying, or who witness bullying, are encouraged to immediately report such behavior to the school site principal or other school administrator. Staff who receive a report of bullying must inform site administration within one (1) day.

SCHOOL SAFETY INFORMATION

Safety is a top priority for EGUSD. EGUSD emphasizes keeping students safe at school through strict behavior standards, closed campuses, school resource officers, campus supervisors, and activities that encourage student engagement. To learn more about school safety, please visit our website at Safety Information.

1. COMPREHENSIVE SCHOOL SAFETY PLAN (CSSP)

California Education Code (EC) Section 32281(a) requires every kindergarten through grade twelve school, including public charter schools, to develop and maintain a CSSP designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel. The law requires designated stakeholders to annually engage in a systematic planning process to develop strategies and policies to prevent and respond to potential incidents involving emergencies, natural and other disasters, and other safety aspects.

To assist law enforcement officers and public safety personnel, each school site is equipped with a "Crisis Response Box" that includes site emergency plans.

2. CRIME REPORTING

EGUSD encourages the reporting of crimes and suspicious activities. Through the We-Tip program, community members may make anonymous reports through a 24-hour hotline. If you or your child wants to report a crime or suspicious circumstance, call the toll-free number, 1-800-78-CRIME.

You can also make reports by calling EGUSD's Division of Safety and Security at (916) 686-7786 or the Sacramento County Sheriff's Department at (916) 874-5115.

3. ONLINE INCIDENT REPORTING SYSTEM

EGUSD is committed to providing a safe, secure, and healthy learning environment for all students. EGUSD believes that students and staff have the right to be free of bullying, threats, intimidation, and harassment while on our campuses or participating in or being associated with any school/district related activity. That is why EGUSD is committed to partnering with our families, students, staff, and community to provide an effective way to act through its Incident Reporting System.

What is the EGUSD Incident Reporting System and when would I use it?

EGUSD's Incident Reporting System is a reporting tool available online for students, parents/guardians, or community members to report incidents. For emergencies and/or urgent situations requiring immediate help, please call 911 or contact our Safety and Security office at (916) 686-7786.

How do I access the Incident Reporting System?

EGUSD's Incident Reporting System can be accessed from anywhere online through a unique link located on every school's website.

Do I need to give my name or other personal information to submit an incident report?

No. You do not need to give your name or identify yourself when you make a report using the online Incident Reporting System. There is an option to identify yourself and leave contact information if you wish to communicate with the Incident Response Team.

What types of issues can I report through the online Incident Reporting System?

Bullying: Bullying includes verbal, non-verbal, physical, or emotional acts against another student either in person, via electronic device or online.

Damage or Harm to School or Property: Damage or harm to school property includes intentional destruction to the school or school property in a harmful or malicious manner.

Discrimination or Harassment: Discrimination or harassment includes acts against another person based on gender, sexual orientation, race, ethnicity, religion, age, or personal beliefs, either in person, via electronic device or online.

Harm to Self or Others: Harm includes intent or desire to injure yourself or others.

What happens once I submit an incident report?

Incident reports are received by school site administrators when they are filed and are reviewed as soon as possible. All reports are taken seriously and are acted upon in a timely manner. As each incident is different, each will warrant a different reaction and timeline for action. Keep in mind, this process can only be as thorough as the information provided.

If I have photos or videos of an incident, can I upload them when submitting a report?

Yes. You may upload photos and include links to video when submitting a report.

EGUSD's motto is "If you see something, or know something, to say something." If you have witnessed something, please report the issue to the school or use EGUSD's Incident Reporting System.

"IF YOU SEE SOMETHING OR KNOW SOMETHING, SAY SOMETHING."

E-Scooters and E-Bikes

Motorized e-scooters and e-bikes have become increasingly popular among students as a mode of transportation. However, the California Vehicle Code (CVC) includes specific requirements for operating these self-propelled modes of transportation that many families may not be aware of.

Under California law (CVC 21235), riders must be at least 16 years old and must hold a valid driver's license or learner's permit to operate an e-scooter.

The law also mandates that all e-bike riders under the age of 18 wear a helmet, be at least 16 years old to operate a class 3 e-bike (please refer to CVC 312.5 to determine what class e-bike your student may have and what legal restrictions may be in place), and adhere to all bicycle traffic laws.

For the safety of all students and in accordance with the law, e-scooters and class 3 e-bikes are no longer allowed on middle school campuses.

Security Camera Info

The intent of the security camera system deployed by Elk Grove Unified School District is to protect the safety and security of students, employees, and visitors and to safeguard schools and equipment from theft and vandalism.

1 Locations

Security cameras are located to monitor exterior campus areas, including but not limited to parking lots, entrance and exit doors, hallways, gymnasiums, athletic fields, cafeterias, stadiums and large open spaces. Security cameras shall not be installed in classrooms. Cameras are also installed in the administration offices of schools (the main office, not individual administrator offices).

2 Video Recordings

Recordings of the security camera system are categorized as District Law Enforcement Unit Records under the Federal Family Educational Rights and Privacy Act (FERPA). When applicable, the nature of such videos, footage, and recording may be transmitted into student records for example student disciplinary matters. To the extent the videos, footage, and recording become student records, they will only be accessed, retained, and disclosed, in accordance with BP 3515.25 and applicable law.

3 Audio Recording

Audio capability on school security cameras will be disabled with the exception of those placed in administration offices.

RESPONSIBILITIES, EXPECTATIONS, AND STUDENTS' RIGHTS

1. EMPLOYEES

a. Responsibilities

Each school site is expected to:

- Adopt a comprehensive school safety plan and disaster preparedness procedures.
- Establish an environment in which students can meet their academic standards.
- Communicate regularly with students and their families about the student's academic progress and behavior.
- Involve students in an ongoing process of self-evaluation.
- Communicate standards of student behavior.
- Fairly and Consistently enforce EGUSD policies, regulations, and school rules.
- Communicate student absences to parents.

b. Professional Standards

EGUSD employees are expected to maintain the highest ethical standards, to follow EGUSD policies, and to abide by state and national laws. Employee conduct should enhance the integrity of EGUSD and the goals of EGUSD's educational program.

Each employee should make a commitment to acquire the knowledge and skills necessary to fulfill their responsibilities and should focus on their contribution to the learning and achievement of District students.

The Governing Board encourages EGUSD employees to accept as guiding principles the professional standards and codes of ethics adopted by professional associations to which they may belong.

[Board Policy 4119.21 – Professional Standards.]

c. Maintaining Appropriate Adult-Student Interactions

The Governing Board desires to provide a positive school environment that protects the safety and well-being of EGUSD students. The Governing Board expects all adults with whom students may interact at school or at school-related activities, including employees, independent contractors, and volunteers, to maintain the highest professional and ethical standards in their interactions with students, both within and outside the educational setting. Such adults shall not engage in unlawful or inappropriate interactions with students.

While the Governing Board recognizes that building relationships with students is foundational to the learning process, adults must remain vigilant of their position of authority and not abuse their position when interacting with students. Adults shall not intrude on a student's physical or emotional boundaries unless necessary in an emergency or to serve a legitimate purpose related to the instruction, counseling, or concern for the health and safety of a student.

The following is a non-exhaustive list of prohibited conduct:

1. Engaging in grooming behaviors, including but not limited to the following, with the intent of gaining a student's trust and ultimately engaging in sexual activity with the student:
   a. Initiating or creating opportunities to be alone with the student, unrelated to instruction, counseling, or concern for the student's health and safety; and
   b. Singling out a particular student for personal attention and friendship, to the exclusion of others or to a disproportionate degree, including but not limited to granting special privileges to the student such as addressing the student with terms of endearment, engaging in overly personal conversation, giving gifts, providing rides to and from activities, and home visits unrelated to a legitimate purpose and without the parent/guardian's knowledge and/or consent.
2. Engaging in or attempting to engage in a romantic and/or sexual relationship with any student, including but not limited to sexual advances, flirtations, requests for sexual favors, unwelcomed comments about a student's body or appearance, or any other verbal, visual, or physical conduct identified and prohibited by Board Policy/Administrative Regulation 5145.7 "Sexual Harassment."
3. Using electronic communication (i.e., email, google classroom, social media platforms, etc.), whether EGUSD owned/issued or personal, to initiate or maintain personal contact with a student, unrelated to instruction, counseling, or concern for the student's health and safety.

[Board Policy 4119.24 – Maintaining Appropriate Adult-Student Interactions.]

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2. PARENT/LEGAL GUARDIAN

a. Responsibilities

Every member of the school community shares the responsibility for maintaining a safe and productive environment at your child's school. As a parent/guardian of a child enrolled in EGUSD, you share in this responsibility when you:

- Accept the rights and authority of the school and the Governing Board to maintain standards of behavior for all students.
- Review EGUSD's Parent and Student Handbook with your family and understand the rules.
- Understand that punctuality and good attendance are family responsibilities and make every effort to get your student(s) to school on time every day.
- Know that children rely on their parents/guardians to make certain they arrive at school on time and ready to learn.
- Know that parents/guardians have a great influence on the study habits of their children and encourage and provide a suitable time, place, and routine for study at home.
- Understand that children learn more when somebody monitors their progress and keeps track of their academic achievement.

As a parent/guardian, you have a right to:

- Have information about your children's achievement, behavior in school, and attendance.
- A safe environment that is non-threatening and allows your children to achieve.
- Information about all school rules, regulations, and expectations.

b. Child Custody Issues

EGUSD schools follow child custody decisions made by the courts. Principals cannot modify a judge's ruling regarding custody of a child. If a child custody arrangement has changed, a parent or guardian must provide the school with complete and current legal documents.

c. Liability

Parents/guardians are liable for all damages caused by the willful misconduct of their minor children, which result in death or injury to other students, employees, or damage to school property. EGUSD is not responsible for damage caused by any student to any item of personal property which another student brings to school.

Parents are liable for any school property loaned to the student that is willfully not returned. Parents/guardians' liability may be as much as $20,900 in damages and another maximum of $20,300 for payment of a reward, if any. These amounts are expected to be indexed and rise annually.

EGUSD may withhold the grades, diploma, or transcript of the student responsible until such damages are paid, the property returned or until completion of a voluntary work program in lieu of payment of money.

If your child commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities, or otherwise willfully defies the authority of school personnel and is suspended for such misconduct, you may be required to attend a portion of a school day in your child's classroom. [Education Code sections 48900.1, 48904, 48914; Civil Code section 1714.1]

d. Medical Insurance for Students

EGUSD does not provide medical insurance for individual students. [Education Code sections 49472 and 49471.] However, if you are interested in purchasing Student Accident Insurance, you can contact your family insurance provider for policies available to you, or you can visit the following website for information and a link to a company that issues such coverage: https://www.egusd.net/Departments/Risk-Management/index.html

The plan you purchase should provide coverage for your child while on school grounds, in school buildings, and during a regular school day; while being transported by EGUSD to and from school or other place of instruction; or while at any other place as an incident to school sponsored activities and while being transported to, from and between such places.

3. STUDENT

a. Responsibilities

To encourage a consistent, firm, and fair culture of discipline that affirms positive behavior, EGUSD has adopted a districtwide standard of conduct that includes the rights and responsibilities of students, student expectations, interventions for specific disruptive behaviors and appropriate consequences. Schools may personalize campus rules, but such rules must be consistent with districtwide standards.

b. Expectations

Students are expected to:

- Be good citizens.
- Follow rules and laws.
- Avoid mutual combat situations and any activity that has the potential to cause a verbal or physical conflict.
- Respect authority, property, and the rights of others.
- Display acts of tolerance in promoting human dignity that are characterized through respect, sensitivity and care exhibited in the interaction of staff and students regardless of race, gender, disability, physical characteristics, ethnic group, language, sexual orientation, age, national origin, or religion.
- Maintain standards of integrity and responsibility.
- Maintaining a safe and productive environment at school.

As a student, you make an important contribution to your school when you:

- Respect the authority of teachers, school site administrators, and other school staff members.
- Comply with the standards of conduct of your school and EGUSD.
- Follow the rules of the classroom and your school.
- Promptly inform an adult of any situation that would pose a danger to yourself or others.
- Attend school every day.
- Arrive at class on time and prepared to work. Bring necessary books and materials.
- Pay attention in class.
- Complete class work and homework on time.
- Keep track of your own progress.

