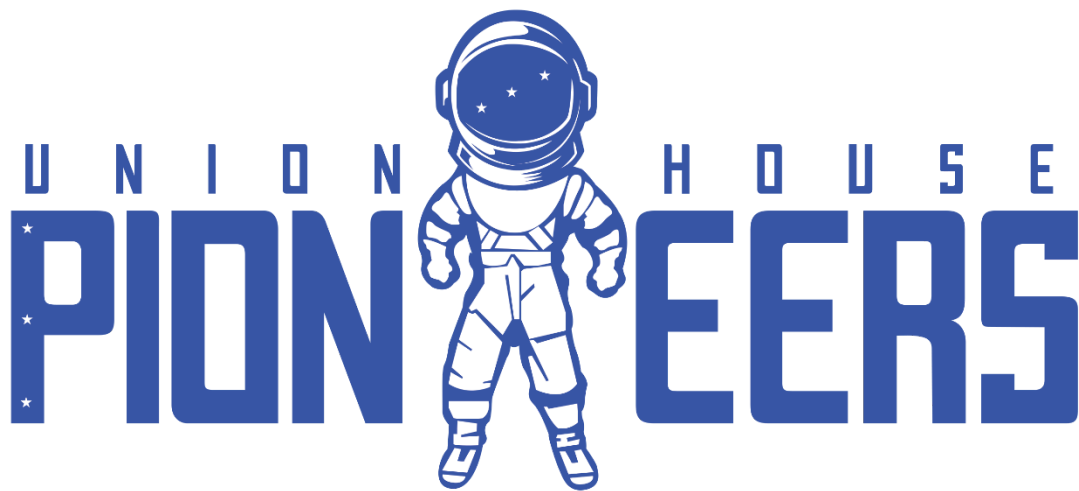


Union House Elementary School Family Handbook 2025-2026



Union House Vision Statement

Union House creates a learning community that empowers all students academically, socially, and emotionally to achieve their greatest potential as college and career-ready lifelong learners.

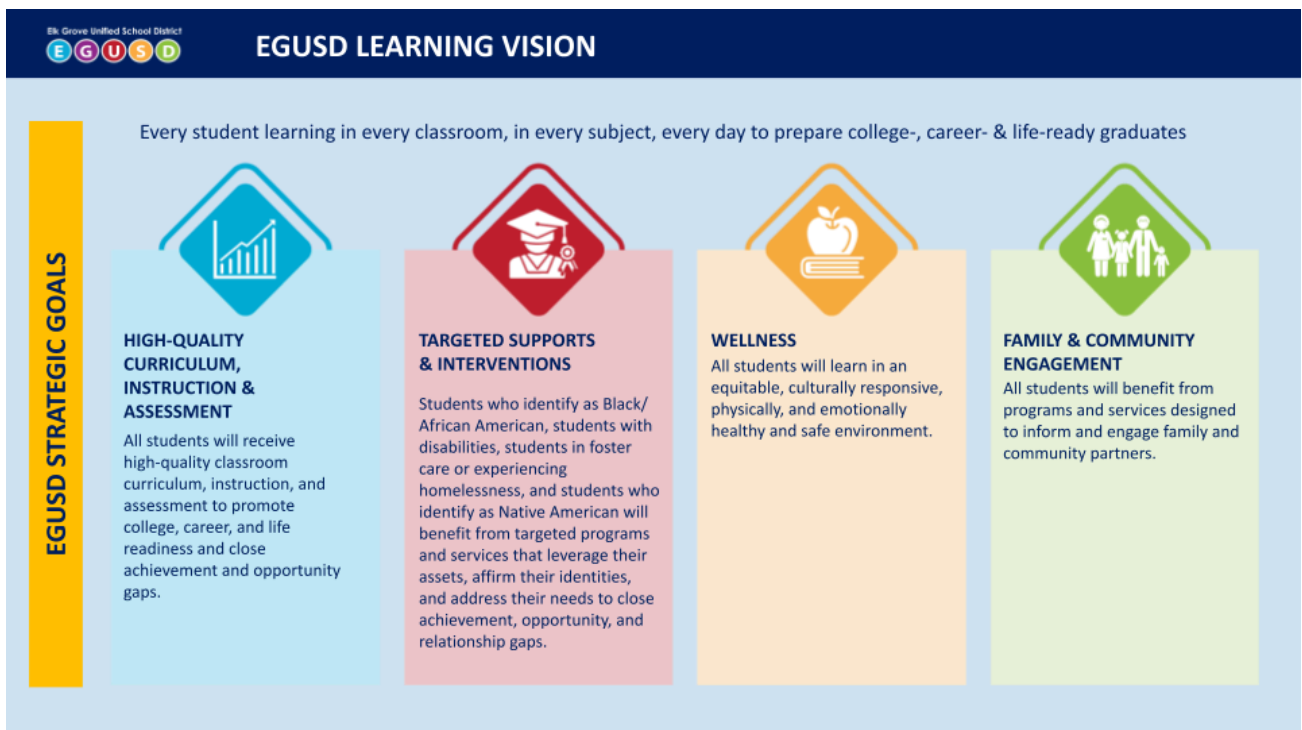
Union House Mission Statement

Union House is a learning community that works to build student success utilizing the core values of:

- Excellent instruction
- Positive climate
- Collaboration
- Equity
- Family and community engagement

Union House is a proud Elk Grove Unified School District school!

You can visit the District website at www.egusd.net



The infographic is titled "EGUSD LEARNING VISION" and features the Elk Grove Unified School District logo. It outlines a vision statement and four strategic goals. The vision statement is: "Every student learning in every classroom, in every subject, every day to prepare college-, career- & life-ready graduates". The four goals are: 1. High-Quality Curriculum, Instruction & Assessment (represented by a blue icon of a bar chart with an upward arrow); 2. Targeted Supports & Interventions (represented by a red icon of a graduation cap); 3. Wellness (represented by an orange icon of an apple on a book); 4. Family & Community Engagement (represented by a green icon of a family). Each goal includes a brief description of the focus and the intended outcomes for students.

EGUSD LEARNING VISION

Every student learning in every classroom, in every subject, every day to prepare college-, career- & life-ready graduates

EGUSD STRATEGIC GOALS

- HIGH-QUALITY CURRICULUM, INSTRUCTION & ASSESSMENT**
All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.
- TARGETED SUPPORTS & INTERVENTIONS**
Students who identify as Black/ African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.
- WELLNESS**
All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.
- FAMILY & COMMUNITY ENGAGEMENT**
All students will benefit from programs and services designed to inform and engage family and community partners.

District Administration

Christopher R. Hoffman
Superintendent

Jenifer Avey
Associate Superintendent
PreK – 6 Education

Martin Fine
Director
PreK – 6 Education

Board of Education

Beth Albiani
Delia Baulwin
Jennifer Ballerina
Susan Davis
Heidi Moore
Michael Vargas
Sean J. Yang

School Office

Phone: 916-424-9201
Hours: 7:30 AM – 3:30 PM
Fax : 916-424-3510

Transportation Department

Phone: 916-686-7733

School Site Administration

Eileen Mann
Principal

Donna McGee & Renee Askins
Vice Principals

School Site Council

Eileen Mann, Principal
Cindy Vong, Teacher
Elizabeth Magaña, Teacher
Patricia Padilla, Teacher
Silvia Quintero, Staff Member
Gerralyn Moore, Parent
Alexis Rodriguez, Parent
Cherié Uribe, Parent
Vicky Whitaker, Parent
Joycelyn Wormley, Parent

District Office

Phone: 916-686-7704

Website: [Union House Elementary School](#)

EGUSD Parent/Student Handbook




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School Calendar

Union House follows a modified traditional schedule. On the EGUSD calendar page, modified traditional is indicated in orange. [You can find the calendar here.](#)

 **UH Bell Schedule .pdf**

Programs and Services at Union House

Health – Nursing Services

The Nursing Services at Union House are administered by a qualified school nurse who provides the following services: vision and hearing screening, updating medical information, keeping appropriate records for each student, and providing nutritional and dental health education. The nurse is on site on Thursdays only.

