

2023-2024

SAN LEANDRO UNIFIED

STUDENT & FAMILY HANDBOOK



www.slusd.us



Welcome to the 2023-2024 School Year in San Leandro Unified School District (SLUSD)

The mission of the San Leandro Unified School District is to educate students to achieve academic excellence in order to become confident, collaborative, and engaged citizens in a community rich in heritage and diverse in culture, where we value our traditions and embrace innovation.

2021-2024 STRATEGIC PLAN GOALS AND EXPECTATIONS

GOAL #1: Engage, Educate, Empower

Expectation: Every classroom and program in the district will support high-quality, universally accessible learning experiences across the content areas to foster the SLUSD competencies expressed in the Graduate Profile.

GOAL #2: Educational Equity through College and Career Readiness

Expectation: Comprehensive, adaptive, and productive TK-12 career and college programming, with work-based learning and post-secondary opportunities, robust mentoring, aligned with the SLUSD Graduate Profile.

GOAL #3: Equity-Centered Effective Employee Engagement

Expectation: All staff and district partners meaningfully collaborate and remain fully engaged around our student learning goals to provide outstanding educational experiences to all students.

GOAL #4: Valuing Diversity, Equity, and Inclusion with Families and Communities

Expectation: SLUSD will support and strengthen reciprocal relationships between families and our community that enhance our students' positive social, emotional, and academic development.

GOAL #5: Facilities and Technology

Expectation: SLUSD will improve and maintain facilities and technology infrastructure to provide optimal learning environments for all students.

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SAN LEANDRO UNIFIED SCHOOL DISTRICT

2023-2024 SCHOOL CALENDAR

AUGUST 14/12 (Work/Inst.)	14	15	16	17	18	8/14	Staff Development Day #1 (No Students)
	21	22	23	24	25	8/15	Planning Day #1 (No Students)
	28	29	30	31		8/16	1st Day of School
SEPTEMBER 20/20					1	9/4	Labor Day Holiday (No Students)
	4	5	6	7	8	9/7	Back to School Night Elementary Schools
	11	12	13	14	15	9/14	Back to School Night Middle Schools
	18	19	20	21	22	9/21	Back to School Night - San Leandro HS
	25	26	27	28	29	9/28	Back to School Night - Lincoln HS
OCTOBER 22/21						10/9-13	Parent Conferences K-3
	2	3	4	5	6	10/9-17	Parent Conferences 4-5
	9	10	11	12	13	10/13	End of 1st Quarter (Middle and High)
	16	17	18	19	20	10/27	Staff Development Day #2 (No Students)
	23	24	25	26	27		
	30	31					
NOVEMBER 16/16				1	2	11/9	Elementary Trimester 1 Ends
	6	7	8	9	10	11/10	Veterans' Day Holiday (No Students)
	13	14	15	16	17	11/20-24	Thanksgiving Holiday
	20	21	22	23	24		
	27	28	29	30			
DECEMBER 16/15					1	12/21	End of 1st Semester (Middle and High)
	4	5	6	7	8	12/22	Planning Day 2 (No Students)
	11	12	13	1	15		
	18	19	20	21	22		
	25	26	27	28	29	12/25 - 1/5	Winter Recess Break
JANUARY 17/17	1	2	3	4	5	1/15	Martin Luther King Jr. Day (No Students)
	8	9	19	11	12		
	15	16	17	18	19		
	22	23	24	25	26		
	29	30	31				
FEBRUARY 16/16				1	2		
	5	6	7	8	9	2/8	Open House SLHS
	12	13	14	15	16	2/15	Lincoln/SLVA Open House
	19	20	21	22	23	2/19-23	President's Week Holiday (No Students)
	26	27	28	29			
MARCH 21/20					1	3/1	Elementary Trimester 2 Ends
	4	5	6	7	8	3/7	Middle School Open House
	11	12	13	14	15	3/15	Staff Development Day #3 (No Students)
	18	19	20	21	22		
	25	26	27	29	29	3/29	End of 3rd Quarter (Middle and High)
APRIL 17/17	1	2	3	4	5	4/1-5	Spring Break (No Students)
	8	9	10	11	12		
	15	16	17	18	19		
	22	23	24	25	26		
MAY 22/22			1	2	3		
	6	7	8	9	10	5/9	Elementary School Open House
	13	14	15	16	17		
	20	21	22	23	24		
	27	28	29	30	31	5/27	Memorial Day Holiday (No Students)
JUNE 5/4	3	4	5	6	7	6/6	Last Day of School (Trimester 3 and Semester 2 End))
						6/7	Planning Day #3 (No Students)

186 Teacher Days/180 Student Days

Board Approved 2.14.2023

2023-2024 DISTRICT DIRECTORY

Site Name & Address	Administrator(s)	Office Staff	Office Hours & Information
Garfield Elementary School 13050 Aurora Drive 94577 618-4300 fax: 352-5399	Anna Malki-Koch, Principal	Shannon Correa Vadinisha Daniels	Office open August 3 to June 22 8:00 AM to 3:30 PM
Halkin Elementary School 1300 Williams Street 94577 618-4370 fax: 895-4179	Virginia Quock, Principal Lorena Montoya, Vice Principal	Jennifer Amate Lupita Trejo	Office open August 3 to June 22 8:00 AM to 3:30 PM
Jefferson Elementary School 14300 Bancroft Avenue 94578 618-4310 fax: 895-4161	Natalie Valencia, Principal Fleurdeliz McJilton, Vice Principal	Alma Gutierrez Denise Potestio	Office open August 3 to June 22 8:00 AM to 3:30 PM
Madison Elementary School 14751 Juniper Street 94579 895-7944 fax: 895-7959	Paulette Smith, Principal Emily Hill, Vice Principal	Rosie Sainez-Garcia Dennesie De La Cuesta	Office open August 3 to June 22 8:00 AM to 3:30 PM
McKinley Elementary School 2150 E. 14th Street 94577 618-4320 fax: 895-7457	Malika Campbell, Principal	Georgette Kristof-Jackson Cecille Luna	Office open August 3 to June 22 8:00 AM to 3:30 PM
Monroe Elementary School 3750 Monterey Blvd. 94578 618-4340 fax: 614-0298	Jeannette McNeil, Principal	Teresa Alonzo Tanya Solis	Office open August 3 to June 22 8:00 AM to 3:30 PM
Roosevelt Elementary School 951 Dowling Blvd. 94577 618-4350 fax: 639-0832	David Kumamoto, Principal	Chris Lucero Dawn Cobur	Office open August 3 to June 22 8:00 AM to 3:30 PM
Washington Elementary School 250 Dutton Avenue 94577 618-4360 fax: 895-4112	Monica Manriquez, Principal	Marla Losson	Office open August 3 to June 22 8:00 AM to 3:30 PM
Bancroft Middle School 1150 Bancroft Avenue 94577 618-4380 fax: 895-4113 618-4381 – Attendance	Jeff Sloane, Principal Nikki Washington, Vice Principal Jason Arenas, Vice Principal	Vadinisha Daniels Aidee Perez Lopez Michelle Berumen	Office open July 21 to June 29 8:00 AM to 3:30 PM
John Muir Middle School 1444 Williams Street 94577 618-4400 fax: 667-3545 618-4401 – Attendance	Elisa Alvarez, Principal Mysel Jacob, Vice Principal Dylan Charrin, Vice Principal	Claudia Costa Bigda Valdez Antonieta Pantonial	Office open July 21 to June 29 8:00 AM to 3:30 PM
Lincoln Continuation High 2600 Teagarden 94577 618-4460 fax: 614-2018 San Leandro Virtual Academy 618-4460 fax: 667-2018	Matthew Steinecke, Principal	Maria Carvalho Yasmin Lopez	Office open August 3 to June 22 8:00 AM to 3:30 PM

San Leandro High School 2200 Bancroft Avenue 94577 618-4600 fax: 614-0986 Fred T. Korematsu Campus 618-4600 fax: 618-1635	Reginald Richardson, Co-Prin. Ronald Richardson, Co-Principal Beth Silbergeld, Associate Principal Maite Barloga, Assistant Principal Elysse Versher, Assistant Principal	Maria Esparza, Administrative Assistant, ext. 2162 Sec. to Counselors./ext 2164 Amy Olson	Office open July 1 to June 29 8:00 AM to 3:30 PM
San Leandro Adult & Career Education Center 1448 Williams Street 94577 618-4420 fax: 352-2183 569-5327 Broadmoor 667-6287 Parent/Toddler	Bradley Frazier, Principal Rachelle Parham, Vice Principal Broadmoor Pre-School, Parent/Toddler Program	Laura Gomez	Office open July 1 to June 29 8:00 AM to 4:00 PM

Offices, Divisions & Departments	Administrator & Staff	Office Staff	Building Hours & Information
<u>Superintendent's Office</u> 667-3500 fax: 667-6234	Mike McLaughlin, Ed.D. Superintendent	Michelle Mayfield	Hours: 8:00 AM to 4:00 PM
<u>Educational Services Division</u> 667-3538 fax: 667-6234 667-3552 667-3529 667-6215 667-3528	Sonal Patel, Ed.D., Assistant Superintendent Joanne Clark, Senior Director, Educational Services Thomas Reinhardt, Ed.D., Director Assessment and Accountability Celine Liu, Director of Teaching Learning and Educational Equity Doris Castillo, Assistant Director of Teaching Learning and Educational Equity	Michelle Mayfield Marissa Scobee Margarita Alexander	Hours: 8:00 AM TO 4:00 PM
Information Systems 667-6207 fax: 346-1591	Larry Simon, Assistant Superintendent Long Vo, Chief Technology Officer	David Machado Nicholas Guevara Victor Phoummatthep Alfonso Corona Jazmin Sarabia David Mellons Erica Rosales	Hours: 8:00 AM to 5:00 PM
Student Services, Special Education and Community Wellness 2255 Bancroft Avenue 667-3507 fax: 614-1075 667-3503 fax: 297-0508 School Health & Wellness Center 13666 E. 14th Street 667-3510 Health Services: 667-6248/667-6249	Colleen Palia, Director of Special Education Doris Kwok, Assistant Director Jessica Ortiz, Assistant Director Amy Taxdahl, School Nurse Kristin Jagoda, School Nurse Jacinda Chen, School Nurse Irene Barraza, Behavioral Health Consultant	Theresa Gonzalez Sandra Bueno-Salas Ludibina Duenas	Hours: 8:00 AM to 4:00 PM Hours: 7:30 AM to 3:30 PM
<u>Administrative Services</u> 667-3523 fax: 667-6234	Zarina Zanipatin, Ed.D., Assistant Superintendent Grozelia Ward, Director Personnel Services James Parrish, Director, Family & Student Support Services Keziah Moss, Director of Community and Employee Engagement Shirley Harvey, Enrollment Manager Michele Felarca, Personnel Services	Lorena Reyes Maria David Christina Topete Diana Martinez Padilla	

	Coordinator		
<u>Business Services</u> 667-3504 fax: 667-6234 667-3501 667-3512	Kevin Collins, Ed.D, Assistant Superintendent Sandra Anderson-Knox, Director, Business Services	Lynn Hester Teresa Zumbo Zaira Duncan Michael Cardoso Suviyana Wijaya Cristina Fuentes	Hours: 8:30 AM to 5:00 PM
Maintenance/Operations 667-4445 618-4440 fax: 614-1816	Aaron Kerrigan, Director of Bond Greg Dyer, Director of Building and Grounds Carol Alvarez, Maintenance and Operations Supervisor	Renee Robles	Hours: 7:30 AM to 4:00 PM
Food and Nutrition Services 667-3508 fax: 667-3569	Clell Hoffman, Director, Food & Nutrition Services Steve Seligman, Cafe Manager A Charles Boissevain, Cafe Manager A Theresa Penrod, Cafe Manager A Kristen Garcia, Cafe Manager B	Patti Senna Joyce DeLaVega	Hours: 8:00 AM to 4:00 PM

BOARD OF EDUCATION - Public Information

Trustee Area 1 VACANT	Trustee Area 2 Jackie C. Perl Term: 2022-2026 707 Dutton Avenue San Leandro, CA 94577 510-239-3913 jcperl@slusd.us	Trustee Area 3 Evelyn Gonzalez Term: 2020-2024 1700 Daniels Drive San Leandro, CA 94577 510-352-6716 eigonzalez@slusd.us	Trustee Area 4 Leo Sheridan, Board Clerk Term: 2022-2026 903 Begonia Drive San Leandro, CA 94578 510-909-7152 (home) lsheridan@slusd.us
Trustee Area 5 Diana J. Prola Term: 2020-2024 2234 Belvedere San Leandro, CA 94577 510-483-0744 (home) dprola@slusd.us	Trustee Area 6 James Aguilar Term: 2022-2026 4361 Loch Lane San Leandro, CA 94578 510-500-6973 jaguilar@slusd.us	Trustee At Large Peter Oshinski, President Term: 2020-2024 730 Victoria Avenue San Leandro, CA 94577 (510) 969-8609 poshinski@slusd.us	

ANNUAL DATA CONFIRMATION

At the beginning of each school year, all families are required to confirm and update their student information, review the San Leandro Unified School District key policies and approve important forms the school district must have on file for every student. This process is completed online via the Aeries Parent Portal. You can find the link to the Aeries Parent Portal clicking the Families and Community tab from the SLUSD website. If you have an Aeries Parent Portal account, you can complete the data confirmation anytime before the new school year starts. If you do not have an Aeries Parent Portal account, you will need to create one with your student's Perm ID, VPC Code and primary phone number. Please contact your site administrators or office staff to request the VPC code. We request that you complete the data confirmation process on or before August 16, 2023.