FOR QUESTIONS OR COMPLAINTS CONCERNING EDUCATIONAL EQUITY, PLEASE CONTACT:

Cory Jones
Director of Educational Equity

9510 Elk Grove Florin Road
Elk Grove, CA 95624

T: (916) 831-2041
E: cmjones@egusd.net

c. Rights

Students have a right to a safe learning environment. Both the U.S. Constitution and California state law protect this right. All students and staff of public elementary, middle, and high schools have the inalienable right to attend campuses which are safe, secure and peaceful. If you feel your school is not providing a safe environment, please discuss this with your teacher or principal. You may also contact the Educational Equity Department for student advocacy resources at edequity@egusd.net or by visiting the Department's webpage for additional contacts. A collection of student rights and resources is available online at: https://www.egusd.net/StudentsFamilies/ResourcesSupports/Students-Rights

i. Section 504 of the Rehabilitation Act

The following is a description of the rights granted by federal law to students with disabilities who have a physical or mental impairment that substantially impairs one or more major life activities and therefore is entitled to a Section 504 Plan. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Contact the District 504 Coordinator with any questions or complaints:

DIRECTOR OF STUDENT SUPPORT AND HEALTH SERVICES

9510 Elk Grove Florin Road, Elk Grove, CA 95624

T: (916) 686-7568

Under Section 504, you have the following rights:

- Receive benefits from public education programs without discrimination because of actual and/or perceived disability.
- Be advised of your rights under federal and state law.
- Receive notice with respect to Section 504 identification, evaluation, and/or placements.
- Receive a free appropriate public education. Federal Regulations define free appropriate public education as the provision of regular or special education and related aids and services that are designed to meet the needs of individuals with disabilities as adequately as the needs of individuals without disabilities are met. [34 CFR § 104.33(b)(1)].
- Use facilities and receive services comparable to those provided to non-disabled students.
- Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options.
- Have transportation provided to and from an alternative placement setting determined by the Section 504 Team, at no greater cost to you than would be incurred if the student were placed in a program operated by EGUSD.
- Have an equal opportunity to participate in non-academic and extracurricular activities offered by EGUSD.
- Examine all relevant records relating to decisions regarding your Section 504 identification, evaluation, educational program, and placement.
- Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
- Obtain a response from EGUSD to reasonable requests for explanations and interpretations of your child's records.
- Request amendment of your educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of your privacy rights. If EGUSD refuses this request for amendment, it shall notify you within a reasonable time and advise you of your right to an impartial hearing.
- Request mediation or file a grievance in accordance with EGUSD's Section 504 mediation, grievance, and hearing procedures.
- Request an impartial hearing regarding the Section 504 identification, evaluation, or placement. You shall be afforded the opportunity to present oral and written evidence, question and cross examine witnesses, receive written findings by the hearing office, request that the hearing be closed to the general public and have representation by an advocate or attorney, at personal expense. EGUSD shall have no financial obligation with respect to attorneys' fees incurred during a Section 504 hearing.

FILE A COMPLAINT WITH THE OFFICE FOR CIVIL RIGHTS AT:

Office for Civil Rights, San Francisco Office
U.S. Department of Education

50 United Nations Plaza, Mailbox 1200, Room 1545
San Francisco, CA 94102

T: (415) 486-5555 **TDD:** (800) 877-8339
F: (415) 486-5570 **E:** ocr.sanfrancisco@ed.gov

ii. Immigration Enforcement

All students have the right to a free public education, regardless of immigration status or religious beliefs. For more information, please see the resources at https://www.egusd.net/StudentsFamilies/ResourcesSupports/Immigration-Protection/index.html.

YOUR CHILD HAS THE RIGHT TO A FREE PUBLIC EDUCATION

All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students' parents/guardians.

- **In California:**
  - All children have the right to a free public education.
  - All children ages 6 to 18 years must be enrolled in school.
  - All students and staff have the right to attend
  - safe, secure, and peaceful schools.
  - All students have a right to be in a public-school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
  - All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other characteristics.

Information Required for School Enrollment

- When enrolling a child, schools must accept a variety of documents from the student's parent/guardian to demonstrate proof of the child's age or residency.
- You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school district must provide parents/guardians with written notice of the school's directory information policy, and let you know of your option to refuse release of your child's information in the directory.

Family Safety Plans if You Are Detained or Deported

- You have the option to provide your child's school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.
- You have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

Your child has the right to report a hate crime or file a complaint if they are discriminated against, harassed, intimidated, or bullied based on their actual or perceived nationality, ethnicity, or immigration status.

iii. Title IX

** Current policy and administrative regulations being revised and updated depending on Board action.*

Under Title IX of the Education Amendments of 1972, you have the following rights:

- To fair and equitable treatment and to be free from discrimination based on your sex.
- To an equitable opportunity to participate in all academic extracurricular activities, including athletics.
- To ask the athletic director of your school about the athletic opportunities offered by the school.
- To apply for athletic scholarships.
- To equitable treatment and benefits in:
  - Equipment and supplies
  - Scheduling of games and practices
  - Transportation and daily allowances
  - Access to tutoring
  - Coaching
  - Locker rooms
  - Practice and competitive facilities
  - Medical and training facilities and services
  - Publicity
- To a gender equity coordinator to answer questions about gender equity laws.
- To contact the California Department of Education (CDE) and the California Interscholastic Federation (CIF) for information on gender equity laws.
- To file a confidential discrimination complaint with the United States Office for Civil Rights (OCR) or CDE if you believe you have been discriminated against or received unequal treatment based on your sex.
- To pursue civil remedies if you have been discriminated against.
- To be protected from retaliation if you file a discrimination complaint.

iv. LGBTQIA+

LGBTQIIA+ students have the following rights.

- To be out about your identity and to be yourself at school.
- To be private about your identity and to be yourself at school.
- To not be "outed" without your permission, except in very limited circumstances.
- To express yourself and speak out about LGBTQIIA+ issues.
- To participate in LGBTQIIA+ related extracurricular activities.
- To be treated equally and to be free from bullying, harassment, and discrimination, regardless of sexual orientation, gender identity or gender expression.
- To unbiased and LGBTQIA+ inclusive instruction.
- To, regardless of your gender presentation, assert your gender identity at school.
- To be addressed by the name and pronouns that correspond with your gender identity.
- To dress in a way that aligns with your gender identity.
- To participate in sports and PE classes that align with your gender identity.
- To use the facilities that match your gender identity.

The following are resources for LGBTQIA+ students, which can be located on EGUSD's website at https://www.egusd.net/Departments/Youth-Development/index.html.

- LGBTQIA+ Community Resource List
- Sacramento County Crisis & Mental Health Resources
- LGBTQ Student Rights
- 8 Laws to Know: Protecting LGBTQ Youth in California
- Trevor Project Flyer
- Trevor Project – Coming Out – A Handbook for LGBTQ Young People
- Trevor Project Lifeline– 1 (866) 488-7386 – Crisis intervention and suicide prevention line to lesbian, gay, bisexual, trans, queer, and questioning youth and young adults.
- TrevorLifeline, TrevorChat, and TrevorText available.
- Sacramento LGBT Community Center – (916) 442-0185 – Local organization supporting the health and wellness of the most marginalized, advocating for equality and justice, and working to build a culturally rich LGBTQ community.
- PFLAG Sacramento – (916) 978-0410 – National organization with a local chapter that promotes the well-being of LGBTQ youth and their friends and family, through support, education and advocacy.
- National Suicide Prevention Lifeline– 1 (800) 273-8255 – The Lifeline provides 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals.
- Advocating for LGBTQ Students with Disabilities – A guide for educators and parents/guardians on supporting LGBTQ students with an IEP or 504 plan.

v. Married/Pregnant/Parenting Students

EGUSD applies no rule concerning a student's actual or potential parental, family, or marital status that treats students differently based on sex. [5 C.C.R. § 4950; 34 C.F.R. § 106.40(a)] EGUSD does not exclude or deny any student from any educational program or activity solely based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. [5 C.C.R. § 4950(a); 34 C.F.R. § 106.40(b)(1)] Pregnant students and parenting male or female students are not excluded from participation in their regular school programs or required to participate in pregnant-student programs or alternative educational programs. [5 C.C.R. § 4950(c); 34 C.F.R. § 106.40(b)(1)] Pregnant/parenting students who voluntarily participate in alternative programs are given educational programs, activities, and courses equal to the regular program. [5 C.C.R. § 4950(c); 34 C.F.R. § 106.40(b)(3)]

EGUSD treats pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom in the same manner and under the same policies as any other temporary disability. [5 C.C.R. § 4950(d); 34 CFR § 106.40(b)(4)] EGUSD may require any student to obtain the certification of a physician or nurse practitioner that the student is physically and emotionally able to continue participation in the regular education program or activity. [Education Code section 221.51.]

Pregnant or parenting students are entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The student, if the student is 18 years of age or older, or, if the student is under 18 years of age, the person holding the right to make educational decisions for the student, shall notify the school of the student's intent to exercise this right. Failure to notify the school shall not reduce these rights. [Education Code section 46015.]

A pregnant or parenting student who does not wish to take all or part of the parental leave to which they are entitled shall not be required to do so. A pregnant or parenting student is entitled to receive more than eight weeks of parental leave if deemed medically necessary by the student's physician. When a student takes parental leave, the supervisor of attendance shall ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program or an alternative education program. [Education Code section 46015.]

During parental leave, EGUSD shall not require a pregnant or parenting student to complete academic work or other school requirements. A pregnant or parenting student may return to the school and the course of study in which he or she was enrolled before taking parental leave. Upon return to school after taking parental leave, a pregnant or parenting student is entitled to opportunities to make up work missed during their leave, including, but not limited to, makeup work plans and re-enrollment in courses. [Education Code section 46015.]

Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the school in which the student was previously enrolled when it is necessary in order for the student to be able to complete state and any local graduation requirements, unless the local educational agency makes a finding that the student is reasonably able to complete the local educational agency's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school. [Education Code section 46015.]

A student who chooses not to return to the school in which he or she was enrolled before taking parental leave is entitled to alternative education options offered by the local educational agency. [Education Code 46015.] A pregnant or parenting student who participates in an alternative education program shall be given educational programs, activities, and courses equal to those he or she would have been in if participating in the regular education program. A student shall not incur an academic penalty because of their use of these accommodations. [Education Code section 46015.] A complaint of noncompliance with these requirements may be filed with EGUSD under its Uniform Complaint Procedures (BP/AR 1312.3).

vi. Lactation Accommodation

All EGUSD schools shall provide reasonable accommodations to a lactating student on a school campus to express breast milk, breast-feed an infant child, or address other needs related to breastfeeding.

Reasonable accommodations under this section include, but are not limited to, the following:

- Access to a private and secure room, other than a restroom, to express breast milk or breast-feed an infant child.
- Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk.
- Access to a power source for a breast pumpor any other equipment used to express breast milk.
- Access to a place to store expressed breast milk safely.
- A lactating pupil on a school campus shall be provided a reasonable amount of time to accommodate her need to express breast milk or breast-feed an infant child.

Students shall not incur an academic penalty because of their use, during the school day, of the reasonable accommodations specified in this section, and shall be provided the opportunity to make up any work missed due to such use.

ANNUAL NOTIFICATION OF UNIFORM COMPLAINT PROCEDURES

EGUSD annually notifies its students, employees, parents or guardians of students, advisory committees, appropriate private school officials, and other interested parties of its Uniform Complaint Procedures ("UCP").

This UCP Annual Notice, as well as the District's Board Policy ("BP") and Administrative Regulation ("AR") 1312.3 outlining its UCP, is available on EGUSD's website.

Complaints Subject to the UCP

EGUSD's UCP shall be used to investigate and resolve complaints regarding the following:

1. Adult education programs established pursuant to Education Code sections 8500 to 8538, inclusive, and sections 52500 to 52617, inclusive.
2. Consolidated categorical aid programs as listed in Education Code 64000(a).
3. Migrant child education established pursuant to Education Code sections 54440 to 54445, inclusive.
4. Career technical and technical education and career technical and technical training programs established pursuant to Education Code sections 52300 to 52462, inclusive.
5. Childcare and development programs established pursuant to Education Code sections 8200 to 8498, inclusive.
6. Unlawful discrimination, harassment, intimidation, or bullying against any protected group as identified under Education Code sections 200 and 220 and Government Code section 11135, including any actual or perceived characteristic as set forth in Penal Code section 422.55, or on the basis of an individual's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by the District, that is funded directly by, or that receives or benefits from, any state financial assistance.
7. Lactation accommodations pursuant to Education Code section 222.
8. Educational rights of foster youth pursuant to Education Code sections 48853, 48853.5, and 49069.5, and graduation requirements for foster youth, homeless youth, and other youth pursuant to Education Code section 51225.1.
9. Pupil fees pursuant to Education Code sections 49010 to 49013, inclusive.
10. Courses of study pursuant to Education Code section 51228.3.
11. Instructional minutes for physical education pursuant to Education Code section 51223.
12. Local control and accountability plans pursuant to Education Code section 52075.
13. Juvenile court schools pursuant to Education Code section 48645.7.
14. School safety plans pursuant to Education Code section 32289.
15. Deficiencies related to preschool health and safety issues for a California state preschool program pursuant to Education Code section 8235.5.
16. Any other state or federal educational program the Superintendent deems appropriate.
17. Discriminatory Instructional Materials and Curricula pursuant to Education Code section 244.
18. Adoption or Approval of the Use of Professional Development Materials or Services That Subject Students to Unlawful Discrimination pursuant to Education Code section 244.

Nothing shall prevent EGUSD from using its UCP to address complaints that do not involve any of the subject matters identified above.

Complaints Not Subject to the UCP

Complaints regarding the following are not subject to EGUSD's UCP:

1. Special education programs established pursuant to Education Code sections 56000 to 56865, inclusive, and 59000 to 59300, inclusive. The federal regulations governing complaints about special education programs are found at Code of Federal Regulations, title 34, sections 300.151 to 300.153, inclusive. The state regulations governing complaints about special education programs are found at California Code of Regulations, title 5, sections 3200 to 3205, inclusive.
2. Child nutrition programs established pursuant to Education Code sections 49490 to 49590, inclusive. The federal regulations governing complaints about child nutrition programs are found at Code of Federal Regulations, title 7, sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n) and 250.15(d). The state regulations governing complaints about child nutrition programs are found at California Code of Regulation, title 5, sections 15580 to 15584.
3. Instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments. Complaints regarding these subjects shall be investigated and resolved in accordance with Administrative Regulation 1312.4 – Williams Uniform Complaint Procedures.
4. Employment related discrimination, harassment, or related retaliation. Complaints regarding these subjects shall be investigated and resolved in accordance with either Board Policy 4030 – Nondiscrimination in Employment or Administrative Regulation 4119.12 – Title IX Sexual Harassment Complaint Procedures, as appropriate.