Parent Teacher Organization (PTO)

All Union House parents and guardians are encouraged to join the Parent-Teacher Organization. The PTO focuses on building school-to-home communication through presentations which will be offered during their meetings. As in previous years, the PTO also organizes fundraising, special family activities, and grants to teachers.

School Site Council

The School Site Council is a decision-making group of parents and school staff, which has for its major responsibility the development, implementation, and evaluation of the Local Control Accountability Plan (LCAP). The committee also oversees a budget each year that provides enhancements to the standard school budget. The School Site Council members are elected for a 2 year term.

Special Education – Resource Specialist

Our Learning Center staff collaborates with the general education classroom teachers to support students who have been identified with a specific learning disability or other disabilities that may impair their ability to perform in the general classroom. Individualized Educational Plans (IEP) are developed by a team, including parents, teachers, administration, school psychologist, and special education staff, in order to best serve students' needs in the least restrictive environment.

Special Education – Speech and Language Specialist

The Speech program at Union House is a Special Education service for students who qualify based on need. When a referral is received, a request for assessment is submitted and one of our designated specialists will schedule an assessment at Union House. Based on test results a recommendation is presented at a meeting in which teacher, parents, administration, and other specialists will collaborate on an appropriate placement. Speech therapy may include remediation of any of the following disorders: articulation (sound production), language (receptive and expressive), voice and fluency (stuttering). Once diagnosed, the Speech and Language Specialist collaborates with the general education teacher on how best to serve the needs of each individual student.

Title I

Our Title I program is a school-wide federally funded program designed to improve the academic performance of all our students. Title I funding has made it possible for us to provide Academic Intervention Teachers who specialize in reading. Our Title I funding also allows us to offer other academic assistance through tutoring programs, an augmentation to our Library Technician position, a half-time counselor, as well as academic supports during the regular school day through additional classroom materials.

National Elementary Honor Society

The National Elementary Honor Society (NEHS) recognizes outstanding elementary students for their academic achievement and demonstrated responsibility at school and in the community. NEHS promotes the core values of scholarship, responsibility, service, and leadership. Members are selected based on these qualities and are expected to maintain high academic standards while participating in service projects that benefit their school and community. At Union House, the NEHS program is coordinated by Vice Principal Renee Askins.

Adopted Textbooks

English Language Arts and English Language Development: California Wonders is a comprehensive K-6 ELA/ELD program built on the California ELA/ELD Framework and the CA Common Core State Standards. Through its connected pathways, intentional instruction, and inspiring content, *CA Wonders* prepares all students for college and career in the 21st century.

EnVision Math by Saavas Pearson: a K–6 Common Core–aligned program that emphasizes conceptual fluency, rigor, and 21st-century skills. It integrates the Standards for Mathematical

Practice with interactive lessons, research-based instruction, English learner support, and differentiated resources, plus comprehensive digital tools for college and career readiness.

IMPACT History / Social Studies: The K-6 History/Social Science program in the Elk Grove Unified School District is standards-based with an emphasis on both subject-area content and historical and social science analysis skills. The K-6 curriculum (McGraw-Hill Education) contains strategies for writing, note-taking, critical thinking, vocabulary development, and building success in comprehending expository text. Primary source materials, both written and through media, are included to enhance student engagement in learning about people and events of the past.

Science: Amplify Science K–5 is a Next Generation Science Standard-aligned curriculum where students act as scientists and engineers to explore real-world phenomena through hands-on investigations, discussion, reading, writing, and digital tools. It builds science and literacy together but can be demanding in pacing, tech needs, and teacher support.

The Williams Act

The Williams Act ensures all California students have equal access to education by requiring districts to provide standards-aligned instructional materials, qualified teachers, and safe, well-maintained facilities. If parents, students, or community members see problems in these areas, they may use the Uniform Complaint Process (UCP) to report them, and schools are legally required to respond.

The Center ExL

The Center ExL is our after school program which provides Union House students a structured, safe, and supportive environment to complete homework, sharpen skills in the area of English Language Arts and Math as well as enjoying numerous enrichment activities. ExL is funded through an ASES grant from the State of California which is designed to offer students opportunities to experience academic and social success while providing them a safe educational place during the after school hours. For more information, contact our front office.

Computer Technology

At Union House Elementary, technology is integrated across all grade levels to reinforce learning and build digital awareness. Starting in kindergarten, students use technology to access, analyze, and present information, as well as to practice basic skills. Integration includes internet research, multimedia tools like Kid Pix and Google Slides, digital imagery, and enrichment or remediation in all subject areas.

SCHOOL INFORMATION AND PROCEDURES

Accidents or Illness

If your child becomes ill or injured at school, office staff provide immediate care. Children must stay home with a fever or contagious rash and remain home one extra day after the fever ends. Students should return only when healthy enough to participate in all school activities.

If your child needs to go home or see a doctor, the office contacts you right away. For serious injuries, staff first call parents, then emergency contacts if needed. If no one is available, the principal decides next steps, which may include calling an ambulance.

Parents must keep all emergency contact information up to date by notifying the office of any phone number changes.

Prescription and Non-prescription Medicine

To follow state law and district policy, parents must complete an **Authorization for Administration of Medication** form (available in the office) before school staff can give any prescription or non-prescription medicine.

- Medication must be in the **original labeled container** and kept in the office. Students may not carry medicine, except in life-threatening cases with physician, parent, and principal approval.
- Parents must notify the school of any **changes in medication or dosage** with a new note from the doctor.
- The authorization form must be **renewed each year** or whenever the treatment plan changes.

Students cannot carry cough drops, asthma inhalers, or any other kind of medication without the doctor's form. We will take the medication and call you to pick it up. We are happy to help you get the medication authorization form completed if you need assistance.

Student Accident Insurance

Elk Grove Unified School District assumes no liability for accidents to students at school (E.C. 49472, 49471, 48980) and the district does not provide medical insurance for individual students. However, you may purchase student accident insurance if you wish to do so.

Our school/district has selected the Student Insurance Plan from K&K Insurance Group to make reliable coverage available to parents. If you don't have other insurance, this plan may be a resource to consider. Additionally, even if you have other coverage, this plan can help fill expensive "gaps" caused by deductible and co-pays. Coverage may be purchased at any time during the school year by visiting studentinsurance-kk.com.

To find out more about this optional insurance program, you can see the flyer [here](#) and detailed information [here](#).

Parent Meeting Guidelines

As part of a review of safety practices within EGUSD, administration and EGEA have developed districtwide guidelines for parental requests regarding classroom visits and teacher meetings. These guidelines ensure consistency while supporting strong school–home partnerships. Teachers are expected to maintain regular communication with parents, including sharing instructional goals, student progress, needs or concerns, special accomplishments, and participating in meetings related to these areas.

CA Education Code 51101 and Board Policy 5020

Parents and/or guardians have the right, as supportive and respectful partners in the education of their child, to be informed by the school, and to participate in the education of their child, as follows:

- To meet with their child's teacher or teachers and/or the principal, within a reasonable time of the request
- To observe their child's class or classes, within a reasonable time following their request
- To be informed of their child's progress and of the appropriate staff to contact if problems arise with their child
- To examine the curriculum materials of their child's class or classes

A parent/guardians lack of English fluency does not preclude them from exercising these rights (EC 51101.1).