CURRICULUM AND INSTRUCTION

1. Curriculum Content Standards

San Leandro Unified School District's Board of Education implements the CA Content Standards in English language arts, English language development, mathematics, science, health education, history-social science, physical education, arts, world languages, model school library, and career technical education. These standards outline what students should know and be able to do in each subject and grade level from kindergarten through high school. Transitional kindergarten standards are based on the the CA Preschool Learning Foundation and the CA Common Core State Standards for kindergarten .

For more information on the CA Content Standards, visit <https://www.cde.ca.gov/be/st/ss/>. Information about the CA Preschool Learning Foundations is available at <https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>.

2. Report Cards

Report cards are a tool for teachers to communicate to parents/legal guardians their child's progress toward meeting grade level content standards.

ELEMENTARY: Elementary students receive report cards three times a year. Students receive progress reports mid-way through each trimester period if they are not making acceptable progress in any particular subject. Elementary grades K-5 are reported using the following standards-based scale. 1 = Standard Not Met, 2 = Standard Nearly Met, 3 = Standard Met, or 4 = Standard Exceeded.

Transitional Kindergarten (TK) marks are reported for trimesters 1 and 2 on domains from the Desired Results Developmental Profile (DRDP) Assessment using the following developmental scale: EE: Exploring Earlier; EL: Exploring Later; BE: Building Earlier; BM: Building Middle; BL: Building

Later; IE: Integrating Earlier. For TK English Learners, Marks are reported on the English Language Development Domain as DI ELD: Discovering English; EX ELD: Exploring English; DE ELD: Developing English; EB ELD: Building English; EI ELD: Integrating English. The final trimester report card includes marks for Early Foundational Skills related to Kindergarten transition.

SECONDARY: Middle and high school students receive report cards four times a year, twice per semester (approx. every nine weeks). Additionally, students receive progress reports mid-way through each grading period (approx. every 4.5 weeks) if they are not making acceptable progress in any particular course. The grade scale uses a traditional A through F grading.

3. Homework Policy and Guidelines

The District revised and adopted Homework Policy and Guidelines, BP 6154 .We ask that parents/legal guardians and students review this policy and become aware of the requirements, procedures, and homework timelines outlined in the policy. BP 6154 is available on the District's website.

4. Transitional Kindergarten

Your child may be eligible for a free public educational program called Transitional Kindergarten. School districts can offer Transitional Kindergarten to children if they turn 5 years old between September 2 and April 2, giving children an opportunity to develop the social and academic skills and the confidence that will help them succeed in kindergarten and beyond. This kindergarten readiness program is a bridge between preschool and kindergarten giving these "young fives" a head start, with the intent that Kindergarten will be a two year program for these "young fives". This program will continue to expand until 2025-2026 when TK will be available to all children who will have their fourth birthday by September 1 of the school year.

- This program is free and part of public school education
- TK Curriculum is a specialized curriculum that is based on the CA Preschool Learning Foundations and CA Common Core State kindergarten standards
- Transitional Kindergarten is taught by credentialed teachers
- After Transitional Kindergarten, students will attend Kindergarten

This year the Transitional Kindergarten Program is being offered at all of our elementary schools. Transitional Kindergarten is open to any student who turns 5 between September 2 and April 2.

Age-eligibility requirements for Transitional Kindergarten are:

- In 2022–23, TK students are eligible if they turn 5 years old between September 2 and February 2

- In 2023–24, TK students are eligible if they turn 5 between September 2 and April 2
- In 2024–25, TK students are eligible if they turn 5 between September 2 and June 2
- In 2025–26, LEAs are required to make TK available to all children who will have their fourth birthday by September 1 of the school year.

The Board of Trustees encourages the enrollment and appropriate placement of all school-aged children in school.

The Superintendent or designee shall inform parents/guardians of students entering a district school at any grade level about admission requirements and shall assist them with enrollment procedures. Since the first years are so essential to a successful long-term educational experience, every effort is made to ensure that students entering transitional kindergarten and kindergarten are ready to learn and be successful. Balancing current understanding of the long-term effects of early education with the unique needs of each student requires careful consideration, the Board, in accordance with state regulation, holds that generally students are best served when they enter school at the ages research indicates is most conducive to long-term success.

5. Statewide Assessments

Every year, California students take several statewide tests. When combined with other measures such as grades, class work, and teacher observations, these tests give families and teachers a more complete picture of their child's learning. You can use the results to identify where your child is doing well and where they might need more support.

Your child may be taking one or more of the following California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and Physical Fitness Test assessments. Pursuant to California Education Code Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments. This exemption does not exist for the ELPAC or Physical Fitness Test.

CAASPP: Smarter Balanced Assessments for English Language Arts/Literacy (ELA) and Math
Who takes these tests? Students in grades 3–8 and grade 11.
What is the test format? The Smarter Balanced assessments are computer-based.
Which standards are tested? The California Common Core State Standards.

CAASPP: California Alternate Assessments (CAAs) for ELA and Math
Who takes these tests? Students in grades 3–8 and grade 11 whose individualized education program (IEP) identifies the use of alternate assessments.

What is the test format? The CAAs for ELA and math are computer-based tests that are administered one-on-one by a test examiner who is familiar with the student.
Which standards are tested? The California Common Core State Standards through the Core Content Connectors.

CAASPP: California Science Test (CAST)
Who takes the test? Students take the CAST in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.
What is the test format? The CAST is computer-based.
Which standards are tested? The California Next Generation Science Standards (CA NGSS).

CAASPP: California Alternate Assessment (CAA) for Science
Who takes the test? Students whose IEP identifies the use of an alternate assessment take the CAA for Science in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.
What is the test format? The CAA for Science is a series of four performance tasks that can be administered throughout the year as the content is taught.

Which standards are tested? Alternate achievement standards derived from the CA NGSS.
CAASPP: California Spanish Assessment (CSA)
Who takes the test? The CSA is an optional test for students in grades 3–12 that tests their Spanish reading, listening, and writing mechanics.
What is the test format? The CSA is computer-based.
Which standards are tested? The California Common Core State Standards en Español.

ELPAC
Who takes the test? Students who have a home language survey that lists a language other than English will take the Initial test, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Summative ELPAC every year until they are reclassified as proficient in English.
What is the test format? Both the Initial and Summative ELPAC are computer-based.
Which standards are tested? The 2012 California English Language Development Standards.

Alternate ELPAC
Who takes the test? Students whose IEP identifies the use of an alternate assessment and who have a home language survey that lists a language other than English will take the Alternate Initial ELPAC, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Alternate Summative ELPAC every year until they are reclassified as proficient in English.
What is the test format? Both the Alternate Initial and Alternate Summative ELPAC are computer-based.
Which standards are tested? Alternate achievement standards derived from the 2012 California English Language Development Standards.
Physical Fitness Test

Who takes the test? Students in grades 5, 7, and 9 will take the FITNESSGRAM®, which is the test used in California. What is the test format? The test consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility. Which standards are tested? The Healthy Fitness Zones, which are established through the FITNESSGRAM®.

§852. Pupil Exemptions.

- Each year the LEA shall notify parents or guardians of their pupil's participation in the CAASPP assessment system in accordance with Education Code section 60604.
- The notification to parents or guardians, as defined
- in subdivision (a), shall include a notice of the provisions outlined in Education Code section 60615.
- A parent or guardian may annually submit to the school a written request to excuse his or her child from any or all parts of any test provided pursuant to Education Code section 60640 for the school year. If a parent or guardian submits an exemption request after testing has begun, any test(s) completed before the request is submitted will be scored and the results reported to the parent or guardian and included in the pupil's records. A LEA and its employees may discuss the CAASPP assessment system with parents and may inform parents of the availability of exemptions under Education Code section 60615. The LEA and its employees shall not solicit or encourage any written exemption request on behalf of any child or group of children.

Annual Notification: This handbook serves as the annual notification requirement about students participation in CAASPP/CAA/CAST.

Note: Authority cited: Sections 33031 and 60640, Education Code. Reference: Sections 60604, 60605, 60607, 60612, 60615, 60640 and 60641, Education Code.

6. District Benchmark Assessments:

The district mandates assessments for students in TK through high school. Diagnostic assessments are given to students in grades K through high school during the fall, winter and spring. In the early elementary levels the diagnostic assessments are used to measure the student's acquisition of reading skills and basic mathematics skills. At the upper elementary level an emphasis is placed on reading fluency and comprehension and the application of math skills

Transitional Kindergarten students are given the Desired Results Developmental Profile-2015 (DRDP) two times per year, in the fall and spring. The DRDP describes developmental and pre-academic progress for young children to inform instructional decisions and provide families with information about their student's learning. More information about the DRDP can be found at <https://www.cde.ca.gov/sp/cd/ci/documents/drdp2015preschool.pdf>.

8. Promotion/Retention Requirements

The San Leandro Unified School District Board of Education has adopted a Pupil Promotion/ Retention Policy that is in compliance with legislation passed in January of 1999 (AB1626) that ended "social promotion". This policy (AB 5123) requires that students meet minimum grade level standards to be promoted to the next grade. Each school site is required to provide intervention programs for students who are not making adequate progress toward grade level standards and are at risk of retention. Parents/guardians/ caregivers do not have the right to unilaterally make the decision to promote or retain their child, but do have the right to appeal the teacher's decision to the Superintendent or designee of the decision to retain (Administrative Regulation 5123). The parent/guardian/ caregiver bears the burden of showing why the teacher's decision should be overruled (Administrative Regulation 5123). The Pupil Promotion/Retention Policy can be obtained from your school or the district office. Kindergarten and first grade students may only be retained on a case-by-case basis with the consent of their parent or legal guardian and approval of the Superintendent's designee. Students who have spent a full year in Kindergarten may not be retained if the parent/guardian/ caregiver does not consent to retention (CA Education Code 48011).

9. High School Graduation General Requirements

Students must successfully complete the high school course requirements listed below in order to graduate with a high school diploma. Math must, at a minimum, include passing Algebra I or the equivalent.

San leandro High School & San Leandro Virtual Academy Graduation Requirements	Required Credits
ENGLISH	40
MATH	20
SCIENCE	20
SOCIAL STUDIES	30
FINE ARTS	10
WORLD LANGUAGE	10
TECHNICAL ARTS	10
PHYSICAL EDUCATION	20
ELECTIVES * All 9th Graders take a semester long Health and Safety course to meet State	60

Health Standards and AB 329. (See course catalog for more information)	
TOTAL	220

Lincoln High	Required Credits
ENGLISH	40
WORLD CIVILIZATION	10
US HISTORY	10
GOVERNMENT	5
ECONOMICS	5
MATHEMATICS	20
LIFE SCIENCE	10
PHYSICAL SCIENCE	10
FINE ARTS/FOREIGN LANGUAGE	10
PRACTICAL ARTS	10
PE	20
HEALTH & SAFETY	5
NON DEPARTMENTAL	45
TOTAL	200

- SB 532 was approved by the Governor and became effective on January 1, 2023. This bill amends EC Sections 49069.5, 51225.1, and 51225.2.
- This bill builds on legislation passed over the last 10 years that have created exemptions for local graduation requirements for Foster Youth, Homeless Youth, Former Juvenile Court Students, Children of Military Families, Migratory Students, and Students in Newcomer Programs.

Algebra requirements:

All students must complete an Algebra I course or the equivalent in order to graduate.

EDUCATIONAL PROGRAMS

1. Special Education

According to state and federal law, all special education students are entitled to a free and appropriate public education in the least restrictive environment. To ensure that

this right is protected, special instructional and support services are available to students with physical, cognitive, learning and emotional disabilities.

The overriding mandate in assessing need and delivering services is that the student should be taught in the “least restrictive environment.” Therefore, when a student is referred for Special Education, every effort is made to keep the student in the general education program.

The process by which a student is referred and evaluated is established by federal and state law and district policy, and involves a series of steps.