Complaints Handled by Other Agencies

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to EGUSD's UCP, unless otherwise agreed to by separate interagency agreements:

1. Allegations of child abuse or neglect shall be referred to County Department of Social Services (DSS), Protective Services Division, or appropriate law enforcement agency.
2. Health and safety complaints regarding licensed facilities operating a Child Development Program shall be referred to the Department of Social Services (DSS).
3. Where appropriate, employment discrimination complaints shall be referred to the California Department of Fair Employment and Housing (DFEH). The complainant shall be notified in writing, in a timely manner of any DFEH transferal.

Statute of Limitations for Filing Uniform Complaints

Complaints alleging that a pupil is subject to harassment, discrimination, intimidation, or bullying on the basis of the complainant's protected status must be filed within six months of the date the complainant knew or should have known of the alleged conduct. The LEA can extend this deadline for 90 calendar days if there is good cause to do so.

Complaints alleging all other types of allegations subject to EGUSD's UCP must be filed within one year of the date the complainant knew or should have known of the alleged conduct.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by EGUSD.

Filing a Complaint

Any and all complaints subject to EGUSD's UCP may be submitted to (1) any school site principal, (2) EGUSD's Human Resources Coordinator (contact information is listed below), (3) EGUSD's Superintendent, and/or any of their respective designees.

A complaint alleging violations of pupil fees or LCAP may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

In general, EGUSD encourages complainants to provide their contact information so that EGUSD can communicate with complainants for the purpose of streamlining its investigation. EGUSD does its best to maintain confidentiality in all complaint investigations but cannot guarantee the anonymity of complainants.

Investigation Protocols

All complaints subject to EGUSD's UCP will be processed in accordance with the protocols set forth in AR 1312.3, a copy of which can be found on EGUSD's website.

Investigation Timelines

EGUSD takes all complaints seriously. EGUSD strives to complete complaint investigations and issue investigation findings within sixty (60) days from the receipt of the complaint. However, this time period may be extended for good cause if the complainant consents to an extension of time in writing.

Appeal Rights

Complainants may appeal investigation findings to the California Department of Education (CDE).

In addition, EGUSD will advise complainants of civil law remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Additional Notices

1. **Educational Rights.**

EGUSD shall post a standardized notice, in addition to this notice, with educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district.

EGUSD shall post a standardized notice of the educational rights of foster and homeless youth, former juvenile court pupils now enrolled in a school district, and pupils in military families as specified in Education Code Sections 48645.7, 48853, 48853.5, 49069.5, 51225.1 and 51225.2. This notice shall include complaint process information, as applicable.

2. **State Preschool Health and Safety Issues.**

In order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the California Health and Safety Code (HSC) a notice shall be posted in each California state preschool program classroom in each school in our agency.

The notice is in addition to this UCP annual notice and addresses parents, guardians, pupils, and teachers of

1. the health and safety requirements under Title 5 of the California Code of Regulations (5 CCR) that apply to California state preschool programs pursuant to HSC Section 1596.7925, and
2. the location at which to obtain a form to file a complaint.

Pupil Fees

A pupil enrolled in EGUSD shall not be required to pay a pupil fee for participation in an educational activity. (See Education Code section 49011 and Section 5 of Article IX of the California Constitution.)

A "pupil fee" includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.

All supplies, materials, and equipment needed to participate in educational activities shall be provided to pupils free of charge.

A fee waiver policy shall not make a pupil fee permissible.

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

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

Solicitation of *voluntary* donations of funds or property, voluntary participation in fundraising activities, or school districts, schools, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities is permissible.

Contact Information

If you would like additional information regarding EGUSD's UCP, you may contact:

Position Title: Human Resources Compliance Coordinator

Unit or office: Human Resources

Address: 9510 Elk Grove Florin Road, Elk Grove, CA 95624

Phone: (916) 509-7715

E-mail address: Hrcompliance@egusd.net

The above position, responsible for compliance and investigations, is knowledgeable about the laws and programs assigned to investigate. The position above is responsible for assigning investigators responsible for investigating and resolving complaints. The position above is responsible for communicating with complainants and respondents if there is a change in investigator.

A copy of BP/AR Uniform Complaint Procedures is available, free of charge, on EGUSD's website.

REPORTING INCIDENTS/COMPLAINT PROCEDURES

1. REPORTING PROTOCOLS

REPORTS OF ALL INCIDENTS AND/OR COMPLAINTS SHALL BE DIRECTED TO:

HR Compliance Coordinator
Human Resources Department

9510 Elk Grove Florin Road
Elk Grove, CA 95624

T: (916) 509-7715
E: Hrcompliance@egusd.net

2. INFORMAL RESOLUTION PROCESS

EGUSD reserves the right to resolve complaints at the earliest possible stage. Whenever possible, parties involved in a dispute or complaint should endeavor to address issues of concern with one another and/or, as EGUSD deems appropriate. Meetings related to a complaint shall be held at times least likely to interfere with school schedules and operations.

3. COMPLAINTS CONCERN DISTRICT EMPLOYEES (BP/AR 1312.1)

EGUSD accepts responsibility for providing a means by which its employees may be held accountable for their actions. EGUSD recognizes the need to protect the rights of its employees and the need to afford employees an opportunity to respond to the allegations against them. EGUSD desires that complaints be resolved expeditiously without disruption to the educational process.

Complaints against a EGUSD employee containing allegations unrelated to unlawful discrimination or sexual harassment shall be processed in accordance with the procedures set forth in Administrative Regulation 1312.1 (Complaints Concerning District Employees).

a. Written Complaint Requirements

If the complaint is not resolved informally or, in the opinion of the complainant, is unlikely to be resolved in an informal manner, the complainant may submit a written complaint. A general complaint form is available on EGUSD's website, at individual school sites, and in the Human Resources Compliance Department.

If a complainant is unable to prepare the complaint in writing and wishes to do so, the complainant will be afforded reasonable accommodations, including but not limited to having the Compliance Department or worksite administrative staff shall help memorialize the complainant's concerns.

Complainants are encouraged to include the following information in their written complaint(s):

- ☐ The name of each employee and any other persons involved,
- ☐ A brief but specific summary of the allegations and the facts supporting the same, including:
- ☐ A description of the act or omission forming the basis of the allegation;
- ☐ Circumstances, including time, place, and persons present;
- ☐ Name of and contact information for person submitting the complaint;
- ☐ A specific description of any prior attempts to informally resolve the matter, the outcome of the attempt, and the reason for the failed outcome;
- ☐ The remedy requested or desired, and
- ☐ The signature of the complainant attesting that all information is true and correct to the best of the complainant's personal knowledge; and
- ☐ The date the complaint is filed.

Complainants are encouraged to submit their complaints to the District's Compliance Department via email at hrcompliance@egusd.net. Complainants may also submit complaints to a school site administrator, a director, an Associate Superintendent, Assistant Superintendent, or the Superintendent.

Pursuant to the California Code of Regulations, Title 5, section 4630, subsection b, EGUSD reserves the right to reject a complaint submitted more than six (6) months following the date the complainant knew or should have known of the act or omission giving rise to the complaint. If a good cause exists, EGUSD may, in its discretion, process complaints submitted outside this timeline.

Nothing will prohibit the district from investigating complaints not submitted in writing.

b. Processing Complaints

Upon receipt of a complaint, the assigned investigator or designee shall:

1. Acknowledge receipt of the complaint.
2. Schedule conference(s) with the complainant as soon as reasonably practicable to discuss the allegations in the complaint, unless the supervisor or designee determines that such a conference would be inappropriate or non-beneficial under the circumstances.
3. During the initial conference(s) with the complainant, the supervisor or designee should assess whether the complaint may be resolved informally. In such instances, the supervisor or designee may meet with the parties to the extent necessary to informally resolve the complaint without an investigation or to determine that the matter is unlikely to be resolved without an investigation or does not require an investigation.
4. If the complaint cannot be resolved informally, the supervisor or designee must:
    a. Provide the parties with written notice of the complaint in accordance with applicable collective bargaining agreements; and
    b. Initiate a neutral, fact-finding investigation.

The person against whom the written complaint was filed ("Respondent") may request a copy of the written complaint. In appropriate situations, as determined by the District, the Respondent may be provided a copy of the written complaint, with names and identifying information redacted.

c. Investigation and Response to Complaint

During the investigation of the complaint, the assigned investigator shall, as appropriate, interview witnesses; obtain witness statements; obtain and review documents; and obtain other evidence relevant to the complaint.

The parties to the complaint shall cooperate during the investigation. In the event the complainant refuses to appear at a scheduled conference or interview appointment, the complaint may be dismissed.

The investigator shall make factual findings, and upon the conclusion of the investigation, shall provide parties with a written decision ("Written Decision"). The Written Decision shall include a summary of the complaint, the investigation procedure, the factual findings, and any recommended corrective action(s) which do not contain confidential or privileged information.

d. Appeal Rights

Within 10 working days of the date the investigatory findings were issued, the complainant may appeal the investigatory findings.

Allegations Not Against Superintendent

Where the Superintendent is not a respondent, the appeal shall be submitted to the Chief Human Resources Officer. The appeal must be in writing and indicate the reason(s) for the appeal, including any specific error(s) allegedly associated with the investigatory findings. The Chief Human Resources Officer or designee shall review the appeal and investigatory findings for thoroughness and completeness and notify the complainant in writing of his/her decision to uphold or deny the appeal ("Appeal Decision"). The complainant should consider and accept the Chief Human Resources Officer or designee's appeal decision as final.

e. No Retaliation

The Governing Board prohibits retaliation against complainants and individuals who participate in the investigation process. Investigators may, at their discretion, keep a complainant's identity confidential, except to the extent necessary to investigate the complaint.

f. Anonymous Complaints

EGUSD will not investigate anonymous complaints unless the Associate Superintendent of Human Resources or designee deems such an investigation to be necessary and appropriate.

4. Complaints Concerning Instructional Materials (BP/AR 1312.2)

The Governing Board takes great care in the adoption or use of instructional materials, but it is aware that all instructional materials may not be acceptable to all students, their parents/guardians, or other EGUSD residents. The Governing Board uses a comprehensive process to adopt instructional materials that are based on selection criteria established by law and Board policy, and includes opportunities for the involvement of district staff, parents/guardians, and community members.

Parents/guardians are encouraged to discuss any concerns regarding instructional materials (including textbooks, supplementary instructional materials, library materials, or other instructional materials and equipment) with their child's teacher. If dissatisfied, the complainant is encouraged to discuss the concern with the school principal. If the situation remains unresolved, a complaint may be filed using the process specified in Administrative Regulation 1312.2.

5. Uniform Complaints (BP/AR 1312.3)

EGUSD's Uniform Complaint Procedures are specified above in EGUSD's Annual Notification of Uniform Complaint Procedures.

6. Title IX Complaints (AR 5145.71)

**Current policy and administrative regulations being revised and updated depending on Board action.*

The complaint procedures set forth in Administrative Regulation 5145.17 (Title IX Sexual Harassment Complaint Procedures) shall be used to address any complaint containing an allegation that a student was subject to conduct falling within the scope of conduct prohibited by Title IX of the Education Amendments of 1972. Specifically, conduct based on sex that satisfies one or more of the following (34 C.F.R. §106.30):

1. A EGUSD employee conditioning the provision of aid, benefit, or service on the student's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to an education program or activity provided by EGUSD; or
3. "Sexual assault" as defined in United States Code, title 20, section 1092 (f)(6)(A)(v), "dating violence" as defined in United States Code, title 34, section 12291(a)(10), "domestic violence" as defined in United States Code, title 34, section 12291(a)(8), or "stalking" as defined in United States Code, title 34, section 12291(a)(30).

Further, EGUSD must have jurisdiction over the complaint, meaning that [34 C.F.R. § 106.45]:

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

All other complaints containing an allegation that a student was subject to sexual harassment not meeting the definition above, shall be investigated and resolved in accordance with Administrative Regulation 1312.3 – Uniform Complaint Procedures.

The determination of whether the alleged conduct meets the above definition of sexual harassment shall be made by a District Title IX Coordinator.

Definitions [34 C.F.R. § 106.31]

** Current policy and administrative regulations being revised and updated depending on Board action.*

"Title IX Regulations": means Title IX of the Education Amendments of 1972 set forth at United States Code, title 34, sections 106.1 et seq.

"Complainant": means an individual who is alleged to be the victim of conduct that could constitute sexual harassment, or that victim's parent(s)/ guardian(s).

"Respondent": means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

"Formal Complaint": means a document filed by a complainant or signed by a Title IX Coordinator, or designee, alleging Title IX sexual harassment against a respondent and requesting that the District investigate and remedy the allegation. At the time of filing a formal complaint, the complainant must be an individual participating in or attempting to participate in a District educational program or activity.