Notification Process

School administrators or school office staff will provide notice to the teacher of a parent request to meet or to visit the classroom. Notice will be provided to the teacher the day of the request: via a teacher mailbox note, a verbal message, email or phone communication. **A minimum one day notice will be provided to the teacher, prior to a parent class visitation, unless there is an urgent need.**

Timeline

- A parent requests a meeting with teacher or a class visitation – request received (day one).
- Teacher is notified (same day if possible) of request to meet or to visit class.
- Within 24 hours of request (notice to teacher), teacher will contact parent by phone or email to coordinate and schedule an appointment to meet or a date and time for the class visit.

Urgent Requests

When there is an urgent need for a parent meeting, as determined by a school administrator, the administrator will notify the teacher and coordinate a time to meet. If the teacher is unable

to meet that day within the teacher workday/workweek time limits, a meeting time will be coordinated and scheduled between the teacher, the administrator, and the parent.

Administration participation in parent/teacher meetings or class visitations

Parents or teachers may request the administration attendance and participation in a parent teacher meeting. If for any reason a teacher desires to have the principal attend a meeting with a parent, it is appropriate and recommended that they ask a site administrator to accompany the parent during the class visitation or to attend a parent/teacher meeting.

Campus Visitations

All visitors must check in the office first and receive a visitor's badge before entering the school grounds or before going to a classroom.

We welcome and encourage parents/guardians to visit and participate in their child's classroom. Parents may arrange to visit the classroom (with one day's notice - see above) anytime they wish except during a period of State testing.

The principal has the authority to permit or deny any person access to the campus as deemed appropriate, or order to maintain a safe and orderly learning environment. Please make sure that you comply with this policy as this is required for the protection of all students.

Parent involvement and assistance in all classrooms is encouraged and appreciated. Unless you are invited to assist in your child's classroom for a specific event or purpose, classroom visitations will be limited to thirty (30) minutes.

Attendance

One of the most important elements of successful learning is regular, on-time attendance at school. If an absence is necessary, it is up to the parents/guardians to **call the school office at 916-424-9201** the morning of the absence or send a note to the school office. The note should include the dates of the absence and the reason for the absence.

Excused absences under state law (Ed. Code 46010, 48205) include: illness, quarantine, medical/dental/optometric/chiropractic appointments, funeral of an immediate family member (1 day in California, 3 days out of state), medical exclusion (up to 5 days), court appearances, religious holidays/retreats, and naturalization ceremonies.

Unexcused absences (truancy) include: going to work with a parent, vacations or outings, concerts or sporting events, babysitting or family care, parent illness, shopping, car repair, waiting for service people, or other reasons not listed in the Education Code.

Regular attendance is essential for your child's success in school. When a student has three or more unexcused absences or repeated tardies, the School Attendance Review Board (SARB) process begins, and you will receive a letter from the district that must be signed and returned

with reasons for the absences. Continued absences or tardies may result in additional letters and district contact.

You can help your child succeed by ensuring they are in their classroom by 8:00 a.m. every day. Students who arrive late will be marked tardy or sent to the office for a tardy slip.

Early Dismissal

Early dismissals disrupt your child's instructional day, so please schedule appointments after school whenever possible. To pick up a child early, an adult must check in at the school office and sign the student out. Only a parent, guardian, or an adult listed on the student's emergency card may pick up a child, unless specific permission is provided by the custodial parent/guardian. Identification may be required.

For safety reasons, students cannot sign themselves out or be released to walk home unattended. Students will remain in class until the authorized adult arrives. Please note: three or more early unexcused dismissals of over 30 minutes will be included in the SARB process.

Afterschool Activities

Students may not participate in afterschool activities if they were absent for more than half the day.

Transfer Out Process

When you need to transfer your child out of Union Elementary to another school, please come into the school office and complete a "Disenrollment or Drop" form. All textbooks and library books must be returned to your child's teacher or you will be charged for them.

Field Trips

Field trips are designed to enrich the curriculum and give students valuable learning experiences outside the classroom. Only district-approved transportation may be used. If parents choose to drive their own car, they may transport **only their own child**. If parents take their child home from the field trip, they must sign the child out with the teacher before leaving.

If a student develops behavior problems, the parent may be required to accompany their child on future trips. All field trips require an adequate number of chaperones, and trips may be canceled if this requirement is not met. **All parents attending as chaperones must be fingerprinted and cleared through the district. Please see the front office for fingerprinting information.** Students must return a signed field trip permission form by the stated deadline. Verbal permission is not accepted.

During field trips, students must follow the same rules that apply at school, behave safely and responsibly, and follow adult directions at all times. Inappropriate behavior may result in loss of

future field trip privileges, and students may be returned to school by a teacher or administrator. Parents will be notified if this occurs.

Pet Policy – No Pets on Campus

For student safety, pets are not allowed on campus, including entrances, playgrounds, the quad, or in classrooms and offices. Children may be frightened, and pets can react unpredictably in crowds.

Birthday Treats

For birthday celebrations, healthy treats are encouraged. Please contact your child's teacher ahead of time to confirm the number of treats needed and check for any food allergies. All treats must be delivered to the front office, where staff will arrange delivery to the classroom. To avoid multiple celebrations on the same day, notify the teacher a few days in advance. If your child's birthday falls on a weekend, holiday, or during summer, you may schedule an alternate treat day with the teacher. Please send individual-sized treats, and remember that balloon bouquets are not allowed at school.

Cafeteria Services

All students may receive breakfast and lunch without charge. Our cafeteria food is prepared by hand at our District Food and Nutrition Services facility. We are proud of the meals we provide and hope you enjoy the opportunity to eat fresh fruits, vegetables, drinks, and entrees here in our cafeteria.

Student Cell Phone Policy

Student cell phones must be off and in their backpacks. If a student is seen using a cell phone at any point during the school day (in the classroom, in the bathroom, or at recess), an administrator will take the cell phone and contact a parent to pick it up.

Classroom and Office Telephone Usage

Students are permitted to use school phones for emergencies only. Special arrangements for out-of-school activities or for transportation should be made prior to school.

Emergency Procedures

EGUSD has an emergency plan to keep students safe. Students practice safety drills regularly, including monthly fire drills, three earthquake drills each year, and two lockdown drills. In case of severe weather or dangerous conditions, closure information will be shared on KFBK (1530 AM) and KCRA Channel 3. If students must go home, dismissal will only occur under the Superintendent's direction when it is safe and parents can be contacted. If evacuation is necessary, students will be taken to a predetermined location, and parents will be notified by radio or a posted notice at school.

Textbooks

Each student is issued a numbered copy of their textbooks at the beginning of the school year, and they are responsible for keeping them in good condition throughout the year. Families are encouraged to discuss with their child the importance of taking care of school materials. Parents will be charged for any lost or damaged textbooks. Parents will be charged to replace consumable workbook if the one issued at the beginning of the year is lost.

Library Books

If a book is lost or damaged beyond repair, a replacement fee will be charged. The fee will be used to purchase a replacement copy.

Awards Assemblies

Union House recognizes students each trimester for academic achievement and growth. Awards include the **Honor Roll** (GPA 3.0 or higher), **District Honor Roll** (GPA 3.5 or higher with no grades below a C), and the **Principal's Award** (all A's). Students may also receive an **Improvement Award** for significant progress in an academic area. At the end of sixth grade, eligible students may earn the **Presidential Award for Educational Excellence** for maintaining a 3.5 GPA or higher from grades 4–6.