A full continuum of placement options is available to Special Education students, based on assessed need. Services are delivered within the general education program or in specialized settings as determined by a multidisciplinary team based on the student’s age and the nature and severity of the disability. Related services are also provided by specialists as deemed necessary by the Individualized Education Program (IEP) planning team.

2. Section 504 Plan Eligibility

A student with a disability under Section 504 is one who has a physical or other impairment (i.e. diabetes, asthma, bi-polar disorder, ADHD, etc.) that substantially limits one or more major life activities. Major life activities are functions such as the caring for oneself or performing tasks (such as walking, seeing, hearing, speaking, breathing, learning and working). A parent/legal guardian who believes that their student may qualify for service under a 504 Plan must contact their Principal, Vice-Principal, or Counselor at the school to arrange for a Student Study Team (SST) meeting to evaluate the student’s needs and put a plan in place. This plan could be for academic as well as behavioral needs. An administrator, a teacher, and other staff designated by the principal will be responsible for implementing, reviewing, and modifying the 504 Plan. The plan is to be reviewed and updated periodically at a minimum of every 3 years. The Director of Prevention and Intervention is the District 504 Coordinator and keeps record of all the 504 Plans for eligible students. The plan should be reviewed and updated each year and at the minimum, every 3 years.

3. English Language Learners

San Leandro Unified School District is proud of the 37 plus languages spoken by students in our District. San Leandro offers a variety of programs at all levels that maximize opportunities for academic and social success for English Language Learners. Teachers have been trained to deliver high quality and research-based curriculum and instructional strategies in English language development.

Identifying students who need help learning English is important so they can get the support they need to do well in English language arts/literacy, mathematics, science, and other subject areas in school. Students in kindergarten through grade twelve who are classified as English learners

will take the Summative English Language Proficiency Assessments for California (ELPAC). The Summative English Language Proficiency Assessments for California, or “Summative ELPAC,” is the test used to measure how well students understand English when it is not the language they speak at home. Information from the ELPAC tells your child’s teacher about the areas in which your child needs extra support. Students are tested on their skills in listening, speaking, reading and writing. The ELPAC is also used to help inform proper educational program support and to report progress for accountability. The Initial Assessment (IA) is the ELPAC test may be found at the following website: <http://www.elpac.org> or by contacting the principal at your child’s school. Students are placed in programs according to their proficiency level in English. These programs are in full compliance with the law. Parents have the option of signing a waiver if they do not want any of these programs for their child, yet the administration of the ELPAC cannot be waived.

Program Descriptions and Goals for English Learners:

All programs are designed to meet the educational needs of English learners and to support them in becoming proficient in English. Students receive ELD (English Language Development) and full access to a comprehensive curriculum with scaffolds and support to meet age-appropriate academic standards for promotion and graduation.

- **Structured English Immersion (SEI):** Instruction in the SEI program is provided in English with primary language support, when available, for students at the emerging and expanding levels of English language proficiency to motivate, clarify, direct and explain content. The program aims to develop full proficiency in English and mastery of all grade-level core curriculum standards. Students receive daily Designated and Integrated ELD instruction and access to all academic core content. This program includes the Newcomer Pathway.

- **Alternative Programs (ALT):**

We currently offer 3 programs that start at Kindergarten. Two provide instruction in Spanish and English and the third provide instruction in Mandarin and English. Textbooks and teaching materials are provided in English and the target language in accordance with the district approved content and language allocation plans.

- The **Developmental Bilingual Program** is currently at Halkin Elementary for grades 1-5th grade and at Jefferson grades 4th and 5th. This program is designed with the goal to ensure English learners who are native speakers of Spanish achieve grade level academic competency and develop high levels

more information in the English Learner Master Plan regarding English Learner programs

administered at schools during the fall semester, and throughout the year when students enroll after the fall testing period. The IA must be administered when the Home Language Survey (HLS), completed by parents or guardians when registering their child in school, indicates a primary language other than English. The annual Summative Assessment (SA) will be administered every spring, February through May. The ELPAC must be given to students identified as English learners once a year until they are reclassified as English proficient (RFEP) as per the district guidelines for this purpose. More information on the

of English and home language proficiency and literacy. It is a Developmental Spanish Bilingual Program that designates the language of instruction for each content area by grade level. When instructing in English, teachers use targeted methodologies and EL supplemental materials to provide full access and active engagement in core instruction. This program is transitioning to a Dual Language Immersion program.

- **The Dual Language Immersion (DLI) Programs**
 - Washington Elementary K-5th grade and at Jefferson K-3rd grade offer a Dual Language Immersion Program. This DLI program aims to produce bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural competencies for ELs and English dominant students. Instruction is delivered in both English and the target language with the class composition of 50% ELs and 50% English dominant speakers. The DLI program currently operates at the elementary level in an 80/20 instructional model with Spanish as the target language.
 - Madison currently offers a Chinese DLI Program at the Kindergarten level. This DLI program currently operates an 50/50 instructional model with Mandarin as the target language. This DLI program also aims to produce bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural competencies for ELs and English dominant students. Each year this program will grow by one grade level.

Please visit [https://www.slusd.us/families community/](https://www.slusd.us/families%20community/) for

4. Every Student Succeeds Act (ESSA)

On December 10, 2015, President Barack Obama signed the Every Student Succeeds Act (ESSA), which reauthorized and

updated the Elementary and Secondary Education Act (ESEA). Overall, the new law provides states more authority on standards, assessments, accountability, support, and interventions while preserving the general structure of the ESEA funding formulas. Information regarding the ESSA and the development of California's plan to implement the new federal education act can be found on the California Department of Education website.

Governor Jerry Brown signed Assembly Bill (AB) 97 (Chapter 47, Statutes of 2013) to establish the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP). The law also requires the SBE to approve LCFF evaluation rubrics to assist LEAs to identify strengths and weaknesses of their LCFF implementation through the analysis of multiple measures. This analysis results in locally established goals, consistent with state performance standards, and the evaluation of those goals for the purpose of continuous improvement. The LCFF evaluation rubrics are an integral part of California's emerging accountability system. California has a unique opportunity, using the LCFF state priorities and three distinct parts of the LCFF—the LCAP and Annual Update, the LCFF evaluation rubrics, and the assistance and support system—to establish a single, integrated state and federal accountability system. California's new accountability system will build on the foundations of the LCFF, consisting of the LCAP, along with the Annual Update, the evaluation rubrics, and the California Collaborative for Educational Excellence (CCEE) support structure to meet both state law and the federal accountability requirements established in ESSA. With the enactment of the ESSA, California has the opportunity to streamline local, state, and federal requirements into a single, coherent system for planning, accountability, and continuous improvement and support. Each part of the emerging system will align with the LCFF to support continuous learning and improvement, equity, and transparency.

California Dashboard and Accountability

California's accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of local educational agencies (LEAs), schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard is a powerful online tool to help districts and schools identify strengths and weaknesses and pinpoint student groups that may be struggling. It reports performance and progress on both state and local measures:

- State measures apply to all LEAs, schools, and student groups and are based on data that is collected consistently across the state.
- Local measures apply at the LEA and charter school level and are based on data collected at the local level.

5. Differentiated Assistance for California's System of Support

County superintendents, the California Department of Education, charter authorizers, and the California Collaborative for Educational Excellence provide differentiated assistance for LEAs and schools, in the form of individually designed assistance, to address identified performance issues, including significant disparities in performance among student groups. California's new accountability and continuous improvement system is based on a three-tiered framework, with the first tier made up of resources and assistance that is made available to all local educational agencies. Differentiated assistance is the second tier of assistance that one or more agencies are required by statute to provide to local educational agencies or schools that meet certain eligibility criteria. The third tier is intensive intervention, which is generally required based on persistent performance issues over a specified period of time.

Qualification for differentiated assistance under California's accountability system is based on criteria set by the State Board of Education. While this system continues to evolve, the overarching structure centers on the eight state priorities under the Local Control Funding Formula, which are measured by both the state (color-coded rating) and local (met, not met rating) indicators, reported annually in the California School Dashboard.

In brief, the statute describes using the evaluation rubrics (California School Dashboard) as a tool to determine the qualification for assistance at different levels. County offices of education must offer differentiated assistance to a school district if any student group did not meet the criteria for two or more LCFF priorities. EC 52071(b), 52071.5(b).

As the accountability system moves forward, the Superintendent of Public Instruction, with approval of the State Board of Education, may intervene in a school district if three or more student groups (or all the student groups if there are less than three) met the criteria for two or more LCFF priorities in three out of four consecutive years. EC 52072, 52072.5.

6. Title I Program

Title I is federal funding assigned to schools based on the number of low-income families in the District. These funds are allocated to seven elementary schools and our two middle schools based on the number of students receiving free and reduced lunch. Once funds are received schools must use them to support students who are academically under performing.

Title I funding supports students' academic achievement by providing extended day programs, teacher specialists, staff development, instructional assistants, tutors, materials and other valuable resources.

Title I Parent Involvement & Parent/Family Engagement Policy

Parent involvement is a key component to the success of the District's Title I programs. Title I, Part A, of the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), requires that local educational agencies (LEAs), conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children (ESSA Section 1116[a][1]). Title I schools hold an annual parent meeting to review the programs for the year and to seek input into future programs based on student needs. In accordance with the law, the District uses Title I funds to address the following:

- Program information (i.e., content standards, assessments, monitoring student achievement, working with educators) Materials/training (e.g., literacy, technology)
- Train educators to work with parents
- Coordinate training with preschool program
- Establish a district Parent Involvement Policy
- Establish parent compacts
- Provide parent conferences for elementary students

7. Title VI Native American Indian Education Program

The United Indian Nations (UIN) and the Indigenous Nations Child & Family Agency are working with families from San Leandro Unified School District to develop a strong new program for American Indian children. This federal funded, Title VI program will provide American Indian students grades K-12 culturally responsive extra support. Students, their parents or grandparents, who are part of an organized Indian group or a recognized tribe from North America, are eligible to apply. By completing the Title VI Student Eligibility Certification, form 506 in this handbook and returning it to your child's school, your school-age children may be eligible to receive services, such as tutoring, educational advocacy, college preparation, and exposure to indigenous cultural activities/events and networking opportunities with other American Indian children and families.

8. Music

Once a week Elementary students receive instruction in music based on the California Visual and Performing Arts Standards. Classroom music classes are taught by a Music Specialist for 1st through 5th graders, and in 5th grade students have the opportunity to take instrumental music. The middle school music program is offered as an elective for students who wish to further develop their musical talents and perform in the orchestra or band. At San Leandro High School students choose to participate in such classes as Choir, Wind Ensemble, Jazz Ensemble, Orchestra, and Marching Band. Additional information about this program is available from your student's music teacher.

During seasons of celebration, there may be assemblies, music classes, or choir and band performances where religious songs and songs representing numerous cultures and customs are performed. Please contact your student's teacher to review the list of songs that may be practiced in class or performed at these events. If you object to your student's participation in such events, please notify their teacher early in the school year so that alternative arrangements can be made for your student.

9. Visual Art

Once a week Elementary students receive instruction in Visual Arts based on the California Visual and Performing Arts Standards. Visual arts classes are taught by an Art Specialist. Students learn artistic perception, creative expression, the historical and cultural context of works of art, aesthetic valuing, and connections, relationships, and applications between what has been learned in the art room and other subject areas. Students regularly engage in art making and learn how to create artwork in a variety of different media. At the middle school level, visual art is offered as an elective and at the high school level students choose to participate in such classes as Drawing and Painting, Sculpture, AP Art, Studio Art and Digital Media.

10. Physical Education

Twice a week Elementary students receive instruction in Physical Education based on the California Physical Education Content Standards. Physical Education Classes are taught by a Physical Education Specialist. In the Elementary grades, physical education content is delivered incrementally to best enable student learning at the appropriate developmental level. The Elementary physical education program serves as the foundation for learning about physical education. At the Middle School level, content is consolidated and students' skills are refined, representing a natural progression of skill sophistication. At the High School level, students integrate what they know and what they can do from their previous physical education experiences. The high school program represents the culmination of physical education.

Physical Fitness Test (PFT)

In the spring our students in grade 5, 7, and 9 will participate in the California Physical Fitness Test (PFT). The FITNESSGRAM® is the required annual PFT for students in grades five, seven, and nine in California public schools. This health-related fitness test, developed by The Cooper Institute, is intended to help students acquire lasting habits of regular physical activity.