"Supportive Measures": means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Supportive measures are designed to restore or preserve equal access to a District program or activity, without unreasonably burdening the other party, including measures designed to protect the safety of all parties and/or to deter additional incidents of sexual harassment. Supportive measures may include counseling, extensions of deadlines or other related adjustments, modifications of schedules, campus escort services, mutual restrictions on contact between the parties, changes in locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

"Education Program or Activity": means locations, events or circumstances over which the District exercises substantial control over both the respondent and the context in which the sexual harassment occurs.

"Sexual assault": means actual or intentional physical sexual acts against an individual without consent that may include: rape, rape and seduction, sodomy, lewd and lascivious acts, oral copulation, sexual penetration, sexual battery, and sexual assault, as defined under Education Code section 48900(n) and Penal Code sections 261, 266c, 286, 288, 288a, 289 and 243.4.

"Dating violence": means violence committed by an individual who is or has been in a social relationship of a romantic or intimate nature with the victim [34 U.S.C. § 12291(a)(10)].

"Domestic violence": means felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by an individual with whom the victim shares a child in common, by an individual who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by an individual similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other individual against an adult or youth victim who is protected from that individual's acts under the domestic or family violence laws (Ed. Code § 48900 (n)).

"Stalking": means engaging in a course of conduct directed at a specific individual that would cause a reasonable individual to : (A) fear for his or her safety or the safety of others; or (B) suffer substantial emotional distress [34 U.S.C. § 12291(a)(30)].

"Without consent" or *"against that individual's will"*: may include force, duress, violence, fear of immediate harm, or an individual's inability to consent.

Conflict of Interest/Bias

The Superintendent or designee shall ensure that the individuals (Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process) tasked with implementing the procedures set forth in this regulation does not have a conflict of interest or bias for or against complainants or respondents generally, or an individual complainant or respondent, and that such individuals receive training in accordance with Code of Federal Regulations, title 34, section 106.45.

Reporting Incidents/Filing Complaints

** Current policy and administrative regulations being revised and updated depending on Board action.*

All incidents of sexual harassment meeting the definition above and/or formal complaints alleging the same, shall be reported/submitted directly to or forwarded to the District's Title IX Coordinator using the contact information listed in Board Policy 5145.7 (Sexual Harassment).

A formal complaint, with the complainant's physical or digital signature, should be filed with the Title IX Coordinator or designee in person, by mail, by email, or by any other method authorized by the District.

Upon receiving notice of an incident, the Title IX Coordinator or designee shall promptly meet with the complainant. The Title IX Coordinator or designee shall listen to the complainant's concerns and inform the complainant of the process for filing a formal complaint, and their right to file or not file a formal complaint. The Title IX Coordinator or designee shall also discuss supportive measures with the complainant and explain that supportive measures will be available to the complainant, regardless of whether a formal complaint is filed.

Even if the complainant chooses not to file a formal complaint, the Title IX Coordinator or designee shall file a formal complaint in situations in which a safety threat exists. In addition, the Title IX Coordinator or designee may file a formal complaint in other situations as permitted under the Title IX regulations, including as part of EGUSD's obligation to not be deliberately indifferent to known allegations of sexual harassment. In such cases, the Title IX Coordinator or designee is not a party to the case, and the victim will be treated as a party and receive notices as required by the Title IX regulations at specific points in the complaint process.

Where a formal complaint is filed, the Title IX Coordinator or designee shall also contact the respondent to notify the respondent of the formal complaint, explain the applicable complaint procedure, and discuss the availability of supportive measures.

Supportive Measures

** Current policy and administrative regulations being revised and updated depending on Board action.*

Upon receipt of an incident, even if a formal complaint is not filed, the Title IX Coordinator or designee shall promptly contact the complainant to discuss the availability of supportive measures which are non-disciplinary, non-punitive, and do not unreasonably burden the other party. Supportive measures shall be designed to restore or preserve equal access to a District program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties and/or to deter additional incidents of sexual harassment. Such measures may include, but are not limited to, counseling, workload-related adjustments, modifications of schedules, mutual restrictions on contact, increased security, and monitoring of certain areas of campus. The Title IX Coordinator or designee shall consider the complainant's wishes with respect to supportive measures. Supportive measures, including those detailed herein, shall also be offered to the respondent upon receipt of a formal complaint [34 C.F.R. §§106.30, 106.44].

Emergency Removal from School and Administrative Leave

** Current policy and administrative regulations being revised and updated depending on Board action.*

EGUSD is prohibited from disciplining a student for alleged sexual harassment under Title IX until a full Title IX investigation has been completed [34 C.F.R. §106.44]. However, on an emergency basis, EGUSD may remove a student from its education program or activity, provided that EGUSD conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 [34 C.F.R. §106.44.

If a District employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process [34 C.F.R. §106.44].

Mandatory and Discretionary Dismissals

** Current policy and administrative regulations being revised and updated depending on Board action.*

The Title IX Coordinator or designee shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined above, even if proven. The Title IX Coordinator or designee shall also dismiss any complaint wherein the alleged conduct did not occur in EGUSD's education program or activity, did not occur against a person in the United States, or wherein the complainant was not participating or attempting to participate in the educational program at the time the complaint was filed. The Title IX Coordinator or designee may dismiss a formal complaint if the complainant notifies EGUSD in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer enrolled or employed by EGUSD, or sufficient circumstances prevent the District from gathering evidence sufficient to reach a determination with regard to the complaint [34 C.F.R. § 106.45].

Upon dismissal, the Title IX Coordinator or designee shall promptly, and simultaneously to the parties, send written notice of the dismissal and the reasons for the dismissal [34 C.F.R. § 106.45]. Both parties have the right to appeal a dismissal in accordance with the appeal procedures set forth below.

If a complaint is dismissed on the grounds that the alleged conduct does not constitute sexual harassment as above, or on another appropriate basis, the allegations may still be addressed pursuant to Administrative Regulation 1312.3 (Uniform Complaint Procedures), or other EGUSD policies and procedures, as is deemed appropriate under the circumstances.

Informal Resolution Process

** Current policy and administrative regulations being revised and updated depending on Board action.*

When a formal complaint is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. EGUSD shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint [34 C.F.R. §106.45].

EGUSD may facilitate an informal resolution process provided that EGUSD [34 C.F.R. §106.45]:

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process.
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

As part of an Informal Resolution, the Parties may agree upon discipline, including suspension or expulsion, without the need for an investigation (Unofficial Regulations, pg. 1390).

Notice of Formal Complaint

** Current policy and administrative regulations being revised and updated depending on Board action.*

If a formal complaint is filed, the Title IX Coordinator or designee shall provide the known parties (complainant and respondent) with written notice of the following [34 C.F.R. §106.45]:

1. The district's complaint process, including any informal resolution process;
2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known;
3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process;
4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence;
5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process; and
6. A statement that if at any time, the complainant or respondent has concerns regarding conflict of interest or bias regarding any of these individuals, the party shall immediately notify the Title IX Coordinator or designee.

Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

If, during the course of the investigation, EGUSD investigates allegations about the complainant or respondent that were not included in the initial notice, the Title IX Coordinator or designee shall provide notice of the additional allegations to the parties.

Investigation Procedures

** Current policy and administrative regulations being revised and updated depending on Board action.*

During the investigation process, the designated investigator shall [34 C.F.R. § 106.45]:

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
3. Provide the parties with the same opportunities to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney;
4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or proceeding, although EGUSD may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties;
5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate;
6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence obtained as part of the investigation that is directly related to the allegations raised in the complaint, and provide the parties at least 10 calendar days to submit a written response for the investigator to consider prior to the completion of the investigative report;
7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on an individual's status as a complainant, respondent, or witness; and
8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent [34 C.F.R. § 106.45].

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

If the respondent is an EGUSD employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX regulations.

Written Decision

** Current policy and administrative regulations being revised and updated depending on Board action.*

The Superintendent shall designate an individual as the decision-maker to decide responsibility for the alleged conduct. The decision-maker shall not be the Title IX Coordinator or any individual involved in the investigation of the matter [34 C.F.R. § 106.45].

After the investigative report has been sent to the parties but before reaching a determination regarding responsibility, the decision-maker shall afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct [34 C.F.R. § 106.45].

The written decision shall be issued within sixty (60) calendar days of the receipt of the complaint.

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the extension [34 C.F.R. § 106.45].

In making this decision, EGUSD shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment.

The written decision shall include the following [34 C.F.R. § 106.45]:

1. Identification of the allegations potentially constituting sexual harassment as defined above;
2. A description of the procedural steps taken from the receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, and any other methods used to gather other evidence;
3. Findings of fact supporting the decision;
4. Conclusions regarding the application of EGUSD's policies and/or regulations to the facts;
5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions EGUSD imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's workplace, educational program, or activity, will be provided by EGUSD to the complainant; and
6. EGUSD's procedures and permissible basis for the complainant and respondent to appeal.

The written decision shall comply with the requirements outlined in Administrative Regulation 1312.3 (Uniform Complaint Procedures), as is necessary and required under the law.

Appeals

** Current policy and administrative regulations being revised and updated depending on Board action.*

Either party may appeal the decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, EGUSD shall [34 C.F.R. §106.45]:

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 C.F.R. § 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator or designee;
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
4. Issue a written decision describing the result of the appeal and the rationale for the result; and
5. Provide the written decision simultaneously to both parties.

An appeal must be filed in writing within 10 calendar days of receiving the notice of dismissal of a Title IX complaint or a written determination, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered. A written decision on the appeal shall be provided to the parties within 20 calendar days from the receipt of the appeal.

If a student-respondent does not file an appeal, EGUSD may suspend the student-respondent for sexual harassment, or sexual assault or battery, and move forward with expulsion proceedings, as are deemed appropriate and/or mandatory under the circumstances. If a student-respondent files a timely and valid appeal, EGUSD may only suspend the student-respondent for sexual harassment, or sexual assault or battery, and move forward with expulsion proceedings, as are deemed appropriate and/or mandatory, after a written appeal determination has been issued to the parties.

In accordance with Administrative Regulation 1312.3 (Uniform Complaint Procedures), a complainant may also file an appeal of the Investigation Findings Letter (referred to by the California Department of Education ("CDE") as the "Investigation Report") to CDE within 30 calendar days from the date of the Investigation Findings Letter.

The appeal must be signed by the complainant and specify and explain the basis for the appeal that includes at least one of the following: (1) EGUSD failed to follow its complaint procedures; (2) the written decision (or Investigation Report) lack of material findings of fact necessary to reach a conclusion of law; (3) the material findings of fact are not supported by substantial evidence; (4) EGUSD's legal conclusions are inconsistent with the law; and/or (5) the corrective actions, listed herein, fail to provide a proper remedy. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of this correspondence.

THE APPEAL SHOULD BE SENT TO:

California Department of Education

ATTN: Office of Equal Opportunity
1430 N Street
Sacramento, CA 95814-5901

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 calendar days from the date of most recently alleged misconduct.

Remedies

** Current policy and administrative regulations being revised and updated depending on Board action.*

When a determination of responsibility for sexual harassment has been made against the respondent, EGUSD shall provide remedies to the complainant. Such remedies may include supportive measures but need not be non-disciplinary or non-punitive and need not avoid burdening the respondent [34 C.F.R. §106.45].

Corrective/Disciplinary Actions

** Current policy and administrative regulations being revised and updated depending on Board action.*

EGUSD shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures, until the complaint procedure has been completed and a determination of responsibility has been made [34 C.F.R. §106.44].

For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the principal or Superintendent shall immediately suspend the student and shall recommend expulsion [Education Code 48900(n), 48915 (c)].

Other actions that may be taken with a student who is determined to be responsible for sexual harassment include, but are not limited to:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education of the student regarding the impact of the conduct on others
4. Positive behavior support
5. Referral of the student to a student success team
6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law

When an employee is found to have committed sexual harassment or retaliation, EGUSD shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

Record-Keeping

** Current policy and administrative regulations being revised and updated depending on Board action.*

The Superintendent or designee shall maintain, for a period of seven years, a record of (34 C.F.R. § 106.45):

1. Each sexual harassment investigation, including but not limited to, any decision regarding responsibility; any audio or audiovisual recording and transcript if applicable; any disciplinary sanctions imposed; and/or any remedies provided to the complainant;
2. Any appeal and the result therefrom;
3. Any informal resolution and the result therefrom;
4. All materials used to train Title IX coordinators, investigators, decision-makers, and any individual who facilitated an informal resolution process. These training materials must be made publicly available on its website; and
5. Any steps taken to respond to an allegation of sexual harassment, including but not limited to, supportive measures offered to the parties and a statement as to why EGUSD's response was not deliberately indifferent.

7. WILLIAMS COMPLAINTS (AR 1312.4)

EGUSD shall use the procedures described in this administrative regulation only to investigate and resolve the following:

1. Complaints regarding the insufficiency of textbooks and instructional materials, including any complaint alleging that: [Education Code section 35186; 5 C.C.R. § 4681.]
   a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.
   b. A student does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each student.
   c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
   d. A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.
2. Complaints regarding teacher vacancy or misassignment, including any complaint alleging that: [Education Code section 35186; 5 C.C.R. § 4682.]
   a. A semester begins and a teacher vacancy exists.
   b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learners in the class.
   c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

"Teacher vacancy" means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester [Ed. Code § 35186; 5 C.C.R. §4600.]

