



WASHINGTON
UNIFIED
SCHOOL
DISTRICT
WEST SACRAMENTO



Parent Handbook

#Great2bWUSD

2026-2027



STAY CONNECTED WITH US

Being well-informed in an ever-changing environment is the key to our collective success. Our goal is to make sure our families, staff, and community are up-to-date with the information they need to stay engaged with our schools. We have a variety of tools available to help us share school success stories, keep you informed of major decisions and initiatives guiding our district, and update you with timely information in emergency situations.



FACEBOOK



TWITTER



YOUTUBE

We manage a social media presence for WUSD on Facebook, Twitter, and YouTube featuring much of the same content found on our Announcements Feed. Our social media pages give you a more informal glimpse into the daily and spontaneous environment of our schools. It is also a great platform for us to share urgent news and emergency information with the broader community.



Blog-Style Announcements

Our blog-style announcements feed is found right on the WUSD homepage. This is a fantastic tool to display school district news with photos, videos, and related documents and important community updates. All you need to do is visit www.wusd.k12.ca.us

Website Translation

Our District and school websites can be translated into dozens of languages at the click of a button! Just locate the translate function in the top left corner of the website titled "Language." Select your preferred language and the entire website will be translated!



BOARD OF EDUCATION

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 Jannette Hunt, Clerk, Area 3
 Sarah Kirby-Gonzalez, Trustee, Area 5
 Jackie Thu-Huong Wong, Trustee, Area 4

SUPERINTENDENT

Cheryl P. Hildreth, Ed.D.

**DISTRICT OFFICE**

930 Westacre Road
 West Sacramento, CA 95691

TEL (916) 375-7600

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www.wusd.k12.ca.us

Jul 1, 2026

Welcome to the 2026-2027 School Year!

Dear Parents, Guardians, and Caregivers of Washington Unified School District,

Welcome to a new school year filled with great opportunities and exciting learning experiences for our students in Washington Unified! WUSD recognizes and values the crucial role that you, as parents, guardians, and caregivers, play in your child's education.

This packet contains important documents and Annual Notifications that inform our families about expectations, responsibilities, Parent/Guardian/Caregiver rights, and other helpful information materials for present and future reference. Additionally, we want all families to know that WUSD's Parent Handbook includes a Safe Gun Storage - Acknowledgement Form.

Please take some time to read, review, and discuss the information with your family. If you have any questions, please speak to your student's classroom teacher(s) and your school principal.

Return all signed forms back to your school by **September 2, 2026** or through your Aeries Parent Portal Account. **If you have any questions about how to access your AERIES Parent Portal Account, please contact: Christy Jourdan, ext. 1411.**

Thank you for your trust and confidence in our District as we continue to make great strides moving toward our promise of *equity, excellence, and empowerment, for every student every day.*

Sincerely,

**Cheryl P. Hildreth, Ed.D.
 Superintendent**

Know Your Educational Rights

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 student's parents or guardians.

In California:

- All children have the right to a free public education.
- All children aged 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. They cannot be discriminated against based on race, nationality, gender, religion, or immigration status, among other characteristics. Information Required for School Enrollment
- When enrolling a child, schools must accept various documents from the student's parent/guardian/caregiver 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/guardians/caregivers 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 to release your child's information in the directory. Family Safety Plans if You Are Detained or Deported
- You can 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 if you are detained or deported.
- You can complete a Caregiver's Authorization Affidavit or a Petition for the Appointment of a Temporary Guardian of the Person, which may give 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 to the school district if he or she is discriminated against, harassed, intimidated, or bullied based on their actual or perceived nationality, ethnicity, or immigration status.

Board of Education

Virgina Coffey, Board President, Area 1
 Vanessa Castro, Board Vice President, Area 2
 Jannette Hunt, Board Clerk, Area 3
 Jackie Thu-Huong Wong, Board Trustee, Area 4
 Sarah Kirby-Gonzalez, Board Trustee, Area 5

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 Autri Streeck, Assistant Superintendent of Educational Services
 Shea Borges, Assistant Superintendent of Human Resources

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 Martina Guerra, Director of Induction, ECE & After School Programs
 Daniel Gandara, Director Facilities, Planning & Construction
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 Karla Salvo, Director of Special Services
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PREFACE

The purpose of this booklet is to provide a basis for communication to students, parents, and teachers and to serve as a reference. Should questions arise about a specific policy or procedure, please refer to the complete text of current policies available in the principal's office, the district office, and the district website at www.wusd.k12.ca.us.

Parent/Guardian/Caregiver Rights

Under state law, parents/guardians of enrolled students have the right to be included in the educational process and to have access to the system on behalf of their children. These rights are outlined in the Education Code 51100 -5102, Chapter 864, and Statutes of 1998.

PARENT/GUARDIAN/CAREGIVERS ENGAGEMENT & PARTNERSHIP

As a parent/guardian of a student in our school district, you are encouraged to be directly involved in your children's education. Early and consistent family involvement helps children succeed in school. Along with volunteering in your child's school, there are other valuable ways to be involved with your child's education. To learn more about volunteering and the information below, speak with your school's teachers, principals, and staff, call the District Office (375-7600), or go to www.wusd.k12.ca.us.

PARENT/GUARDIAN/CAREGIVER LEADERSHIP OPPORTUNITIES

We have ambitious goals for the public school students of West Sacramento. We believe that all educational partners' collective and collaborative work will achieve academic success for all students. School Site Councils (SSCs) and parent/community advisory committees, such as the School Advisory Committees (SACs) and English Learner Advisory Committees (ELACs,) play a critical role in raising expectations for student achievement.

School Site Council: The School Site Council (SSC) represents the school community, including parents, teachers, principals, and other school staff. California law requires a School Site Council to develop a "single plan for student achievement" if a school receives state or federal supplemental funding. Since all schools in Washington Unified School District (WUSD) receive such funds, SSCs at every school in our district must approve the plan, recommend it to the local governing Board for approval, monitor its implementation, and evaluate the effectiveness of the planned activities at least annually. SSC members are elected by their peers to represent all school community members. Their primary role is to guide the site planning process to ensure that the needs of all students are specifically addressed and to oversee the supplemental funding budget. (e.g. Title I).

English Learner Advisory Committee: Schools with twenty-one or more English Learner (EL) students must hold an election voted by parents of EL students to form an English Learner Advisory Committee (ELAC). The ELAC must include a percentage of parents of EL students equal to or greater than the percentage of EL students in the school population. Others on the ELAC may include the principal, teachers, other staff, and/or community representatives elected by the parents of EL students.

The ELAC is responsible for advising the principal and staff on how to address the issues of EL students at that school. An ELAC should also advise the SSC on the best use of EIA-LEP (Limited English Proficient) and other targeted English Learner funds, including the use of Title I funds in schools where applicable.

District-level Advisory Committees: The WUSD Board of Education creates advisory committees to meet legal requirements and/or provide advice and involvement in matters of interest to the District.

ENROLLMENT INFORMATION

School Registration Requirements

Registration occurs online at www.enrollatwusd.org. If you do not know the name of the school, please call Student Services at (916) 375-7600 ext. 1370 for information. When you register, the following documents are required:

- Student's birth certificate
- Student's immunization records including T-dap for 7th grade
- Proof of address: utility bill, mortgage statement or rental agreement
- Proof of physical for children entering kindergarten (must be dated within 12 months prior to enrollment date)
- Proof of oral health (dental) form

The student will not be registered if immunizations are not up-to-date. If you need assistance with immunizations, please contact the school nurse.

Students must be immunized against certain communicable diseases. Students are prohibited from attending school unless immunization requirements are met for age and grade. The school district shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school-age children. The district may use any fund, property, or personnel and permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student whose parents have consented in writing.

Beginning January 1, 2016, parents of students in any school will no longer be allowed to submit a personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1, 2016, will continue to be valid until the student enters the next grade span at kindergarten (including transitional kindergarten) or 7th grade.

Students are not required to have immunizations if they attend, a virtual academy,

home-based private school, or an independent study program and do not receive classroom-based instruction. However, parents must continue to provide immunization records for these students to their schools.

A student not fully immunized may be temporarily excluded from a school or other institutions when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases described above.

Emergency Information

For the protection of a student's health and welfare, the school district requires emergency information on each student. This information includes current family address and phone number; business address and phone numbers of parents/guardians; names, addresses, and phone numbers of relatives and/or friends authorized to care for the student if the parents/guardians cannot be reached; and medical provider information. (Education Code 49408)

Enrollment Options

The Washington Unified School District includes the following schools for enrollment:
Elementary:

- Bridgeway Island Elementary School (K-8)
- Elkhorn Elementary School (K-8)
- Riverbank Elementary School (K-8)
- Southport Elementary School (TK-8)
- Stonegate Elementary School (TK-8)
- Westfield Village Elementary School (K-8)
- Westmore Oaks Elementary School (K-8)
- Washington Unified Virtual Academy (K-8)
- High School: River City High School (9-12) (Independent Study)
- Alternative: Preschool at Riverbank, Westfield and Stonegate
- Evergreen Elementary School (4-6)
- Yolo Education Center (Evergreen Opportunity, Yolo Continuation High School, Washington Adult Education)
- Washington Middle College High School (9-12)

Intra-District School Choice

Students who reside within the district attendance area may apply for a transfer in any district school, providing the school of choice has space available. Parents must provide transportation. Students must maintain good grades (2.0 GPA), good attendance 95%, and good discipline for transfer approval. If student transfer is revoked, the student will be enrolled in residence school.

No student residing within a school's attendance area shall be displaced by an intra-district transfer student (Education Code 35160.5).

Intra-District Transfer Procedures

All students making a first request for an intra-district transfer must first enroll at their

school of residence. Once enrolled, the parent/legal guardian/caregiver may apply for an intra-district transfer.

Parents/guardians/caregivers are required to fill out an application and return the form to the Director of Student Services. Priority will be given to students whose parent/legal guardian is assigned to that school as their primary place of employment.

If the intra-district transfer applicant pool exceeds available space in a school of choice, approval shall be determined by lottery from the eligible applicant pools, and a waiting list shall be established to indicate the order in which students may be accepted. Late applicants may be added to the waiting list in the order in which they apply.

Applicants will be informed by mail whether their applications have been approved, denied, or placed on a waiting list. If the application is denied, the reasons for denial shall be stated.

An applicant whose intra-district transfer is approved may be displaced to their school of residence if an incoming resident student enrolls and no space is available.

Employment-based Attendance Options

The provision allows elementary students to be considered residents of the school district in which their parent(s) or guardian(s) work. (Education Code 48204)

ATTENDANCE REQUIREMENTS

California Education Code 48200 requires all students between the ages of 6 and 18 years of age to attend school full-time in the area where either the parent or legal guardian resides.

Excused Absences

A student shall be excused from school when the absence is:

- Due to their illness.
- Due to quarantine under the direction of a county or city health officer.
- For the purpose of having a medical or dental appointment.
- For the purpose of attending the funeral services of an immediate family member, so long as the absence is not more than one day if the service is conducted in California, and for not more than three days if the service is conducted outside California.
- For the purpose of jury duty in the manner provided for bylaw.
- Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent.
- 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 their religion, attendance at religious retreats, or attendance at an employment conference, when the student's absence has been requested in writing by the parent/guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
- For the purpose of serving as a member of a precinct board for an

- election pursuant to Section 12302 of the Elections Code.
- For the purpose of participation in military entrance processing (MEP).
- For the purpose of spending time with immediate family who are active duty members of the military, and are leaving for or returning from deployment.

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 student is absent shall determine the tests and assignments reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence (Education Code 48205).

No pupil shall have their grade reduced or lose academic credit for any excused absence or absences if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

Excessive Absences

Excessive absences and/or tardies are defined as patterns of student non-attendance at school due to prolonged or repeated illnesses/truant tardiness, as reported by the parent or guardian, including but not limited to:

- Absences/Truancy tardiness of 10 or more days in a school year for illness without written verification by a medical professional; AND/OR
- Any pattern of repeated absences and/or truant tardiness that adversely affects the students academic progress.

If a student falls within one of these categories, the only method that may be used to verify that the student's absence and/or tardies are excused shall be a written note from a medical professional.

Tardiness/Truancy

State law requires that any student who has been absent without valid excuse for more than three days or tardy in excess of 30 minutes for three or more days in one school year, shall be reported as a truant to the Director of Student Services. The following procedures will be used when a student is classified as truant.

School Attendance Review Procedures

Letter 1 will be sent to any student with 3 unexcused or 10 total absences. Parents will be notified of truancy via home visits and/or phone calls.

Letter 2 will be sent to students with 4 unexcused absences or 14 total absences. A school Attendance and Review Team (SART) or Student Study Team (SST) meeting will be scheduled to address the attendance concerns. School and parents will meet to discuss truancy.

Interventions will be established in a contract stating all parties' responsibilities.

Letter 3 will be sent to students with 5 unexcused absences or 15 total absences. Letter

3 will result in a referral for a School Attendance Review Board (SARB meeting. The parent and student will be required to attend this site meeting and enter into an agreement with the school to correct the attendance.

If the absence from school continues after the SART intervention, a referral will be made to a School Attendance Review Board (SARB). A SARB Hearing or Truancy Mediation with the Yolo County District Attorney will be scheduled, and a SARB Hearing Notification letter, indicating the date and time of the hearing, will be sent to the parents.

A hearing is held to address existing problems, and solutions will be recommended. A contract will be developed highlighting the recommendations of the Board, and the parents will be informed of their obligations and the consequences for violating the contract.

School Attendance Review Board/Truancy Mediation Violations

The Director of Student Services will notify the District Attorney requesting court action. A copy of the notification will be sent to the parents.

PROGRAMS STUDENTS MAY BE EXEMPTED FROM

Family Life Education

A parent or guardian of a student has the right to excuse their student from all or part of comprehensive sexual health education, HIV/AIDS prevention education, and assessments related to that education by informing the school upon enrollment (Education Code 51938).

Physical Examination

A physical examination of a child whose parent has filed an objection for that specific school year may not be required. However, the student may be sent home if, for good reason, it is believed that he/she is suffering from a recognized contagious or infectious disease (EducationCode 49451).

Health Screenings

All students enrolled in first grade must receive a health screening before the end of the first grade. A student may be excused from school for not more than five days if the parent/guardian does not provide a health screening certificate or a waiver on or by the 90th day after the student's entrance into first grade. (Health & Safety Code 124105).

Animal Use

This provision for animal use requires that the school district observe a student's right to refrain from harmful or destructive use of animals, such as dissecting or experimenting on animals. The student must notify the teacher of their objection. (Education Code 32255).

Student Testing

Parents/guardians may request, in writing, that their student not participate in the statewide tests.(Education Code 60615).

MANDATED NOTIFICATIONS

Minimum and Pupil-Free Staff Development Days

The district has scheduled minimum and pupil-free staff development days. These dates are included in your school's information packet and the district calendar. If additional days are scheduled, parents will be notified of such days at least one month before the scheduled minimum or pupil-free days. (Education Code 48980 (c))

Uniform Complaint Procedure

The Board of Education recognizes that parents, guardians, students, employees, advisory committee members, or other members of the community may have questions, seek information, desire to make requests and express complaints regarding district policies and procedures of state and federal programs. A complaint, in this sense, is a request for action to resolve a conflict. The complainant is the person affected or represents the person affected. A parent complaint about a student must first be discussed with the teacher and then with the Principal of the school. If the complaint is not satisfactorily resolved, the next step is to complete the Complaint form

This form can be obtained from Student Services at (916) 375-7600 ext. 1370 or is available online.

Any person may file a complaint alleging non-compliance with state and federal laws and regulations or unlawful discrimination. Once a complaint is filed, the complainant should expect a phone call from the appropriate administrator within two (2) business days. District staff will attempt to resolve the complaint within thirty (30) days. If there is a prolonged investigation, the process may take up to a maximum of sixty (60) days. If dissatisfied with the district's decision, the complainant may appeal in writing to the California Department of Education (CDE) within 15 days of receiving the district's decision. The appeal must include a copy of the complaint filed with the district and a copy of the district's decision. (5 CCR 4632). If the CDE is unable to resolve the complaint, the complainants may seek local civil law remedies such as local mediation centers and legal assistance agencies.