Home-School Communications

Teachers welcome your notes, phone calls, and messages through the Talking Points app. If you have a concern, please reach out to your child's teacher first, as they know your child best. If the issue is not resolved, an administrator will be happy to help.

Classroom Assignments

Student classroom assignments are determined using a variety of criteria. Enrollment numbers largely dictate the organization of grade levels and class sizes, which are also guided by state law and district policy.

When possible, classrooms are intentionally designed to include a range of academic achievement levels. Because students develop at different rates, teachers use flexible grouping strategies to support learning based on mastery of skills. Please note that requests for specific teachers are unlikely to be granted.

Homework Policy

Homework provides students with practice and helps reinforce classroom learning. It is typically assigned Monday through Thursday, though projects may sometimes replace daily homework. Teachers may also assign packet-style homework, with several assignments given at the start of the week and due later in the week.

EGUSD SUGGESTED DAILY AMOUNT OF HOMEWORK MINUTES PER GRADE LEVEL

Kindergarten	20 minutes which includes reading with or to parents, or by themselves
First	30 minutes which includes reading with or to parents, or by themselves
Second	30 minutes which includes reading with or to parents, or by themselves
Third	45 minutes which includes reading with or to parents, or by themselves
Fourth	1 hour which includes reading with or to parents, or by themselves
Fifth	1 hour which includes reading with or to parents, or by themselves
Sixth	1 hour, 15 minutes which includes reading with or to parents, or by themselves

Lost and Found

Lost and found items are kept in the foyer of the cafeteria. Smaller items, such as glasses, keys, and jewelry, will be kept in the front office. As the end of each month, unclaimed items will be donated to charity. Please write your student's name on clothing items, lunch boxes, backpacks, etc. so they may be returned promptly if found.

Parent/Teacher Conferences

Minimum days are scheduled at the end of the first and second trimesters for Parent Teacher conferences. These conferences provide an opportunity for parents to discuss their child's progress and behavior, ask questions, and share ideas. Teachers will contact you to arrange a conference, and you are also welcome to request a conference if you have questions or concerns about your student's progress. Report cards can be viewed in the ParentVue app.

Progress Reports

Progress reports for your child will be sent home at the mid-way point each trimester. These reports are expected to be signed and returned in a timely manner. The purpose of these reports is to keep parents informed of their child's academic and behavioral progress. You can also see your child's assignments and grades in the ParentVue app.

Parent Involvement Opportunities

At Union House Elementary School, we realize the power and potential of parents being involved in their children's education. We welcome and encourage you to actively participate in your child's education. The following chart is designed to help you identify the areas in which you could become involved.

Classroom	School wide
Classroom Instructional Volunteer	PTO Member
Contact your child's teacher	Join and participate in monthly meetings
Room Parent	Assist with PTO Fund-raisers
Help with special activities/projects	Watch for school newsletter and
Contact your child's teacher	notices sent home with your child
Classroom Support From your Home	Participate in the PTO Executive Board
Assist with misc. prep activities	Elected Positions

Contact your child's teacher	Participate in the School Site Council
Be a Special Presenter/Guest Speaker	Elected Positions
Share a hobby, career, etc. Contact your child's teacher if you are interested.	Participate in Planning and Organizing School Events
	Watch for notices sent home with your child.

Testing

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

Standardized Tests:

Students at Union House participate in state testing each year. English learners take the **ELPAC** to measure progress in listening, speaking, reading, and writing. Fifth graders complete the **Physical Fitness Test (PFT)** to assess overall health and fitness, as well as the **California Science Test (CAST)**. Students in grades 3–6 take the **CAASPP** assessments in English language arts and math. These assessments help monitor student growth and ensure readiness for future learning.

Pioneer Pride Awards

All staff are encouraged to recognize students who are being safe, respectful, and responsible by giving them a Star-Bucks Pioneer Pride ticket. Each Friday, the teacher randomly draws two names from the tickets collected that week and gives the names to the principal. These students are recognized at the Star-Bucks Pioneer Pride Assembly and get to choose a prize from the Principal's Prize Palace.

Spirit Assemblies

Once a month, during good weather, we have a Spirit Assembly in the quad. We give awards for students who exemplified the character trait of the month and play some fun games. We also highlight students who are taking part in different clubs and activities.

Dress Code


Dress for success, even as a guest!
Bottoms Up! No sagging pants or short shorts.
Save the sleep wear for home!
Tops should fully cover the chest!
Our little learners are watching... Parents, please lead the way!

Union House Elementary Dress Code

General Information	<p>All clothing items and accessories may not contain vulgar, derogatory, or suggestive diagrams, pictures, slogans, or words that may be interpreted as racially, religiously, ethnically, or sexually offensive. Clothing that promotes alcohol, tobacco, or drug usage or displays weapons or violence is not allowed. Student dress may not be symbolic of threatening behavior, harassment, or discrimination. Any clothing which causes or is likely to cause a disruption within the school learning environment is not allowed. When students are not dressed appropriately for school, the parent will be notified and asked to bring a change of clothing.</p>
Pants, Skirts, and Shorts	<ul style="list-style-type: none"> ● No pants or shorts worn below the waist or purposely sagging. ● Pants must completely cover undergarments. Underwear may not be visible above the pants waistband. Students must wear a belt if pants are loose enough to expose undergarments. ● Dresses, skirts, shorts and skorts need to be longer than the extended tip of the longest finger with arms hanging naturally at the sides. Holes in pants should be below the fingertips or have leggings underneath. ● No pajama pants or other sleepwear including slippers.
Tops	<ul style="list-style-type: none"> ● Straps on shirts must be at least two finger-widths. "Lasagne straps not spaghetti straps." ● Shirts must fully cover undergarments and the chest. ● Shirts must be long enough that the stomach is not showing when arms are extended above. No crop tops or shirts that ride up to expose the midriff while playing.
Footwear	<ul style="list-style-type: none"> ● Closed-toe shoes are preferred for safety. Sandals must have ankle straps. Crocs must be worn in "sport mode" with the back strap engaged. ● No shoes with wheels, flip-flops, slides, bedroom slippers, bare feet, socks only, or athletic cleats.
Hats & Head Coverings	<ul style="list-style-type: none"> ● Hats may be worn outdoors only. ● Hoods may be worn outdoors only. ● Religious head coverings are welcome to be worn indoors.
Jewelry, Makeup and Nails	<ul style="list-style-type: none"> ● Students may wear earrings, watches, and necklaces that surround the neckline. Long chains and necklaces are not allowed. Earrings should not extend more than one inch. ● Jewelry or other items which could be used as a weapon are not allowed (studded belts, bracelets, or necklaces, choke chains, wallet chains, or large rings.) ● Makeup is not allowed until middle school, including lipstick or tinted lip gloss, eyeliner or eye shadow, mascara, and false lashes. ● Students may paint their nails, but acrylic or press-on nails are not allowed.

Expected Student Behaviors

[Union House Elementary School](#) is a PBIS (Positive Behavior Intervention and Support) school. It is our goal to provide a safe and positive learning environment for our students. Our three school rules at Union House Elementary are: **Be Safe, Be Respectful, Be Responsible**. These three rules will be actively taught and reinforced by all adults on our campus.