"Beginning of the year or semester" means the first day classes necessary to serve all the students enrolled are established with a single designated certificated employee assigned for the duration of the class, but not later than 20 working days after the first day students attend classes for that semester [5 C.C.R. § 4600.]

"Misassignment" means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold [Education Code section 35186; 5 C.C.R. § 4600.]

3. Complaints regarding the condition of school facilities, including any complaint alleging that: [Education Code section 35186; 5 C.C.R. § 4683.]

   a. A condition poses an emergency or urgent threat to the health or safety of students or staff.

"Emergency or urgent threat" means structures or systems that are in a condition that poses a threat to the health and safety of students or staff while at school, including, but not limited to, gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; structural damage creating a hazardous or uninhabitable condition; or any other condition deemed appropriate [Ed. Code § 17592.72; 5 C.C.R. § 4600.]

   b. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5.

"Clean or maintained school restroom" means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, feminine hygiene products and paper towels or functional hand dryers [Education Code section 35292.5.]

"Open restroom" means the school has kept all restrooms open during school hours when students are not in classes and has kept enough restrooms open during school hours when students are in classes. This does not apply when the temporary closing of the restroom is necessary for student safety or to make repairs [Education Code section 35292.5.]

In any District school serving any of grades 6-12 in which 40 percent or more of the students in the school or school attendance area are from low-income families, as defined in United States Code, title 20, section 6314, a complaint may be filed alleging noncompliance with the requirement of Education Code section 35292.6 to stock, at all times, at least half of the restrooms in the school with feminine hygiene products and to not charge students for the use of such products.

8. COMPLAINTS CONCERNING BULLYING

Any student, parent/guardian, or other individual who believes a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable complaint procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Any school employee who receives a report of bullying shall notify the principal of the report. In addition, any school employee who observes an incident of bullying involving a student shall report such observation to the principal.

Within two business days of receiving a report of bullying, the principal shall notify EGUSD's compliance officer.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

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

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

9. COMPLAINTS CONCERNING SPECIAL EDUCATION PROGRAMS

Complaints regarding special education programs are no longer covered by EGUSD's Uniform Complaint Procedures. Please refer to the Notice of Procedural Safeguards, Special Education Rights of Parents and Children under the IDEA and the California Education Code, which is available from your child's school or may be accessed here: https://www.cde.ca.gov/sp/se/qa/, for more information about filing a complaint. Complaints alleging that a student w as discriminated against due to his or her disability still fall under the Uniform Complaint Procedures. [5 C.C.R. §§ 3200 – 3205.]

10. COMPLAINTS CONCERNING CHILD NUTRITION PROGRAMS

Complaints related to Child Nutrition Programs established pursuant to the National School Lunch Program, Summer Food Service Program, Child and Adult Care Food Program, Special Milk Program, School Breakfast Program, and Food Distribution Program are no longer processed through EGUSD's Uniform Complaint Procedures. Instead, complaints must be processed through the existing procedures outlined in the federal regulations and the new, related state regulations, California Code of Regulations, title 5, sections 15580 – 15584.
A complaint must be submitted within one year of the date of the alleged violation, and may be filed by phone, e-mail, or letter. Please see California Code of Regulations, title 5, sections 15580 – 15584 for more information. [5 C.C.R. §§ 15580 – 15584]

11. COMPLAINTS CONCERNING STATE PRESCHOOL HEALTH AND SAFETY ISSUES

Complaints regarding state preschool health and safety issues in LEAs exempt from licensing are now processed exclusively via the procedures set forth in the California Code of Regulations, title 5, sections 4690 through 4694, and are no longer processed through the EGUSD's Uniform Complaint Procedures. Complaints must be filed with the preschool program administrator, or his/her designee, and may be filed anonymously. [Education Code section 8235.5, 5 C.C.R. §§ 4690 – 4694.]

FACILITIES PUBLIC NOTICES

1. MANAGEMENT PLAN FOR ASBESTOS-CONTAINING MATERIAL

The district has, available upon request, a complete and updated management plan for asbestos-containing material. [40 C.F.R. 763.93]

2. PESTICIDE USE

In accordance with Education Code sections 17612 and 48980.3, EGUSD provides for parents the names of all pesticide products expected to be applied at school facilities this school year. [Education Code section 17612, 48980.3] That identification includes the name and active ingredients. Only fully certified pesticides can be used on school grounds. EGUSD maintains an integrated pest management plan which is utilized for applying certified pesticides and to ensure compliance with applicable laws and requirements. Staff, parents, and guardians may view a copy of our integrated pest management plan either by request (by calling the number below) or in the school office or by visiting our website at: https://www.egusd.net/Departments/Maintenance-and-Operations/index.html

Signs are posted at the school, describing the pesticides or herbicides to be used, along with the active ingredients contained in the pesticide/herbicide, at least 24 hours prior to the application and such signs will remain posted at least 72 hours after the application. If you would also prefer to be notified by mail at least 72 hours prior to application at your child's school in the 2026-2027 school year, please call our Maintenance and Operations Department at (916) 686-7745 to be placed on a notification list. In the event of an emergency condition, advance notification and prior sign-posting may not be feasible, but a warning sign will be posted immediately upon application.

Further information is available from the California Department of Pesticide Regulation, P.O. Box 4015, Sacramento, CA 95812-4015, www.cdpr.ca.gov.

During the 2026-2027 school year, EGUSD is planning to use the following pesticides and herbicides:

Pesticides:

565 PLUS XLO
(Pyrethrins, Piperonyl Butoxide, N-Octyl Bicycloheptene Dicarboximide)

ADVION ANT GEL BAIT (Indoxacarb)

ADVION INSECT GRANULAR BAIT (Indoxacarb)

ALPINE COCKROACH GEL BAIT (Dinotefuran)

ALPINE FLEA & BED BUG
(Dinotefuran, Prallethrin, Pyriproxyfen)

ALPINE WSG (Dinotefuran)

BIFEN I/T (Bifenthrin)

BIO-GEL
(Bacillus Bacteria Spores/Microbes, Natural Citrus Oil (d-Limonene),Thickening Agents & Emulsifiers)

CONTRACT CA (Bromethalin)

CYPER TC INSECTICIDE (Cypermethrin:
(±) a-cyano-(3-phenoxyphenyl)methyl
(±) cis, trans-3-(2,2-dichloroethenyl)-2,2-
çdimethylcyclopropanecarboxylate)

ESSENTRIA IC PRO
(Sodium Lauryl Sulfate, Geraniol, Clove Oil, Cornmint Oil)

ESSENTRIA WASP & HORNET SPRAY
(Peppermint Oil, Sodium Lauryl Sulfate)

GENTROL IGR (Hydroprene)

MAXFORCE QUANTUM ANT BAIT (Imidacloprid)

MERIT 75 WSB (Imidacloprid)

MERIT 75 WSP (Imidacloprid)

PRECORE IGR (Methoprene)

PREMISE FOAM (Imidacloprid)

PT WASP FREEZE II (Prallethrin)

TAURUS SC (Fipronil)

TEKKO PRO INSECT GROWTH REGULATOR
(Pyriproxyfen (IRAC Group 7C), Novaluron (IRAC Group 15))

TEKKO TRIO FOAM
((s) Hydroprene, Novaluron, Pyriproxyfen)

TERMIDOR SC (Fipronil)

VENDETTA 360 COCKROACH BAIT
(Clothianidin, Pyriproxyfen)

VIKANE SULFURYL (Sulfuryl Fluoride)

Herbicides:

BARRICIADE 4FL (Prodiamine)

CHEETAH PRO (Glufosinate ammonium)

DIMENSION 270G (Dithiopyr)

DIMENSION 2EW (Dithiopyr)

DIMENSION ULTRA 40WP (Dithiopyr)

FUSILADE II (Fluazifop-P-butyl)

LONTREL (Clopyralid)

MECOMEC 2.5 TURF HERBICIDE
(Potassium salt of (+)-(R)-2-(2-methyl-4-chlorophenoxy) propionic acid
(also known as MCPP-p or Mecoprop-p)

PENDULUM AQUA CAP HERBICIDE (Pendimethalin)

PRIMO-MAXX (Trinexapac-ethyl)

REWARD HERBICIDE
(Diquat Dibromide (6,7-dihydrodipyrido (1,2-a:2',1'-c) pyrazinediium dibromide)

SITE PRO DIMENSION 0.25% (Dithiopyr)

SNAPSHOT 2.5 TG (Trifluralin, Isoxaben)

SPEED ZONE SOUTHERN BROADLEAF HERBICIDE
(2,4-D, 2-ethylhexyl ester, Mecoprop-p acid Dicamba acid, Carfentrazone-ethyl)

SUPERSPREADER 7000
(Alkyl polyoxyethylene, Ethooxylated Alcohols, Aliphatic Acid)

SURFLAN AS (Oryzalin)

TARGET PRO SPREADER
(Alkylphenol ethoxylate, Propylene glycol, Tall oil fatty acids

TURFLON ESTER
(Triclopyr: [(3, 6-trichloro-2-pyridinyl) oxy]acetic acid, butoxyethyl ester)

TURF SUPREME16-6-8 PLUS TRIMEC
(2,4-D, Mecoprop-p, Dicamba)

3. Storm Water Management

EGUSD has a Storm Water management program that complies with the California Regional Water Quality Control Board. The Storm Water Management Program seeks to reduce the dumping of water from school sites into streams, lakes and rivers within the district. For more information about our Storm Water Policy, please visit our website.

EGUSD PARENT AND STUDENT HANDBOOK - DIRECTORY

DIRECTORY INFORMATION

DISTRICT OFFICES CONTACT INFORMATION

General Information ..... (916) 686-5085

EDUCATION CONTACTS

Adult & Community Education ..... (916) 686-7717
Alternative Education..... (916) 686-7706
Elementary Education (PreK-6) .... (916) 686-7704
Expanded Learning..... (916) 831-2277
Preschool Program ..... (916) 686-7595
Secondary Education (7-12) ..... (916) 686-7706
Special Education ..... (916) 686-7780

SUPPORT SERVICES

Attendance ..... (916) 793-2260
Boundary Hotline ..... (916) 686-7755
Business Services..... (916) 686-7722
Communications..... (916) 686-7732
Curriculum/Professional Learning... (916) 686-7757
Educational Equity..... (916) 831-2041
Education Services ..... (916) 686-7784
Facilities & Planning ..... (916) 686-7711
Family & Community Engagement . (916) 831-5530
Fingerprinting..... (916) 686-7795
Food & Nutrition Services ..... (916) 686-7735
Human Resources..... (916) 686-7795
Multilingual Education ..... (916) 793-2953
School Improvement Support ..... (916) 686-7712
Research & Evaluation..... (916) 686-7764
Safety and Security non-dispatch....(916) 686-7765
Student Support/Health Services.. (916) 686-7568
Transportation ..... (916) 686-7733

SCHOOL PHONE DIRECTORY

ELEMENTARY SCHOOLS

Arnold Adreani ..... (916) 525-0630
Edna Batey ..... (916) 714-5520
Maeola R. Beitzel ..... (916) 688-8484
Arthur C. Butler ..... (916) 681-7595
Carroll ..... (916) 714-0106
Raymond Case ..... (916) 681-8820
Helen Carr Castello ..... (916) 686-1725
Cosumnes River ..... (916) 682-2653
Cypress Grove ..... (916) 591-5029
C.W. Dillard ..... (916) 687-6121
Elitha Donner ..... (916) 683-3073
John Ehrhardt ..... (916) 684-7259
Elk Grove ..... (916) 686-3766
Elliott Ranch ..... (916) 683-3877
Ellen Feickert ..... (916) 686-7716
Robert J. Fite ..... (916) 689-2854
Florin..... (916) 383-0530
Foulks Ranch ..... (916) 684-8177
Franklin..... (916) 684-6518
Arlene Hein ..... (916) 714-0654
Roy Herburger..... (916) 681-1390
Isabelle Jackson..... (916) 689-2115
Samuel Kennedy ..... (916) 383-3311
Anna Kirchgater ..... (916) 689-9150
Herman Leimbach..... (916) 689-2120
Charles E. Mack ..... (916) 422-5524
Florence Markofer..... .(916) 686-7714
Robert J. McGarvey..... (916) 793-3400
James McKee..... (916) 686-3715
Miwok Village..... (916) 831-2098
Marion Mix..... (916) 509-8877
Barbara Comstock Morse..... (916) 688-8586

SCHOOL PHONE DIRECTORY (Continued)

ELEMENTARY SCHOOLS (Continued)

Pleasant Grove	(916) 685-9630
Prairie	(916) 422-1843
David Reese	(916) 422-2450
John Reith	(916) 399-0110
Sierra Enterprise	(916) 381-2767
Joseph Sims	(916) 683-7445
Stone Lake	(916) 683-4096
Sunrise	(916) 985-4350
Mary Tsukamoto	(916) 689-7580
Union House	(916) 424-9021
Irene B. West	(916) 683-4362
Zehnder Ranch	(916) 793-3300

MIDDLE SCHOOLS

Katherine L. Albiani	(916) 686-5210
Harriet Eddy	(916) 683-1302
Edward Harris, Jr.	(916) 688-0080
Samuel Jackman	(916) 393-2352
Toby Johnson	(916) 714-8181
Joseph Kerr	(916) 686-7728
Elizabeth Pinkerton	(916) 683-7680
James Rutter	(916) 422-3232
T.R. Smedberg	(916) 681-7525