A discrimination complaint must be written and filed within six months of when knowledge was first obtained.

Programs and services covered by Uniform Complaint Procedures include adult education, general and basic education, preschool, state and federal programs, special education, ROP, nondiscrimination, gender equity requirements, and civil rights guarantees. Board Policy 1312.3 has established the Uniform Complaint Procedures.

Williams Act

- Pursuant to California Education Code Section 35186, parents/guardians are hereby notified that:
- There should be sufficient textbooks and instructional materials. This means that each pupil, including English learners, must have textbook or

instructional materials, or both, to use in the class and to take home to complete required homework assignments.

- School facilities must be clean, safe, and maintained in good repair.
- There should be no teacher vacancies or miss-assignments. A teacher should be assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credentials to teach the class, including the certification required to teach English Learners, if present.
- Pupils shall not be charged fees, including security deposits, or be required to purchase materials or equipment to participate in a class or an extracurricular activity.

Williams complaints must be resolved within 60 days of receipt. A Williams Complaint form may be obtained at the school sites, or district office or downloaded from the district's website at www.wusd.k12.ca.us. You may also download a copy of the California Department of Education complaint form from www.cde.ca.gov/re/cp/uc/.

Title IX—Non-Discrimination

NON-DISCRIMINATION STATEMENT

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, immigration status, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

Title IX Coordinator (Staff) Shea Borges, 930 Westacre Road,
(916) 375-7600, sborges@wusd.k12.ca.us

Title IX Coordinator (Students) – Jay Berns, 930 Westacre Road,
(916) 375-7600, jberns@wusd.k12.ca.us

Title 5 Compliance Officer – Shea Borges, 930 Westacre Road, (916)
375-7600, sborges@wusd.k12.ca.us

Title II /ADA Coordinator – Shea Borges, 930 Westacre Road,
(916) 375-7600, sborges@wusd.k12.ca.us

Section 504 Coordinator– Karla Salvo, 930 Westacre Road,
(916) 375-7600, ksalvo@wusd.k12.ca.us

Pupil Sexual Harassment Policy BP 5145.7

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

alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact their teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

ENFORCEMENT

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents, guardians, caregivers, foster parents, and educational rights holders to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

TITLE IX FINAL RULES PROCEDURES

Students AR 5145.71

Title IX Sexual Harassment Complaint Procedures

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a student, while in an education program or activity in which a district school exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district 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 the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

All other sexual harassment complaints or allegations brought by or on behalf of students shall be investigated and resolved in accordance with BP/AR 1312.3 - Uniform Complaint Procedures. The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by the district's Title IX Coordinator.

Because the complainant has a right to pursue a complaint under BP/AR 1312.3 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Title IX Coordinator shall ensure that all requirements and timelines for BP/AR 1312.3 are concurrently met while implementing the Title IX procedure.

Reporting Allegations/Filing a Formal Complaint

A student who is the alleged victim of sexual harassment or the student's parent/guardian may submit a report of sexual harassment to the district's Title IX Coordinator using the contact information listed in AR 5145.7 - Sexual Harassment or to any other available school employee, who shall forward the report to the Title IX Coordinator within one day of receiving the report.

Name: Jay Berns, Title IX Coordinator

Address: 930 Westacre Road, West Sacramento, CA 95691

Phone: (916) 375-7600, ext. 1370

Email: jberns@wusd.k12.ca.us

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the right to file a formal complaint and the process for filing a formal complaint. (34 CFR 106.44)

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method

authorized by the district. (34 CFR 106.30)

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations when a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations, including as part of the district's obligation to not be deliberately indifferent to known allegations of sexual harassment. In such cases, the Title IX Coordinator shall provide the alleged victim notices as required by the Title IX regulations at specific points in the complaint process.

The Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Such persons shall receive training in accordance with 34 CFR 106.45. (34 CFR 106.45)

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures and shall consider the complainant's wishes with respect to the supportive measures implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures shall be non-disciplinary, non-punitive, and designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment. Supportive measures may include, but are not limited to, counseling, course-related adjustments, modifications of class schedules, mutual restrictions on contact, increased security, and monitoring of certain areas of the campus. (34 CFR 106.30, 106.44)

The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)

Emergency Removal from School

A student shall not be disciplined for alleged sexual harassment under Title IX until the investigation has been completed. However, on an emergency basis, the district may remove a student from the district's education program or activity, provided that the district 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 CFR 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 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint in which the alleged conduct did not occur in the district's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies the district 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 the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)

Upon dismissal, the Title IX Coordinator shall promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties, and shall inform them of their right to appeal the dismissal of a formal complaint or any allegation in the complaint in accordance with the appeal procedures described in the section "Appeals" below. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to BP/AR 1312.3 - Uniform Complaint Procedures as applicable.

(cf. 1312.1- Complaints Concerning District Employees)

Informal Resolution Process

When a formal complaint of sexual harassment is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The district 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 CFR 106.45)

The district may facilitate an informal resolution process provided that the district: (34 CFR 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 those 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.

Written Notice

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's formal Title IX 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. 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, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.
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

The above notice shall also include the name of the investigator, facilitator of an informal process, and decision-maker and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.

Investigation Procedures

During the investigation process, the district's designated investigator shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other exculpatory 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 have others present during any grievance proceeding, including the opportunity 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 grievance proceeding, although the district 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, any evidence that is obtained as part of the investigation that is directly related to the allegations raised in the complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence obtained by a party or other source, so that each party can meaningfully respond to the evidence, and provide the parties at least 10 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 a person's status as a complainant, respondent, or witness
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 CFR 106.45)

The District shall maintain confidentiality and privacy rights of all parties to the complaint in accordance with applicable state and federal laws, except as may be permitted or required by law or to carry out the purposes of this formal Title IX complaint process.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

Written Decision

The Superintendent shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter. (34 CFR 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 CFR 106.45)

The written decision shall be issued within 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 action. (34 CFR 106.45)

In making this determination, the decision-maker shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. The same standard of evidence shall be used for formal complaints against students as for complaints against employees. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30
2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process
3. Findings of fact supporting the determination
4. Conclusions regarding the application of the district's code of conduct or policies to the facts
5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant
6. The district's procedures and permissible bases for the complainant and respondent to appeal

Appeals

Either party may appeal the district's 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, the district shall: (34 CFR 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 CFR 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
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
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 the decision or dismissal, 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 shall be provided to the parties within 20 calendar days from the receipt of the appeal.

The district's decision may be appealed to the California Department of Education within 30 days of the written decision in accordance with BP/AR 1312.3.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Remedies

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be non-disciplinary or non-punitive and need not avoid burdening the respondent. (34 CFR 106.45)

Corrective/Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 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. This section does not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive. (Education Code 48900.2, 48915)

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 curricular activities or other privileges as permitted by law

When an employee is found to have committed sexual harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

A record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, and any appeal or informal resolution and the results therefrom

1. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances
2. All materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. The district shall make such training materials publicly available on its web site, or if the district does not maintain a web site, available upon request by members of the public.

Pupil Non Discrimination/Harassment Policy BP 5145.3

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, immigration status, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents, guardians, caregivers, foster parents, and educational rights holders, and employees. They shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or

participation in the district's educational program. They shall report their findings and recommendations to the Board after each review.

In providing instruction, guidance, supervision, or other services to district students, employees and volunteers shall carefully guard against segregating or stereotyping students.

The policy guides school site staff and administration regarding transgender and gender-variant student concerns to continue safe learning environments for all students, and to ensure that every student has equal access to all components of the District's educational program in accordance with the law.

The Governing Board believes that as a general rule, in circumstances where students are separated by gender in school activities, transgender and gender-variant students shall be permitted to participate in accordance with their gender identity asserted at school.

The Governing Board believes that these students have the right to:

- Be addressed by a name and pronoun corresponding to their gender identity asserted at school.
- Have access to the restroom, locker room and sleeping facilities that correspond to their gender identity asserted at school.
- Participate in sports and gym classes that correspond to their gender identity asserted at school.
- Dress in accordance with their gender identity asserted at school.

School site administration shall coordinate with the District's Department of Student Services & Safety when implementing the foregoing Gender Identity policy.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

Washington Unified School District Board Policy

Married/Pregnant/Parenting Students BP 5146

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

The district shall not exclude or deny any student from any educational program or activity, including any class or extracurricular activity, solely on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery. In addition, the district shall not adopt any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex. (Education Code 221.51, 230; 5 CCR 4950; 34 CFR 106.40)

The Superintendent or designee shall annually notify parents/guardians at the beginning of the school year of the rights and options available to pregnant and parenting students under the law. In addition, pregnant and parenting students shall be notified of the rights and options available to them under the law through annual school year welcome packets and through independent study packets. (Education Code 222.5, 48980)

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

Education and Support Services for Pregnant and Parenting Students

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

Any alternative education program, activity, or course that is offered separately to pregnant or parenting students, including any class or extracurricular activity, shall be equal to that offered to other district students. A student's participation in such programs shall be voluntary. (5 CCR 4950)

If required for students with any other temporary disabling condition, the Superintendent or designee may require a student, based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician or nurse practitioner indicating that the student is physically and emotionally able to continue participation in the regular educational program or activity. (Education Code 221.51; 5 CCR 4950; 34 CFR 106.40)

To the extent feasible, the district shall provide educational and related support services, either directly or in collaboration with community agencies and organizations,

to meet the needs of pregnant and parenting students and their children. Such services may include, but are not limited to:

1. Child care and development services for the children of parenting students on or near school site(s) during the school day and during school-sponsored activities (cf. 1020 - Youth Services) (cf. 5148 - Child Care and Development)
2. Parenting education and life skills instruction
3. Special school nutrition supplements for pregnant and lactating students pursuant to Education Code 49553, 42 USC 1786, and 7 CFR 246.1-246.28 (cf. 3550 - Food Service/Child Nutrition Program) (cf. 5030 - Student Wellness)
4. Health care services, including prenatal care (cf. 5141.6 - School Health Services)
5. Tobacco, alcohol, and/or drug prevention and intervention services (cf. 5131.6 - Alcohol and Other Drugs) (cf. 5131.62 - Tobacco)
6. Academic and personal counseling (cf. 6164.2 - Guidance/Counseling Services)
7. Supplemental instruction to assist students in achieving grade-level academic standards and progressing toward graduation

Absences

Pregnant or parenting students may be excused for absences for medical appointments and other purposes specified in BP/AR 5113 - Absences and Excuses.

A student shall be excused for absences to care for a sick child for whom the student is the custodial parent. A note from a physician shall not be required for such an absence. (Education Code 48205)

Parental Leave

A pregnant or parenting student shall be entitled to eight weeks of parental leave 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. Such leave may be taken 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. The Superintendent or designee may grant parental leave beyond eight weeks if deemed medically necessary by the student's physician. (Education Code 46015; 34 CFR 106.40)

The student, if age 18 years or older, or the student's parent/guardian shall notify the school of the student's intent to take parental leave. No student shall be required to take all or part of the parental leave. (Education Code 46015)

When a student takes parental leave, the attendance supervisor shall ensure that absences from the regular school program are excused until the student is able to return to the regular school program or an alternative education program. A pregnant or parenting student shall not be required to complete academic work or other school requirements during the period of the parental leave. (Education Code 46015)

Following the leave, a pregnant or parenting student may elect to return to the school and the course of study in which the student was enrolled before taking parental leave or to an alternative education option provided by the district. Upon return to school, a

pregnant or parenting student shall have opportunities to make up work missed during the leave, including, but not limited to, makeup work plans and re-enrollment in courses. (Education Code 46015)

When necessary to complete high school graduation requirements, the student may remain enrolled in school for a fifth year of instruction, unless the Superintendent or designee makes a finding that the student is reasonably able to complete district graduation requirements in time to graduate by the end of the fourth year of high school. (Education Code 46015)

Accommodations

When necessary, the district shall provide accommodations to enable a pregnant or parenting student to access the educational program.

A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. (34 CFR 106.40)

The school shall provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. A student shall not incur an academic penalty for using any of these reasonable accommodations, and shall be provided the opportunity to make up any work missed due to such use. Reasonable accommodations include, but are not limited to: (Education Code 222)

1. Access to a private and secure room, other than a restroom, to express breast milk or breastfeed an infant child
2. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk
3. Access to a power source for a breast pump or any other equipment used to express breast milk
4. Access to a place to store expressed breast milk safely
5. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child

Complaints

Any complaint alleging discrimination on the basis of pregnancy or marital or parental status, district noncompliance with the requirements of Education Code 46015, or district noncompliance with the requirements to provide reasonable accommodations for lactating students shall be addressed through the district's uniform complaint procedures in accordance with 5 CCR 4600-4670 and BP/AR 1312.3 - Uniform Complaint Procedures. A complainant who is not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE). If the district or the CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 222, 46015; 5 CCR 4600-4670)

Program Evaluation

The Superintendent or designee shall periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on student participation in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.

Fingerprint Clearance

The district has established a policy requiring a person to pass a fingerprint clearance from the Department of Justice before he/she can be granted employment in the district. Education Code 48980 (f).

Advanced Placement Exam Fees

Eligible high school students may receive financial assistance to cover the costs of the advanced placement examination fees or the International Baccalaureate examination fees, or both. Please contact the school counselor for information.

Equity BP 0415

The Governing Board believes that the diversity of WUSD students, staff, families, and community members is among the district's greatest strengths and indeed integral to the district's vision, mission, and goals. Attending to the needs of our most marginalized learners requires recognizing the inherent value of diversity and acknowledging that educational excellence requires a commitment to educational equity.

The Board works to increase opportunities and connected outcomes for students from historically underserved and underrepresented populations. To do so, the WUSD community must work to eliminate implicit and unintentional biases and prejudices that affect student achievement. The district shall proactively identify and address practices, policies, and institutional barriers that negatively influence student learning, perpetuate achievement gaps, and impede equal access to opportunities.

The Board shall make decisions with an intentional focus on the obstacles to learning faced by

- Students of color;
- Students who are English language learners;
- Students who are refugees or immigrants;
- Students of diverse religions and beliefs;
- Students who are in the foster system, are unhoused or in transition;
- Students who are members of the Lesbian, Gay, Bisexual, Transgender, Queer and Questioning (LGBTQ+) community;
- Students who are neurodivergent or have a mental, physical, or learning disability;
- Students who are from diverse cultural, linguistic, or socio-economic backgrounds.
- The Board shall consider the unique needs of students from these historically marginalized groups and employ district decisions to remedy the inequities that such communities experience in the context of a history of exclusion, discrimination, and segregation. Board decisions shall not rely on biased or stereotypical

assumptions about any particular group of students.

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- The Board and the Superintendent or designee shall develop and implement policies, strategies, and intentional resource allocation to promote equity in district programs and activities, through measures such as the following:
 - a. Routine assessment of student needs based on data disaggregated by race, ethnicity, socio-economic status, religious, and cultural backgrounds to enable equity-focused policy, planning, and resource development decisions.
 - b. Analyze the allocation of financial and human resources to provide students equitable access to district programs, support services, and opportunities. Such resources include access to high-quality staff; funding; food and nutrition, technology, equipment, textbooks, and other instructional materials; facilities; and community resources or partnerships.
 - c. Expand access and remove barriers for all students to enroll in, participate in, and complete curricular and extracurricular courses, college preparation programs, internships, athletics, student clubs, field trips, and other educational opportunities for success.
 - d. Sustain current WUSD initiatives for positive school climates (such as Multi-Tiered Systems of Support, Positive Behavior Intervention Support, and Social Emotional Learning, among others) that support student engagement, high academic expectations, and physical, emotional, and mental safety for students, staff, and families.
 - e. Intentionally research and adopt curriculum and instructional materials that accurately and respectfully reflect the diversity among WUSD student groups and does not subject a student to unlawful discrimination, as defined.
 - f. Collaborate with local community-based organizations to ensure the availability of critical support services and resources for WUSD students and families.
 - g. Intentionally recruit the employment, and retention of, a diverse staff that reflects the student demographics of the community.
 - h. Provide district staff with ongoing, researched-based, professional learning on culturally responsive instructional practices, social-emotional learning, bias, anti-racist policies, LGBTQ+ inclusive spaces, and more.
 - i. Regularly review and analyze referral, discipline, and suspension data for disproportionalities and collaborate with sites and administrators for aligned professional learning and support to decrease disproportionate outcomes.
 - j. Encourage and support student groups that complement and enhance the academic experience of historically marginalized groups such as the Black Student Union (BSU), Gender-Sexuality Alliance (GSA), Asian American Native Hawaiian Pacific Islander Student Association (AANHPI), Muslim Student Association (MSA), Movimiento Estudiantil Chicana/o de Aztlán (MEChA) and others.
 - k. The Board shall regularly monitor the intent and impact of district policies and decisions to safeguard against disproportionate or unintentional effects on access to district programs and achievement goals. The WUSD community shall conduct regular program evaluations to focus strategic planning on resource allocation that positively influences student learning, decreases achievement gaps, and allows for equal access to opportunities for historically marginalized groups as listed above.