The FITNESSGRAM includes tests for six areas of fitness, including Aerobic Capacity, Body Composition, Abdominal Strength and Endurance, Trunk Extensor Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility. There are two or three test options for most of the fitness areas of the FITNESSGRAM® so that all students, including those with special needs, have the chance to participate in the PFT. For those fitness areas that have

multiple options, only one option is reported for each student. For each fitness area of the FITNESSGRAM®, a student's performance is classified into the Healthy Fitness Zone (HFZ) or into other zones, depending on the fitness area. For Aerobic Capacity and Body Composition, results are classified as in the HFZ, Needs Improvement, or Needs Improvement – Health Risk. For all other areas, results are classified as in the HFZ or Needs Improvement.

The desired performance goal for each test option is the HFZ, which represents a level of fitness that offers some protection against the diseases related to physical inactivity. The Needs Improvement designation indicates an area of fitness where a student would benefit from activities designed to improve performance in that area. Needs Improvement – Health Risk is a designation that specifically indicates increased health risks due to the level of fitness. The HFZ ranges and performance classifications are updated on a regular basis; therefore, student results should always be evaluated against the current year HFZ charts.

Our students will receive their results upon completion of the PFT. These results will help students understand their individual levels of fitness. Students are encouraged to talk about these results with their parents or guardians and their physical education teacher. Parents and guardians can use these results to help their children plan appropriate fitness activities. If you have any questions about your child's participation in the PFT, the FITNESSGRAM®, or the test results, please contact your high school site principal. The current year HFZ charts and other information about the PFT are available on the California Department of Education PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

11. Family Life and Human Sexuality

Students, through various times in their education at the San Leandro Unified School District, will receive sex education instruction that is age/grade appropriate. The curriculum includes instruction on human sexuality, family life, sexually transmitted infections, pregnancy prevention, including abstinence, and HIV and AIDS prevention education. As provided for in Section 51938 of the Education Code, parents/legal guardians will be notified at least 14 days prior to instruction and have the opportunity to view materials that have been adopted for grade 4 through 9 and/or request that their child not participate.

California Healthy Youth Act- Education Code 51930-51939 Comprehensive Sexual Health and HIV Prevention Education

California state law, the California Healthy Youth Act, requires that comprehensive sexual health education and HIV prevention education be provided to students at least once in middle school or junior high school and once in high school, starting in grade 7. Students have access to confidential medical services, such as sexual and reproductive health care per California Education Code 46010.1 While we encourage

child-parent communication, students may access services without parental consent or notification and may excuse themselves from school to seek specific services. Any student per California Education Family Code 6925 may request health services on pregnancy, contraception, abortion, sexual assault, rape services and emergency medical services. Students age 12 and up per Education Code 46010.1 may request services on STI testing and treatment, condoms, outpatient mental health and drug/alcohol abuse treatment.

Instruction must encourage students to communicate with parents, guardians or other trusted adults about human sexuality. Instruction must be medically accurate, age-appropriate and inclusive of all students. It must include the following:

- Information about HIV and other sexually transmitted infections (STIs), including transmission, FDA approved methods to prevent HIV and STIs, and treatment
- Information that abstinence is the only certain way to prevent unintended pregnancy and HIV and other STIs, and information about the value of delaying sexual activity
- Discussion about social views of HIV and AIDS
- Information about accessing resources for sexual and reproductive health care
- Information about pregnancy, including FDA approved prevention methods, pregnancy outcomes, prenatal care, and the newborn safe surrender law
- Information about sexual orientation and gender, including the harm of negative gender stereotypes
- Information about healthy relationships and avoiding unhealthy behaviors and situations

You can examine written and audiovisual instructional materials at your middle or high school's main office. If you have questions, please contact your site principal. You may request a copy of the California Healthy Youth Act (California Education Code Sections 51930-51939) by contacting your site principal or district office. State law allows you to remove your student from this instruction. If you do not want your student to participate in comprehensive sexual health or HIV prevention education, please request an opt out letter from your school principal and submit to your site principal.

Family Leadership Opportunities

We encourage all our families to engage with their schools on a regular basis and believe the collective and collaborative work of all community members will achieve academic success for all students. School Site Councils (SSCs) and family advisory committees such as the Parent Advisory Committee (PAC) for the LCAP, District and School site English Learner Advisory Committees (ELACs and DELAC) play a critical role in raising expectations for student achievement.

TECHNOLOGY

1. Technology Mission Statement

Our vision includes the integration of technology across curriculum, instruction, assessment, administrative tasks, professional development, communications, and decision making. Teachers will use technology as a part of their instruction, to give students timely feedback, improve communications, utilize data to improve teacher efficacy and instruction, foster engagement, and streamline administrative tasks.

Digital learning has a critical role to play in the pursuit of excellence in America's schools. It is poised to revolutionize the way that teachers instruct and students learn. Mindful use of Instructional Technology will engage students, help promote 21st century skills and provide teachers with real-time data to guide and inform their instruction.

In order to support 21st century teaching and learning, we recognize that every classroom must have access to high speed internet along with effective technology devices. Simply deploying thousands of devices without having the proper technology infrastructure will result in failure.

We have completed a great deal of this work and continue to explore different technologies to improve the classroom and thus provide the best opportunity for our students. Some of these projects have included:

- Connected each site to the San Leandro Fiber Loop
- 1:1 Student to Chromebook/device ratio
- Firewall/Content Filtering for District traffic
- WIFI Access Points in every classroom providing proper coverage
- Promethean Boards were installed in every classroom to promote collaboration and digital instruction.

2. Student Use of Technology Policy

The San Leandro Unified School District requires that all students and staff using District technology agree to the terms and conditions of the Student Use of Technology Policy. Please review the policy with your child. It is important that students understand the policy, as violation of the policy may result in disciplinary action against the student including suspension of their student accounts. No student or staff member will be allowed to use District computers unless a signed copy of the User Obligations and Responsibilities Signature Form is on file.

Students are expected to continue to follow the same appropriate technology use guidelines whether participating in learning on campus or away from school. Any computer hardware provided to students must be carefully cared for and remains the property of the district to be returned at the pre-defined end or at the request of the district.

3. Digital Citizenship

According to Common Sense Media, media and technology are at the very center of all our lives today -- especially our children's. Kids today spend over 50 hours of screen time every week. The media content they consume and create has a profound impact on their social, emotional, cognitive, and physical development. Learning how to use media and technology wisely is an essential skill for life and learning in the 21st century. But parents, teachers, and policymakers struggle to keep up with the rapidly changing digital world in which our children live and learn. Now more than ever, they need a trusted guide to help them navigate a world where change is the only constant. Cyber Bullying is a national phenomenon that has had a devastating impact on the lives of our students. Take a quick moment to search for "cyberbullying" on the internet and you will find that there are over 18 million results!

At San Leandro Unified School District, we feel that it is imperative that we work with parents and our community to take a proactive approach to Digital Citizenship by providing students with the knowledge they need to interact with the constant flow of Digital Media that affects their daily lives.

Our students are clearly living in a world that moves much faster than when their parents and teachers grew-up. Events or discussions that we wouldn't think twice about, end up posted on Youtube or Facebook faster than we could have passed a note across the classroom. This can have a devastating effect on our students--intended or not. One way that we are addressing this issue is by adopting an internet safety curriculum from Lersun Learning called AUP Online internet safety, which students can access both at school and at home. AUP online is self-paced and grade level appropriate curriculum that covers the following:

- Internet safety
- Responsible use of social media
- Bullying, cyberbullying and what to do
- Credibility of internet resources
- Ethical/social responsibility
- Responsible Use Agreement sign off

All students in San Leandro Unified School District are required to complete this Board Approved Program. Information about this program can be found at www.lersun.com. We take Cyber Bullying very seriously. You can report incidents regarding cyber bullying via the following:

- Contact your student's teacher or site principal · Contact the Director of Student and Family Support Services, James Parrish
- Contact the Chief Technology Officer of the Technology Department, Larry Simon

4. CALPADS

The state of California implements a comprehensive,

statewide data system to better serve students, streamline data collection, and improve data reporting. This statewide data system is called California Longitudinal Pupil Achievement Data System and is known as CALPADS. CALPADS is the foundation of California's education data system designed to create an environment in which data is valued, used to inform efforts to improve student achievement and help close the achievement gap. The comprehensive data platform increases a districts effort to account for students that enter and exit our systems. Further, the California dashboard directly uses the data collected in CALPADS for accountability.

5. SLUSD Student Google Accounts

SLUSD Student Google Apps for Education accounts are created for all SLUSD students. SLUSD Student Google Apps for Education includes free, web-based programs such as Google Email, Google Docs, Google Slide Slideshows, Google Drive, shared calendars, collaboration tools and much more.

Additionally, these tools will allow teachers to better communicate with students and families, promote collaboration, creativity, and critical thinking. All of these skills are essential to the Common Core and preparing students for college, career, and beyond.

Student username and password information will be provided to your child via their teacher. It is imperative that they keep their login credentials private from their friends and strangers. However, we encourage parents to know student username and passwords for their Google Apps for Education Accounts as parents have the right at any time to investigate the contents of their child's email and Apps for Education files. Students will also have the ability to reset their password to the password of their choice once the school year gets started.

Please remember that all district policies are still in effect and apply, as indicated in the Responsible Use Agreement you signed and submitted to the school at the beginning of the school year. SLUSD Google Apps accounts are used extensively across the District and are highly integrated in classroom curriculum and instruction. While we recommend their use, you do have the opportunity to opt out of a SLUSD Student Google Apps Account by providing your site principal with a letter stating that you do not want a SLUSD Google Apps for Education account for your student.

6. Security Cameras

The Board believes that reasonable use of surveillance cameras will help the district achieve its goals for campus security. Security cameras in San Leandro Unified are placed on the exterior of facilities, entryways and other common areas where there is no expectation of privacy. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Recordings may be used in student disciplinary proceedings,

and that matters captured by the camera may be referred to local law enforcement, as appropriate.

7. Virtual Learning

The San Leandro Unified School District recognizes that distance learning has unique technology requirements which differ from the traditional classroom setting.

1. Students are expected to continue to follow the same appropriate technology use guidelines while participating in distance learning away from school. Any computer hardware provided to facilitate distance learning must be carefully cared for and remains the property of the district to be returned at the pre-defined end or at the request of the district.
2. Students participating in synchronous learning via the district's communication platforms are required to have their camera enabled and show their faces. Students are not permitted to use avatars or leave their cameras off. Special circumstances must be approved by your student's teacher and/or school administration.
3. Students are not to forward web conferencing links to anyone.
4. Under no circumstances should students take pictures of or video calls or meetings.
5. It is the duty of parents/guardians to supervise children while they are working online and to ensure any content which they are submitting to their teacher and/or District service provider is appropriate.
6. Any electronic forms of communication will be for educational purposes and to allow for communication with families and parents/guardians.
7. Students and staff will communicate using tools which have been approved by the district and/or school. The primary platforms include, but are not limited to, Aeries, Google Classroom, Google Meet, Google Gmail, ParentSquare, SeeSaw, Schoology, and Zoom.
8. For security reasons, passwords may be provided to parents/guardians, where applicable.
9. On District software platforms or district issued devices there is no expectation of privacy. The District may, without prior notice or consent, log, supervise, access, monitor, and record student use of technology on these platforms at any time.
10. While the district provides and utilizes internet filtering it is possible that inappropriate content may appear on a device at home. Student responsibility is still the best way to avoid pitfalls in the online world. The District assumes no responsibility for such an occurrence and relies on parent/guardian supervision while students are accessing content on the Internet away from school.
11. Any technology loaned to students for the purposes of distance learning must be maintained and returned as per the Student Use of Technology

PARENT/COMMUNITY, RIGHTS, INVOLVEMENT AND COMMUNICATION

Parents/legal guardians have a right to be informed about their child's academic achievement and may use this information to support student learning. The Board of Education encourages frequent communication to parents/legal guardians about student progress. Communication may include, but is not limited to, principal and teacher conferences, class newsletters, mail, telephone, and/or school visits by parents/legal guardians. As part of this communication, teachers shall send progress reports to parents/legal guardians at regular intervals and shall encourage parents/ legal guardians to communicate any concerns to the teacher. In addition, the district shall send parents/legal guardians all notifications required by law.

To establish a long lasting partnership with parents, a school parent compact is signed to outline how parents/legal guardians, the school staff, and student share responsibility for improved student academic achievement and the means by which the school and parents/legal guardians will build partnerships to help students achieve state standards. It is also important to note that student's grades, transcripts and diplomas can be withheld for property damage. Parents/legal guardians will be notified in writing of the student's alleged misconduct prior to the withholding of grades, transcripts and/or diplomas.

1. School Visitation

It is the policy of the Board of Education and the practice of District staff to encourage parents and other community members to visit school sites and classrooms to observe the work of the schools. The Board of Education and District staff believe there is no better way for the public to learn what the schools are actually doing.

For classroom visitations, all visitors must make arrangements with the classroom teacher 24 hours in advance of the desired visitation or by prior arrangement with the classroom teacher. If a conference is desired, an appointment should be set with the teacher during non-instructional time (BP 1250).