PIONEER PROMISE BE SAFE • BE RESPECTFUL • BE RESPONSIBLE							
	CLASSROOM	CAFETERIA	BATHROOMS	HALLWAYS	PLAYGROUND	LIBRARY & COMPUTER LAB	SCHOOL GROUNDS
SAFE	<ul style="list-style-type: none"> - KEEP HANDS AND FEET TO YOURSELF - FOLLOW CLASSROOM RULES 	<ul style="list-style-type: none"> - WALK IN CALMLY - KEEP HANDS AND FEET TO YOURSELF - HOLD THE BALL - RAISE YOUR HAND - FOLLOW DIRECTIONS 	<ul style="list-style-type: none"> - WALK - KEEP HANDS AND FEET TO YOURSELF - KEEP THE FLOOR CLEAN AND DRY 	<ul style="list-style-type: none"> - WALK - KEEP HANDS AND FEET TO YOURSELF - USE APPROPRIATE LANGUAGE 	<ul style="list-style-type: none"> - KEEP HANDS AND FEET TO YOURSELF - WHEN YOU HEAR THE WHISTLE, STOP AND WALK TO THE LINE 	<ul style="list-style-type: none"> - ENTER AND EXIT IN AN ORDERLY FASHION - STAY IN YOUR SEAT - REPORT ANY INCIDENTS 	<ul style="list-style-type: none"> - USE EQUIPMENT CORRECTLY - KEEP HANDS AND FEET TO YOURSELF - WEAR APPROPRIATE SHOES
RESPECTFUL	<ul style="list-style-type: none"> - FOLLOW DIRECTIONS - LISTEN TO OTHERS - WAIT YOUR TURN - SAY PLEASE AND THANK YOU 	<ul style="list-style-type: none"> - REMOVE HATS AND HOODS - CHEW YOUR FOOD BEFORE YOU SPEAK - SAY PLEASE AND THANK YOU - LISTEN TO STAFF 	<ul style="list-style-type: none"> - USE A QUIET VOICE - REPORT PROBLEMS 	<ul style="list-style-type: none"> - USE A QUIET VOICE - PICK UP LITTER - AVOID WALKING IN REDZONES BY CLASSROOM DOORS 	<ul style="list-style-type: none"> - FOLLOW DIRECTIONS - TAKE TURNS - FOLLOW THE PAYGROUND RULES - RESPECT PERSONAL SPACE 	<ul style="list-style-type: none"> - FOLLOW DIRECTIONS - USE A QUIET VOICE - RAISE YOUR HAND TO BE RECOGNIZED - LEAVE FOOD AND DRINKS OUTSIDE 	<ul style="list-style-type: none"> - FOLLOW DIRECTIONS - USE APPROPRIATE LANGUAGE - REMOVE HATS AND HOODS WHEN GOING INDOORS
RESPONSIBLE	<ul style="list-style-type: none"> - ARRIVE ON TIME - SOLVE PROBLEMS - COME TO CLASS PREPARED - HELP OTHERS LEARN - WORK TOGETHER 	<ul style="list-style-type: none"> - MAKE YOUR LUNCH CHOICE QUICKLY - KEEP YOUR TABLE AND FLOOR AREA CLEAN - KEEP FOOD IN CAFETERIA - WAIT TO BE DISMISSED 	<ul style="list-style-type: none"> - DO YOUR BUSINESS AND LEAVE - FLUSH - WASH AND DRY HANDS - THROW TRASH IN GARBAGE CANS 	<ul style="list-style-type: none"> - CARRY A VALID HALL PASS - FOLLOW DIRECTIONS - HOLD ALL EQUIPMENT (BASKETBALLS, SOCCER BALLS, ETC.) 	<ul style="list-style-type: none"> - RETURN ALL EQUIPMENT TO THE BALL CART - EAT YOUR SNACK AT THE BLUE GATE - ASK AN ADULT FOR HELP 	<ul style="list-style-type: none"> - COME PREPARED - USE EQUIPMENT CORRECTLY - ACCESS SCHOOL APPROVED WEBSITES 	<ul style="list-style-type: none"> - PUT LITTER IN TRASH CANS - SOLVE PROBLEMS - LEAVE TOYS, VIDEO GAMES, AND CHEWING GUM AT HOME

Elk Grove Unified School District Disciplinary Practices

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

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

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

Alternatives, Interventions and Progressive Discipline

The Elk Grove Unified School District has a defined and progressive set of interventions, remediation's and consequences that schools follow when a student misbehaves. The superintendent or principal may use his or her discretion to provide alternatives to suspension or expulsion to address student misconduct. [E.C. 48900(v), 48900.5] [EGUSD AR 5144]

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

Grounds for Suspension or Expulsion

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

- Acts of Violence [E.C. 48900(a)]
- Weapons and Dangerous Objects [E.C. 48900(b)]
- Drugs and Alcohol [E.C. 48900(c)]
- Sale of "Look-Alike" Controlled Substance or Alcohol [E.C. 48900(d)]
- Robbery or Extortion [E.C. 48900(e)]
- Damage to Property [E.C. 48900(f)]
- Theft or Stealing [E.C. 48900(g)]
- Tobacco [E.C. 48900(h)]
- Profanity, Obscene Acts, Vulgarity [E.C. 48900(i)]

- Drug Paraphernalia [E.C. 48900(j)]
- Willful Defiance or Disruption of School Activities [E.C. 48900(k)(1)]
- Possession of Stolen Property [E.C. 48900(l)]
- Imitation Firearm [E.C. 48900(m)]
- Sexual Assault or Sexual Battery [E.C. 48900(n)]
- Harassment of a Student Witness [E.C. 48900(o)]
- Prescription Drug Soma [E.C. 48900(p)]
- Hazing [E.C. 48900(q)]
- Bullying and Bullying by Electronic Act [E.C. 48900(r)]

(Please see the Table of Education Codes Related to Discipline below for more detail.)

Students who commit these offenses may be suspended from school and/or to the Superintendent’s designee with the recommendation for reassignment to an alternative program or expulsion and transfer to an alternative program. Major acts of misconduct must be reported to the school administrator immediately after the incident and may result in the immediate removal of a student from the school following suspension due process procedures.

Suspension is the removal of a student from the classroom for disciplinary reasons for a defined period of time by a teacher or school administrator. A principal or designee may suspend a student for up to five days. A teacher may suspend a student for the remainder of the class in which the misbehavior occurred and for the next day’s class. A suspension may be extended under certain conditions.

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

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

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

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

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

The Role of Parents and Guardians

School rules are designed to teach children to be responsible, respectful, and safe. Parents and guardians have a key role in maintaining welcoming, safe campus environments that are conducive to learning.

Parents and guardians are urged to review district and school standards of conduct and rules with their children at the start of each school year, with special emphasis during critical transitional years when children move from elementary to middle school, and from middle to high school. Reinforcing positive behavior and acknowledging children for demonstrating appropriate conduct is important. If parents or guardians spot a behavior problem, they should contact school staff, who will partner with them to find solutions. Parent/student handbooks are available online in English, Spanish, Hmong and Vietnamese.

The Elk Grove Unified School District is committed to strong partnerships between home and school to establish and enforce appropriate standards of conduct for students. In the event of student misconduct, teachers, school or district personnel will contact parents first, unless the infraction is so serious that police notification is mandated.

Assistance is available for parents or guardians who are dealing with difficult or out-of-control children. Parents are given tools to empower them as they work toward modifying the behavior of their difficult children. To find out more, visit the webpage of the [Student Support and Health Services](#).