MENTAL AND PHYSICAL HEALTH

Medication at School

Any student who is required to take medication prescribed to him/her by a physician during the regular school day may be assisted by the school nurse or other designated school personnel, if the school district receives, in accordance with law:

- A written statement from such physician detailing the method, amount, and time schedules by which such medication is to be taken, AND
- A written statement from the parent/guardian of the student indicating the desire that the school district assist the student in the matters set forth in the physician's statement. Over-the-counter medication may also be administered by the above staff, but also requires approval by the physician and parent (Education Code 49423). A "Medication in School" form should be completed.

For the protection of all students, medications are not allowed to be carried at school. Asthma inhalers are the only exception to this rule. Students with a doctor's authorization and parent/guardian permission may carry asthma inhalers. The "Medication in School" form must be completed and be on file in the school office before the inhaler is brought to school.

Continuing Medication Regimen for Chronic Conditions

The district is required to inform parents of requirements to notify school staff when their student requires daily medication, including medication being taken, current dosage, and the name of the supervising physician. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects, and may counsel school personnel regarding the possible effects of the medication on the student's physician, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

Home and Hospital Instruction

Services may be provided to students who are temporarily disabled and unable to attend regular classes or alternative education programs due to verified physical, mental, or emotional disability. Parents may apply, in writing, to the school nurse, attaching the doctor's request, for home teaching services for their student at the school in which the student is enrolled. (Education Code 48206)

When a student is hospitalized or in a residential health facility located outside the school district, it shall be the primary responsibility of the parent to apply for instruction at the school district in which the hospital is located. (Education Code 48207 and 48208)

Accident Insurance

The district does not insure students for injuries sustained while at school. The district provides voluntary student insurance applications, available at school sites, at the

beginning of each school year. If a student wishes to participate in athletics (grades 6-12), the student must show evidence of medical insurance as well as have obtained a physical within the previous twelve months. (Education Code 49470 and 49471).

Nutritious Meals

Nutritious meals are provided every school day. Breakfast and lunch are available at all schools, with no cost to students at this time. Parents are still encouraged to complete the Alternative Income Forms, which benefits the site as a whole by supporting various school programs and resources. (Education Code 49510)

Pesticide Application Notification

The district participates in an Integrated Pest Management program. Inherent in this are the district's efforts to reduce pesticide use as much as possible. While it may occasionally be necessary to apply a pesticide, it will only be used as a last resort.

You have the right to be informed prior to any pesticide application that might be necessary at your student's school. In an emergency, pesticides may be applied without prior notice; however, notice will be provided following any such application. To receive notifications, please inform your student's school by submitting a letter, which includes your name, student's name, address, and day/evening phone. Please indicate whether you would like to be notified when any scheduled major pesticide application is made or if you also want notification when an ant trap, small bait application, or other least toxic application is made. Education Code 48980.3

The district participates in an Integrated Pest Management program. Inherent in this are the district's efforts to reduce pesticide use as much as possible. While it may occasionally be necessary to apply a pesticide, it will only be used as a last resort.

Investing in Your Student's Future

Parents are encouraged to invest for future college or university education for their student(s). Investment options should include, but not be limited to, United States Savings Bonds. (Education Code 48980(d)).

OTHER STATEMENTS OF PARENTAL INTEREST

Promotion and Retention

California Education Code 48070 requires that the governing board of each school district and each county superintendent of schools shall adopt policies regarding pupil promotion and retention. Decisions about promotion and retention of students are made on the basis of grade level English language arts and mathematics standards, test scores, and other indicators of academic achievement designated by the Board of Trustees.

The Board believes that upholding high standards for participation in promotion exercises will improve student academic performance, conduct, and attendance.

In order to be eligible to participate in end of year activities and the promotion exercises, 8th grade students must meet the following academic standards during the second

semester at all for reporting periods, including quarter and semester grades and progress reports.

- 2.0 grade point average
- No F grades in any classes
- 95% Attendance
- No suspensions or excessive discipline referrals

A student with an Individualized Educational Plan (IEP) may be required to meet differential standards specifically stated in their IEP instead of the 2.0 grade point average.

Students denied the opportunity to participate in promotion exercises will be given a written notice stating the grounds for the denial, and a description of the appeals process. Appeals of exclusion from promotion activities will be considered by a School Review Team. The team includes a site administrator and two teachers, who hold appeals hearings where the student and their parents or guardians have the opportunity to respond to the denial and to explain why the student should be able to participate in promotion exercises despite not having met the criteria established above. The decision of the School Review Team is final.

Psychological Testing

A parent or guardian has the right to receive information about psychological testing involving their child and to deny permission to give the test (Education Code 51101).

Reporting to Parents

Individual teachers are to communicate, in writing, the classroom grading policy to students and their parents at the beginning of the school year. The policy shall include homework requirements, make-up procedures, the weighing of course work as it pertains to the calculation of the final grade, and course expectations. Every effort is made to remain in contact with parents throughout the school year.

Safety and Protection of Students

To provide for the protection and the safety of students, teachers, employees, and school property, the public (except those persons exempted) is required to register in the school office prior to entering or remaining on the school premises during school hours. Signs are posted at each school entrance indicating the location of the school office (place of registration) and penalties for failure to comply. Each school also has a comprehensive safety plan on site. The plan is available to view at the school site.

Volunteers and Visitors

The Washington Unified School District is seeking volunteers who assist our mission to support students in a community promoting family involvement, strong partnership, and school pride.

Volunteer assistance in schools can significantly enrich the educational program, improve supervision of students, contribute to school safety, and strengthen relationships.

Community involvement is essential to the success of the District. We believe that volunteer efforts support our belief that individuals require community to thrive and we build responsibility through participation and service. We welcome all volunteers ready to contribute to the success of school events, activities, and daily learning experiences. For the safety and well-being of students, the District requires all volunteers to complete the outlined process including a background clearance.

Required Steps to become a volunteer...

- a. Pick up a Volunteer Application from your child's school site.
Complete form and ensure you get an Administrator's signature.
We will not accept forms without a signature.
- b. Return Volunteer Application, a copy of your California's driver's license or identification card, and a negative tuberculosis test result to the Human Resources Department (located at 930 Westacre Road, West Sacramento, CA 95691. Open 8:00 am - 4:00 pm)
- c. Once documents are received, we will provide you with a Livescan Form. Service will be free (with our authorization) at the local UPS Store. (813 Harbor Blvd. West Sacramento, CA 95691. 11:30 am - 5:00 pm).

***Required documents to be considered for volunteer clearance:**

I.education

*****All documents listed above must be turned in with Human Resources before we can provide a Live Scan form.***

Also, please be prepared to take a picture for your volunteer badge. **

II.Background clearance completed through Live Scan Fingerprinting District review.

*****Available options to complete this process will be provided upon submission of all the above documentation to Human Resources. The district has committed to paying the cost for Live Scan Fingerprinting. Please plan ahead as background clearances are conducted by the FBI and Department of Justice and may take six (6) or more weeks to complete. *****

Upon clearance from Human Resources an ID Badge will be sent to your school site. School will be contacting volunteer to inform them of approval. All volunteers and staff are required to wear an id badge while on any Washington Unified School District site. If you have any further questions, please contact:

Alex E. Perez (916) 375-7600 ext. 1045 or aperez@wusd.k12.ca.us

Aeries Parent and Student Portal

The Aeries Parent and Student Portal is a secure and easy-to-use web-based tool to provide parents and students access to student information such as grades and assignments, attendance, report cards, schedules, and other information.

“Parent” accounts are created for all WUSD Parents/Guardians using the email address provided to us at the time of enrollment. Parents/Guardians will receive an email from WUSD (AeriesAdmin@wusd.k12.ca.us) with instructions on how to log in and create a password. Parents/Guardians of multiple students will be able to view information for all of their students enrolled at WUSD schools.

Parents/Guardians can use their Aeries Portal to review information such as the home address, emergency contacts, and medical information, and can request to make changes/updates to this data as needed. All requests for changes/updates are re-confirmed by our school site staff. A few times per year the Parents/Guardians will be asked to confirm or update this information to ensure we have the proper information for their students.

“Student” accounts are created in the same way as the Parent/Guardian accounts, using their WUSD student email addresses. Students can see their attendance, grades, and schedules, but cannot make any changes to their information.

Once the user’s account has been created and the user has set up their password, both Parents/Guardians and Students can opt to download the free app from the Apple App Store or the Google Play Store for quick access on mobile devices.

Can’t remember your password? Please visit the log-in page at bit.ly/wusdgrades and select “Forgot Password” to receive a password reset email, or contact your school site office for support.

Tobacco Free Campus

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

STUDENTS WITH DISABILITIES

In accordance with federal and state laws, the school district does not discriminate against individuals with disabilities in its programs and activities. If your child needs special accommodations, please contact the school or the district.

504 Coordinator: Sandra Sandoval
 930 Westacre Road
 West Sacramento, Ca. 95691
 916-375-7600 ext.1320

Washington Unified School District Administrative Regulation
Identification And Education Under Section 504

AR 6164.6

Instruction

The Superintendent designates the following position as the district's 504 Coordinator to implement the requirements of Section 504 of the federal Rehabilitation Act of 1973: (34 CFR 104.7)

Director of Special Services
 930 Westacre Road
 West Sacramento, CA
 95691 916-375-7600
 ext.1361

Definitions

For the purpose of implementing Section 504, the following terms and phrases shall have only the meanings specified below:

Free appropriate public education (FAPE) means the provision of regular or special education and related aids and services designed to meet the individual educational needs of a student with disabilities as adequately as the needs of students without disabilities are met, at no cost to the student or their parent/guardian except when a fee is specifically authorized by law for all students. (34 CFR 104.33)

Student with a disability means a student who has a physical or mental impairment which substantially limits one or more major life activities. (28 CFR 35.108)

Physical impairment means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genito-urinary, immune, hemic, lymphatic, skin, and endocrine. (28 CFR 35.108)

Mental impairment means any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability. (28 CFR 35.108)

Substantially limits major life activities means limiting a person's ability to perform functions, as compared to most people in the general population, such as caring for himself/herself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating,

thinking, writing, communicating, and working. Major life activities also include major bodily functions such as functions of the immune system, special sense organs and skin, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions, as well as the operation of an individual organ within a body system. The determination of whether an impairment substantially limits a student's major life activities shall be made without regard to the ameliorative effects of mitigating measures other than ordinary eyeglasses or contact lenses. Mitigating measures are measures that an individual may use to eliminate or reduce the effects of an impairment, including, but not limited to, medications, medical supplies or equipment, prosthetic devices, assistive devices, reasonable modifications or auxiliary aids or services, learned behavioral or adaptive neurological modifications, psychotherapy, behavioral therapy, or physical therapy. (42 USC 12102; 28 CFR 35.108)

Referral, Identification, and Evaluation

Any action or decision to be taken by the district involving the referral, identification, or evaluation of a student with disabilities shall be in accordance with the following procedures:

1. A parent/guardian/caregiver, teacher, other school employee, student success team, or community agency may refer a student to the principal or 504 Coordinator for identification as a student with a disability under Section 504.

(cf. 6164.5 - Student Success Teams)
2. Upon receipt of any such referral, the principal, 504 Coordinator, or other qualified individual with experience in the area of the student's suspected disability shall consider the referral and determine whether an evaluation is appropriate. This determination shall be based on a review of the student's school records, including those in academic and nonacademic areas of the school program; consultation with the student's teacher(s), other professionals, and the parent/guardian, as appropriate; and analysis of the student's needs. If it is determined that an evaluation is unnecessary, the principal or 504 Coordinator shall inform the parents/guardians in writing of this decision and of the procedural safeguards available, as described in the "Procedural Safeguards" section below.
3. If the student needs or is believed to need special education or related services under Section 504, the district shall conduct an evaluation of the student prior to their initial placement. (34 CFR 104.35)

Prior to conducting an initial evaluation of a student for eligibility under Section 504, the district shall obtain written parent/guardian consent.

The district's evaluation procedures shall ensure that the tests and other evaluation materials: (34 CFR 104.35)

- a. Have been validated and are administered by trained personnel in conformance with the instruction provided by the test publishers
- b. Are tailored to assess specific areas of educational need and are not merely designed to provide a single general intelligence quotient
- c. Reflect the student's aptitude or achievement or whatever else the tests purport to measure rather than their impaired sensory, manual, or speaking skills, except where those skills are the factors that the tests purport to measure

Section 504 Services Plan and Placement

Services and placement decisions for students with disabilities shall be determined as follows:

1. A multidisciplinary 504 team shall be convened to review the evaluation data in order to make placement decisions.
2. The 504 team shall consist of a group of persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. (34 CFR I 04.35).
3. In interpreting evaluation data and making placement decisions, the team shall draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The team shall also ensure that information obtained from all such sources is documented and carefully considered and that the placement decision is made in conformity with 34 CFR I04.34. (34 CFR I 04.35).
4. If, upon evaluation, a student is determined to be eligible for services under Section 504, the team shall meet to develop a written 504 services plan which shall specify the types of regular or special education services, accommodations, and supplementary aids and services necessary to ensure that the student receives FAPE. The parents/guardians shall be invited to participate in the meeting and shall be given an opportunity to examine all relevant records.
5. If the 504 team determines that no services are necessary for the student, the record of the team's meeting shall reflect whether or not the student has been identified as a person with a disability under Section 504 and shall state the basis for the determination that no special services are presently needed. The student's parent/guardian shall be informed in writing of their rights and procedural safeguards, as described in the "Procedural Safeguards" section below.
6. The student shall be placed in the regular educational environment, unless the district can demonstrate that the education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. The student shall be educated with those who are not disabled to the maximum extent appropriate to their individual needs. (34 CFR 104.34).
7. The district shall complete the identification, evaluation, and placement process within a reasonable time frame. The district shall adhere to this time frame regardless of any extended school breaks or times that school is otherwise not in session.

8. A copy of the student's Section 504 services plan shall be kept in their student record. The student's teacher(s) and any other staff who provide services to the student shall be informed of the plan's requirements. If a student transfers to another school within the district, the principal or designee at the school from which the student is transferring shall ensure that the principal or designee at the new school receives a copy of the plan prior to the student's enrollment in the new school.

Review and Reevaluation

The 504 team shall monitor the progress of the student and, at least annually, shall review the effectiveness of the student's Section 504 services plan to determine whether the services are appropriate and necessary and whether the student's needs are being met as adequately as the needs of students without disabilities are met.

In addition, each student with a disability under Section 504 shall be reevaluated at least once every three years.

A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement. (34 CFR 104.35)

Procedural Safeguards

The Superintendent or designee shall notify the parents/guardians of students with disabilities of all actions and decisions by the district regarding the identification, evaluation, or educational placement of their children. He/she also shall notify the parents/guardians of all the procedural safeguards available to them if they disagree with the district's action or decision, including an opportunity to examine all relevant records and an impartial hearing in which they shall have the right to participate. (34 CFR 104.36)

If a parent/guardian disagrees with any district action or decision regarding the identification, evaluation, or educational placement of their child under Section 504, he/she may request a Section 504 due process hearing within 30 days of that action or decision.