To ensure the safety of students and staff and avoid potential disruptions, all visitors must register immediately in the school office upon entering any school building or grounds when school is in session. Visitors include any person entering school premises except current students of the school, or staff members of the District.

To ensure minimum interruption of the instructional program and to maintain student confidentiality, visits to special education programs shall be arranged individually in appropriate programs. Requests to observe programs should be made to the site administrator and/or special services administrator. An appropriate observation will be arranged.

No electronic listening or recording device may be used by students or visitors in a classroom without the teacher and principal's permission. (Education Code 51512)

The board encourages all individuals to assist in maintaining a safe and secure school environment by behaving in an orderly manner while on school grounds and by utilizing the district's complaint processes if they have concerns with any district program or employee. In accordance with applicable law, the principal or designee may request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

Presence of Sex Offender on Campus

Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/legal guardian of a district student, shall request written permission from the principal before entering the school campus or grounds. As necessary, the principal shall consult with local law enforcement authorities before allowing the presence of any such person at school or other school activity. The principal also shall report to the Superintendent or designee anytime he/she gives such written permission.

Unauthorized persons will not be permitted in school buildings or on school grounds. School principals are authorized to take appropriate action to prevent such persons from entering buildings and from loitering on grounds. Such persons will be prosecuted to the full extent of the law per Education Code section 32211 and Penal Code 653 (g) and 647 (b).

Visitor Registration Procedure

All visitors must report to the school office upon entering a school site and receive authorization to visit elsewhere in the school site. This authorization is required even if the visitor has been invited to a classroom, because the office must be able to account for everyone on campus in an emergency.

1. All visitors must check in at the school office.
2. All visitors must sign in and sign out at the school office.
3. All visitors must wear a school provided name tag while on school grounds.

All visitors shall, upon request, furnish the principal or designee with any of the following information:

1. His/her name, address and occupation.
2. His/her age, if less than 21.
3. His/her purpose for entering school grounds.
4. Proof of identity.
5. Other information consistent with the provisions of law.

2. Parent Teacher Conferences

Formal Parent Teacher Conferences for Kindergarten through 5th grade students' parents/legal guardians will be held in October. The purpose of this conference is to meet your child's teacher, understand student progress towards mastery of the Common Core State Standards, grade level expectations and to review goals for the school year. Parents/legal guardians are encouraged to request additional conference appointments with their child's teacher as the need arises. Conferences may be scheduled at the secondary level by contacting your child's teacher.

3. Back to School Night

Back-to-School nights are scheduled early in the fall at each school in San Leandro. Back to School Nights are opportunities for parents/legal guardians to meet their child's teacher, to get an overview of the grade level curriculum, and to meet other parents.

4. School Newsletters

Each school site produces a school newsletter to provide parents/legal guardians with important information about upcoming school and district events, deadlines, and opportunities for parent involvement. Newsletters are sent through email whenever possible.

5. Parent Teacher Organizations

Many schools have parent organizations that support the schools via Parent Teacher Association (PTA), Parent Teacher Organization (PTO), Dad's Club, United Parents, Padres Unidos, and African American Parent Association. These organizations seek ways to enhance education for students and build leadership capacity.

6. School Site Committees School Site Council (SSC)

The School Site Council represents all segments of the school community for the common goal of supporting student access to programs using state and federal funds such as Title I. School Site Council membership includes the principal, teachers, classified staff, parents, other community representatives and students at the secondary level. Site elections for membership are held in the fall of every school year. SSC members are elected by their peers to represent all members of the school community. The SSC is required to develop and review an annual school plan with parents, staff, and students which provide for:

- Student achievement
- Special needs of identified students
- Staff development
- Program evaluation and expenditure

Site Council meetings are open to the public. Decisions made by the council impact the school experience of all students.

English Learner Advisory Committee (ELAC)

State compliance regulations require that all schools with 21 or more English Learner (EL) students have a functioning English Learner Advisory Committee. This committee is

composed of parents of EL students, as well as the site principal and staff. This advisory committee meets monthly to accomplish the following tasks ~~mandates: to review the school plan for services to EL students, conduct a needs assessment, review the language census, and make parents aware of the importance of regular school attendance.~~

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation

Members of this committee represent the school on the District English Learner Advisory Committee (DELAC). Translation services for these meetings are available when possible. For additional information contact your school principal.

District English Learner Advisory Committee (DELAC) School districts with more than 51 English Learner students are required to have a District English Learner Advisory Committee (DELAC). This committee is composed of representatives from each Site ELAC.

The DELAC advises the school district governing board the following tasks:

1. Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.
2. Conducting a district wide needs assessment on a school-by-school basis.
3. Establishment of district program, goals, and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
5. Review and comment on the school district reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents and guardians.
7. If the DELAC acts as the English learner parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and

Translation of these meetings is available in Spanish and Chinese and provided in other languages on request. For additional information contact: Education Services 667- 6223.

7. Board of Education

Board of Education meetings are typically held one Tuesday every month. There are many ways to contact the Board of Education.

- Voice mail- 667-3500
- Email-BoardofEd@slusd.us
- In writing: 835 E. 14th Street, Suite 200 San Leandro, CA 94577
- In person at the board meeting by filling out a speaker card prior to the meeting and giving it to the Board Executive Assistant
- If the board meeting is held virtually, please go the district website for directions on how to access the meeting, which is located under the Board of Education tab

8. LCAP OVERVIEW

For nearly 40 years, California has relied on a system that funded K-12 school districts through general purpose funding (known as revenue limits) and more than 50 tightly defined categorical programs. Over the years, categorical programs have grown to include specialized grants, competitive opportunities, entitlements, and a combination of one-time, multi-year, and ongoing funding streams. To a large degree history, circumstances, and luck determined the level of funding a school district would receive. This led to an environment in which funding for school districts was inequitable and where grant and specific program requirements drove spending decisions rather than student needs.

In an effort to provide a more equitable formula for distributing state funding, provide greater flexibility to local school districts, and support a student-centric performance focused environment, the State of California created the Local Control Funding Formula (LCFF).

The Local Control Accountability Plan (LCAP) is the Local Control Funding Formula's (LCFF) vehicle for transparency and engagement. In short, it is the accountability component of the LCFF. LCAPs will be the primary means through which school districts are expected to share performance data, needs, actions, and anticipated outcomes that will guide the use of available LCFF funding.

Beginning in 2014-15, each school district became responsible for creating a three-year LCAP which is aligned to the district budget. Under LCFF, it is expected that local districts develop and fund plans with the needs of students in mind. There must be an explicit and transparent connection

between the LCAP and budgetary expenditures. Districts will use the LCAP to describe annual goals for all students including calling out details for low-income, English learners, and foster youth that address state and local priorities. The LCAP must also describe the specific actions that the LEA will take to achieve the goals it has identified with budget details that show the level and type of state expenditures made to support these actions. In addition, there is an expectation that parent and community input along with relatively transparent information will be available to communicate how funding addresses the needs of students.

LCAP STRUCTURE

The district's LCAP utilizes the state-required template. That template has three main sections to address the state's eight priorities. The eight state priorities are:

- Basic services
- State standards
- Course access
- Parental involvement
- Pupil engagement
- School climate
- Pupil achievement
- Other students' outcomes

The three main sections of the state adopted LCAP template are:

- **Section 1:** Stakeholder Engagement
- **Section 2:** Goals, Actions, Expenditures and Progress Indicators
- **Section 3:** Use of Supplemental and Concentration Grant Funds and Proportionality

9. Web Site

The District web site is an information and resource tool. On the site you can find information about:

- School Sites
- Board of Education agendas and meetings
- DELAC/ELAC and SSC Agendas and Meeting
- Calendars
- Schedules
- Current issues and programs
- School Menu
- Employment opportunities
- Facility updates
- State and national resources for parents and students Visit the website often: www.slusd.us

10. Distribution of Materials

Non-profit organizations that wish to distribute materials to students or staff must get prior approval from the Assistant Superintendent of Educational Services at least two weeks in advance. Every attempt should be made to provide the materials in English and Spanish.

11. Photo or Video Presentations

The school district occasionally shows students in photo or video presentations, which are intended for other than classroom use.

If the opportunity arises during the school year, we may photograph or videotape your child to publicize student accomplishments or school programs. In addition, we may use photographs or video on our websites.

Please see the form Photo or Video Presentations if you DO NOT want your child included in photos/videos, and/or on the Internet.

12. San Leandro School Volunteers

One of the many ways in which the San Leandro community shows its support for its public schools is through the countless hours it gives to volunteering in the schools. Parents often volunteer in classrooms or serve in other ways at their child's school, but many people from the broader community also volunteer. If you want to volunteer in any capacity you will need to complete the required volunteer registration packet and have a Megan's Law clearance form on file. For more information, contact your school site. The school office will have the required forms.

13. 2023-2024 Accident & Health Insurance Program – Student Coverage

The safety of our students is one of our most important concerns. Even so, accidents do happen resulting in medical treatment that can be very expensive. The District does not assume responsibility for these costs. However, as a service to you and your child, the District has joined with thousands of other districts by offering access to a low cost, voluntary purchase student accident/health insurance program. The program is arranged and administered by Myers Stevens & Toohey & Co., Inc., a firm that has specialized in such coverage for over 40 years. Insurance information and the enrollment form are included in this handbook. The form is also available at your school's attendance office. Please read it carefully. Once you have reviewed the insurance information, please sign the Intent to Enroll/Not Enroll in the 2023-2024 Accident & Health Insurance Program and return it to your child's school as soon as possible. If you have any questions, contact the Business Department at 510-895-4132.

14. Health Services

Immunization Requirements

All students must receive adequate immunizations prior to school admittance. Official verification of immunizations is required (i.e., clinic record, yellow immunization record). Dates must include specific month/day/year for each immunization. Senate Bill 277 eliminates the option of

Personal Beliefs Exemptions (PBE), However, PBEs filed at a school or child-care facility before January 1, 2016 will remain valid until student enrolls in the next grade span at

kindergarten (or transitional kindergarten) or 7th grade.

Whooping Cough (Tdap) Immunization

As of July 1, 2011 all students in grades 7-12 are required to be immunized against pertussis. They must show proof of the Tdap booster (Whooping Cough) in order to enroll in school. Students will not receive their class schedules until this has been provided.

Physical Exam

Physical examinations (valid exams up to 18 months prior to entry) are required as a prerequisite for enrollment in the first grade. Free health screening may be available through the local health department. Failure to comply with this requirement or sign an appropriate waiver may result in exclusion of your child from school for up to five days.

Dental Exam

All students entering kindergarten (or first grade if this is first year in school) are required to have a current dental evaluation on file or sign a waiver to opt out.

Head Lice

The San Leandro Unified School District's Governing Board is committed to maximizing students' academic performance and physical wellbeing in a healthy and safe environment. The Governing Board recognizes that head lice infestations among students require treatment but do not pose a health hazard, are not a sign of uncleanness, and are not responsible for the spread of disease. As a result, school employees shall report all suspected cases of head lice to the site designee, principal or school nurse as soon as possible. When a student is found with live (active or crawling) head lice, the student shall be allowed to remain at school until the end of the day. The parent/legal guardian of any such student shall be notified that day, provided with information about treatment, and encouraged to begin treatment and to check all family members immediately. If the parent/legal guardian does not follow through with the proper treatment, the student with lice will be excluded from school until treatment has been completed.

The parent/legal guardian shall be informed that the student will be checked upon return to school the next day and allowed to remain in school if no active (crawling) head lice are detected. If active lice are detected, the student will be excluded as an excused absence until there is no remaining evidence. If nits are found, the student can remain in school but the site designee or school nurse shall re-inspect the student within 7-10 school days.

If a student is found consistently infested with head lice, he/she may be referred to the Coordination of Services Team (COST) at the school site, or the school nurse to determine the best approach for identifying and resolving problems contributing to the continued infestations.

When it is determined that one or more students in a class or

school are infested with head lice, the principal or designee may, at his/her discretion, notify parents/ legal guardians of students in that class or school and provide them with information about the detection and treatment of head lice. Staff shall make every effort to maintain the privacy of students identified as having head lice and excluded for treatment. (Board Policy 5141.33)

Mandated Screenings

Vision and hearing screenings are done annually in grades TK K, 2, 5, and 8. Hearing screening is done annually in grade 10 unless a waiver is on file that offers an alternative testing plan.