HIGH SCHOOLS

Cosumnes Oaks	(916) 683-7670
Elk Grove	(916) 686-7741
Florin	(916) 689-8600
Franklin	(916) 714-8150
Laguna Creek	(916) 683-1339
Monterey Trail	(916) 688-0050
Pleasant Grove	(916) 686-0230
Sheldon	(916) 681-7500
Valley	(916) 689-6500

ALTERNATIVE SCHOOLS

Calvine High School	(916) 689-7502
William Daylor High School	(916) 427-5428
Las Flores High School	(916) 422-5604
Rio Cazadero High School	(916) 422-3058
Adult & Community Ed.	(916) 686-7717
Jessie Baker School	(916) 686-7703
Elk Grove Charter School	(916) 714-1653
EGUSD Virtual Academy	(916) 399-9890

ADDITIONAL PHONE NUMBERS

Boundary Hotline	(916) 686-7755

SAFE (STUDENT AND FAMILY ENGAGEMENT) CENTERS

Prairie Elementary	(916) 422-1091
David Reese Elementary	(916) 392-9081
Valley High School	(916) 681-7577
EGUSD Safety & Security	(916) 686-7765
We-Tip Hotline	1 (800) 78-CRIME

Appendix I – EGUSD Table of Education Codes Related to Discipline 2026 – 2027	
• Acts of Violence **[E.C. 48900(a)]** – (1) Causing Physical Injury – (2) Acts of Violence	• Sexual Assault or Sexual Battery **[E.C. 48900(n)]**
• Weapons and Dangerous Objects **[E.C. 48900(b)]**	• Harassment of a Student Witness **[E.C. 48900(o)]**
• Drugs and Alcohol **[E.C. 48900(c)]**	• Prescription Drug Soma **[E.C. 48900(p)]**
• Sale of "Look-Alike" Controlled Substance or Alcohol **[E.C. 48900(d)]**	• Hazing **[E.C. 48900(q)]**
• Robbery or Extortion **[E.C. 48900(e)]**	• Bullying and Bullying by Electronic Act **[E.C. 48900(r)]**
• Damage to Property **[E.C. 48900(f)]**	• Aided or Abetted to Inflict Physical Injury **[E.C. 48900(t)]**
• Theft or Stealing **[E.C. 48900(g)]**	• **48900.2** (Sexual Harassment)
• Tobacco **[E.C. 48900(h)]**	• **48900.3** (Hate Violence)
• Profanity, Obscene Acts, Vulgarity **[E.C. 48900(i)]**	• **48900.4** (Harassment, Threats or Intimidation)
• Drug Paraphernalia **[E.C. 48900(j)]**	• **48900.7** (Terroristic Threats)
• Willful Defiance or Disruption of School Activities **[E.C. 48900(k)(1)]**	• **48915** (Expulsion)
• Possession of Stolen Property **[E.C. 48900(l)]**	• **Type 1 Diabetes**
• Imitation Firearm **[E.C. 48900(m)]**	• **Type 2 Diabetes**

ED CODE 48900(a)(1)

CAUSING PHYSICAL INJURY

Caused, attempted to cause, or threatened to cause physical injury to another person. This includes actions that result in harm or create a clear risk of harm. California Education Code §48900(a)(1) outlines behaviors involving actual or attempted physical injury.

For additional information, please refer to California Education Code §48900–§48915, which provides the full statutory definitions and criteria for these violations.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
MANDATORY ACTIONS: • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 1– 3 day suspension *Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Contact Family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2–4 day suspension • Extreme Fights – contact Director or SSHS *Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5 day suspension • Possible consideration for a Recommendation of Expulsion

ED CODE 48900(a)(2)

THREATENING PHYSICAL INJURY and ACTS of VIOLENCE

Willfully used force or violence upon another person, except in cases of self-defense. California Education Code §48900(a)(2) provides the statutory basis for this category.

For additional information, please refer to California Education Code §48900–§48915, which provides the full statutory definitions and criteria for these violations.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
MANDATORY ACTIONS: • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 1– 3 day suspension *Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2–4 day suspension *Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5 day suspension • Possible consideration for a Recommendation of Expulsion

ED CODE 48900(b)

WEAPONS AND DANGEROUS OBJECTS

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

Ed. Code 48915(g) – As used in this section, *"knife"* means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

Ed. Code 48915(h) – As used in this section, the term *"explosive"* means *"destructive device"* as described in Section 921 of Title 18 of the United

States Code. *If student possessed, sold, or otherwise furnished a firearm, please refer to CA Ed. Code 48915(c)(1)

*If student brandished a knife at another person, please refer to CA Ed. Code 48915(c)(2)

*If Student possessed an explosive please refer to CA Ed. Code 48915(c)(5) and (h).

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
MANDATORY ACTIONS: • Ensure due process • Conference with student • Collect statements from other witnesses • Confiscate object • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Give object to appropriate law enforcement • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 1–5 day suspension • Possible consideration for a Recommendation of Expulsion	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Confiscate object • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Give object to appropriate law enforcement • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 3–5 day suspension • Possible consideration for a Recommendation of Expulsion	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Confiscate object • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Give object to appropriate law enforcement • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 3–5 day suspension • Possible consideration for a Recommendation of Expulsion

ED CODE 48900(c)

UNLAWFUL POSSESSION OF CONTROLLED SUBSTANCE

Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

*If a student was unlawfully selling a controlled substance please refer to CA Ed. Code 48915(c)(3).

Ed. Code 48915(c)(3) – The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds... unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

For additional information, please refer to California Education Code §48900–§48915, which provides the full statutory definitions and criteria for these violations.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
MANDATORY ACTIONS: • Ensure due process • Conference with student • Collect statements from other witnesses • Notify law enforcement within 1 school day (EC 48902) • Give substance to appropriate law enforcement authority • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended • 1– 3 day suspension (Marijuana and alcohol) • Others Substances – contact Director or SSHS	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Notify law enforcement within 1 school day (EC 48902) • Give substance to appropriate law enforcement authority • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended • 2–4 day suspension (Marijuana and alcohol) • Others Substances – contact Director or SSHS	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Notify law enforcement within 1 school day (EC 48902) • Give substance to appropriate law enforcement authority • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended • 3–5 day suspension (Marijuana and alcohol) • Others Substances – contact Director or SSHS
SELLING DRUGS: • 5 Day Suspension if Student is selling or sold a controlled substance • Recommendation for expulsion if Student is selling or sold a controlled substance	**SELLING DRUGS:** • 5 Day Suspension if Student is selling or sold a controlled substance • Recommendation for expulsion if Student is selling or sold a controlled substance	**SELLING DRUGS:** • 5 Day Suspension if Student is selling or sold a controlled substance • Recommendation for expulsion if Student is selling or sold a controlled substance
OTHER POTENTIAL ACTIONS: • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports	**OTHER POTENTIAL ACTIONS:** • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports	**OTHER POTENTIAL ACTIONS:** • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports
Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.	*Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	

ED CODE 48900(d)

SALE OF "LOOK-ALIKE" CONTROLLED SUBSTANCE OR ALCOHOL

Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

*Reminder: If Student is unlawfully selling a controlled substance, it may also be a violation of 48915(c). If so, please refer to CA Ed. Code 48915(c)(3).

For additional information, please refer to California Education Code §48900–§48915, which provides the full statutory definitions and criteria for these violations.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
MANDATORY ACTIONS: • Ensure due process • Conference with student • Collect statements from other witnesses • Notify law enforcement within 1 school day (EC 48902) • Give substance to appropriate law enforcement authority • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Notify law enforcement within 1 school day (EC 48902) • Give substance to appropriate law enforcement authority • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Notify law enforcement within 1 school day (EC 48902) • Give substance to appropriate law enforcement authority • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended
OTHER POTENTIAL ACTIONS: • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 1–3 day suspension *Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 2–4 day suspension *Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 3–5 day suspension • Possible consideration for a Recommendation of Expulsion

ED CODE 48900(e)

ROBBERY OR EXTORTION

Committed or attempted to commit robbery or extortion.

For additional information, please refer to California Education Code §48900–§48915, which provides the full statutory definitions and criteria for these violations.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
MANDATORY ACTIONS: • Ensure due process • Conference with student • Collect statements from other witnesses • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 1–3 day suspension *Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Contact Family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2–4 day suspension *Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5 day suspension • Possible consideration for a Recommendation of Expulsion

ED CODE 48900(f)

DAMAGE TO PROPERTY

Caused or attempted to cause damage to school or private property.

For additional information, please refer to California Education Code §48900–§48915, which provides the full statutory definitions and criteria for these violations.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
MANDATORY ACTIONS: • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1– 3 day suspension. • "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student. *Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2–4 day suspension *Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5 day suspension • Possible consideration for a Recommendation of Expulsion

ED CODE 48900(g)

THEFT OR STEALING

Stole or attempted to steal school property or private property.

For additional information, please refer to California Education Code §48900–§48915, which provides the full statutory definitions and criteria for these violations.

FIRST INTERVENTION/ CONSEQUENCE

MANDATORY ACTIONS:

- Ensure due process
- Conference with student
- Collect statements from other witnesses
- Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry
- Review past alternative means of correction (Ed. Code 48900.5)
- Contact family/guardian
- Review student's past similar behaviors and document current incident in Synergy
- Hold re-entry conference if suspended

OTHER POTENTIAL ACTIONS:

- Consider alternatives to suspension
- Restorative Practices/Interventions
- Student Study Team (SST)
- Referral to school counselor
- Contact Foster Youth Services
- Site MTSS process
- Referral to Student Support Centers
- for outside services/supports
- Notify law enforcement (refer to AR 5144.3 and 5145.11)
- Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1–3 day suspension
- *"First offense"* refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student.

Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.

SECOND INTERVENTION/ CONSEQUENCE

MANDATORY ACTIONS:

- Ensure due process
- Conference with student
- Collect statements from other witnesses
- Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry
- Review past alternative means of correction (Ed. Code 48900.5)
- Contact family/guardian
- Review student's past similar behaviors and document current incident in Synergy
- Hold re-entry conference if suspended

OTHER POTENTIAL ACTIONS:

- Consider alternatives to suspension
- Restorative Practices/Interventions
- Student Study Team (SST)
- Referral to school counselor
- Contact Foster Youth Services
- Site MTSS process
- Referral to Student Support Centers
- for outside services/supports
- Notify law enforcement (refer to AR 5144.3 and 5145.11)
- 2–4 day suspension

Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.

THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE

MANDATORY ACTIONS:

- Ensure due process
- Conference with student
- Collect statements from other witnesses
- Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry
- Review past alternative means of correction (Ed. Code 48900.5)
- Contact family/guardian
- Review student's past similar behaviors and document current incident in Synergy
- Hold re-entry conference if suspended

OTHER POTENTIAL ACTIONS:

- Consider alternatives to suspension
- Restorative Practices/Interventions
- Student Study Team (SST)
- Referral to school counselor
- Contact Foster Youth Services
- Site MTSS process
- Referral to Student Support Centers
- for outside services/supports
- Notify law enforcement (refer to AR 5144.3 and 5145.11)
- 3–5 day suspension
- Possible consideration for a Recommendation of Expulsion

ED CODE 48900(h)

TOBACCO OR NICOTINE PRODUCTS

Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

For additional information, please refer to California Education Code §48900–§48915, which provides the full statutory definitions and criteria for these violations.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
MANDATORY ACTIONS: • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1–3 day suspension. • *"First offense"* refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student. *Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 2–4 day suspension *Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 3–5 day suspension • Possible consideration for a Recommendation of Expulsion

ED CODE 48900(i)

OBSCENE ACTS

Committed an obscene act or engaged in habitual profanity or vulgarity.

For additional information, please refer to California Education Code §48900–§48915, which provides the full statutory definitions and criteria for these violations.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
MANDATORY ACTIONS: • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended
OTHER POTENTIAL ACTIONS: • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1–3 day suspension. • *"First offense"* refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student. *Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2–4 day suspension *Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5 day suspension • Possible consideration for a Recommendation of Expulsion

ED CODE 48900(j)

DRUG PARAPHERNALIA

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.

For additional information, please refer to California Education Code §48900–§48915, which provides the full statutory definitions and criteria for these violations.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
MANDATORY ACTIONS: • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1–3 day suspension. • *"First offense"* refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student. *Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 2–4 day suspension *Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 3–5 day suspension • Possible consideration for a Recommendation of Expulsion

ED CODE 48900(k)

DISRUPTION OF SCHOOL ACTIVITIES

Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

NOTE:

- School districts cannot suspend students in kindergarten through grade 3 for disruption or willful defiance;
- School districts cannot recommend any student for expulsion for disruption or willful defiance, regardless of grade level;
- For students in grades 4 to 12, school districts cannot suspend them for disruption or willful defiance if it is their first offense; and
- Teachers are permitted to suspend any student, regardless of grade, from their classroom for disruption or willful defiance, whether it's a student's first offense or not.

For additional information, please refer to California Education Code §48900–§48915, which provides the full statutory definitions and criteria for these violations.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
MANDATORY ACTIONS: • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) *Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 1– 3 day suspension (9th thru 12th grades) *Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2– 5 day suspension (9th thru 12th grades)

ED CODE 48900(I)

POSSESSION OF STOLEN PROPERTY

Knowingly received stolen school property or private property.