Prior to requesting a Section 504 due process hearing, the parent/guardian may, at their discretion, but within 30 days of the district's action or decision, request an administrative review of the action or decision. The coordinator shall designate an appropriate administrator to meet with the parent/guardian to attempt to resolve the issue and the administrative review shall be held within 14 days of receiving the parent/guardian's request. If the parent/guardian is not satisfied with the resolution of the issue, or if the parent/guardian did not request an administrative review, he/she may request a Section 504 due process hearing.

A Section 504 due process hearing shall be conducted in accordance with the following procedures:

1. The parent/guardian/caregiver shall submit a written request to the Coordinator within 30 days of receiving the district's decision or, if an administrative review is held, within 14 days of the completion of the review. The request for the due process hearing shall include:

- a. The specific nature of the decision with which he/she disagrees
- b. The specific relief he/she seeks
- c. Any other information he/she believes is pertinent to resolving the disagreement

2. Within 30 days of receiving the parent/guardian's request, the Superintendent or designee and 504 Coordinator shall select an impartial hearing officer. This 30-day deadline may be extended for good cause or by mutual agreement of the parties.

3. Within 45 days of the selection of the hearing officer, the Section 504 due process hearing shall be conducted and a written decision mailed to all parties. This 45-day deadline may be extended for good cause or by mutual agreement of the parties.

4. The prequarties to the hearing shall be afforded the right to:

- a. Be accompanied and advised by legal counsel and by individuals with special knowledge or training related to the problems of students with disabilities under Section 504
- b. Present written and oral evidence
- c. Question and cross-examine witnesses
- d. Receive written findings by the hearing officer stating the decision and explaining the reasons for the decision

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

Notifications

The Superintendent or designee shall ensure that the district has taken appropriate steps to notify students and parents/guardians of the district's duty under Section 504. (34 CFR 104.32)

Elementary and Secondary Dress and Grooming

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment in both in-person and virtual learning environments. The Board encourages, supports, and promotes individual health and well-being of all students. In cooperation with teachers, students and parents, guardians, caregivers, foster parents, and educational rights holders, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed to include both in-person and virtual learning environments.

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

Allowable Dress and Grooming

1. Students must wear clothing which includes a shirt with pants, skirt, dress, or the equivalent
2. Shirts and dresses must have fabric in the front, lower back, and on the sides
3. Clothing must cover undergarments, however waistbands and bra straps can show
4. Fabric covering all private parts must not be see through
5. Footwear must be worn at all times and must not limit student participation in school activities
6. Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff (hoodies must allow the student's face and ears to be visible to staff)
7. Clothing and footwear must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist
8. Specialized courses may require specialized attire, such as sports uniforms or safety gear

(cf. 3260 - Fees and Charges)

Non-allowable Dress and Grooming

1. Clothing may not depict, advertise, or advocate the use of alcohol, tobacco, marijuana, or other controlled substances
2. Clothing may not depict violence, obscenities, pornography, nudity, or sexual acts
3. Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups
4. Clothing and footwear must not threaten the health or safety of any other student or staff

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

The principal, staff, students and parents, guardians, caregivers, foster parents, and educational rights holders at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents, guardians, caregivers, foster parents, and educational rights holders participating in the development of the school

safety plan shall define "gang- related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

PARENT/COMMUNITY, RIGHTS, INVOLVEMENT AND COMMUNICATION

The Governing Board in Board Policy 6020 recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians/caregivers shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

Title I Schools

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)

The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318. (20 USC 6318)

The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations.

He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities. (20 USC 6318)

The Superintendent or designee shall ensure that each school receives Title I funds develops a school-level parent involvement policy in accordance with 20 USC 6318.

Parents' Right to Request Teacher Qualifications

Students attending a school receiving Title 1 federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title 1 funds are required to notify parents whose student(s) attend a Title 1 school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

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

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I fund to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502.

Special Education

Parents and guardians have a right to be informed of the district programs for students with exceptional needs and to be consulted about the assessment and appropriate placement of their child. Students with exceptional needs have a right to a free and appropriate public education (Education Code 56000et seq.)

Education of Children & Youth in Homeless Situations

The federal McKinney-Vento Act protects the rights of children and youth in homeless situations and the right to attend and succeed in school, including preschool. The McKinney-Vento Act applies to all children and youth who do not have a fixed, regular and adequate residence, including children and youth who are: staying with friends or relatives because they lost their housing; awaiting foster placement; or living in emergency or transitional shelters, motels, domestic violence shelters, campgrounds, inadequate trailer parks, cars, public spaces, abandoned buildings, and bus/train

stations. Children and youth in homeless situations have the right to:

- ❑ Attend school, no matter where they live or how long they have lived there. Choose between the local school where they are living, the school they attended before they lost their housing, or the school where they were last enrolled.
- ❑ Enroll in school without proof of residency, immunizations, school records, or other documents.
- ❑ Be provided transportation back to school of origin from current residence. Be provided all the school services they need.
- ❑ Be free from harassment and isolation.
- ❑ Have disagreements with the school settled quickly.

For more information, please contact the Outreach Specialist for Foster and In Transition Youth and Families 916-375-7740 ext. 1315

Vandalism

All parents and guardians are asked to help prevent vandalism by impressing upon their students the seriousness of destroying school property. Citizens living near the schools are requested to report any acts of suspected vandalism to the proper authorities.

West Sacramento Police Department

Main: (916) 617-4900

Dispatch: (916) 375-6474

Note:

The 911 emergency telephone number will quickly summon emergency service in a crisis situation. This number may be used to contact the local fire department, sheriff's office, police department, or the highway patrol.

Personal Property

Washington Unified School District is not responsible for loss or theft of personal property. Students are discouraged from bringing non-instructional items to school, such as toys of any kind, electronic devices, skateboards, etc. Please refer to the student/parent handbook from your students' school for more specific rules.

Suicide Prevention

If school personnel suspect that a student is suicidal, the school will immediately contact the parents/guardians. Also, if a parent/guardian feels the student is suicidal, the parent/guardian may notify the school nurse or school administrator. The school must maintain a documented record of such parent/guardian notifications. Families concerned about their child's mental health may contact the following agencies:

Yolo County Crisis Mental Health (888) 965-6647
24-hour Suicide Prevention Crisis Hotline (916) 372-6565

STUDENT CONDUCT CODE

DISCIPLINE

Discipline Procedures

In accordance with California Education Code 35291, the Board of Education adopted procedures governing student discipline and are available in your student's school office and on the district website under "Student Behavioral Expectations" (Student Services Department). These provisions include, but are not limited to, detention, parent conferences, suspension, expulsion, and other educational alternatives. (Education Code 48900 (a-o))

Washington Unified School District recognizes that to maximize the learning potential of each student, the school environment must be safe, secure and peaceful. In accordance with Education Code 48900 and 48915, behavior rules and guidelines are enforced district-wide in a uniform and consistent manner to ensure that each school site meets the criteria of a safe school. It is the intent of the district to provide alternatives to suspension and expulsion for tardiness and truancy. (Education Code 48900(2) (v)). It is the intent of the district to provide alternatives to suspension and expulsion for first time offenders and for minor offenses when those alternatives do not jeopardize school safety. (Education Code 48900(2) (u), 48900.5, and 48900.6.) Therefore, the District discipline plan is progressive and includes both behavioral support interventions for less serious offenses and increasing consequences for repeated or more serious violations. (WUSD Administrative Regulations 5145.7)

Suspension

Suspension shall be imposed only when other means of correction fail to bring out proper conduct. However, a student may be suspended upon first offense, if the principal or superintendent determines that the student has violated Education Code 48900, 48900.2, 48900.3, 48900.4, 48900.7, 48915, or that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. Education Code 48903 states that the total number of days for which a pupil may be suspended from school shall not exceed 20 schooldays in any school year.

Suspension by Principal

Suspension by the principal or designee shall be preceded by an informal conference. At that conference, the student shall be informed of the reasons for the disciplinary action and the evidence against him/her. In addition, the student shall be given the opportunity to present their version and evidence in their defense. At the time of the suspension, the principal or designee shall make a reasonable effort to contact the student's parent or guardian in person or by telephone. Whenever a student is suspended from school, the parent or guardian shall be notified in writing of the suspension. The notice shall contain a statement of the facts leading to the decision to suspend, the date and time when the student will be allowed to return to school, and a request that the parent or guardian attend a conference upon the student returning with school officials, including notice the state law requires parents or guardians to respond to such request without delay. (Education Code 48911)

Suspension by Teacher

A teacher may suspend any student from the class for the day of the suspension and the day following for an act stated in Education Code 48900. A “day” in secondary school is defined as an instructional period; a day in elementary school is defined as a calendar day. If the student has more than one teacher, the student is only precluded from attending the suspending teacher's class. Prior to excluding a student from the classroom, the teacher must inform the student which district policy was violated, that the teacher intends to suspend, and that the student has the opportunity to respond to the charges. As soon as possible, the teacher shall request a parent/guardian conference at which time the circumstances of the suspension and the data will be presented. (Education Code 48910 (a) (b) and 48911)

Classroom Visitations

Current state law authorizes teachers to provide time for a parent/guardian of a student, who has been suspended for reasons stated in Education Code 48900, to attend a portion of a school day in the student's classroom. The principal will provide appropriate notification to a parent/guardian by the following day regarding the classroom visitation. (Education Code 48900)

Teacher Referral

A teacher may refer a student, for any of the acts stated in district policy, to the principal or to a certificated employee designated by the principal for consideration of suspension from school. (Education Code 48910 (c))

Emergency Suspension

A principal or designee may suspend a student without affording that student an opportunity for a conference only if the principal or designated employee determines that an emergency situation exists. (Education Code 48911)

Expulsion

An expulsion is the removal of the student from all schools in the district for violating California Education Code as ordered by the Board of Education. The district is required to provide some alternative programs of study (Education Code 48925). The expulsion is for a defined period of time, but an application for re-admission must be approved before the student is permitted to return to the district. State law provides for full due process and rights to appeal any order of the expulsion.

State law mandates the Board of Education to expel students as indicated in the Education Code for 48915 (c) for:

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

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

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

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

A student may be disciplined, suspended for a maximum of five consecutive days, or expelled for acts specified in the Standards of Behavior that are related 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: (Education Code 48900(s))

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

Expulsion of Special Education Students

The procedures for expelling a student with exceptional needs differ from the procedures for other students in that an Individualized Education Program (IEP) team would first meet to consider whether the misbehavior leading to the expulsion consideration is a manifestation of the student's disability and whether the student was inappropriately placed at the time the incident occurred. These issues must be ruled out prior to a recommendation for expulsion. Parents must be notified at least 48 hours in advance of the IEP meeting and may request a postponement of an additional three school days. (Education Code 48915.5)

Mandatory Expulsion E.C. [48915(c)]	Alternative to Suspension	Shall Suspend	Shall Expel	Contact Law Enforcement
c1 Sale, possession or furnishing of a firearm	No	Yes 5 days	Yes	Yes
c2 Brandishing a knife at another person	No	Yes 5 days	Yes	Yes
c3 Selling a controlled substance	No	Yes 5 days	Yes	Yes
c4 Sexual assault or sexual battery	No	Yes 5 days	Yes	Yes
c5 Possession of explosives	No	Yes 5 days	Yes	Yes
Mandatory Recommend to expel E.C. [48915(a)]	Alternative to Suspension	Shall Suspend	Shall Expel	Contact Law Enforcement
A 1 Causing serious physical injury to another person, except in self-defense.	No	Yes 5 days	Yes	Yes
A 2 Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.	No	Yes 5 days	Yes	Yes
A 3 Unlawful possession of any drug except for the first offense of possession of not more than one ounce of marijuana.	No	Yes 5 days	Yes	Yes
A 4 Robbery or extortion	No	Yes 5 days	Yes	Yes
A 5 Assault or battery upon a school employee	No	Yes 5 days	Yes	Yes

RELEASE OF INFORMATION

Definition of Pupil Record

Pupil record is any item of information other than directory information that is directly related to an identifiable student and is maintained by the district or required to be maintained by an employee in the performance of their duties.

Notification of Privacy Rights of Students

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

Parents/guardians of students age 17 or younger.

Parents/guardians of students age 18 or older, if the student is dependent for tax purposes. Student's age 16 or older who have completed the 10th grade.

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

In addition, parents or guardians of eligible students may receive a copy of any information in the pupil's records at a reasonable cost per page. School district policies and procedures relating to types of records, kinds of information retained, persons responsible for maintaining pupil records, access by other persons, review, and how to challenge the content of records is available through the principal or their designee.

Parents may contact the school to review the log listing of those who have requested or received information from a pupil's file, as required in Education Code 49064.

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

another school official in performing their tasks. (FERPA, 34 Code of Regulations (C.F.R) Part 99.7(a) (3) (iii) and 99.31(a) (1) and Education Code 49063(d), 49064 and 49076.

When a student moves to a new school district, records, including disciplinary records, will be forwarded upon request of the new school district. At that time, the parent or an eligible student may challenge, review, or receive a copy, at a reasonable cost per page of the requested records. Parents or guardians may contact the school district or county office for any policy regarding the review and expunging of pupil records. If you believe the school district is not in compliance with federal regulations regarding privacy, you may file a complaint with the United States Department of Education at the following address: Family Policy Compliance Office, U. S. Department of Education, 400 Maryland Avenue, SW Washington D.C. 20202-5920

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

BULLYING

Bullying is defined as the use of force, coercion, hurtful teasing, comments, or threats, in order to abuse, aggressively dominate, or intimidate one or more others. The behavior is often repeated and habitual.

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As

appropriately, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intra district or interdistrict transfer, as applicable.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents, guardians, caregivers, foster parents, and educational rights holders, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a

positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, the district shall provide students with instructions in the classroom or other educational settings that promote effective communications and conflict resolution skills, social skills, character/values education, respectful for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so.
(Education Code 234.1)

When appropriate based on the severity or pervasiveness of bullying the Superintendent or designee shall notify the parents, guardians, caregivers, foster parents, and education rights holder of victims and perpetrators and may contact law enforcement.

The Superintendent, or Principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance, personal, school nurse, or other school support services personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

Reporting and Filing of Complaints

Any student, parents, guardians, caregivers, foster parents, and educational rights holders, or other individual who believes that 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. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an

incident of bullying involving a student shall, within one business day, report his/h12 observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3- Uniform Complaint Procedures.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print and 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 a designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parents, guardians, caregivers, foster parents, and education rights holder of the right to file a formal written complaint in accordance with AR 1312.3. 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.

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying the principal or designee shall inform the complaint procedures specified in AR 1312.3.

If, during the investigation, it is determined that complaint is about nondiscriminatory bullying the principal or designee shall inform the complaint and shall take all necessary actions to resolve the complaint.

Discipline

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.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

SUBSTANCE ABUSE

The intent of district policy is to establish an atmosphere that will promote understanding of the use, abuse, and misuse of drugs, including alcohol and tobacco.

To that end, a substance abuse education, prevention and intervention program is established to motivate individuals to make responsible choices with respect to the use of drugs, alcohol, and tobacco. Curricula shall be course-specific, as well as appropriately infused into various content areas.

Prevention/Intervention

For the protection of students, school employees will make every effort to prohibit the flow of drugs in the schools. When substance abuse incidents occur, school staff will:

- Provide emergency medical assistance.
- Require parental involvement.
- Enforce the laws regarding use and distribution of illegal substances.
- When appropriate, discipline students.
- Provide assistance to students seeking help, in accordance with established rules and regulations.
- Review the dangers associated with using unprescribed synthetic drugs, such as fentanyl, and the risk of social media platforms being used to market and sell synthetic drugs.

STUDENT USE OF THE INTERNET AND ONLINE SERVICE

The Washington Unified School District (WUSD) provides access for students to the internet as an educational tool. Because the internet is uncensored and can be misused, no student shall be allowed to use the District's access to the internet unless the student and the student's parent/guardian have signed the District's Student Technology Use Agreement.