Education Codes Related to Discipline

1. Mandatory Expulsion [E.C. 48915(c)]	Alternative to Suspension	Suspension	Expulsion
(1) Possession, selling or otherwise furnishing a firearm. However, possession of an imitation firearm, as defined in Education Code 48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion.		•	•
(2) Brandishing a knife.		•	•
(3) Unlawfully selling a controlled substance.		•	•
(4) Committing or attempting to commit a sexual assault or battery.		•	•
(5) Possession of an explosive.		•	•

2. Mandatory Recommendation for Expulsion [E.C. 48915(a)(1)] Unless the Superintendent, Superintendent's designee, principal or principal's designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.	Alternative to Suspension	Suspension	Expulsion
(1) Causing serious physical injury to another person except in self-defense.		•	•
(2) Possession of any knife or other dangerous object of no reasonable use to the pupil.		•	•
(3) Unlawful possession of any drug except for (1) the first offense of possession of not more than one ounce of marijuana, or (2) for the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician.		•	•
(4) Robbery or extortion.		•	•
(5) Assault or battery upon a school employee.		•	•
3. Acts of Violence [E.C. 48900(a)]	Alternative to Suspension	Suspension	Expulsion
(1) Caused, attempted to cause, or threatened to cause physical injury to another person.	•	•	•
(2) Willfully used force or violence upon another person.		•	•
4. Weapons and Dangerous Objects [E.C. 48900(b)]	Alternative to Suspension	Suspension	Expulsion
(1) Possession, sale, or furnishing of weapons (knife, gun, sharp object, club, or an object that could inflict injury) or explosive.		•	•
(2) Explosives, use or possession.		•	•
5. Drugs and Alcohol [E.C. 48900(c)]	Alternative to Suspension	Suspension	Expulsion
(1) Possession, use, sale, or furnishing, or otherwise being under the influence of alcohol, controlled substances, or an intoxicant.		•	•
6. Sale of "Look-Alike" Controlled Substance or Alcohol [E.C. 48900(d)]	Alternative to Suspension	Suspension	Expulsion
Offering, arranging, or negotiating to sell drugs, alcohol or any intoxicant and then substituting a look-alike substance intended to represent drugs, alcohol, or an intoxicant.		•	•
7. Robbery or Extortion [E.C. 48900(e)]	Alternative to Suspension	Suspension	Expulsion
Committed or attempted to commit robbery or extortion.		•	•
8. Damage to Property [E.C. 48900(f)]	Alternative to Suspension	Suspension	Expulsion
Caused, or attempted to cause damage to school or private property.	•	•	•
9. Theft or Stealing [E.C. 48900(g)]	Alternative to Suspension	Suspension	Expulsion
Stealing, or attempting to steal school or private property.	•	•	•
10. Tobacco [E.C. 48900(h)]	Alternative	Suspension	Expulsion

	to Suspension		
Possessed or used tobacco or nicotine products.	•	•	
11. Profanity, Obscene Acts, Vulgarity [E.C. 48900(i)]	Alternative to Suspension	Suspension	Expulsion
(1) Directed at peers.	•	•	•
(2) Directed at school personnel.	•	•	•
12. Drug Paraphernalia [E.C. 48900(j)]	Alternative to Suspension	Suspension	Expulsion
Possessed, offered, arranged, or negotiated to sell any drug paraphernalia.		•	•
13. Willful Defiance or Disruption of School Activities [E.C. 48900(k)(1)] Disrupting school activities or otherwise refusing to follow the valid authority of school personnel, including supervisors, teachers, school officials or other school staff performing their duties. “Disruption of school activities” is defined as follows: when a student’s conduct, presence or actions disrupts or threatens to disrupt normal district or school operations, threatens the health or safety of anyone on district or school property, or causes or threatens to cause damage to district property or to any property on school grounds. “Willful defiance of valid authority” is defined as follows: when a student defies the valid authority of a district or school official or district or school staff in a manner that has an impact on the effective or safe functioning of district or school operations, such as continuing to remain at the scene of a fight or to instigate a disturbance after being told to stop the subject behavior; repeated disobedience to or defiance of school personnel when other interventions have not been successful in modifying the misbehavior; or in the proper instance one-time or first-time disobedience to or defiance of school personnel that has an impact on the effective or safe functioning of district or school operations. Note: With the exception of classroom suspensions imposed by a teacher under Education Code 48910, no student enrolled in kindergarten through grade three may be suspended for violation of Education Code 48900(k)(1). Additionally, no student enrolled in kindergarten through grade twelve, regardless of age, may be recommended for expulsion for violation of Education Code 48900(k)(1) [E.C. 48900(k)(2)]	Alternative to Suspension	Suspension	Expulsion
(1) Disrupting school activities. Examples of disruption of school activities under Education Code 48900(k)(1), as defined above, which may subject a student to discipline, include but are not limited to: Classroom behavior that impedes a teacher’s ability to teach and other students’ ability to learn, such as a student talking loudly or making other distracting noises or gestures while a teacher is speaking to and instructing the class and when students are expected to be silent and attentive; or the intentional activation of the fire alarm causing the temporary evacuation of the school and/or causing emergency personnel to respond.	•	•	
(2) Refusing to follow the valid authority of school personnel, including supervisors, teachers, school officials or other school staff performing their duties. Examples of willful defiance of valid authority under Education Code 48900(k)(1), as defined above, which may subject a student to discipline, include but are not limited to: Continuing to remain at the scene of a fight or other violent disturbance despite specific directions to leave the area by administrators or other school staff attempting to break up the fight or mitigate the disturbance caused by the fight; or repeated episodes of misbehavior, despite multiple efforts and/or directives by a classroom teacher or other district staff intended to change and correct the student’s misbehavior.	•	•	
(3) Failure to follow school rules.	•	•	
(4) Failure to follow directive or instruction of staff or teachers.	•	•	
(5) Failure to follow conduct code for school bus passengers.	•	•	
14. Possession of Stolen Property [E.C. 48900(l)]	Alternative	Suspension	Expulsion

	to Suspension		
Knowingly received stolen school property or private property.* *School property includes, but is not limited to, electronic files. [E.C. 48900(u)]	•	•	•
15. Imitation Firearm [E.C. 48900(m)]	Alternative to Suspension	Suspension	Expulsion
Possession of an imitation firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm.		•	•
16. Sexual Assault or Sexual Battery [E.C. 48900(n)]	Alternative to Suspension	Suspension	Expulsion
Committed or attempted to commit a sexual assault or battery.		•	•
17. Harassment of a Student Witness [E.C. 48900(o)]	Alternative to Suspension	Suspension	Expulsion
Harassed, threatened, or intimidated a pupil who is a witness in a school disciplinary proceeding for the purpose of intimidation or retaliation.	•	•	•
18. Prescription Drug Soma [E.C. 48900(p)]	Alternative to Suspension	Suspension	Expulsion
Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.	•	•	•
19. Hazing [E.C. 48900(q)]	Alternative to Suspension	Suspension	Expulsion
Engaged or attempted to engage in hazing.	•	•	•
20. Bullying and Bullying by Electronic Act [E.C. 48900(r)]	Alternative to Suspension	Suspension	Expulsion
Bullying means any severe or pervasive or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from services, activities, or privileges provided by a school. [E.C. 48900(r)] Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 that has any of the effects described above on a reasonable student. [E.C. 48900(r)]			
Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically toward a pupil.	•	•	•
21. Aided or Abetted to Inflict Physical Injury [E.C. 48900(t)]	Alternative to Suspension	Suspension	Expulsion
Aided or abetted in the infliction or attempted infliction of physical injury to another student.	•	•	•
22. Sexual Harassment [E.C. 48900.2]	Alternative to Suspension	Suspension	Expulsion
Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct	•	•	•