For additional information, please refer to California Education Code §48900–§48915, which provides the full statutory definitions and criteria for these violations.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
MANDATORY ACTIONS: • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on *"first offense"* • If student's presence causes a danger to persons. In such instances, 1–3 day suspension. • *"First offense"* refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student. *Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 1–4 day suspension *Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5 day suspension • Possible consideration for a Recommendation of Expulsion

ED CODE 48900(m)

IMITATION FIREARM

Possessed an imitation firearm. As used in this section, "imitation firearm" means 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.

For additional information, please refer to California Education Code §48900–§48915, which provides the full statutory definitions and criteria for these violations.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
MANDATORY ACTIONS: • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1–3 day suspension. • *"First offense"* refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student. *Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 2–4 day suspension *Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5 day suspension • Possible consideration for a Recommendation of Expulsion

ED CODE 48900(n)

SEXUAL ASSAULT OR SEXUAL BATTERY

Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

If student committed or attempted to commit a sexual assault please refer to CA Ed. Code 48915(c)(4).

Ed. Code 48915(c)(4) – The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds…committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

For additional information, please refer to California Education Code §48900–§48915, which provides the full statutory definitions and criteria for these violations.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
MANDATORY ACTIONS: • Notify law enforcement (refer to AR 5144.3 and 5145.11) • In consultation with site principal and Director - File CPS Report • Contact Director or SSHS • 5 day suspension and recommendation for expulsion • Refer to California Education Code 48915 (c)(4).	**MANDATORY ACTIONS:** • Notify law enforcement (refer to AR 5144.3 and 5145.11) • In consultation with site principal and Director - File CPS Report • Contact Director or SSHS • 5 day suspension and recommendation for expulsion • Refer to California Education Code 48915 (c)(4).	**MANDATORY ACTIONS:** • Notify law enforcement (refer to AR 5144.3 and 5145.11) • In consultation with site principal and Director - File CPS Report • Contact Director or SSHS • 5 day suspension and recommendation for expulsion • Refer to California Education Code 48915 (c)(4).

ED CODE 48900(o)

HARASSMENT OF A STUDENT WITNESS

Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

For additional information, please refer to California Education Code §48900–§48915, which provides the full statutory definitions and criteria for these violations.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
MANDATORY ACTIONS: • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended
OTHER POTENTIAL ACTIONS: • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on *"first offense"* • If student's presence causes a danger to persons. In such instances, 1–3 day suspension. • *"First offense"* refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student. *Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 2–4 day suspension *Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 3–5 day suspension • Possible consideration for a Recommendation of Expulsion

ED CODE 48900(p)

PRESCRIPTION DRUG SOMA

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

For additional information, please refer to California Education Code §48900–§48915, which provides the full statutory definitions and criteria for these violations.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
MANDATORY ACTIONS: • Ensure due process • Conference with student • Confiscate substance • Notify law enforcement within 1 school day (EC 48902) • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Follow CA Education Code Requirements for controlled substances • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended • Contact Director or SSHS	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Confiscate substance • Notify law enforcement within 1 school day (EC 48902) • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Follow CA Education Code Requirements for controlled substances • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended • Contact Director or SSHS	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Confiscate substance • Notify law enforcement within 1 school day (EC 48902) • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Follow CA Education Code Requirements for controlled substances • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended • Contact Director or SSHS
OTHER POTENTIAL ACTIONS: • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1–3 day suspension. • *"First offense"* refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student. *Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support • Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2–4 day suspension *Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5 day suspension • Possible consideration for a Recommendation of Expulsion

ED CODE 48900(q)

HAZING

Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school sanctioned events.

For additional information, please refer to California Education Code §48900–§48915, which provides the full statutory definitions and criteria for these violations.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
MANDATORY ACTIONS: • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended
OTHER POTENTIAL ACTIONS: • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports. • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1–3 day suspension. • *"First offense"* refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student. *Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2–4 day suspension *Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5 day suspension • Possible consideration for a Recommendation of Expulsion

ED CODE 48900(r)

BULLYING

Engaged in the act of bullying.

"Electronic act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, as specified.

For additional information, please refer to California Education Code §48900–§48915, which provides the full statutory definitions and criteria for these violations.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
MANDATORY ACTIONS: • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended
OTHER POTENTIAL ACTIONS: • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor, school psychologist, social work, child welfare attendance personnel, or other school support personnel for case management and counseling. • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on *"first offense"* if student's presence causes a danger to persons. In such instances, 1–3 day suspension. • *"First offense"* refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student. *Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2–4 day suspension *Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5 day suspension • Possible consideration for a Recommendation of Expulsion

ED CODE 48900(r)

Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

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

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) **"Electronic act"** means the creation or transmission originated on or off school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(I) A message, text, sound, video or image.

(II) A post on a social network Internet Web site including, but not limited to:

(I) Posting to or creating a burn page. *"Burn page"* means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). *"Credible impersonation"* means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). *"False profile"* means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(IV) An act of cyber sexual bullying.

(I) For purposes of this clause, *"cyber sexual bullying"* means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(II) For purposes of this clause *"cyber sexual bullying"* does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(3) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(4) **"Reasonable pupil"** means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

ED CODE 48900(t)

AIDED OR ABETTED TO INFLICT PHYSICAL INJURY

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

For additional information, please refer to California Education Code §48900–§48915, which provides the full statutory definitions and criteria for these violations

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
MANDATORY ACTIONS: • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1–3 day suspension. • *"First offense"* refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student. *Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2–4 day suspension *Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5 day suspension • Student only subject to expulsion if the student has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury.

ED CODE 48900.2

SEXUAL HARASSMENT

California Education Code 48900.2 authorizes the suspension or recommendation for expulsion of students in grades 4-12 who commit sexual harassment, as defined in Education Code 212.5. This includes unwelcome sexual advances or conduct that creates an intimidating, hostile, or offensive environment. It does not apply to grades K-3

For additional information, please refer to California Education Code §48900–§48915, which provides the full statutory definitions and criteria for these violations.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
MANDATORY ACTIONS: • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • File CPS Report • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • File CPS Report • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • File CPS Report • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended
OTHER POTENTIAL ACTIONS: • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1–3 day suspension. • *"First offense"* refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student. *Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2–4 day suspension (4th thru 12th grades) *Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5 day suspension (4th thru 12th grades) • Possible consideration for a Recommendation of Expulsion

ED CODE 48900.3

HATE VIOLENCE

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

This section does not apply to students in kindergarten through grade 3.

For additional information, please refer to California Education Code §48900–§48915, which provides the full statutory definitions and criteria for these violations.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
MANDATORY ACTIONS: • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1–3 day suspension. • *"First offense"* refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student. *Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2–4 day suspension *Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended **OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5 day suspension • Possible consideration for a Recommendation of Expulsion

ED CODE 48900.4

HARASSMENT, THREATS OR INTIMIDATION

Additional grounds for suspension or expulsion: harassment, threats or intimidation

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

This section does not apply to students in kindergarten through grade 3.

For additional information, please refer to California Education Code §48900–§48915, which provides the full statutory definitions and criteria for these violations.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
MANDATORY ACTIONS: • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended
OTHER POTENTIAL ACTIONS: • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1–3 day suspension. • *"First offense"* refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student. *Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2–4 day suspension *Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5 day suspension • Possible consideration for a Recommendation of Expulsion

ED CODE 48900.7

TERRORISTIC THREATS

a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

(b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

For additional information, please refer to California Education Code §48900–§48915, which provides the full statutory definitions and criteria for these violations.

FIRST INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
MANDATORY ACTIONS: • Ensure due process • Conference with student • Collect statements from other witnesses • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended	**MANDATORY ACTIONS:** • Ensure due process • Conference with student • Collect statements from other witnesses • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended
OTHER POTENTIAL ACTIONS: • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1–3 day suspension. • *"First offense"* refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student. *Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 2–4 day suspension *Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days.*	**OTHER POTENTIAL ACTIONS:** • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 3–5 day suspension • Possible consideration for a Recommendation of Expulsion

ED CODE 48915

48915. (a) (1) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

- Causing serious physical injury to another person, except in self-defense.
- Possession of any knife or other dangerous object of no reasonable use to the pupil.
- Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
  - The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
  - The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
  - Robbery or extortion.
  - Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(2) If the principal or the superintendent of schools makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.

- Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel a pupil for any of those acts shall be based on a finding of one or both of the following:
- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds.
- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (c), may be imposed.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (m) of Section 48900 (5) Possession of an explosive.

The governing board of a school district shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:

- Is appropriately prepared to accommodate pupils who exhibit discipline problems.
- Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
- Is not housed at the school site attended by the pupil at the time of suspension.

Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil, at school or at a school activity off of School grounds violated subdivision (f), (g), (h), (i), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:

- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- The governing board of a school district shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study that meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e) if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or another elementary school. The pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

As used in this section "knife" means any dirk, dagger, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

As used in this section, the term "explosive" means destructive device" as described in Section 921 of Title 18 of the United States Code. (Amended by Stats. 2012, Ch. 431, Sec 3. (AB 2537) Effective January 1, 2013.)

For additional information, please refer to California Education Code §48900–§48915, which provides the full statutory definitions and criteria for these violations.

ED CODE 49452.6

TYPE 1 DIABETES INFORMATION SHEET

Pursuant to California Education Code Section 49452.6, Type 1 Diabetes informational materials are to be provided to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. Type 1 Diabetes in children is an autoimmune disease that can be fatal if untreated, and the guidance provided in this information sheet is intended to raise awareness about this disease.

What is Type 1 Diabetes?

- The body turns the carbohydrates in bodies into glucose (blood sugar), which is the basic fuel for the body's cells
- The pancreas makes insulin. Insulin is a hormone that moves glucose from the blood into the body's cells.
- In Type 1 Diabetes, the body's pancreas stops making insulin, and the levels of glucose in the blood rise.
- Over time the glucose levels in the blood may become dangerously high. When this happens, it is called "hyperglycemia".
- If left untreated, hyperglycemia can result in Diabetic Ketoacidosis (DKA), which is a life-threatening complication of diabetes.
- Type 1 Diabetes usually develops in children and young adults but can occur at any age.

Risk factors Associated with Type 1 Diabetes

- Researchers do not completely understand why some people develop Type 1 Diabetes.
- Having a family history of Type 1 Diabetes can increase the likelihood of developing Type 1 Diabetes.
- Other risk factors may include environmental triggers, such as viruses.
- Type 1 Diabetes is not caused by diet or lifestyle choices.

Warning Signs and Symptoms Associated with Type 1 Diabetes

Warning signs and symptoms may develop quickly, in weeks or months. If your child displays the warning signs below, contact your child's health care provider to determine if screening your child for Type 1 Diabetes is appropriate:

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

DKA is a complication of untreated Type 1 Diabetes, and is a medical emergency. Symptoms include:

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

TYPE 1 DIABETES INFORMATION SHEET (Continued)

Types of Screening Tests for Diabetes Type 1

- Glycated hemoglobin (A1C) test A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5% or higher on two separate tests indicates diabetes.
- Random (non-fasting) blood sugar test A blood sample is taken without fasting. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes.
- Fasting blood sugar test A blood sample is taken after an overnight fast. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- Oral glucose tolerance test A test measuring the fasting blood sugar level after an overnight fast, with periodic testing over the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 1 Diabetes Treatments

There are no known ways to prevent Type 1 Diabetes. Once Type 1 Diabetes develops, medication is the only treatment. If your child is diagnosed with Type 1 Diabetes, their health care provider will be able to help develop a treatment plan. Your child's health care provider may refer your child to an endocrinologist, a doctor specializing in the endocrine system and its disorders, such as diabetes. If you have questions, contact your student's school nurse, school administrator, or health care provider.

If you have questions, contact your student's school nurse, school administrator, or health care provider.

References

Centers for Disease Control and Prevention

KidsHealth

Mayo Clinic

National Library of Medicine and national Institutes of Health's Medline

ED CODE 49452.7

TYPE 2 DIABETES INFORMATION SHEET

Pursuant to California Education Code Section 49452.7, type 2 diabetes informational materials are to be provided to the parent or guardian of an incoming seventh grade student.

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

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

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

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

Risk Factors Associated with Type 2 Diabetes.

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

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

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

Warning Signs and Symptoms Associated with Type 2 Diabetes

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

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fats levels

TYPE 2 DIABETES INFORMATION SHEET (Continued)

Type 2 Diabetes Prevention Methods and Treatments

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

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

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

Types of Diabetes Screening Tests That Are Available

Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.