As part of the agreement, parents will have the option of electing not to allow their students to use the internet at school. If parents decide not to allow their child internet use at school and an assignment is such that it requires internet use, an appropriate alternative assignment will be provided to the student with no penalty. Students who use District resources agree to abide by all district policies and guidelines for their legal use. (Administrative Regulation 6163.4 (a) and Board Policy 6163.4)

Acceptable Use of Internet Technology

Washington Unified School District has taken reasonable steps to ensure that its technological resources are used only for activities that support the curriculum or one's professional role.

Users should not expect privacy through e-mail, internet usage, or created documents. Washington Unified School District will monitor individual use of all technological systems as needed. However, total security on such a far-reaching system is imperfect and impossible to achieve. Realistically, school computers and other technological resources can be used inappropriately, if one is persistent.

Using any technological system is a privilege that may be revoked at any time for unacceptable conduct. Unacceptable conduct includes, but is not limited to:

- Using technological resources for illegal or unethical activities, including plagiarism, copyright, or contract violations.
- Using technological resources for financial or commercial gain.
- Using technological resources for advocating for ballot measures or political candidates without Board approval.
- Accessing or exploring on-line locations, materials, or on-line games that do not support the curriculum and/or are inappropriate for school-related work.
- Downloading, installing, or executing unlicensed or unauthorized software including viruses.
- Vandalizing and/or tampering with equipment, programs, files, system performance or other components of the network, including copying, distributing, or modifying copyrighted software.
- Causing congestion on any technological system or interfering with the work of others, e.g., engaging in chain letters or in peer-to-peer networking applications.
- Attempting to infiltrate, or “hack”, into any technological system or interfering with another person’s ability to use that system, including password sniffing and/or port scanning.
- Sending or receiving materials that are pornographic, obscene, or xrated. Using unauthorized fee-based services on the internet.
- Intentionally wasting finite resources, e.g., on-line games, instant messaging. Gaining unauthorized access to any technological system.
- Revealing the home address or phone number of another person; or, if a student, revealing one’s own home address or phone number.
- Invading or violating the privacy of other individuals and/or their information.
- Using another user’s account or user name or allowing another user access to one’s own account or user name.
- Sharing one’s password either knowingly or carelessly, or failing to confirm to WUSD directives for password change and creation.
- Coaching, helping, observing, or joining any unauthorized activity on any technological system.
- Using e-mail, as a student, for other than school-related purposes.
- Posting anonymous messages, unapproved web pages, or unlawful or libelous information on the system.
- Encrypting files or restricting files through unauthorized password protection. Engaging in sexual harassment or other objectionable activities in public or private messages. e.g. activities that are abusive, sexually explicit, threatening, demeaning, or using objectionable language.
- Falsifying permission, authorization or identification documents.

Cyberbullying

In accordance with Board Policy 5145.7, technology shall not be used to harass, threaten, or intimidate others. Cyberbullying includes the transmission of communications, harassing messages, direct threats, or other harmful texts or images on the internet, social networking sites, or other digital technologies. If a student uses a social networking site to bully another student, the District may file a request with the provider to have material removed or privileges suspended.

Violations of Acceptable Use, or any willful act designed to disrupt any technological system, will result in disciplinary or legal action and may result in a loss of access to the system.

Internet Usage Permission Information

Washington Unified School District provides students with access to computer equipment and the internet. These valuable educational tools are part of the wide range of resources that support our educational program.

While staff will ensure that high-quality on-line materials are available and promoted, it is possible that your child may encounter inappropriate material while using these resources. The District has established a Computer Rules and Responsibilities Policy that all students are asked to sign. This policy outlines the rights for students and responsibilities expected of them. The District and the California Department of Education firmly believe that the benefits of using computers and the internet far outweigh the risks.

Student work and photos may be published on the internet for a worldwide audience via WUSD net with the consent of the student and the parent/guardian.

Internet Use and Safety

Internet Safety Objectives and Goals

1. The Washington Unified School District ("District") provides computers, computer network, and Internet Services to students for the specific and limited purpose of achieving the District's goals and accomplishing its educational purposes. The District has the right to place restrictions on use to ensure that use of the system is in accordance with its limited educational purpose.

Conditions and Rules for Use

1. Student users of the District's telecommunications systems must comply with this Administrative Regulation, related District and school regulations, and the student disciplinary code as outlined in the Student and Family Handbook. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the District Internet system.
2. Students who use the District Internet system will receive instruction regarding the

safe, ethical, legal, and responsible use of the Internet and of the District's Internet system and their rights and responsibilities under this Administrative Regulation.

Unacceptable Use

1. Is prohibited by any United States or California Laws or regulations. This includes, but is not limited to, engaging in unauthorized access including "hacking," transmitting copyrighted material, threatening or obscene material, or material protected by trade secret law, District or school rules;
2. Is obscene, pornographic, sexually explicit, harmful as defined in subdivision (a) Penal Code Section 313, or harmful to minors as defined in the Children's Internet Protection Act (CIPA P.L. 106-554 – Title XVII – Section 1703[see footnote 1]).
3. Cyberbullying, which includes, but is not limited to, the transmission of communications or posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.
4. Would subject the District or the individual to criminal, civil, or administrative liability for its use, production, distribution, access, or storage (e.g., is fraudulent, defamatory, racist, or denigrates persons based upon protected classifications, constitutes sexual harassment, etc.)
5. Violates copyright laws;
6. Allows users of the network to gain unauthorized access to any communications systems, network, or file;
7. Allows another person without valid authorization access to confidential information contained in the district computer files or any communications systems, network, or file;
8. Intentionally or negligently discloses a user's password or account number to any person who does not have authorization to view that password or account number;
9. Discloses personal identification information regarding minors in violation of Board policies, District rules and regulations, and state and federal laws;
10. Use of District computers for personal commercial activities;
11. Disable the Technology Protection Measures (such as Internet blocking and filtering software) in violation of this Administrative Regulation.

Children's Internet Protection Act

1. In compliance with the Children's Internet Protection Act (CIPA P.L. 106-554, Title XVII, Section 1702, et seq., ("CIPA")), the District maintains a Technology Protection Measures for use with the District Internet system. The Technology Protection Measures are configured to protect against visual access to material that is obscene, child pornography, and material that is harmful to minors, as defined by the Children's Internet Protection Act ("CIPA") [See Endnote 1].
2. The Technology Protection Measures may be disabled by an administrator or supervisor for adult use to conduct bona fide research or other lawful purpose.
3. The Technology Protection Measures may not be disabled at any time that students may be using the District Internet system, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet

Protection Act.

4. The District retains control over decision-making regarding the appropriateness of material for students at all times.
5. The District will ensure that the Technology Protection Measures do not unduly restrict the educational use of the District Internet system by teachers or students and the students' constitutional rights of access to information and ideas. The District will unblock access to sites that the Technology Protection Measures may have inappropriately blocked.
6. Any student who believes that the Technology Protection Measures have inappropriately blocked information that they are seeking should bring this matter to the attention of their instructor. The Technology Department will then review this claim and, if necessary, take action within a reasonable time.

Supervision and Monitoring

1. Staff will supervise and monitor usage of the online computer network and access to the Internet in such a manner that is appropriate to the age of the students and circumstances of use and in accordance with Board Policies, District Administrative Regulations, the Children's Internet Protection Act and all applicable federal, state and local laws and regulations.
2. The District will monitor use of the Internet through a regular analysis of Internet usage.

Classroom Use

Information available on computers, computer networks, and the Internet which is used in the classroom should comply with the Board's policies and the District's procedures governing the selection of instructional materials. Teachers are expected to use classroom materials and give assignments that are age-appropriate and relevant to the course objectives, preview information that will be presented to students, direct students in appropriate research activities, and help students learn to analyze the accuracy of information accessed. Staff will provide developmentally appropriate guidance to students using telecommunications and electronic information resources. Students will be informed by staff of their responsibilities as users of District computers, computer networks, and Internet services. Students will be held responsible for complying with all school rules, including rules for use of District computers and computer services. School administrators and teachers will ensure that students using computers are appropriately supervised. However, schools cannot guarantee that each student will be directly supervised at all times.

Expectation of Privacy

1. The District is the owner of all relevant hardware and software and asserts its right to review and exercise its ownership at any time by search of the system and its equipment, and any information on it. There is no expectation of privacy for users of the network. The District reserves the rights to review, copy, modify, delete, or disclose to third parties any material created, saved, or accessed under any user account and to monitor, review, and inspect any computer files. Files subject to this provision may reside on any file or e-mail server, computer workstation, backup

media, removable media, floppy disk or any other file storage located on District systems to determine whether specific network uses are inappropriate. Users have no privacy expectations in the contents of their personal files and records stored on District systems or of their online activity stored on District systems while using the District system.

2. The District may conduct searches of the District media/devices used by students. As a condition of using District technology or devices, the student and parents agree to such searches and monitoring of District systems.

Electronic Communications

- Student Email. Students may be provided with District electronic mail/email accounts, shared classroom accounts for instructional purposes or may be allowed to use personal accounts from non-district providers. Students will be supervised appropriately and may be monitored at all times in their use of e-mail by staff
- No student user may engage in any of the following illegal activities:
 - Student users will not attempt to gain unauthorized access to the District Internet system or to any other computer system through the District system, or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's files.
 - Student users will not make deliberate attempts to disrupt the computer system performance or destroy data by spreading computer viruses or by any other means.
 - Student users will not use the District Internet system to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of a person, etc.
- All student users shall comply with the following Network Etiquette:
- Restrictions against inappropriate language apply to all speech communicated through the District Internet system, including but not limited to public messages, private messages, and material posted on web pages.
- Student users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- Student users will not post information that, if acted upon, could cause damage or a danger of disruption.
- Student users will not engage in personal attacks, including prejudicial or discriminatory attacks.
- Student users will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a user is told by a person to stop sending them messages, they must stop.
- Student users will not knowingly or recklessly post false or defamatory information about a person or organization.
- Student users will not forward a message that was sent to them privately without the permission of the person who sent them the message.
- Student users will not release any personal contact information about themselves or others without obtaining the written consent of the parents/guardians of students, and filing such consent with their instructor.

Chat Rooms

The District will control access to chat rooms at all times. No student may access a chat room without permission of the student's instructor.

System Security

1. Student users are responsible for the use of their individual accounts. They should take all reasonable precautions to prevent others from being able to use their account, including protecting the privacy of their password.
2. Student users will immediately notify the system administrator if they have identified a possible security problem. Users will not go looking for security problems, because this may be construed as an illegal attempt to gain access.
3. Student users will avoid the inadvertent spread of computer viruses by following the District virus protection procedures.

Privacy and Communication Safety Standards

Student users will abide by the following privacy and communication safety standards when using the District computer systems, including the use of email, chat rooms and other forms of direct communication, and the Internet.

1. It is impermissible to disclose, use, or disseminate the personal contact information of another minor student without the written consent of the student's parent/guardian. Personal contact information includes the student's name together with other information that would allow an individual to locate the student, including, but not limited to, parent's name, home address or location, work address or location, or phone number.
2. Student users will not agree to meet with someone they have met online without their parent's approval and participation.
3. Student users will promptly disclose to their teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable.
4. Student users shall not delete such messages until instructed to do so by a staff member.

Copyright Management

1. District staff may post work created by staff on the District Web site to facilitate access by students and/or staff. Notice of such posting and claim of ownership must be provided by District Administrators. By posting such work to the District's web site, the staff member grants a non-exclusive license or permission for any staff or student within the District to freely use such work.
2. The District will provide instruction to staff and students on their rights and responsibilities with respect to the copyright ownership rights of others.
3. No material may be disseminated through the District computer systems or posted on the District website unless that material is original, in the public domain, used in accordance with the fair use provisions of copyright law, or is disseminated or posted with permission of the copyright owner.

Limitation of Liability

For students, use of a computer may be required by the District as part of the educational program. The District accepts no responsibility or liability for access or lack of access to computers, computer networks, or Internet services. On any computer system, there is a potential for loss of data, interruption of services and inaccurate or unreliable information. The District makes no warranties for computer services or data, and is not liable for damage to or loss of work on District computers. The District will not be responsible for financial or other obligations arising from the unauthorized use of District computers, computer networks, or the Internet.

The Internet opens a world of valuable information to students. However, some information on the Internet may be considered inappropriate for or harmful to young people. Parents and guardians are advised that the District has no control over information available on the Internet and is limited in its ability to control access to inappropriate information. Parents/guardians are encouraged to discuss their expectations for appropriate activities on the Internet with their children.

The District has installed Technology Protection Measures (such as filtering or blocking software) that limits access to material that is obscene, pornographic, or harmful to minors; however such software may not adequately protect students from accessing such material or other inappropriate materials. Any installation or removal of such filtering or blocking software is at the District's discretion and limited by federal law. It does not relieve the computer user of their personal responsibility not to access inappropriate or harmful materials. Parents/guardians are advised that it may be possible for a student to purchase goods and services through District-owned computer systems for which the student's parent/guardian may be liable. The District is not liable for student use of or access to the Internet that is in violation of the District's rules.

Discipline for Violations

Inappropriate use, including any violation of these conditions and rules, will result in disciplinary action. The following progressive consequences apply:

1. **Warning:** Formal notification to the student and parent/guardian.
2. **Loss of Privileges:** Temporary or permanent loss of access to District devices or the network.
3. **Mandatory Training:** Required completion of a digital citizenship and internet safety curriculum, which is to be provided, facilitated, and managed by the school site.
4. **Suspension or Expulsion:** For severe violations involving safety threats, illegal acts, or repeated misconduct.

The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted through the District Internet system. In the event there is an allegation that a student has violated these regulations, the student discipline will be conducted in the manner set forth in the student

disciplinary policies and regulations.

Reference & Compliance Codes (2026-2027)

- **CIPA Compliance:** This policy meets federal requirements (P.L. 106-554) for internet safety and filtering.
- **AB 2877 (Data Privacy):** Prohibits unauthorized use of minor data for AI training.
- **SB 1288 (AI in Education):** Mandates clear district policies on AI literacy and academic integrity.
- CA Education Code 49073.1 & 51006.

Special Notice Regarding Generative Artificial Intelligence (AI)

As the District continues to evaluate the educational impact of Artificial Intelligence, the following restrictions are in place to ensure student data privacy and academic integrity for the 2026-2027 school year:

- **Unauthorized Use:** Use of Generative AI tools (such as ChatGPT, Gemini, or image generators) for school assignments is prohibited unless a student has received explicit, written permission from their teacher for a specific project.
- **Data Privacy (AB 2877 Compliance):** To protect student privacy, students are strictly prohibited from creating accounts or entering personally identifiable information (PII)—including names, birthdates, or student ID numbers—into any AI platform. Most AI tools are currently not vetted for California student data privacy standards.
- **Plagiarism & Academic Honesty:** Submitting AI-generated content as a student's own work is considered a violation of the District's Academic Honesty policy and will be subject to disciplinary action.
- **District-Vetted Tools:** Students may only use AI-enhanced software that has been officially approved and provided by the WUSD Technology Department.

[Endnote 1] The District maintains Technology Protection Measures to protect against visual access to material that is obscene, child pornography, and material that is harmful to minors, as defined by the Children's Internet Protection Act (CIPA). The following terms are defined by the CIPA and the United States Code: Obscene, as the term is defined in section 1460 of title 18, United States Code.

Child Pornography, as that term is defined in section 2256 of title 18, United States Code.

Harmful to Minors. The term "harmful to minors" means any picture, image, graphic image file or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or

- simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks literary, artistic, political, or scientific value as to minors.
 4. Sexual Act/ Sexual Contact. The terms “sexual act” and “sexual contact” have the meanings given such terms in section 2246 of title 18, United States Code.

Every Student Succeeds Act Title IV law states that the LEA has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene; child pornography; or harmful to minors (ESSA Section 4121[a][1][A]).

Please upload evidence that specifically shows an updated internet safety policy in which students are protected against visual depictions that are obscene, harmful to minors and child pornography.

SCHOOL BUS SAFETY/DRIVER TRAINING/BUS RULES

Safety

School bus transportation requires drivers to have a high level of competence and skills to ensure the safe transportation of your child.

Students transported in a school bus shall be under the authority of, and directly responsible to the driver of the bus. The bus driver is responsible for the health, safety and good conduct of the students entrusted in his/her care. Each student is expected to respect and obey all rules while in the care of the driver.