of a sexual nature. Applies to grades 4-12.			
23. Acts of Hate Violence [E.C. 48900.3]	Alternative to Suspension	Suspension	Expulsion
Students in grades 4-12 may be suspended or recommended for expulsion for causing, threatening, or attempting to cause, or participating in an act of hate violence defined as willfully interfering with or threatening another person's person or property rights because of race, ethnicity, national origin, religion, disability, or sexual orientation. Speech that threatens violence, when the perpetrator has the apparent ability to carry out the threat, may be considered an act of hate violence.	•	•	•
24. Other Harassment [E.C. 48900.4]	Alternative to Suspension	Suspension	Expulsion
Students in grades 4-12 may be suspended or recommended for expulsion for intentionally engaging in harassment, threats, or intimidation against a student or group of students because of race, ethnicity, national origin, religion, disability, or sexual orientation. The harassment is severe and pervasive and disrupts classes or creates disorder or an intimidating or hostile educational environment.	•	•	•
25. Terrorist Threats [E.C. 48900.7]	Alternative to Suspension	Suspension	Expulsion
Making terrorist threats against school officials and/or property.	•	•	•
26a. Attendance – Truant [E.C. 48260]	Alternative to Suspension	Suspension	Expulsion
Absent from school without a valid excuse.	•		
26b. Attendance – Repeat Truant [E.C. 48261]	Alternative to Suspension	Suspension	Expulsion
Absent from school more than one day without a valid excuse.	•		
26c. Attendance – Habitual Truant [E.C. 48262]	Alternative to Suspension	Suspension	Expulsion
Any student truant three or more times per school year. Students who are habitually truant may be referred to the School Attendance Review Board.	•		

UNIFORM COMPLAINT PROCEDURES

The Elk Grove Unified School District has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, complaints alleging violation of state or federal laws governing educational programs, and complaints alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities.

The district shall use the uniform complaint procedures to resolve any complaint alleging unlawful discrimination, harassment, intimidation, or bullying in district programs and activities based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or

mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

Instruction & Programs

- Adult Education
- Agricultural Vocational Education
- Bilingual Education
- Career Technical Education and Training
- Regional Occupational Centers and Programs
- Migrant Education
- State Preschool
- Special Education

Student Support & Services

- After School Education and Safety
- American Indian Education Centers and Early Childhood Education Program Assessments
- Child Care and Development
- Child Nutrition
- Compensatory Education
- Education of Pupils in Foster Care and Pupils who are Homeless
- Reasonable Accommodations for Lactating Pupils
- Rights of Certain Juvenile Court School Transfer Students

Accountability & Funding

- California Peer Assistance and Review Programs for Teachers
- Consolidated Categorical Aid
- Economic Impact Aid

- Every Student Succeeds Act (ESSA) / No Child Left Behind
- Local Control Accountability Plans (including Charter Schools under EC §§ 47606.5 and 47607.3)

School Operations & Safety

- Course Periods without Educational Content
- Physical Education Instructional Minutes
- Pupil Fees
- School Safety Plans
- Tobacco-Use Prevention Education

Uniform complaint procedures shall also be used to address any complaint alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, special education programs, homeless education, foster youth services, rights of certain juvenile court school transfer students, reasonable accommodation for a lactating student on a school campus, assignment of a student to a course without educational content for more than a week in one semester or to a course the student has previously completed, noncompliance with the physical education instructional minutes for students in elementary school, alleged retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy, and noncompliance with the Local Control and Accountability Plan (LCAP).

More detailed information regarding the Uniform Complaint Procedures, including the timeline for resolving complaints and the complaint appeal process, is contained in the district's Parent & Student Handbook. A copy of our UCP complaint policies and procedures is available free of charge and is available on the District's website at the following link:

<http://www.egusd.net/about/district/policiesproceduresnotices/>

Student Rights under Title IX

Federal Title IX of the Education Amendments of 1972 ("Title IX"), implemented at 34 C.F.R. § 106.31, subd. (a), provides that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by a recipient which receives federal financial assistance. Relevant here, Title IX requires school districts to take immediate and appropriate action to investigate when it knows or reasonably should know of a possible Title IX violation.

Title IX Coordinators

In the event of a complaint regarding gender equity or sexual harassment, or discrimination, including harassment, intimidation and bullying because of actual or perceived disability, sex, gender, gender identity, gender expression, nationality, race, ethnicity, color, ancestry, religion, sexual orientation, age, marital or parental status, or association with a person or group with one or more of these actual or perceived characteristics, contact one of the following Title IX and Nondiscrimination Coordinators:

For complaints against employees:
Associate Superintendent, Human Resources
(916) 686-7795; egusdhr@egusd.net
9510 Elk Grove-Florin Road
Elk Grove, CA 95624.

For student against student complaints:
Associate Superintendent, PreK-6 Education
(916) 686-7704; PK6Ed@egusd.net
9510 Elk Grove-Florin Road
Elk Grove, CA 95624; or

Associate Superintendent, Secondary Education
(916) 686-7706; egusdsed@egusd.net
9510 Elk Grove-Florin Road
Elk Grove, CA 95624

Filing a Title IX Complaint with the District

Student complaints shall be submitted in written form in accordance with Board Policy 1312.3 - Uniform Complaint Procedures. If the complainant is unable to prepare the complaint in writing, administrative staff shall help him/her to do so.

Complaints must be filed within six months from the date when the alleged unlawful discrimination occurred, or from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying that is based on sex. The time for filing may be extended up to 90 days by the Superintendent or the Superintendent's designee, for good cause, upon written request by the complainant setting forth the reasons for the request for an extension of time to file a written complaint.

All complaints shall be appropriately investigated in a timely manner. Within 10 business days after the compliance officer receives the complaint, the compliance officer, or designee, shall begin an investigation into the complaint. The investigation shall include an opportunity for the complainant, or the complainant's representative, or both, to present the compliance officer, or designee, with any evidence, or information leading to evidence, to support the allegations in the complaint. The District shall issue a written decision based on the evidence within 60 calendar days from receipt of the written complaint by the District.

Any complainant who is dissatisfied with the District's final written decision may file an appeal in writing with the California Department of Education within 15 calendar days of receiving the District's decision.

Complaints made by or on behalf of students may also be filed with the U.S. Department of Education, Office of Civil Rights within 180 calendar days of the date of the alleged discrimination, unless the time for filing is extended by the Office of Civil Rights for good cause shown under certain circumstances.

Student Rights Pursuant to Education Code Section 221.8

Education Code section 221.8 provides as follows:

The following list of rights, which are based on the relevant provisions of the federal regulations implementing Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 et seq.), may be used by the department for purposes of Section 221.6:

- (a) You have the right to fair and equitable treatment and you shall not be discriminated against based on your sex.
- (b) You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.
- (c) You have the right to inquire of the athletic director of your school as to the athletic opportunities offered by the school.
- (d) You have the right to apply for athletic scholarships.
- (e) You have the right to receive equitable treatment and benefits in the provision of all of the following:
 - 1. Equipment and supplies.
 - 2. Scheduling of games and practices.
 - 3. Transportation and daily allowances.
 - 4. Access to tutoring.
 - 5. Coaching.
 - 6. Locker rooms.
 - 7. Practice and competitive facilities.
 - 8. Medical and training facilities and services.
 - 9. Publicity.
- (f) You have the right to have access to a gender equity coordinator to answer questions regarding gender equity laws.
- (g) You have the right to contact the State Department of Education and the California Interscholastic Federation to access information on gender equity laws.
- (h) You have the right to file a confidential discrimination complaint with the United States Office of Civil Rights or the State Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex.
- (i) You have the right to pursue civil remedies if you have been discriminated against.