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

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

References

American Diabetes Association Clinical Journal

Helping Children with Diabetes Succeed: A Guide for School Personnel

KidsHealth

Mayo Clinic

National Library of Medicine and National Institutes of Health's MedLine

Centers for Disease Control and Prevention

APPENDIX II – STUDENT BILL OF RIGHTS

Elk Grove Unified School District Resolution No. 2, 2025-2026 Student Bill of Rights

WHEREAS pursuant to Elk Grove Unified School District ("EGUSD") Board Policies, the mission of creating an equitable education system is prevalent in all EGUSD decisions; and

WHEREAS students are vital and important stakeholders to any education system, and strong student engagement and participation are crucial to the success of EGUSD; and

WHEREAS it is integral for school districts to protect the interests of all students, and to take steps to ensure that students are equipped and prepared to continue their education even in challenging and adaptive circumstances; and

WHEREAS EGUSD is dedicated to addressing any inequities impacting EGUSD students; and

WHEREAS in an effort to cultivate student agency and recognition of the interests, rights, and potential of students, California school boards should strongly consider adoption of a localized student "bill of rights" that recognizes the role and partnership of students with the districts they are enrolled in, as partners in the education they receive; and

WHEREAS student voice in local education policy is important for the successful development and implementation of such policy, and encouraging students to speak out against injustices in their community best ensures accurate representation of all students, including in educational process and policies necessary to address such injustices; and

WHEREAS student-led organizations support adopting a student "bill of rights"; and

WHEREAS EGUSD believes that a student bill of rights promotes greater equity and responsibility on all school campuses, and further supports protection of the rights and liberties of all students regardless of their respective backgrounds; and

WHEREAS the purpose of a student bill of rights is to provide information that makes it easier for students to know and understand about the rights afforded to them under state and federal law and EGUSD policy; and

WHEREAS the student bill of rights can support District staff, student peers, and community in advancing EGUSD's commitment to diversity, equity, and inclusion and serve as a continuous resource and framework of accountability within efforts to mend educational, socioeconomic, and other systemic disparities faced by historically underrepresented and historically marginalized EGUSD students; and

WHEREAS the student bill of rights aligns with EGUSD's mission of honoring students' aforementioned civil rights and liberties and which remain unwavering regardless of the individual political affiliations or personal ideologies of local, state, or federal leaders in power; and

WHEREAS EGUSD students can utilize a student bill of rights to advocate for themselves and others, and to engage school staff and students in conversations about how to improve their school experiences; and

NOW, THEREFORE, BE IT RESOLVED that the adoption of an EGUSD student "bill of rights" is important for the overarching success of EGUSD and its students; and

THEREFORE BE IT FURTHER RESOLVED that EGUSD resolves, as derived from, framed, and informed by applicable state and federal law, and EGUSD policy, and intended to be consistent with applicable laws and EGUSD policy, while not serving as a legally binding document beyond that which EGUSD policy already provides for, to adopt the following in the best interest and to support of EGUSD students, and the successful achievement of EGUSD's above noted mission:

1. This EGUSD Student Bill of Rights adopted pursuant to this Resolution shall be included in the EGUSD Parent and Student Handbook.
2. A council of students, in partnership with the Student Equity Councils at EGUSD school sites and the Educational Equity Department, shall be convened annually by the student Board member to review the Student Bill of Rights to consider potential revisions. Any revisions to the Student Bill of Rights herein must be approved by the District's Governing Board.

APPENDIX II – STUDENT BILL OF RIGHTS

Elk Grove Unified School District Resolution No. 2, 2025-2026
Student Bill of Rights

3. The EGUSD Student Bill of Rights is adopted as follows:
    a. All students have the right to access a fair, dignified, respectful, and equitable education that is free from discrimination, harassment, or bullying based upon a student's protected classification.
    b. All students have the right to freedom of speech, expression, and including safe, peaceful, rule-abiding assembly and civic engagement.
    c. All students have the right to fair and equitable access to the resources and supplies necessary to succeed in their education.
    d. All students have the right to be consistently notified and reminded of the existing rules in their school and be granted an opportunity to address perceived unfair treatment.
    e. All students have a right to access information regarding the District's governance, including access to information regarding new and existing District policy, regulations, programs, and Board resolutions and, to voice their questions and concerns on point through proper channels of communication.
    f. All students have the right to be taught curriculum from an equitable, diverse, and culturally responsive perspective.
    g. All students have the right to foster civil discussion on topics and issues presented in the school curriculum when proper during instructional time or during non- instructional time, which includes civil discussion student shared opinions and/or stories of lived experiences which serve to enrich and diversify the perspectives of within students' collective learning environment.
    h. All students have the right to be taught by qualified, committed, and professional educators with a goal of preparing them for all tertiary education opportunities.
    i. All students have the right to privacy on their school campus and confidentiality in sensitive matters.
    j. All students have the right, consistent with other members of the District's community and constituents, to request and receive access to public information records of the District regarding the development, allocation, sources, and funding priorities of the District budget and their school site budget and be granted the opportunity to serve as recognized stakeholders in the District's LCAP budget process consistent with California law.
    k. All students have the right to full protection and safety, where the ability to report incidents of concern is made readily available and responded to in a timely manner.
    l. All students have the right to request restorative practices as a means of redressing perceived student harm.
    m. All students have the right to free and appropriate public education regardless of immigration status, to refuse questioning by the District regarding their or their parent/guardian's citizenship or immigration status, unless required by law, and access free informative resources on their constitutional rights in the presence of Immigration and Customs Enforcement.
    n. All students have the right to access resources and information that aid their health, nutrition, and personal wellbeing.
    o. All students have the right to have access to school counselors or other wellness providers who are fully capable of handling a student's education experience holistically to fulfill both their personal and academic needs.

If any student feels as though their rights are not being upheld, they should: (1) discuss with the individual or individuals involved regarding how the student feels their rights are not being upheld, the impact it is having on them, and how those involved can work together to reach resolution; (2) absent resolution through step 1, the student may meet with site administration concerning issues at their school and may be accompanied by representatives from such groups as Student Voice Committee, Student Equity Councils, parent/guardian, or other chosen advocates or utilize their school's Incident Reporting System via their school's website, to seek resolution consistent with AR 1312.3 and with final decisions being confirmed by the principal and (3) absent resolution at step 2, the student may contact the EGUSD Student Board Member through the district's website at egusd.net or the Educational Equity Department at EdEquity@egusd.net, to seek resolution.

School site administration, staff and District officials should aim to work closely with all students to ensure that the rights outlined in this resolution are upheld.

PASSED AND ADOPTED by the Elk Grove Unified School District Governing Board on this 22 day of July 2025.

APPENDIX III – OPT-OUT FORM 2026–27

This form provides parents the opportunity to opt their student out of public media coverage, posting of student images and names through EGUSD digital communication tools, release of student directory information, and viewing of PG-13 or R-rated films. Please read each section of the form carefully.

If you would like to opt your child out of any of the following sections, please fill out your child's information (one form per child), check the associated box, and sign the form.

Please note: This is an OPTIONAL form. The form should be returned to the school only if you wish to opt your child out of one of these areas.

If you have questions about completing this form, please contact your school.

Student Name:		Student ID#:	
Address:		Phone:	
School:		Grade:	

Multimedia Withhold Form

There are occasions when news media are on school campuses to interview, photograph and videotape students for print and broadcast stories. Many of these stories are positive and highlight the good things happening in EGUSD schools. However, there are times when the media seeks access to our schools on more controversial issues. At all times, our goal is to maintain student security and privacy.

If you want your child to be excluded from media stories, please check the box below and sign the form. Please know that there are times when the media will interview or photograph students off campus or without checking in with the front office. This form only acts as a guide to media coverage. It does not guarantee that your child will not be interviewed or photographed.

☐ I DO NOT want media representatives to publish/broadcast interviews with or photographs/video identifying my child.

Posting of Student Images and Names on EGUSD Digital Communication Tools

EGUSD offers a number of opportunities to publicize positive school and student events and accomplishments through district and school digital communication tools. Parents have the choice to withhold their student's images (photos and video) and name from being posted by checking the area below. The publication of student image(s), along with both first and last name, requires prior written consent of the student's parent/guardian.

The only exception to this rule is the posting of student photos with first and last name into an EGUSD administrative system such as the student information system (Synergy) or the library system. These are closed systems that only EGUSD teachers, administrators and limited support staff have access to through password-protected logons. There is no opt-out of these closed systems.

Please be aware that images (photos and videos) and student work posted on EGUSD websites and social media are publicly accessible and may be collected, shared, or used by third parties, including companies that use this content for artificial intelligence (AI) purposes.

By checking the box below you are choosing NOT to allow the posting of your student's name or image through digital communication tools. Please know that this will result in your student's name not being published electronically for recognitions, student honor roll, awards, events, contests, school newspaper articles and clubs.

☐ I DO NOT want my student's image and name posted through any Elk Grove Unified digital communication tools.

APPENDIX III – OPT-OUT FORM 2026–27

Release of Directory Information/Yearbook Information

Pursuant to the Family Educational Rights and Privacy Act (FERPA) and the California Education Code, the District may release directory information to certain persons or organizations, as specified in this handbook, when it is requested. Directory information may include a student's name, photograph, address, telephone information, email address, major field of study, participation in officially recognized activities and sports, weight and height of members of the athletic teams, dates of attendance, degrees and awards received and the most recent previous public or private school attended. In the case of students who have been identified as having special needs or homeless, no material can be released without parent or guardian consent. Parents and guardians can opt-out of having their child's directory information released by checking the box below and signing the form. Directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (the District will not disclose such information without parent/guardian consent or a court order.)

If you do not want your child's directory information released, choose one of the following two options:

☐ **Option A:** NO student directory information released at all, including NO yearbook and award listings.

☐ **Option B:** NO student directory information released generally; YES include in yearbook and awards listings.

Movies and Videos – Grades 6-12

The District has a policy limiting the types of movies shown in classrooms. PG-13 rated movies that are District approved may be shown only to grades 6-12. If you do not want your child to view PG-13 rated movies during the 2026-2027 school year, please check the box below:

☐ I DO NOT want my child to view approved PG-13 rated movies. I prefer that my child be given alternative assignments.

R rated movies that are district-approved may only be shown to grades 9-12. If you do not want your child to view R rated movies during the 2026-2027 school year, please check the box below:

☐ I DO NOT want my secondary student to view approved R rated movies. I prefer that my child be given alternative assignments.

Parent/Guardian Signature: X _____ Date: _____

Elk Grove Unified School District

EGUSD

APPENDIX IV –SAFE OFFICE HOUSING QUESTIONNAIRE

Housing Questionnaire

The answers to the following questions will help determine the services you and/or your child(ren) may be eligible to receive under the federal McKinney-Vento Assistance Act 42 U.S.C. 11435 and Title I, Part A. The information provided on this form will be kept confidential and only shared with appropriate school district and site staff.

Student Name (First and Last): _____

Date of Birth: _____

School: Grade: _____

SECTION 1

☐ Check here if you own your home or have a rental agreement.

☐ Check here if you are in a shared living situation that is NOT due to economic hardship. (You may be asked to provide an Affidavit of Non-Permanent Residence Form with your enrollment.)

If you checked one of the boxes above, you may stop here, you do not need to complete section 2 of this form.

SECTION 2

At this time, are you and/or your family living in any of the following situations due to economic hardship, loss of housing, inadequate accommodations, natural disasters, or similar reasons ? Please note that the information provided below will help EGUSD determine what services you and/or your child may be eligible to receive. Check all that apply.

☐ Sharing a house or apartment due to economic hardship (for example job loss, loss of housing/eviction)

☐ Moving from place to place/couch surfing

☐ Living in a car, park, campground, abandoned building, or other inadequate accommodations.

☐ Hotel or Motel

☐ Shelter (family shelter, domestic violence shelter, youth shelter) or FEMA trailer

☐ In a residence with inadequate facilities (no water, heat, electricity, etc.)

☐ I am a student that is age 18 or younger and living apart from parent(s) or guardian(s)

Where did you stay last night? Current Address (or nearest cross streets): Phone/Cell: Email:

The undersigned parent/guardian confirms that the information provided above is correct and accurate.

Parent/Guardian Name*: Signature: Date:

* Unaccompanied youth (youth who are not in the care or custody of a legal parent/guardian) may also provide their name, sign and date.

Please list all children (0-18 yrs) living with you even if they do not attend school at this time.

Name	Birthdate	Grade	School

Your child(ren)'s rights are listed on the back of this document. If you have questions about these rights, please contact the EGUSD Homeless Liaison, Tami Silvera, by phone (916) 681-7577 or by email at tsilvera@egusd.net.

Elk Grove Unified School District

APPENDIX IV –SAFE OFFICE HOUSING QUESTIONNAIRE

McKinney-Vento Assistance Act Information McKinney – Vento Assistance Act 42 U.S.C. 11435 SEC. 725.

The McKinney-Vento Assistance Act provides services and supports for children and youth experiencing homelessness.

Your child or children may have the right to:

- Immediate enrollment in the school they last attended (school of origin) or the local school where you are currently staying, even if you do not have all the documents normally required at the time of enrollment.
- Continue to attend their school of origin, if requested by you and it is in the best interest.
- Receive transportation to and from their school of origin, the same special programs and services, if needed, as provided to all other children, including free meals and Title I.
- Receive the full protections and services provided under all federal and state laws, as it relates to homeless children, youth, and their families.

McKinney–Vento Assistance Act 42 U.S.C. 11435 SEC. 725.

The McKinney-Vento Assistance Act provides services and supports for children and youth experiencing homelessness. DEFINITIONS. For purposes of this subtitle:

- The terms *"enroll"* and *"enrollment"* include attending classes and participating fully in school activities.
- The term homeless children and youths means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and

Includes:

- children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
- children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

The term *"unaccompanied youth"* includes a youth not in the physical custody of a parent or guardian.

Additional Resources Parent information and resources can be found at the following:

- National Association for the Education of Homeless Children and Youth: https://naehcy.org
- National Center for Homeless Education: https://nche.ed.gov

Elk Grove Unified School District

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To request a printed hard copy of the 2026-27 Parent & Student Handbook, please email us at egusdcom@egusd.net and include your first and last name, mailing address, your child's first and last name, and the school your child attends.