School Bus Driver Training

To ensure safe school bus drivers, the Washington Unified School District and the State of California require that all drivers attend regularly scheduled safety meetings and in-service training programs to improve their skills. In addition, state law requires each driver to obtain traffic and criminal clearances, pass a physical examination, and participate in the drug and alcohol testing program. Through an extensive training process, each school bus driver must qualify for a valid School Bus Driver Certificate and receive First Aid training and testing.

Pick Up Procedure

Students will be picked up at their designated bus stop. Students must be at their designated bus stop 5 minutes prior to the scheduled pick-up time. Students shall wait 12 feet from where the bus stops. Students shall scan on the bus using their own bus pass.

Drop Off at Home Procedure

Students shall be dropped off at their designated bus stop. (If a student needs to go to a different bus stop, the parent/guardian MUST notify transportation ahead of time).

Students shall scan off the bus using their own bus pass. Transitional Kindergarten, Preschool, and Kindergarten students require a parent/guardian to be present at the bus stop.

TRANSPORTATION IS A PRIVILEGE NOT A RIGHT

Bus Rules- All rules will be strictly adhered to:

1. Students shall be lined up in an orderly manner at the bus stop. No dangerous conduct will be tolerated.
2. Students shall load and unload in an orderly manner. No pushing or shoving.
3. Seat belts, if equipped, are required by law while the bus is in motion.
4. Students shall remain seated, facing forward in their seats at all times. Legs, feet, or other objects are not to obstruct the aisle.
5. Students shall cross the street in FRONT of the bus, never cross the street behind the bus.
6. Students shall enter/exit through the front door, not through emergency doors, windows, etc.... except in an emergency when instructed to do so.
7. Students shall be respectful and courteous to the driver and other passengers

at all times.

8. Students will not smoke/vape or have any fire on the bus at any time.
9. Students will not fight, create excessive noise, litter, tamper with bus equipment, or deface property.
10. No animals, reptiles, insects, glass containers, or other hazardous objects are allowed on the bus.
11. Students shall not use abusive language or obscene gestures on or near the bus.
12. Students shall not extend any part of their body or any objects out of the window of the bus.

Each student must behave in a satisfactory manner in order for the driver to be alert to many hazards. A student who does not follow the bus rules shall be denied transportation. Your reinforcement of the bus rules and occasional communication with your child's bus driver will help in maintaining a low level of discipline problems.

Electronics

Devices such as Phones, Headphones, Gameboys, Nintendo's, etc. are discouraged from being brought or used on the bus. These items could be damaged or stolen and become a distraction to the bus driver. These are expensive items and should be left home. Washington Unified School District, and the transportation Department will not be responsible for any damages or lost electronics.

Cell Phone Usage:

Cell phone use is an important line of communication between parent/guardians and their children. Cell phones may be placed on vibrate and must not be a distraction to the driver. Students should have their phones put away in a safe place while on the school bus. Using the cell phone for text messaging, taking pictures of self or others to transmit or store, and/or illegal activities will be considered inappropriate use of the cell phone and will lead to a citation.

Denial of Transportation

Continued disorderly conduct or persistent refusal to comply with the authority of the school bus rules shall be sufficient reason for a student to be denied transportation.

Transportation is a privilege not a right.

FIRST CITATION

Upon first citation regarding the bus rules, a verbal warning is given by the bus driver.

SECOND CITATION

A second citation shall result in an assigned seat or suspension of transportation privileges for a period of time determined by the Transportation Supervisor.

(Parent/guardians notified by phone)

THIRD CITATION

A third citation shall result in an additional suspension or in the judgment of the Transportation Supervisor, a loss of transportation privileges. (Parent/guardians notified by phone)

Transportation privileges will be automatically denied for any act, which endangers themselves, other passengers or the driver, or any act of vandalism (Parent/Guardian will be responsible for damages).

Please call the Transportation office with any questions or concerns. (916) 375-7688

DISTRICT WEBSITES

- Washington Unified School District www.wusd.k12.ca.us
- Bridgeway Island Elementary <http://bridgeway.wusd.k12.ca.us>
- Southport Elementary <http://southport.wusd.k12.ca.us>
- Stonegate Elementary <http://stonegate.wusd.k12.ca.us>
- Elkhorn Village Elementary <https://elkhorn.wusd.k12.ca.us/>
- Westmore Oaks <http://westmore.wusd.k12.ca.us>
- Riverbank Elementary <https://riverbank.wusd.k12.ca.us/#>
- Westfield Elementary <https://westfield.wusd.k12.ca.us/>
- Washington Unified Virtual Academy <https://wuva.wusd.k12.ca.us/>
- River City High School <http://rivercity.wusd.k12.ca.us>
- Washington Adult Education <https://was.wusd.k12.ca.us/>
- Yolo High School <https://yolo.wusd.k12.ca.us/>
- Washington Middle College High School <http://wmchs.wusd.k12.ca.us>



Appendix 1

Acknowledgement and Receipt of Annual Parent/Guardian Rights, Responsibilities, and District Notifications

The Board of Education is required by law to notify parents/guardians of certain rights and responsibilities. This annual notification of Parent/Guardian Rights, Responsibilities, and District Notifications contains a summary of such rights and responsibilities.

Please contact the principal of the school your student attends if there are questions regarding the information enclosed in this handbook.

Please acknowledge receipt of this information by checking the box ☐
Return this page to your student's school office.

We have read and reviewed the handbook contents. We understand it is our obligation to meet the standards enclosed in this handbook.

Student Name: _____

Student Signature: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____ School: _____

***PLEASE RETURN THIS PAGE TO YOUR STUDENT'S SCHOOL PARENT
PERMISSION PAGE***



Appendix 2

Digital Media Authorization Form

The Washington Unified School District policy regarding the use of students in photos and videos states that unless notified in writing by a parent/guardian/caregiver the student's likeness and/or name may be used in district-produced materials such as print publications, promotional brochures, posters, and miscellaneous materials, broadcast or internet media, such as newspapers, radio and television stations and news websites.

Parents, legal guardians, caregivers or students of age 18 have the opportunity to opt-out of having their students and/or names shared on the above-mentioned district produced materials. In order to do so please complete and return this form to your school's main office.

Please be aware that Digital Media Authorization Forms are valid only for the current school year and must be renewed at the start of the next school year. You may change your selection at any time by completing a new form and submitting to your school's main office.

☐ I hereby request the Washington Unified School District NOT use my child's photograph or video footage in any of the above-mentioned materials.

☐ I understand that this request is valid only for the current school year and must

be renewed at the start of the next school year.

Date: _____

Student: _____

ID#: _____

Student's Name (Print): _____

Parent or legal guardian (Print): _____

Parent or legal guardian (Signature): _____

PLEASE RETURN THIS PAGE TO YOUR STUDENT'S SCHOOL

Appendix 3

WASHINGTON UNIFIED SCHOOL DISTRICT EMERGENCY CARD

Date _____ Grade _____
 Home Language _____
 Sex _____ Birthdate _____

Student's Full Legal Name _____

Student Lives With: () Mother () Father () Both () Grandparent () Foster () Parent/Guardian/Caregiver

Home Phone _____ Residential Address _____
 Number Street Apt# City Zip
 Parent 1/Guardian _____ Cell# _____ Work# _____ Email _____
 Parent 2/Guardian _____ Cell# _____ Work# _____ Email _____

If my child is ill, has an emergency, or is suspended and I cannot be reached, please call and release my child to:

Name _____ Cell# _____ Home# _____
 (Circle: Relative, Friend, Childcare Provider)

Name _____ Cell# _____ Home# _____
 (Circle: Relative, Friend, Childcare Provider)

Please Check One:

☐ In the event of an emergency, when a parent or guardian is unavailable, I authorize school personnel to make arrangements for my child to receive medical/hospital care, including necessary transportation in accordance with their best judgment. I authorize the physician named above to undertake such care and treatment as is considered necessary. In the event said physician is unavailable, I authorize such care and treatment to be performed by a licensed physician and surgeon. I agree to pay all costs incurred as a result of the foregoing.

☐ I do not choose the above statement and desire the following action in the event of an emergency: _____

Parent/Guardian Signature _____ Date _____ Parent/Guardian Signature _____ Date _____

5119-6 Rev. 5/2015

PLEASE READ: *California Education Code §49408* indicates that for the protection of a pupil's health and welfare, the governing board of a school district may require the parent or legal guardian of a pupil to keep current at the pupil's school of attendance, emergency information including the home address and telephone number, business address and telephone number of the parents or guardian, and the name, address and telephone number of a relative or friend who is authorized to care for the pupil in any emergency situation if the parent or legal guardian cannot be reached.

PERTINENT MEDICAL INFORMATION REGARDING STUDENT

Physician's Name: _____ Phone: _____ Insurance: _____ ID# _____

- ☐ Allergies: __ Yes __ No If yes, type of allergy(s) _____
☐ Asthma: __ Yes __ No If yes, medications taken, if any _____
☐ Diabetes: __ Yes __ No If yes, and on insulin, type & amount _____
☐ Seizures: __ Yes __ No If yes, type of medication taken, if any _____
☐ Wears glasses: __ Yes __ No
☐ Contact lenses: __ Yes __ No
☐ Hearing loss: __ Yes __ No

Medication(s) taken regularly: _____

Other medical problems and/or restrictions: _____

SUPPLEMENTAL FAMILY INFORMATION

 List Siblings

 Indicate School of Attendance/Grade

Washington Unified School District
McKinney-Vento Assistance Act

Appendix 4

Student Last Name

First

Middle

Name of School:

The information provided below will help the LEA determine what services you and/or your child may be able to receive. This could include additional educational services through Title I, Part A and/or the federal McKinney-Vento Assistance Act. The information provided on this form will be kept confidential and only shared with appropriate school district and site staff.

Presently, are you and/or your family living in any of the following situations?

- ☐ Staying in a shelter (family shelter, domestic violence shelter, youth shelter) or Federal Emergency Management Agency (FEMA) trailer
- ☐ Sharing housing with other(s) due to loss of housing, economic hardship, natural disaster, lack of adequate housing, or similar reason
- ☐ Living in a car, park, campground, abandoned building, or other inadequate accommodations (i.e. lack of water, electricity, or heat)
- ☐ Temporarily living in a motel or hotel due to loss of housing, economic hardship, natural disaster, or similar reason
- ☐ Living in a single-home residence that is permanent

I am a student under the age of 18 and living apart from parent(s) or guardian: ☐ Yes ☐ No

The undersigned parent/guardian certifies that the information provided above is correct and accurate.

Print Parent/Guardian Name

Signature

Date

(Area Code) Phone Number

Street Address

City

State

Zip

Your child or children 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.

Please list all children currently living with you.

Name	Gender	Birthdate	Grade	School

If you have any questions about these rights, please contact the local homeless liaison, Maria Munoz, by phone at 916- 375-7600, ext. 1315 by email at mmunoz@wusd.k12.ca.us or contact the Director of Special Programs & Student Services, Dr. Jay Berns, by phone at 916-375-7600, or by email at jberns@wusd.k12.ca.us

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**DISTRICT OFFICE**

930 Westacre Road
 West Sacramento, CA 95691

TEL (916) 375-7600

FAX (916) 375-7619

www.wusd.k12.ca.us

Appendix 5

Dear Parents and Guardians,

An on-site, free dental screening by a licensed dental professional is being provided at your child's school on _____ (date). The purpose of this dental screening is to check your child's teeth for tooth decay.

If your child is screened and found to have urgent dental problems, you will be notified. If you receive a letter about your child's dental problems, it is important that you take your child to a dentist or dental provider for an evaluation.

If you want your child to participate in the screenings, then no further action is required. In addition, you are invited to complete the attached form for extra dental services.

If you **DO NOT** want your child to participate in the on-site dental screening, please complete the form below and return it to your child's school.

Student's Name: _____

- I DO NOT wish to have my child participate in the on-site Free dental screening.

Parent/Guardian Signature: _____ Date: _____

Comments: _____



Appendix 6

Library Permission Slip

2026-2027

The Washington Unified School District provides a variety of books and materials available for students to check out and take home. Students need parent permission in order to be able to check out books. The board of Education has established rules and responsibilities for all students to follow.

1. - Books need to be returned on time. Notice will be sent to students with outstanding books or fines. We would greatly appreciate a response as soon as possible so that we can clear our records and students can regain their library privileges.
2. - Students are responsible for the care and condition of library materials in their possession. If materials are not returned or paid for at the end of the school year, the district may withhold the students grades, diploma and transcripts in accordance with law, Board policy, and Administrative Regulation.
3. - Parents/Guardians/Caregivers will be responsible for paying for any lost or damaged books and/or materials.

Please sign and return the following permission slip for your child.

LIBRARY PERMISSION SLIP (2026-2027)

Student Name _____

School Name _____ Grade _____

Parent Signature _____

Date _____



Appendix 7

PARENT/GUARDIAN LEGAL DUTIES CONCERNING SAFE GUN STORAGE

Dear Parent/Guardian/Caregiver:

Providing our students and staff with a safe educational environment remains one of our top priorities. We are all aware of incidents of gun violence in our surrounding communities and across the nation. In California, an average of 27 children under 18 has died by suicide with a gun that belonged to someone at home each year. In the majority of these gun-related incidents, the minor gained access to a lawfully purchased gun from their residence or the residence of a relative.

Washington Unified (WUSD) ensures that campuses are safe from the threat of gun violence. Any student in possession of a firearm on campus is subject to immediate arrest, suspension, and expulsion proceedings. To further our efforts to protect students against firearms, and as a courtesy to our families, we would like to bring to your attention the legal obligations to protect minors from negligent gun storage.

The proper storage of your personal firearm is the law in the State of California. Please see below:

Criminal Storage of a Firearm, California Penal Code section 25100(A) - This State statute makes it a crime to store a loaded firearm on any premises under your control, knowing or reasonably should have known, a child is likely to gain access to the firearm, and the child gains access causing death or great bodily injury.

SAFE GUN STORAGE - ACKNOWLEDGEMENT FORM

Please sign below acknowledging receipt of this information.

Student Name (Please Print): _____

Parent/Guardian/Caregiver Name (Please Print): _____

Parent/Guardian/Caregiver Signature: _____ Date: _____



Appendix 8

Student Technology Use Agreement

The district will provide reasonable supervision of students using its access to the internet and attempt to do what is technologically reasonable with filtering software to prevent students from obtaining access to harmful matter as defined by state and federal law. Students using the district's internet access and technology resources shall have no right of privacy in their use of those systems. Staff may monitor or examine all system activities a student takes part in to ensure proper use of the system. Students who fail to abide by district policies and guidelines may be subject to disciplinary action, revocation or their privilege to use the systems, or legal action, as appropriate. Any assertions of student wrongdoing will be carried out according to WUSD disciplinary policies.

I have read and understand the above. ☐ I give; ☐ I do not give

permission to use Washington Unified School District facilities and hardware for internet access.

Parent/Guardian/Caregiver Signature: _____

Date: _____

Directory Information

Directory Information Policies

The law does not require that local educational agencies release directory information. If the local educational agency decides not to release directory information, its policy need not include any statement on directory information.

If a school within the local educational agency releases directory information, it must notify parents/guardians and adult students in its annual notification of the directory information policy that they can opt out of the release of directory information. The annual notification must clearly note the deadline for parent(s)/guardian(s)/caregiver(s) and adult students to submit their request to opt out.

Directory information means information contained in a student record that would not generally be considered harmful or an invasion of privacy if disclosed. Such student information includes: (Education Code 49061; 20 USC 1232g; 34 CFR 99.3)

1. Name
 2. Address
 3. Telephone number
 4. Email address
 5. Date of birth
 6. Major Field of study
 7. Participation record in officially recognized activities and sports
 8. Weight and height of athletic team members
 9. Dates of attendance
 10. Degrees and awards received
 11. Most recent previous school attended
- (cf. 1113 - District and School Websites)
(cf. 1114 – District Sponsored social media)

Directory information does not include a student's social security number or student identification number. However, for purposes of accessing or communicating in electronic systems, directory information may include a student identification number, user identification, or other personal identifier used by the student provided that the identifier cannot be used to gain access to education records except when used in conjunction with a personal identification number, password, or other factor known or possessed only by the authorized user. (34 CFR 99.3)

Directory information also does not include a student's citizenship status, immigration status, place of birth, or any other information indicating national origin.