Medication at school

Students who must take medication (prescribed or over-the-counter) at school or on field trips (including overnight camp) must provide:

- Written statement from the student's physician detailing the medication, dosage and time to be taken.
- Written statement from the student's parent/legal guardian requesting that the prescribed medication be administered at school.
- Medication must be in a pharmacy labeled container.
- Medications should be delivered to the school by the parent/legal guardian or a designated adult.
- Medical Authorization forms may be obtained at any school office. Authorizations must be renewed annually.
- Any medication prescribed by an authorized health care provider, including, but not limited to, emergency anti seizure medication for a student who suffers epileptic seizures, auto-injectable epinephrine, insulin, or glucagon, may be administered by the school nurse or other designated school personnel only when the Superintendent or designee has received written statements from both the student's parent/guardian and authorized health care provider. (Education Code 49414.7, 49423; 5 CCR 600)
- Under Senate Bill 1266, schools nurses and trained school personnel are authorized to use emergency auto-injectable epinephrine to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an anaphylactic reaction. The bill requires epinephrine auto-injectors to be stocked at each school site. These stock epipens are for students with unknown allergies and are not for students with a known allergy who have a MD authorization on file to have an epipen at school.

15. California Healthy Kids Survey (CHKS)

The CHKS is a data collection system comprised of student

(Grades 5, 7, 9, 11) and staff surveys (Grades 5-12) that enable our district to analyze the results to guide and develop effective health, prevention, and youth development programs. Grades 7, 9, and 11 require passive consent, which means parents/legal guardians inform the school only if they don't want their child to participate. Both forms are provided prior to conducting the survey.

The survey gathers information on behaviors such as physical activity and nutritional habits; alcohol, tobacco, and other drug use; school safety and environment; and individual strengths and assets. Written permission is required for Grade 5. If the district plans on administering the CHKS, parent notifications will be sent and survey questions will be available to preview before the test is administered.

16. Food and Nutrition Services

Student Wellness Policy

The federal law requires that a student wellness policy be developed with the involvement of parents, students, representatives of the child nutrition program, school board members, school administrators, and the public. A copy of our Student Wellness Policy, BP 5030, may be found on the San Leandro Unified School District website at www.slusd.us. School Nutrition Programs, administered by the United States Department of Agriculture (USDA), were developed to provide children access to nutritious food and nutrition education during the school day. Meals provided by the Nation School Lunch Program and School Breakfast Program must meet nutrition standards set up by the USDA in order to qualify for federal reimbursement.

Students are not allowed to order or receive online (food, meal, other) deliveries from **any** online delivery service (UberEats, Grubhub, Doordash, Postmates, etc.) at school. Meal deliveries will be turned away and not allowed on campus. Students will not be allowed to leave campus to pick up deliveries.

National School Lunch Program and School Breakfast Program

The San Leandro Unified School District takes part in the National School Lunch and School Breakfast Programs. Meals are served every school day.

- Applications for free and reduced-priced meals are available to all households
- While all students will be eligible to receive a free breakfast and lunch, completing a Free or Reduced Priced Meals application can provide many additional benefits, including reduced price internet services, waived testing fees, and provides additional funding for our schools
- All families will have an opportunity to submit information to qualify for free and reduced priced meals during the online registration verification process in August
- Applications may be picked up from School Offices,

Cafeterias, the Food and Nutrition Office located at 1145 Aladdin Avenue, or Online at <http://www.myschoolapps.com/> beginning July 1, 2022.

- Applications are available in English, Espanol, Francois, 中文, Tagalog, Tiếng Việt, کئید دریافت
- Households must reapply each new school year
- All applications are processed by the Food and Nutrition Service Department in a prompt manner
- Notification of eligibility will be mailed to the home promptly
- Only one application needed per household is needed for all school age children

Earned Income Tax Credit

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

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

18. Tobacco Use Policy (BP 5131.62)

The Board of Education recognizes that tobacco use presents health hazards and desires to discourage students' use of tobacco products. Students shall not smoke, chew or possess tobacco or nicotine products on school property or during school hours, at school-sponsored events, or while under the supervision of district employees. A "hookah" pen, electronic hookahs, cigars, miniature cigars, pipe, electronic cigarettes,

smokeless tobacco, snuff, chew, clove cigarette, betel and other vapor-emitting devices with or without nicotine content, that mimic the use of tobacco products or any instrument that is considered to be a nicotine or tobacco product is prohibited. Students who violate this prohibition shall be subject to disciplinary procedures that may result in suspension from school. All students shall receive instruction on the effects of smoking or use of tobacco products on the human body. Smoking cessation groups are held at the secondary level throughout the school year. Groups are open to any student who wishes to quit using tobacco or tobacco products. Students can access this service through the COST referral system at their school sites.

The Board of Education does not prohibit the use or possession of prescription products and other cessation aids that have been approved by the U.S. Department of Health and Human Services, Food and Drug Administration, such as nicotine patch or gum.

DISCIPLINARY CODE INFORMATION

The San Leandro Unified School District is committed to teaching, modeling and enforcing high standards of conduct in all schools. It will assign consequences for misbehavior in order to foster the life-skills of Trustworthiness, Respect, Responsibility, Caring, and Citizenship, and to ensure that schools are safe, healthy learning environments for all students. It is against the law to interfere with the good order or peaceful conduct of school activities or to threaten any student or employee at any school site or on any district property. The principal or his/her designee has the authority to determine whether any person has interfered with the good order or conduct of the school. A principal has the right to exercise California Educational Code 44811 if a parent or legal guardian engages in threatening or disruptive behavior on a school campus.

The Tiered Discipline Intervention Protocol which is available at all school sites and the district website indicates the types of disciplinary action and interventions that may apply to each type of infraction. In each instance, an opportunity to teach appropriate behavior through the use of intervention and corrective action is stated. Each situation or violation involving student conduct should be individualized and the least punitive action should be taken when possible. The administrator shall, however, determine whether a specific infraction warrants 1 or more of the corrective actions described on the chart. Corrective action taken by the administrator or teacher shall take place after progressive discipline interventions by the school fail to bring about proper conduct with the exception of safety infractions 48900 (a)-(e), 48900.2, 48900.3, 48900.4, and 48900.7.

On an annual basis, the district's Positive Behavior Intervention System (PBIS), Bullying Policy, and Tiered Discipline Intervention Protocol will be reviewed at the

beginning of each school year as well as with all new students enrolling throughout the year.

1. Grounds for Disciplinary Action

All students are subject to disciplinary action when involved in any of the acts listed below, while the student is on school grounds or at a school activity, during lunch time (on or off campus), or while the student is going to or coming from school. (Education Code Section 48900)

- a. Caused, attempted to cause, or threatened to cause physical injury to another person; (2) Willfully used force or violence upon the person of another, except in self-defense;
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object;
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance, an alcoholic beverage, or an intoxicant of any kind
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, OR sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- e. Committed or attempted to commit robbery or extortion
- f. Caused or attempted to cause damage to school property or private property;
- g. Stolen or attempted to steal school property or private property
- h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel
- i. Committed an obscene act or engaged in habitual profanity or vulgarity
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- l. Knowingly received stolen school property or private property;
- m. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
- n. Committed or attempted to commit a sexual assault as defined in Section 261,266c, 286, 288, 288a, or

- o. 289 of the Penal Code or committed a sexually battery as defined in Section 243.4 of the Penal Code
- p. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both
- q. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- r. Engaged in, or attempted to engage in, hazing
- s. Engaged in an act of bullying, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

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

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a);

As used in this section, "school property" includes, but is not limited to, electronic files and databases;

A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and any anger management program, that are age appropriate and designed to address and correct the pupil's misbehavior as specified in Section 48900.5

48900.2. Committed sexual harassment (grades 4-12)

48900.3. Caused or attempted to cause, or participated in an act of hate violence (grades 4-12)

48900.4. Created, an intimidating or hostile educational environment by intentionally engaging in harassment, threats, or intimidation against a pupil or group of pupils (grades 4-12);

48900.5. Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil's record, which may be accessed pursuant to Section 49069. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons

48900.7 Terrorist threats against school officials or school property, or both.

2. Dress and Grooming (BP/AR 5132)

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming must be consistent with law, Board of Trustees policy and administrative regulations. These school dress codes shall be regularly reviewed. (cf. 0420 - School Plans/Site Councils) 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:

1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors unless students wear them for religious reasons.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Gym shorts may not be worn in classes other than physical education.
6. Hair shall be clean and neatly groomed. Hair may

not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes. (cf. 3260 - Fees and Charges)

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) (cf. 5121 - Grades/Evaluation of Student Achievement)

The principal, staff, students and parent/guardians 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 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.

Uniforms

In schools where a school-wide uniform is required, the principal, staff and parents/guardians of the individual school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The principal or designee shall also repeat this notification at the end of the school year so that parents/guardians are reminded before school clothes are likely to be purchased.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

The Superintendent or designee shall establish a method for recycling or exchanging uniforms as students grow out of

them.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

3. Discipline by Teacher

For any acts of misconduct listed under Grounds for Disciplinary Action, a teacher may:

- Suspend any student from the teacher's class for the day and the next day following
- Keep a student after school for not more than one hour at the end of the school day
- Restrict recess time allowed to the student in elementary school
- Refer the student to the appropriate school administrator (Education Code Section 48910)

4. Disciplinary Actions for Students Enrolled in a Special Education Program and Students with a 504 Plan

Students, including pupils enrolled in special education programs or receiving educational services pursuant to Section 504, found to have committed any act of misconduct listed as grounds for disciplinary action may be suspended, involuntarily transferred to an opportunity or continuation school, or be expelled from school. However, If a student is suspended for more than 10 school days in a school year, or recommended for expulsion or an involuntary transfer, a Manifestation Determination IEP meeting or 504 meeting must be conducted. This meeting must take place within 10 school days of the disciplinary infraction to determine if further disciplinary action will take place. Any questions regarding these matters should be directed to the site principal.

5. Suspension

- a. The principal, the principal's designee, or the superintendent of schools may suspend a pupil from the school for any of the reasons enumerated in Section 48900, and pursuant to Section 48900.5, for no more than five consecutive school days.
- b. Suspension by the principal, the principal's designee, or the superintendent of schools shall be preceded by an informal conference conducted by the principal, the principal's designee or the superintendent of schools between the pupil and, whenever practicable, the teacher, supervisor, or school employee who referred the pupil to the principal, the principal's designee, or the superintendent of schools. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

- c. The principal, the principal's designee, or the superintendent of schools may suspend a pupil without affording the pupil an opportunity for a conference only if the principal, the principal's designee, or the superintendent of schools determines that an emergency situation exists. "Emergency situation," as used in this article, means a situation determined by the principal, the principal's designee, or the superintendent of schools to constitute a clear and present danger to the life, safety, or health of pupils or school personnel. If a pupil is suspended without a conference prior to suspension, both the parent and the pupil shall be notified of the pupil's right to a conference and the pupil's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to, incarceration or hospitalization. The conference shall then be held as soon as the pupil is physically able to return to school for the conference.
- d. At the time of suspension, a school employee shall make a reasonable effort to contact the pupil's parent or legal guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or legal guardian shall be notified in writing of the suspension.
- e. A school employee shall report the suspension of the pupil, including the cause therefore, to the governing board of the school district or to the school district superintendent in accordance with the regulations of the governing board.
- f. The parent or legal guardian or any pupil shall respond without delay to any request from school officials to attend a conference regarding his or her child's behavior. g) According to Ed Code 48903 the total number of days for which a student may be suspended from school shall not exceed 20 school days in any school year unless for purposes of adjustment, a student enrolls in or is transferred to another regular school.

6. Grounds for Expulsion Recommendation; Order by Governing Board

Section 48915.

A. Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:

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 controlled substance

listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for:

- The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
- The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.

4. Robbery or extortion.
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

B. Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

C. The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

D. The governing board shall order a pupil expelled upon

finding that the pupil committed an act listed in subdivision and shall refer that pupil to a program of study that meets all of the following conditions:

1. Is appropriately prepared to accommodate pupils who exhibit discipline problems.
2. Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
3. Is not housed at the school site attended by the pupil at the time of suspension.

7. Anti-Bullying Policy

The San Leandro Unified School District community recognizes that schools must be physically and emotionally safe for all students in order to promote and support academic achievement, responsible citizenship, and student attendance. The San Leandro Unified School District will not tolerate behavior that infringes on the safety and emotional well-being of any student or adult. The Board Policy 5131.2 affirms that all students and staff have a right to safe and supportive school environments, free from discrimination, intimidation, harassment, and bullying based on actual or perceived characteristics and disability, gender, gender identity, gender expression, genetic information, nationality, race or ethnicity, ancestry, national origin, age, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics, or any type of bullying behavior including on-line bullying (cyber bullying).