- (j) You have the right to be protected against retaliation if you file a discrimination complaint.

Additional Resources

- California Department of Education’s Office for Equal Opportunity
[Office of Equal Opportunity - Organization \(CA Dept of Education\)](#)

School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under Title I, Part A shall jointly develop with parents for all children served under this part a school-parent compact. The compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards. The school-parent compact shall carry out the following requirements. (20 U.S.C. Section 6318[d])

Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. Section 6318[d][1])

Responsibilities of the School:

In carrying out the parent and family engagement requirements of Title I, Part A, districts and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under Section 1111 of the ESEA, as amended by the ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. Section 6318[f])

All information will be distributed in English, Spanish, Hmong as well as other needed languages. Parents have the opportunity to participate in our After-School Education & Safety (ASES) Program, Parent Meetings, School Site Council Meetings as well as English Learner Advisory Committee (ELAC) Meetings.

Provide assistance to parents of children served by the school or district, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child’s progress and work with educators to improve the achievement of their children. (20 U.S.C. Section 6318[e][1])

Provide parents with frequent reports on their children's progress through goal monitoring, goal reporting, assessment scores, and classroom communication. Teachers will share grade level content standards with parents at Back to School Night and parent conferences.

Provide materials and training to help parents to work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. Section 6318[e][2])

The school holds parent meetings such as Madres Latinas, Black Excellence Parent Group, parent conferences, as well as AVID Nights, and a Latino Family Literacy series. We provide student agendas to help parents with homework and monitoring.

Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. Section 6318[e][3])

Provide staff members with professional development in the area of working with parents individually and in groups. This includes training in home visits and effective communication.

To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. Section 6318[e][4])

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Staff will provide opportunities for parents to observe provided a 24-hour notice. Teachers can collaborate with the Family and Community Engagement department in order to make home visits.

Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. Section 6318[e][5])

Distribution of all information to parents is in English, Spanish, Hmong or to the extent possible in any needed language that is requested.

Provide such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. Section 6318[e][14])

Inform parents of our parent involvement activities such as our annual Harvest Festival, Bring Your Parent to Lunch days, AVID Leadership Nights, National Elementary Honor Society, Mad Science, Black History Month Family Dinner, and Latino Family Literacy series.

Responsibilities of the Parents:

The Parents/Guardians agree to the following responsibilities to increase their student’s academic success:

- *Monitor attendance
- *Make sure homework is completed
- *Become a volunteer partner with the school, when possible
- *Participate in decisions relating to their children’s education
- *Stay informed about their child’s education and communicate with the school by reading all notices from the school or the district and responding when requested
- *Serve, when possible, on parent advisory groups such as the School Site Council, English Language Advisory Committee, and district level committees.

Responsibilities of the Teachers:

The school shall address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following (20 U.S.C. Section 6318[d][2]):

Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement. (20 U.S.C. Section 6318[d][2][A]) In the 2023-2024 school year, parent-teacher conferences will be held on the following dates: November 13-17, 2023 and March 4-8, 2024. Parents may request additional meetings outside the district scheduled timeline provided a 24-hour notice.

Frequent reports to parents on their children’s progress. (20 U.S.C. Section 6318[d][2][B])

In the 2025-2026 school year, parents will receive progress reports and deficiency notices by the following dates: September 22, 2025; November 17, 2025; December 15, 2025; March 2, 2026; April 14, 2026 and June 7, 2026. Additional reports may be provided to parents upon request.

Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. (20 U.S.C. Section 6318[d][2][C])

Staff will provide information about volunteering at Back-to-School-Night. In addition, the staff will provide opportunities for parents to observe a classroom provided a 24-hour notice.

Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. Section 6318[d][2][D])

Teachers can communicate through email, in-person, or through apps such as Talking Points. The Talking Points app automatically translates into the parent’s language. If a translator is needed, we have several on site, or one can be requested through the teacher or the office staff.

This compact was adopted by Union House Elementary on August 14, 2025, and will be in effect for the period of the 2025-2026 school year.

The school will distribute the compact to all parents of students participating in the Title I, Part A program on, or before: Sept. 30, 2025.

Administrator Name

Administrator Signature Date

Parent Name

Parent Signature Date

August 2025

Union House Elementary School
Title I, Part A School-Level Parent and Family Engagement Policy

The school-level parent and family engagement policy shall describe the means for how each school shall carry out the following requirements. (20 U.S.C. Section 6318[b][1])

Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents and family members of their school's participation in the Title I, Part A program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. Section 6318[c][1])

- The annual meeting will be held at the beginning of the school year and parents are encouraged to attend
- The school will inform parents about the requirements of Title I
- The curriculum, assessments, and proficiency levels students are expected to attain will be discussed
- The services available to eligible students and parents will be explained
- The school will seek input in Title I services, our School-Parent Compact, and Site LCAP
- The school will seek suggestions for improving student academic achievement, annual progress, and parent involvement at our school
- The school will explain your right to be involved in classrooms, and/or to be represented on the School Site Council, and to partner with other organizations
- The school will explain that their child's school participates in Title I

Offer a flexible number of meetings, such as meetings in the morning or evening, and the school may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. Section 6318[c][2])

- Bilingual Teaching Associates will make phone calls home to ELL families
- Notes and polls will be sent home from the school office regarding the time and dates of meetings
- Parent sessions such as Literacy Sessions and Science Evenings will be held at various times through out the school year and offer parents an opportunity to be involved in our school and gain knowledge of how their children learn

Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. Section 6318[c][3])

- The school will hold an annual Title I meeting where they will develop and/or review their family engagement policy. In addition, this policy will also be reviewed annually by our School Site Council (SSC).
- The school will hold open elections for parent members of its School Site Council (SSC). The SSC at prescribed times reviews the progress of the Local Control and Accountability Plan (LCAP).
- Feedback regarding our programs is solicited from parents during our Title I Parent Meetings, English Language Acquisition Committee (ELAC) Meetings, Parent Science Evening, Family Literacy Sessions and through electronic surveys throughout the school year

Provide parents of participating children with timely information about the Title I programs. (20 U.S.C. Section 6318[c][4][A])

- Title I information will be included on our school’s website
- Title I information will be sent home on school fliers or emailed throughout the school year
- Back to School Night will be held to inform parents of our programs and progress
- Open House will be held in the Spring
- The school holds a minimum of 5 School Site Council (SSC) meetings each year

A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. Section 6318[c][4][B])

- Curriculum and assessments will be reviewed during Back to School Night
- Parents will learn more about student expectations during Back to School Night
- Parents will have the opportunity to learn about what their children need to know during Math, Science & Literacy Nights for Parents
- Parent Conferences will be held to inform parents of student progress and proficiency progress

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. Section 6318[c][4][C])

The following are regular, ongoing opportunities for parents to formulate suggestions and to participate in our school decision making processes:

- School Site Council Meetings
- English Language Advisory Committee (ELAC) Meetings
- Teacher-Parent Conferences
- Individualized Education Plan (IEP) Meetings
- 504 Accommodation Meetings
- Student Study Team (SST) Meetings

If the Title I schoolwide plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the district. (20 U.S.C. Section 6318[c][5])

This School-Level Parent and Family Engagement Policy has been developed jointly with, updated periodically, and agreed on with parents of children participating in Title I, Part A programs. This policy was adopted by Union House Elementary School on August 14, 2025, and will be in effect for the period of the 2023-2024 school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: September 30, 2025.

Signature of Administrator

Signature of Parent, SSC Representative

Date

Date

August 2025