Notification to Parents, guardians, caregivers, foster parents, and educational rights holders

At the beginning of each school year, all parents, guardians, caregivers, foster parents, and educational rights holders shall be notified as to the categories of directory information the district plans to release and the recipients of the information. The notification shall also inform parents, guardians, caregivers, foster parents, and educational rights holders of their right to refuse to let the district designate any or all types of information as directory information, how to refuse release, and the period of time within which a parents, guardians, caregivers, foster parents, and educational rights holders must notify the district in writing that he/she does not want a certain category of information designated as directory information. (Education Code 49063, 49073; 20 USC 1232g; 34 CFR 99.37)

(cf. 5125 - Student Records)
(cf. 5145.6 - Parental Notifications)

In addition, the annual parental notification shall include a statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin and that the district will not release such information without parental consent or a court order.

(cf. 5145.13 - Response to Immigration Enforcement)

The Superintendent or designee shall notify parents, guardians, caregivers, foster parents, and educational rights holders that they may request that the district not release the name, address, and telephone number of their child to military recruiters, employers, or institutions of higher education without prior written consent. (20 USC 7908)

Parents, guardians, caregivers, foster parents, and educational rights holder's consent

No directory information of a student identified as a homeless child or youth as defined in 42 USC 11434a shall be released, unless the parents, guardians, caregivers, foster parents, and educational rights holders, or the student if they are 18 years or older, has provided written consent that directory information may be released. For any other student, directory information shall not be released regarding any student whose parents, guardians, caregivers, foster parents, and educational rights holders notifies the district in writing that such information not be disclosed without the parents, guardians, caregivers, foster parents, and educational rights holders' prior consent. (Education Code 49073; 20 USC 1232g, 7908)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information) (cf. 9011 - Disclosure of Confidential/Privileged Information)

For a former student, the district shall continue to honor any valid request to opt out of the disclosure of directory information made while the student was in attendance at the district, unless the opt-out request has been rescinded. (34 CFR 99.37)
(7/05 3/09 11/11) 10/18

☐ Yes, directory information may be released ☐ No, do not release directory information

WUSD Website

In accordance with district policy on site/district websites, student work and/or pictures published on the web may not be accompanied with a full student name or any specifically identifying information.

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SUPERINTENDENT
Cheryl P. Hildreth, Ed.D.



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DISTRICT OFFICE
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West Sacramento, CA 95691

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_____**Yes**, my student's work or photo may be published on a site/district website

_____**No**, I do not wish for my student's work or photo to be published on a site/district website

Authorization for Consent to Bill and Release of Information and Other Health Coverage Inquiries

This information is necessary for the school district to participate in the LEA medical billing option.

_____**Yes**, I authorize

_____**No**, I do not authorize

Parent/Guardian Signature:_____

Date:_____

PLEASE RETURN THIS PAGE TO YOUR STUDENT'S SCHOOL

Appendix 9

School Chromebook Guidance

Purpose

This Chromebook guidance ensures all Kindergarten through twelfth-grade students can access essential digital learning tools. It aims to enhance the educational experience by promoting responsibility, digital citizenship, and learning readiness.

Scope

This guidance applies to all Kindergarten to twelfth-grade students, faculty, and staff participating in the Chromebook program.

Guidance Details

Chromebook Distribution

- **Kindergarten to Fifth Grade:** Students will be provided with Chromebooks for use within the classroom. These devices will be stored in a charging cart and are not to be taken home. Chromebooks must be returned to the charging cart at the end of each school day. Students may check them out to take them home from the classroom as if they were like a classroom or library book.
- **Sixth to Twelfth Grade:** Students in grades six through twelve will have Chromebooks assigned to them so they are involved in a one-to-one program. At the beginning of the ninth grade, students will be assigned a new Chromebook at the beginning of the academic year, similar to how textbooks are issued. They would have turned in their Chromebooks at the end of the eighth grade. Once checked out, the student is responsible for the Chromebook as if it were their textbook. This means the student must take care of the device and ensure it is used appropriately for educational purposes. Just as with textbooks, any damage to or loss of the Chromebook may result in fees for repair or replacement. Students are expected to bring their Chromebooks to all relevant classes fully charged and ready to support their learning activities at school and home.

Usage Guidelines

- **In-Class Use:** Chromebooks are intended solely for educational purposes under the guidance of teachers or administrators. Any misuse may result in appropriate disciplinary actions.
- **Internet Safety:** Adherence to the school's internet safety guidelines is mandatory. Accessing inappropriate content or using proxies to bypass school filters is prohibited.

- **Privacy:** The privacy of fellow students must be respected. Unauthorized access or tampering with another student's Chromebook, accounts, or files is prohibited.

Care and Maintenance

- **Responsibility:** Students are responsible for the care of the Chromebooks they use or are issued. Chromebooks should never be left unattended or in unsupervised locations.
- **Charging:** For kindergarten to fifth graders, Chromebooks should be placed in the charging cart at the end of each day. Students in sixth to twelfth grades must charge their Chromebooks overnight and ensure they are brought to school fully charged each day.
- **Damage or Loss:** School staff must be informed immediately of any damage or loss. Repair or replacement fees may be applied.

Parental Involvement

- **Agreement:** Parents/guardians must sign the Chromebook guidance agreement to indicate an understanding of their responsibilities and expectations regarding their child's Chromebook use.
- **Monitoring:** It is recommended that parents/guardians monitor their child's Chromebook usage at home, ensuring it is utilized appropriately for educational purposes.

Disciplinary Actions

- Failure to comply with this guidance may result in disciplinary measures, including but not limited to restricted use, revocation of Chromebook privileges, and other actions as deemed suitable by the school administration.

Conclusion

This guidance ensures that Chromebooks are utilized as an effective educational tool, fostering a safe and respectful learning environment. Adherence to these guidelines will enable students to maximize their educational opportunities and develop into responsible users of digital technology.



Appendix 9

School Chromebook Agreement

Student Agreement

I, [Student Name], understand the responsibilities and expectations set forth by the School Chromebook Agreement and hereby agree to:

1. **Use the Chromebook Appropriately:** I will use the Chromebook only for educational purposes and follow the instructions of teachers and school administrators while using the device.
2. **Internet Safety:** I will adhere to the school's internet safety guidelines and avoid accessing inappropriate content or bypassing school filters.
3. **Respect Privacy:** I will respect the privacy of others and not attempt to access or tamper with another student's Chromebook, accounts, or files.
4. **Care for the Chromebook:** I am responsible for the general care of the Chromebook and charger I use or being issued, ensuring it is supervised.
5. **Report Damage or Loss:** I will immediately report any damage or loss of the Chromebook and/or Chromebook charger to school staff.
6. **Adhere to Charging Guidelines:** I understand the charging requirements and will adhere to them to ensure the Chromebook is ready for use when needed.

Parent/Guardian Agreement

I, [Parent/Guardian Name], have read and discussed the School Chromebook Agreement with my child. I understand my role in monitoring and supporting my child's use of the Chromebook and agree to the following:

1. **Support Educational Use:** I will ensure my child uses the Chromebook for educational purposes and follows the school's guidance and rules.
2. **Monitor Internet Safety:** I will monitor my child's use of the Chromebook at home to ensure adherence to Internet safety guidelines.
3. **Encourage Responsibility:** I will encourage my child to take responsibility for the care and maintenance of the Chromebook.
4. **Acknowledge Financial Responsibilities:** I understand that if I cause damage or loss due to negligence, I may be responsible for repair or replacement costs as outlined by the school.

Acknowledgment of Parent/Guardian Rights

By signing below, I acknowledge that I have received and reviewed the information provided. I understand my rights and responsibilities as outlined, and I give my consent for my child to participate in the programs, services, or activities described, in accordance with Washington Unified School District policies and applicable laws.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Minor Violations

Minor violations include but are not limited to, minor misuse of the Chromebook (e.g., non-educational use during class), minor damage due to negligence, and first-time failure to charge the Chromebook.

Consequences:

- **First Offense:** Warning and a reminder of Chromebook usage guidelines.
- **Second Offense:** Short-term restriction from using the Chromebook for non-essential tasks or a meeting with parents/guardians.
- **Third Offense:** Mandatory participation in a digital citizenship or responsibility workshop.

Moderate Violations

Moderate violations include repeated minor violations, bypassing school internet filters without accessing harmful content, sharing inappropriate content that is not harmful or offensive, and moderate damage due to negligence.

Consequences:

- **First Offense:** Loss of Chromebook privileges for a specified period (e.g., one week), parent/guardian notification, and possibly a meeting.
- **Second Offense:** Increased loss of privileges, potential requirement for the student to use the Chromebook under supervision only, and a reflective assignment on digital citizenship.
- **Third Offense:** Temporary replacement of the Chromebook with limited functionality (e.g., access only to specific educational resources).

Major Violations

Major violations include but are not limited to, accessing or distributing harmful or offensive content, using the Chromebook to bully or harass others, significant damage due to negligence, and theft of a Chromebook.

Consequences:

Immediate Loss of Chromebook Privileges: Duration to be determined based on the severity of the offense.

- **Restitution:** Financial responsibility for repair or replacement in cases of damage or theft.
- **Disciplinary Action:** This may include in-school suspension, out-of-school suspension, or other disciplinary measures consistent with the school's overall disciplinary policy.
- **Educational Component:** Completing a program focused on digital citizenship, ethics, and/or bullying prevention.

BOARD OF EDUCATION

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Cheryl P. Hildreth, Ed.D.

**DISTRICT OFFICE**

930 Westacre Road
West Sacramento, CA 95691

TEL (916) 375-7600

FAX (916) 375-7619

www.wusd.k12.ca.us

General Guidelines

- **Consistency and Fairness:** Disciplinary measures should be consistently applied and fair, considering the student's history and the specific circumstances of the violation.
- **Restorative Practices:** Whenever possible, use restorative practices that help the student understand the impact of their actions and make amends to those affected.
- **Parental/Guardian Involvement:** Involve parents or guardians in the process to ensure they are aware of the violation and the disciplinary measures and to seek their support in preventing future violations.
- **Review and Appeal:** Students and their parents/guardians should be able to review and appeal disciplinary decisions, especially for major violations.



Appendix 10

Is my child too sick to attend school?

A quick reference guide to help decide if you should send your child to school or keep them home.

KEEP YOUR CHILD HOME WITH THE FOLLOWING SYMPTOMS	WHEN YOUR CHILD CAN RETURN TO SCHOOL
FEVER 100.4° F or above.	Fever free (without medicine) for at least 24 hours. For example, if your child has a fever at 8:30 am they may not attend school the following day.
NEW RASH with fever or other symptoms.	New Rash with Fever—Medical note and fever-free for 24 hours.
VOMITING more than twice in the preceding 24 hours.	Resolved overnight and the child can hold down foods and liquids in the morning.
DIARRHEA that causes “accidents,” is bloody, or results in greater than 2 bowel movements more than what your child normally experiences in a 24-hour period	Improved, no longer having accidents, no longer having more than 2 BMs above normal in a 24-hour period. For bloody diarrhea, a medical note is required.
SKIN SORES that are draining fluid on an uncovered part of the body and are unable to be covered with a bandage.	Medical note and sores are crusting.
COLD/RESPIRATORY VIRUS SYMPTOMS a child with heavy cold symptoms, such as deep or uncontrollable coughing, significant lack of energy, a runny nose that the child can’t maintain themselves, or a constantly running nose, must stay home, even without a fever.	Improving for at least 24 hours, able to manage their own runny nose and cover their cough.

If your child has minor symptoms (mild cough, headache, stomachache, etc.) but is able to function at 75% of their usual capacity, it is OK to send them to school as long as they do not have any of the above symptoms. If they don’t feel well during the school day, they can check in at the health office.

¿Está mi hijo(a) demasiado enfermo para asistir a la escuela?

Una guía de referencia rápida para ayudarle a decidir si debe enviar a su hijo(a) a la escuela o mantenerlos en casa

Por favor MANTENGA A SU NIÑO EN CASA cuando presente los siguientes síntomas:

- **SÍNTOMAS DEL RESFRIADO:** Un niño con síntomas fuertes de resfriado, como tos profunda o incontrolable, falta significativa de energía, secreción nasal que el niño no puede mantener por sí mismo o secreción nasal constante, debe quedarse en casa, incluso sin fiebre. Pueden regresar cuando los síntomas mejoren.
- **DIARREA / VÓMITO:** Mantenga a su hijo(a) en casa durante 24 horas desde el último episodio SIN medicación.
- **TOS:** Un niño con síntomas intensos de resfriado, como tos intensa e incontrolable o falta significativa de energía, incluso sin fiebre, debe permanecer en su hogar.
- **SECRECIÓN NASAL:** Estudiantes con una nariz que moquea constantemente, especialmente de color verde/amarillo, necesitan quedarse en casa.
- **GARGANTA IRRITADA:** Mantenga a su niño(a) en casa y póngase en contacto con un médico por un dolor de garganta severo y si manifiesta manchas blancas en la parte posterior de la garganta, con o sin fiebre.
- **OJOS ROSADOS:** El estudiante debe mantenerse en casa hasta que lo evalúe un proveedor médico.
- **ERUPCIONES:** No envíe a un niño con una erupción a la escuela hasta que un proveedor médico ha dicho que es seguro hacerlo - especialmente con síntomas adicionales como picazón, fiebre o aparición de enfermedad.
- **AMPOLLAS LLENAS DE FLUIDO DE ORIGEN DESCONOCIDO:** Es importante que estos síntomas sean evaluados por un proveedor médico porque la infección puede conducir a complicaciones serias.

Si su hijo(a) tiene síntomas menores (tos, dolor de cabeza, dolor de estómago, etc.) pero puede funcionar al 75% de su capacidad habitual, está bien enviarlo a la escuela siempre y cuando no presenten ninguno de los síntomas mencionados anteriormente.

Appendix 11

ACTUALIZACIONES DE COVID-19 PARA LA COMUNIDAD DE WUSD: 11 DE ABRIL DE 2023

Este comunicado proporciona información sobre los cambios recientes en la guía de COVID-19 y el efecto en nuestra comunidad escolar. A partir del 1 de marzo, el condado de Yolo rescindió la Orden de aislamiento masivo modificada del oficial de salud pública y, a partir del 13 de marzo, el CDPH también actualizó su [Orientación sobre aislamiento y cuarentena](#). En consonancia con estos cambios recientes, WUSD está ajustando nuestros procedimientos para los estudiantes a partir del 11 de abril de 2023.

¿Qué significa esto para los estudiantes?

Los estudiantes deben seguir las recomendaciones de aislamiento en el [Guía de aislamiento y cuarentena de CDPH](#) y notificar a la oficina de su escuela de un resultado positivo de la prueba lo antes posible.

Students who test positive for COVID-19:

- Se recomienda que los estudiantes se aíslen un mínimo de cinco días y regresa
 - cuando los síntomas no están presentes **O** son leves y están mejorando
 - **Y** no tienen fiebre durante un mínimo de 24 horas sin medicamentos para reducir la fiebre.
- Si los estudiantes terminan el aislamiento antes del día 10, deben usar una mascarilla bien ajustada a la escuela hasta el día 10 o quitarse la mascarilla antes con dos pruebas secuenciales negativas, con un día de diferencia.

Asymptomatic students who are exposed to someone with COVID-19:

- It is recommended that students
 - test within 3 to 5 days after last exposure
 - wear a well-fitting mask around others for a total of 10 days
 - are strongly encouraged to get vaccinated or boosted.
- If symptoms develop, test and stay home. If test is positive, follow recommendations above.

Es posible que aún se requiera que los estudiantes se queden en casa cuando estén enfermos, según nuestra información general "Manténgase en casa enfermo". Please review the requirements on the previous page.

Las máscaras y los kits de prueba rápida de antígeno COVID-19 están disponibles en todas las escuelas y lugares de trabajo a pedido.