- All administrators, counselors, teachers, and staff will discuss this policy with their students in an age appropriate manner and should assure students that they need not endure any form of bullying.
- All classified and certificated staff of the San Leandro Unified School District must immediately report incidents of bullying to the principal or designee.
- All classified and certificated staff members are expected to immediately intervene when they see a bullying incident occur.
- All students should report incidents to any adult staff member. Use the Student Bullying Report Form E 5131.2 available at all school sites and on district website.
- Reports of bullying will be promptly investigated. Site administrators are responsible for an annual review of this policy with all classified and certificated staff, and will ensure that the policy is visibly posted and supported with training as needed.
- Any allegation of bullying that involves sexual harassment and the results of the investigation, shall be kept confidential to the extent reasonably possible.

Students, parents and staff members, who observe or experience any incident of bullying, must report it to an adult and are also encouraged to complete a "Student Bullying

Report Form” available at all of our schools, in the back of this handbook, and on the Student Support Services webpage.

“Bullying”, as legally defined by California education code 48900(r), is any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act (Cyberbullying).

“Cyberbullying” is defined as: bullying committed by means of an electronic act, the transmission of a communication, including but not limited to, a message, text, sexting (texting or images of a sexual nature), sound, or image by means of an electronic device, including but limited to, a phone, wireless telephone, or other wireless communication device, computer, or pager. Sending insulting or threatening messages by phone, e-mail, Web sites, or any other electronic or written communication is also included.

Bullying that is aggressive, unwanted or unwelcomed by an individual or groups of individuals who ridicule, harass, humiliate, or intimidate another while on school grounds, at a school sponsored activity, while traveling to or from school, on a school bus, during any activity related to school attendance, or that is directed against school district personnel or students and that constitutes sexual harassment, hate violence or creates a hostile educational environment will not be tolerated.

Bullying behaviors may include, but are not necessarily limited to the following:

1. Verbal: Hurtful name-calling, teasing, gossiping, making threats, making racial slurs or epithets, making rude noises, put downs for sexual orientation, gender discrimination or spreading hurtful rumors.
2. Nonverbal: Posturing, making gang signs, leering, staring, stalking, destroying property, insulting or threatening notes, using graffiti or graphic images, or exhibiting inappropriate and/or threatening gestures or actions.
3. Physical: Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair pulling, fighting, beating, "pantsing", pinching, slapping, biting, spitting, or destroying property.
4. Emotional-(Psychological): Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, shunning, ostracizing, using peer pressure, or rating or ranking personal characteristics.

Students who bully are in violation of these guidelines and are subject to disciplinary action up to and including expulsion (Education Code 48900(r)).

8. Contacting the Police

When students are alleged to have violated the California Penal Code (e.g. selling drugs, or bringing weapons to

school), school officials are obligated to contact police. Once reported, the matter may be considered a police matter as well as a school matter. Consequences for infractions may include arrest or investigation by the SLPD in addition to consequences outlined in the SLUSD Discipline Policy. The SLUSD is obligated to cooperate and comply fully with all police matters.

9. Law Enforcement Investigations

Law enforcement officers have the right to come on campus to interview students who are suspects, witnesses to a crime or victims of suspected child abuse. Parent/legal guardian permission to interview or remove a student from school is not required.

Law enforcement officers should notify school authorities before questioning a student or removing him/her from school.

School administrators should verify the officer's identity and credentials, the authority under which he/she acts and the reason(s) for the student's interview or removal. The officer may request help from school officials to accomplish his or her duty. While the student is being interviewed, schools officials do not have the authority or the right to be present. However, a student who is a victim of suspected child abuse shall be afforded the option of being interviewed in private or selecting any adult who is a member of the school staff, including any certificated or classified employee or volunteer to be present during the interview. In all other cases, the officer may, at his or her discretion, allow a school official to be present. (Penal Code 11174.3)

If a principal or school official releases a minor child to a peace officer for removal from a school, the school official must take immediate steps to notify the student's parent, legal guardian or responsible relative of the action and the place where the minor was taken. The only exception to this requirement is when a minor student has been taken into custody as a victim of suspected child abuse as defined in Penal Code Section 11165.6, or pursuant to Welfare and Institutions Code Section 305. (Education Code 48906)

In cases of suspected child abuse, school officials must provide the peace officer with address and telephone number of the minor's parent or legal guardian. The officer must immediately notify the parent or legal guardian that the minor is in custody and where he or she is being held. The officer may refuse to disclose this location for up to 24 hours if he or she has a reasonable belief that such a disclosure would endanger the safety or disturb the custody of the minor. However, the officer must inform the parent or legal guardian should the child require or receive medical or other treatment. The juvenile court must review any decision not to disclose the location where the minor is being held at a subsequent detention hearing. If the school receives inquiries from parents about the student's location, they are to be referred to the law enforcement agency that placed

the student in protective custody.

10. Liability for Damages & Losses

According to state law, parents or legal guardians are liable for all the damages caused by the willful misconduct of their minor children which result in death or injury to other students, members of the school staff or school volunteers, or in damage to school property. The liability limits (\$10,000) prescribed by the Education Code may be adjusted by the State Superintendent of Public Instruction at a rate equivalent to the percentage change (implicit price deflator) established by the U.S. Department of Commerce [Education Code 48904(a) (2)]. They are also liable for:

- Any reward posted by the district for the apprehension and successful prosecution of any unemancipated minor for the offenses stated above (not to exceed the adjusted limit)
- All textbooks, technology equipment, musical instruments, or other school property loaned to the student and not returned.

The district may withhold from students and parents/legal guardians the grades, diplomas or transcripts of the student responsible until such damages are paid or the property returned, or until completion of a voluntary work program in lieu of payment or monetary damages. (Education Code Section 48904 and AR 5125.2)

11. Release of Student Directory Information

Directory information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. At the beginning of each school year, all parents/legal guardians shall be notified as to what categories of directory information the school or district plans to release, and to whom. The notification shall inform parents/legal guardians of their right of refusal to let the district release directory information and the period of time within which a parent/legal guardian must notify the district in writing that he/she gives permission for release. (Education Code 49063, 49073; 34 CFR 99.37) (cf. 5145.6 – Parental Notifications)

The form for written permission to withhold a student's name, address, and telephone number must be returned to San Leandro/Lincoln High within 30 days of receipt or enrollment in the district. Based on its determination of the best interest of the student, the district may limit or deny the release of specific directory information to any public or private nonprofit organization. (Education Code 49073)

12. Student Release Policy

The safety of all students is the number one concern of all San Leandro USD personnel working in our schools. Parents or legal guardians are permitted to pick up students at any time during the day as long as they provide documentation proving identity. Site staff will not release a student without proper identification, verbal, or written consent from the

parent or legal guardian who enrolled the student. Site staff will release a student to adults who are listed on the emergency card who provide proper identification in the event of an emergency or if asked to do so by the parent or legal guardian who enrolled the student.

13. Electronic Devices

Per California Education Code 48901.5 the Governing Board has the right to regulate the possession or use of any electronic signaling devices (i.e. cell phones). Sites have established rules for usage that are to be followed by all students and staff while on campus. According to site policy, cell phones can be confiscated by administrators if they are deemed disruptive to the educational environment. Cell phones can be searched by administrators if there is just cause or reasonable suspicion based on objective facts. Neither the sites nor the District is responsible for any electronic devices or cell phones that are brought on campus. If they are lost, stolen, or damaged, it is the sole responsibility of the student or parent/legal guardian. Personal electronic devices shall not be used on the District network without written approval by the Director of Technology.

ATTENDANCE

District policy and California state law require that children between the ages of 6 and 18 (or until high school graduation or equivalent) attend school every day and on time. While the law does not currently apply to children below the age of six, research shows that early education (preschool and kindergarten) is essential for future academic success. It is the parent/caregiver's responsibility to ensure that their child gets to school every day and on time.

Regular Attendance is Essential!

San Leandro Unified School District's "Culture of Excellence" includes ensuring all scholars graduate College and Career Ready. The best way to accomplish this is regular and on-time school attendance. National and local research has shown that students with frequent absences, whether excused or unexcused, have lower literacy levels, lower grades, and higher drop-out rates than students who attend school regularly. We encourage parents and guardians to help us reinforce the importance of daily on-time attendance so every student can graduate ready for college and careers.

Tips for Parents/Caregivers: Getting to School on Time:

- Make sure your child goes to bed early and gets a good night's sleep.
- Develop a morning routine (get dressed, eat breakfast, brush teeth) and stick with it.

- Talk with your child about the importance of attending school every day for academic and social success.
- Arrange a time every night without interruptions for your child to do homework.
- Schedule medical appointments and vacations around your site's bell schedule and our district calendar.

The SLUSD Governing Board believes that regular attendance plays an important role in student achievement. SLUSD will work with parents/guardians and students to ensure their compliance with all state attendance laws and may use appropriate legal means to correct problems of chronic absence and truancy. According to **California EC 48260**, students are considered Truant if they:

- Have 3 or more unexcused absences
- Have 3 or more unexcused period absences in middle and high school
- Have 3 or more unexcused tardies to school or class that exceeds 30 minutes
- Or any combination of 3 unexcused absences and tardies

Students are considered Chronically Absent if they miss 10% or more days of school whether those absences are excused or unexcused (**California EC 60901**). Parents/Guardians will receive official notifications of Truancy and Chronic Absenteeism from their child's school. These notifications will invite families to work with the school to help improve their child's attendance and prevent future penalties for the student and parent/guardian.

In addition, the **City of San Leandro implements a Daytime Curfew Ordinance in accordance with the San Leandro Municipal Code, 4-1-305**, making it unlawful for any minor (school-age students between the ages of 6-18) to loiter, wander, stroll, or play upon any public street or public place during the hours of 8:00 am to 3:00 pm when school is in session. Violation may result in a ticket and fine that begins at \$50.00 and progresses in \$25.00 increments for continued violations. This violation is enforceable by the San Leandro Police Department.

We realize that families face obstacles and emergencies from time to time, and it is important to communicate with your child's school as soon as you know your student will be absent and/or tardy. Please follow the following steps to notify the school of any upcoming absences or tardies.

Parent/ Legal guardian/caregiver must do all of the following:

- Call the attendance clerk at the school on the day of the absence.
- Identify yourself as the parent/ legal guardian/caregiver of the student.
- Give the reason for the absence and the anticipated dates of absence. Babysitting, going shopping, oversleeping, didn't feel like going, and having nothing to wear are unexcused absences.
- Send a written note with the student when he/she returns to school or the absence will remain
- Unexcused. The note should include the student's name, the date of the absence to which the note refers, the reason for the absence, the signature of the responsible adult, and the date the note was written.

Please review the SLUSD district website for COVID prevention and safety plans and contact your site administrator regarding any absences. If the parent/ legal guardian/caregiver does not do all of the above to clear absences, the student will be credited for "Unexcused Absences." **Accumulating 3 unexcused absences in one year will cause the student to be Declared a Legal Truant.**

EXCUSED ABSENCES (In accordance with BP 5113 and California E.C 48205) ***Parents/Guardians have 48 hours to clear excused absences***

A. Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

1. Due to his or her illness.
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
4. For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
5. For the purpose of jury duty in the manner provided for by law.
6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
7. Justifiable personal reasons such as:
 - Court appearance
 - Observation of a religious holiday or ceremony
 - Religious instruction release time (Ed. Code Sections 46010-46014). The student shall

be excused for no more than four school days per month.

- Attendance at religious retreats for not more than four hours during a semester
- Attendance at an employment conference
- When the pupil's absence has been requested in writing by the parent, legal guardian/caregiver and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
9. For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
10. For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
11. For the purpose of participating in a cultural ceremony or event.
12. Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

B. A student 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 therefore. The teacher of any class from which a pupil is absent shall determine the tests and assignments which shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

C. For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

D. Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

E. For purposes of this section, the following definitions apply:

- "Cultural" means relating to the habits, practices, beliefs, and traditions of a certain group of people.
- "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

When a student has 10 absences in a school year excused for medical reasons, schools may require that any further absences for illness be verified by a certified healthcare professional or authorized school personnel such as a school nurse.

UNEXCUSED ABSENCES/TARDIES

1. Missing class or school without a valid excused or approved reason, whether the absence is student or parent/ legal guardian/caregiver-initiated (e.g., for shopping, babysitting, and the like).
2. An absence for which advanced approval is necessary and approval was not obtained before the absence. (e.g., independent study contract for vacation).
3. Unless approved in advance, the failure of a student to be in their assigned classroom/ classroom line when the tardy bell has rung constitutes an unexcused tardy.
4. Early pick-up or partial day unexcused absences (e.g., the parent has errands to run, or child care issues and the like). ***Students who miss 10% or more of the school year will be referred to the Student Attendance Review Board to support reengagement.***

DECLARATION AS A LEGALLY HABITUAL TRUANT & HABITUALLY TRUANT

The State Education Code 48260.5 defines Legal Truant as any student who is absent without valid excuse on 3 or more days or tardy in excess of 30 minutes on three or more days in a school year. "Upon a pupil's initial classification as a truant, the school district shall notify the pupil and the pupil's parent, legal guardian, or caregiver by first class mail or other reasonable means that...