Esta información se aplica a los estudiantes; los miembros del personal deben seguir los requisitos más recientes de Cal/OSHA.

Guía de aislamiento y cuarentena de CDPH:

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID19/Guidance-on-Isolation-and-Quarantine-for-COVID-19-Contact-Tracing.aspx>

Мой ребенок слишком болен, чтобы посещать школу?

Краткое справочное руководство, чтобы помочь вам решить, следует ли отправлять ребенка в школу или оставить его дома.

Пожалуйста, **ОСТАВЬТЕ ВАШЕГО РЕБЕНКА ДОМА** при наличии следующих симптомов:

- **ТЕМПЕРАТУРА:** – 100.4° F или выше. Ученик может вернуться в школу после 24 часов отсутствия температуры БЕЗ применения медикаментов. Например, если ваш ребенок имеет высокую температуру в 8:30 утра, он не может посещать школу на следующий день.
- **ДИАРЕЯ/РВОТА** – Ученик может вернуться в школу через 24 часа после последнего эпизода БЕЗ ПРИМЕНЕНИЯ медикаментов.
- **СИМПТОМЫ ПРОСТУДЫ:** Ребенок с тяжелыми симптомами простуды, такими как глубокий или неконтролируемый кашель, значительный недостаток энергии, насморк, с которым ребенок не может справиться самостоятельно, или постоянный насморк, должен оставаться дома, даже если у него нет температуры. Он может вернуться, когда симптомы улучшатся.
- **БОЛЬ В ГОРЛЕ:** Оставьте ребенка дома и свяжитесь с лечащим врачом при сильной боли в горле и/или белых пятнах в задней части горла, с температурой или без нее.
- **КОНЪЮНКТИВИТ:** Ученик должен оставаться дома пока его не осмотрит лечащий врач.
- **СЫПЬ:** Не отправляйте ребенка с сыпью в школу до тех пор, пока лечащий врач не скажет, что это безопасно - особенно при наличии дополнительных симптомов, таких как зуд, температура или если он выглядит заболевшим.
- **ЗАПОЛНЕННЫЕ ЖИДКОСТЬЮ ВОЛДЫРИ НЕИЗВЕСТНОГО ПРОИСХОЖДЕНИЯ:** Важно, чтобы эти симптомы оценил лечащий врач, поскольку инфекция может привести к серьезным осложнениям.

Если у вашего ребенка есть легкие симптомы (легкий кашель, головная боль, боль в животе и т.д.), но он способен функционировать на 75% от своих обычных возможностей, его можно отправить в школу, при условии, что у него нет каких-либо из вышеперечисленных симптомов.

Обновления COVID-19 для сообщества WUSD: 11 апреля 2023

В этом сообщении содержится информация о последних изменениях в руководстве по COVID-19 и их влиянии на наше школьное сообщество. С 1 марта округ Йоло отменил измененный Приказ о массовой изоляции, изданный главой общественного здравоохранения, а с 13 марта CDPH также обновил свои [Руководство по изоляции и карантину](#). В соответствии с этими недавними изменениями WUSD корректирует наши процедуры для учащихся с 11 апреля 2023 года.

Что это значит для студентов?

Учащиеся должны следовать рекомендациям по изоляции в [Руководство CDPH по изоляции и карантину](#) и уведомить свой школьный офис о положительном результате теста как можно скорее. Студентам рекомендуется изолироваться минимум пять дней и вернуться, когда симптомы либо отсутствуют, либо являются легкими и улучшаются, и лихорадка отсутствует в течение как минимум 24 часов без жаропонижающих лекарств. Если учащиеся заканчивают изоляцию до 10-го дня, они должны носить подходящую маску в школу до 10-го дня или снимать маску раньше с двумя последовательными отрицательными тестами с интервалом в один день.

В соответствии с нашей общей информацией «Оставайтесь дома больными» учащимся может быть необходимо оставаться дома во время болезни. Пожалуйста ознакомьтесь с требованиями ниже.

Students who test positive for COVID-19:

- It is recommended that students isolate a minimum of five days and return
 - when symptoms are either not present OR are mild and improving
 - AND are fever-free for a minimum of 24 hours without fever-reducing medication.
- If students end isolation earlier than Day 10, they should wear a well-fitting mask to school through Day 10 or remove the mask sooner with two sequential negative tests, one day apart.

Asymptomatic students who are exposed to someone with COVID-19:

- It is recommended that students
 - test within 3 to 5 days after last exposure
 - wear a well-fitting mask around others for a total of 10 days
 - are strongly encouraged to get vaccinated or boosted.
- If symptoms develop, test and stay home. If test is positive, follow recommendations above.

Students may still be required to stay home when sick, per our general “Keep Home Sick” information. Please review the requirements on the previous page.

Маски и наборы для экспресс-тестирования на антиген COVID-19 доступны в каждой школе и на рабочем месте по запросу.

Эта информация относится к студентам; сотрудники должны соблюдать самые последние требования Cal/OSHA.

Руководство CDPH по изоляции и карантину:

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Guidance-on-Isolation-and-Quarantine-for-COVID-19-Contact-Tracing.aspx>



Appendix 12

Dear Parent,

Through the Medi-Cal Local Educational Agency Billing Option (LEA) this LEA may submit claims to California Medi-Cal for covered services provided to Medi-Cal eligible children enrolled in special education programs.

The Medi-Cal LEA program is a way for school districts and/or County Education Offices (COEs) to receive federal funds to help pay for health-related special education and related services.

You need to know that:

- You may refuse to sign this consent form
- Information about your child and family is strictly confidential
- Your rights are preserved under Title 34 Code of Federal Regulations 300.154; Family Education Rights Privacy Act of 1974, Title 20 of the United States Code, Section 1232 (g), Title 34 Code of Federal Regulations, Section 99
- This consent is good for one year unless you withdraw your consent before that time. It can be renewed annually at the IEP meeting.

Your consent is voluntary and can be revoked at any time. If you do revoke consent, the revocation is not retroactive (i.e., it does not negate any billing that occurred after consent was given and before it was revoked). Your consent **will not** result in denial or limitation of community-based services provided outside the school. If you refuse to consent for the school district and/or COE to access California Medi-Cal to pay for health-related special education and/or related services, this School District and/or COE still must ensure that all required special education and related services are provided at no cost to you.

Explanation

Medi-Cal allows school districts to submit claims for related services that are included in a Medi-Cal eligible student's IEP. When the District is reimbursed for services provided, that monetary reimbursement can ONLY be used towards programs supporting students in the District. By providing written consent, parents can help the district receive reimbursement funds, which help offset the cost of providing services in a school setting.

You may not know this but district requests Consent to Bill Medi-Cal from all students' parents not just those whose students have IEPs.

Also, you may not know that it is only necessary for the district to obtain parental



consent to bill Medi-Cal one time during the student's educational experience at that district, which is why the district may request your consent during registration or at another meeting that you attend.

Assurance and Protection

Please be assured that signing the consent form WILL NOT impact family benefits in any way, and will not limit lifetime coverage, increase premiums, or lead to the discontinuation of benefits.

The district understands that medical and health information is personal, and protecting that information is important.

For Medi-Cal reimbursement, ONLY limited student information is disclosed.

The District follows HIPAA and FERPA requirements for maintaining the confidentiality of all medical and health information for the students and families they serve.

Be assured that if you give consent to share your child's information with Med-iCal, you also have the right to revoke consent at any time (but any services provided prior to revocation of consent will still be billed to MediCal).

If you have any questions or would like to change your decision to consent, you may contact the District through the Special Services Department (916) 375-7600 ext 1350.



Appendix 12

CONSENT TO BILL CALIFORNIA MEDI-CAL & CONSENT TO RELEASE OR EXCHANGE INFORMATION FOR HEALTH-RELATED SPECIAL EDUCATION AND RELATED SERVICES

Through the Medi-Cal Local Educational Agency Billing Option (LEA) this LEA may submit claims to California Medi-Cal for covered services provided to Medi-Cal eligible children enrolled in special education programs. The Medi-Cal LEA program is a way for school districts and/or Counties Education Offices (COEs) to receive federal funds to help pay for health-related special education and related services.

You need to know that:

- You may refuse to sign this consent form.
- Information about your child and family is strictly confidential.
- Your rights are preserved under Title 34 Code of Federal Regulations 300.154; Family Education Rights Privacy Act of 1974, Title 20 of the United States Code, Section 1232 (g), Title 34 Code of Federal Regulations, Section 99.
- This consent is good for one year unless you withdraw your consent before that time. It can be renewed annually at the IEP meeting.

Your consent is voluntary and can be revoked at any time. If you do revoke consent, the revocation is not retroactive (i.e., it does not negate any billing that occurred after consent was given and before it was revoked). Your consent **will not** result in denial or limitation of community-based services provided outside the school. If you refuse to consent for the school district and/or COE to access California Medi-Cal to pay for health-related special education and/or related services, this School District and/or COE still must ensure that all required special education and related services are provided at no cost to you.

Furthermore, as a public agency, an LEA may access parents' public benefits or insurance to pay for related services required under Part B of the IDEA, for a free appropriate public education (FAPE). For related services required to provide FAPE to an eligible student, the LEA:

- **May not** require parents to sign up for or enroll in public benefits or
 - Insurance programs (Medi-Cal) in order for their child to receive FAPE under
 - Part B of the IDEA (34 CFR 300.154 [d][2][i]).
- **May not** require parents to incur an out-of-pocket expense such as the payment of a deductible or
 - co-pay amount incurred in filing a claim for services and reimbursement through Medi-Cal (34 CFR 300.154[d][2][ii])



- **May not** use a student's benefits under Medi-Cal if that use would:
 - Decrease available lifetime coverage or any other insured benefit.
 - Result in the family paying for services that would otherwise be covered by the public benefits or insurance program (Medi-Cal) and are required for the child outside of the time the child is in school.
 - Increase premiums or lead to the discontinuation of public benefits or insurance (Medi-Cal).
 - Risk loss of eligibility for home and community-based waivers, based on aggregate health related expenditures (34 CFR 300.154[d][2][iii][A-D]).

Parental Consent:

I authorize the _____ (LEA) to disclose to Medi-Cal Billing Systems, Inc. (MBS, Inc.) the following information:

My child's name _____
Date of Birth _____ Gender _____,
as well as their IEP designated service(s), the type(s) and number of services provided, their service date(s), and name of provider(s).

This information may be disclosed for the sole purpose of processing claims to the Medi-Cal program for reimbursement for these services.

Guardian/Adult Student Signature

Date

Appendix 13

Parent/Guardian Acknowledgement and Consent for Student Access to Google Services and Online Learning Tools

Important: Google will require parental consent for students under 18 to access certain "**Additional Google Services**" (e.g., YouTube, Google Maps, etc.). Without this consent, your child will not be able to access these services on their school-issued Google account.

We may also decide to use additional online learning and communication platforms (not listed above) in our classrooms during the school year. In such cases, if a student name or login is required, or the possibility to have student content presented online, we will be sure to closely review the platform's privacy policy to ensure that our students' data is kept safe and secure.

Please review the following and confirm your acknowledgment and consent online:

- **I understand** that my child requires parental consent to access additional Google services beyond core Google Workspace for Education tools (such as Google Docs, Gmail, and Classroom).
- **I have reviewed** the information regarding what constitutes "Additional Google Services" and agree to the terms of use as outlined by Google and Washington Unified School District.
- **I consent** to my child accessing Additional Google Services approved by Washington Unified School District and additional online learning and communication platforms in our classrooms during the school year.

Confirmation

☐ I acknowledge that I have reviewed the information regarding Additional Google Services and consent to my child accessing the following district-approved services.

If you prefer a paper copy of this consent form, please contact the school office.

Appendix 14

Washington Unified School District

Parent Notice Regarding Available Language Programs and Language Acquisition Programs

Washington Unified School District offers the following language and language acquisition programs for student enrollment. Parents/Guardians may choose a language acquisition program that best suits their child (EC Section 310[a]).

- **Structured English Immersion (SEI) Program:** A language acquisition program for English Learners (EL) in which English language skills are taught so that the EL student can succeed in an English-only mainstream classroom. All instruction is in English. Teachers have specialized training in meeting the needs of EL students, possessing either a bilingual education or ESL teaching credential and/or training. Education Code (EC) sections 305(a)(2) and 306(c)(3).
- **Dual-Language Immersion (DLI) Program (English/Spanish):** A language acquisition program for English learners and native English speakers in which instruction to pupils is provided utilizing English and Spanish, enabling non-native speakers or students who have weak literacy skills in their native language to achieve language proficiency and meet academic achievement goals. This program begins in Kindergarten and continues through Grade 8 and is offered at Elkhorn Village Elementary. EC Section 306(c)(1).
- **Newcomer Program:** A language acquisition program for English Learners (EL) who have been in the United States for 1 year or less, and have little to no background in English. Starting with foundational skills, English language skills are developed so that the EL student can succeed in an English-only mainstream classroom. Instruction is in English, with primary language support, when possible, and trauma-informed teaching practices are implemented to meet the unique needs of Immigrant students. Teachers have specialized training in meeting the needs of Newcomer EL students, possessing either a bilingual education or ESL teaching credential and/or training. Education Code (EC) sections 305(a)(2) and 306(c)(3).

How to Enroll Your Child in a Language Acquisition Program:

If you would like to request a Language Acquisition Program other than the Standard English Immersion Program, you may submit a verbal or written request to the office at your local school.

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

Schools in which the parents or legal guardians of 30 students or more per school, or the parents or legal guardians of 20 students or more in any grade request a language acquisition program designed to provide language instruction must be required to offer such program to the extent possible (EC Section 310[a]). To request a new language acquisition program, submit a verbal or written request to the office at your local school.

Appendix 15

About Language Acquisition Programs and Language Programs

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

Appendix 16

Parent and Community Engagement

Parents may provide input regarding language and language acquisition programs in the LEA or to be considered in the LEA during the development of the Local Control and Accountability Plan (EC Section 52062.) If interested in a different program from those listed above, please complete this [Dual Language Program Request Form](#) found on the next page. In November of 2016, California voters approved Proposition 58, also known as the CA Ed.G.E. Initiative. The purpose of the CA Ed.G.E. Initiative is to ensure that all children in California public schools receive the highest quality education, master the English language, and access high-quality, innovative, and research-based language programs that prepare them to fully participate in a global economy. (*Education Code* [EC] § 300(n).)

The initiative authorizes school districts and county offices of education to establish language acquisition programs for both native and non-native English speakers and requires school districts and county offices of education to solicit parent and community input in developing language acquisition programs. Language acquisition programs may include, but are not limited to, all of the following:

- Dual-Language Immersion (DLI)
- Structured English Immersion (SEI)
- Newcomer Program

Parents may request the language acquisition program that best suits their child. (*EC* § 310(a).) All alternative language programs in Washington Unified include instruction in the four core subjects: English/Language Arts, Math, Science, and History. Integrated and designated ELD is also provided for English learners, as required by law.

Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (*EC* Section 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 (30 within a school, or 20 within a single grade level), the district will review the feasibility of the request and provide a response to the school community within 60 days.

Submit this form to the school site's front office staff.

For more information on the California Education for a Global Economy Initiative:
<https://www.cde.ca.gov/sp/el/er/caedge.asp>

For more information on Washington Unified School District's Dual-Language Immersion program:
<https://elkhorn.wusd.k12.ca.us/Programs--Activities/Dual-Immersion/>

For other questions, contact the English Learner Office at (916) 375-7600 ext. 1378.

Appendix 17

Proposition 58 Dual Language Education Program Parent Request Form

Submit this Form if Requesting a New Dual Language Program

School:	Date of Request:
Parent/Guardian Name:	Parent/Guardian Phone:
Student Name:	Student's Grade Level (at time of request):
Language(s) Spoken by Student:	

LANGUAGE ACQUISITION PROGRAM REQUESTED

Please provide the name of the program here _____

Target Language Requested: _____

Parent/ Guardian Signature: _____ Date: _____

→ **Please submit this form to the school site's front office staff**

For School Use Only		
Student Language Classification:		
EL IFEP EO RFEP		
Request Received By:	Signature:	Date:
☐ Copy sent to the English Learner/ PACE Department Date: _____		