- The pupil is truant
- That the parent or guardian is obligated to compel the attendance of the pupil at school.
- That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 of Part 27.

- Alternative educational programs are available in the district.
- That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- That the pupil may be subject to prosecution under Section 48264.
- For a pupil under 18 years of age but 13 years of age or older, the pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege pursuant to Section 13202.7 of the Vehicle Code.
- That it is recommended the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

Declaration of Habitual Truant: A student who has been declared to be a legal truant on 3 or more occasions (minimum of 9 unexcused absences) in a school year. (Ed code 48264.5)

Declaration of Chronic Truant: A student who has missed 10% or more school days in one school year from the date of enrollment to the current date. The absences are excessive and could be both excused and unexcused (Ed Code 48263.6).

ATTENDANCE INTERVENTIONS

When a student has been absent more than three days without a valid excuse or has three or more tardies, cuts, or partial day absences, the office staff and or administrator will contact the parent to discuss and a Notice of Truancy will be mailed home. If they see a pattern or the behavior continues, the SLUSD staff will send a second Notice of Truancy and the student and family will be invited to attend the Student Attendance Review Team (SART) at their school site to discuss and offer interventions to improve attendance. If the absences continue, a third Notice of Truancy will be sent home and the student will be declared a habitual truant. Parents/Legal Guardians/Caregivers and students will be referred to SLUSD's Student Attendance Review Board (SARB).

SCHOOL ATTENDANCE REVIEW BOARD (SARB)

According to the State Education code 48263, school districts in 42 partnerships with communities, city and county departments, local businesses, parent groups, and district staff may form a hearing board (SARB) to review attendance records of habitual and chronic truants, and to problem solve possible interventions to improve attendance with the student and family members. Students who miss 10% of the school year for any reason, including excused or unexcused absences, are defined as chronically absent and may be required to attend a SART or SARB meeting.

TRUANCY SARB PROCESS

Step One: Truant Letter #1

Send Copy to District Office

When student has 3 unexcused absences, 3 unverified absences, 3 very late tardies (30 minutes or more) or 5 tardies, early pick-up, or unexcused partial day absences or any combination thereof during the school year, Truant Letter #1 will be sent.

Step Two: Truant Letter #2

Schedule School SART When Truant Letter #1 has been sent and the student has 4 unverified absences, 4 unexcused absences or 4 very late tardies (30 minutes or more), or 6-10 tardies, early pick-up, or unexcused partial day absences or any combination thereof, Truant Letter #2 will be sent and the parent/legal guardian will be scheduled for a SART meeting.

Step Three: Truant Letter #3

Send SARB Referral Packet to District Office

When Truant Letter #2 has been sent and a SART contract was signed, and student has 1 more unexcused absence, 1 more unverified absence, 1 more very late tardy (30 minutes or more) 1 more tardy/early pick-up, or any combination thereof, this case will be referred to Student Services Department at the District Office for a SARB hearing.

The School Attendance Review Board has the jurisdiction to:

1. Administratively transfer students within the district or revoke an interdistrict transfer.
2. Assign mandatory attendance to an after-school or weekend study program.
3. Refer the student for (a) counseling and/or (b) to the Juvenile Probation Department for court intervention.
4. Refer parent/ legal guardian/caregiver to the District Attorney for Truancy Mediation or Prosecution.
5. Refer parent/guardian/caregiver to the Department of Human Services for lack of parental care in maintaining the student's regular and punctual attendance.
6. Refer to opportunity programs, independent study, county community schools, or other alternative educational programs.

CAREGIVER AFFIDAVIT INFORMATION

According to California Educational Code 48200, all students ages 6-18 shall attend public school full-time in the district where the parent or legal guardian resides. The San Leandro

Unified School District does not interfere with custody matters. The District will enroll students based on documentation provided in accordance with the law. If sole physical custody is granted, then the student must be enrolled in the district where that parent resides. If there is no legal documentation of guardianship and the biological parents are not living in the boundaries of the district and cannot enroll the student (i.e.: whereabouts unknown, incarcerated, living in another country) a Caregiver

Affidavit must be on file with the Department of Student Support Services in order for the student to be enrolled. In addition to proving residency, staff from the Department of Student Support Services will also conduct a home visit and require that the Caregiver Affidavit be renewed on an annual basis.

INTER-DISTRICT PERMIT INFORMATION

If a parent does not live within the boundaries of the San Leandro Unified School District and would like for their son/daughter to attend in the district, they must complete an Inter-district Permit Agreement. The Inter-district Permit does not need to be submitted on an annual basis. The Permit will be renewed if there is space in the school/grade/program and

the student meets the criteria of the contract. Students who are enrolled in grades 11 and 12 who are on an approved Inter district Permit do not have to renew their permits annually in accordance to California Education Code 46600.

MANDATORY RESIDENCY VERIFICATION

The San Leandro Unified School District's Board of Education implemented an updated Mandatory Residency Verification Board Policy 5111.1, effective February 19, 2008, to ensure the residency of each student enrolled in the San Leandro Unified School District. The process is followed throughout the school year for all students new to the district. Additionally, each spring residency is verified for all students in grades K, 5th, and, 8th at the school sites. A list of documents required to verify residency is available at your student's school site, the district office and on the district's website. Detailed information, including dates and times, is sent home to families prior to the start of the mandatory residency verification. This information can also be found on the District's website.

If these documents are not received as requested by June 1, the student will be dropped. Current Board Policy (1) requires families to inform the school within ten school days of their residency changes, and (2) if the district has reasonable cause to question the residency of the student, staff may initiate re verification.

ENROLLMENT AND RIGHTS OF HOMELESS STUDENTS

Children in homeless situations who lack a fixed, regular and adequate nighttime residence are protected by the federal McKinney-Vento Act and California State law. Students are guaranteed enrollment in school if they live in any of the following situations:

- In a shelter (family, domestic violence, or youth shelter or transitional living program)
- In a motel, hotel, or weekly rate housing
- In a house or apartment with more than one family because of economic hardship or loss
- In an abandoned building, in a car, at a campground, or on the street
- In temporary foster care or with an adult who is not a parent or guardian
- In substandard housing (without electricity, water or heat)
- With friends or family because the student is a runaway or an unaccompanied youth, not in physical custody of a parent or guardian
- Is a migratory child living in any of the circumstances described above

McKinney-Vento protections include but are not limited to:

1. Immediate enrollment even without proof of residency, immunizations, school records or other papers.
2. Stay in their school of origin even if they move, or attend the school in the area where the family is temporarily residing.
 - a. The student can remain at the school site throughout the duration of homelessness. The school site is considered the school of origin.
 - b. If the family gains permanent housing, the student can remain at the current school for the duration of the academic year.
 - c. School of Origin: The school attended when permanently housed or school in which last enrolled, including a preschool and including the designated receiving school at the net grade level for feeder schools
3. Receive transportation from the current residence back to the school of origin, including until the end of the school year when student obtains permanent housing
4. Qualify automatically for child nutrition programs (free and reduced price lunches and other district food programs).
5. Help with school supplies
6. Participate fully in all school activities and programs for which the student is eligible.
7. Have disagreements with schools settled quickly, and Go to the school of their choice while the

disagreement is settled.

For more information, or to find out if your student qualifies for protections under these laws, contact Student Support Services at 510-667-6223.

ENROLLMENT AND RIGHTS OF FOSTER YOUTH

Assembly Bill 490 governs the duties and rights related to the education of dependents and wards in foster care. The key provisions of AB 490 are as follows:

School Stability

- Requires county placing agencies to promote educational stability by considering, in placement decisions, the child's school attendance area.
- Allows a foster child to be immediately enrolled in school even if all typically required school records, immunizations, or school uniforms are not available.
- Creates school stability for foster children by allowing them to remain in their school of origin for the duration of the school year when their placement changes and remaining in the same school is in the child's best interest.
- Provides that a foster child has the right to remain enrolled in and attend his/her school of origin pending resolution of school placement disputes.
- Requires Local Educational Agencies (LEAs) to designate a staff person as a foster care education liaison to ensure proper placement, transfer, and enrollment in school for foster youth.
- Requires that a comprehensive public school be considered as the first school placement option for foster youth.
- School transportation when necessary for you to remain in school or origin.

Timely Transfer of Records

- Makes LEAs and county social workers or probation officers jointly responsible for the timely transfer of students and their records when a change of schools occurs.
- Requires an LEA to deliver the pupil's education information and records to the next educational placement within two business days of receiving a transfer request from a county placing agency or LEA.

Protection for Grades and Credits

- Requires school districts to calculate and accept credit for full or partial coursework satisfactorily completed by the student and earned while attending a public school, juvenile court school, or non-public, non-sectarian school.
- Ensures that foster youth will not be penalized for

absences due to placement changes, court appearances, or related court ordered activities.

For more information, or support for a foster youth, contact Student Support Services at 510-667-3503.

REQUEST FOR OFFICIAL HIGH SCHOOL TRANSCRIPT

Per California Education Code 49065 all students are permitted up to two (2) free copies of their records. The following procedure is in place to retrieve official transcripts from either the school site or district office.

Current Students:

A Transcript Request Form (which can be obtained from the school site or the district office) must be completed when requesting an official (sealed) copy of a transcript from SLHS, Lincoln, and Lighthouse. All current students are entitled to official transcripts without charge.

WILLIAMS UNIFORM COMPLAINT PROCEDURES

The Williams Uniform Complaint Procedures were established to address school related issues that pertain to instructional materials, teacher vacancies and misassignment, and the condition of district facilities. All complaints must be submitted in writing using the Williams Complaint form. Parents/guardians are encouraged to discuss any concerns regarding instructional materials with their child's teacher and/or the school principal. If the situation remains unresolved, a complaint may be filed using the process specified in the administrative regulation. The district shall accept complaints concerning instructional materials only from staff, district residents, or the parents/guardians of children enrolled in a district school.

NONDISCRIMINATION/HARASSMENT POLICY 5145.3

District program and activities shall be free from discrimination, including harassment, with respect to ethnic group, religion, gender, including gender identity, sexual orientation, color, race, age, national origin and physical or mental disability. The Board prohibits intimidation or harassment of any student by any employee, student or other person in the District. In addition, Resolution #98-39 was adopted by the Board of Education in 1998 in order to ensure a safe school environment for all students and staff, including gay, lesbian, bisexual, transgender, and those who come from homes with gay or lesbian parents.

SEXUAL HARASSMENT POLICY

The Governing Board is committed to maintaining a learning

environment that is free of harassment. The Board prohibits the unlawful sexual harassment of any student by any employee, student, or other person or at any school-related activity. Board Policy 5145.7 considers sexual harassment to be a serious offense. Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

- Unwelcome sexual flirtations or propositions
- Sexual slurs, leering epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Graphic verbal comments about an individual's body, or overly personal conversation
- Sexual jokes, notes, stories, drawings, pictures or gestures
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class
- Touching an individual's body or clothes in a sexual way
- Purposefully cornering or blocking normal movements
- Limiting a student's access to educational tools
- Displaying sexually suggestive objects
- Any act of retaliation against an individual who reports a violation of the District's harassment policy or who participates in the investigation of a sexual harassment complaint

School administrators will determine the appropriate disciplinary action after considering the severity of the infraction, other factors such as age, health and maturation of the student, and all optional services and alternative measures designed to bring about proper conduct. If a sanction more severe than a five-day suspension is considered appropriate, the principal may recommend expulsion to the Student Discipline Hearing Panel. (Education Code Section 48900)

COMPLAINT PROCESS

Students should inform the person whose conduct is offensive that the behavior must stop. If confronting the accused is not practicable or if it fails to stop the behavior, students shall direct their complaints to the school Counselor, the Vice Principal or the Principal. The school

official receiving the complaint shall conduct an investigation and take appropriate remedial action.

If submitting the complaint to a school official is not practicable or if the student is not satisfied with the result, the student may appeal to the Superintendent by filing a written complaint.

Complaint forms are available in the Principal's office, Vice Principal's office and in the Office of the Assistant Superintendent for Educational Services.

The Superintendent or designee shall review the prior investigation, and the action taken and shall render a written decision within 10 working days from the date on which the complaint was received.

Either of the involved parties may appeal the decision to the Board of Education by filing a written appeal. (Appeal forms are available in the Office of the Assistant Superintendent of Educational Services).

The Board shall review the prior investigation and the action taken and may conduct further inquiries. The Board decision shall be rendered in writing within 20 working days from the receipt of the appeal.

ENFORCEMENT

The Superintendent or designee shall take appropriate actions to reinforce the district's harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing staff in-service and student instruction or counseling
3. Notifying parents/legal guardians
4. Notifying child protective services
5. Taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment, which he/she knew, was not true.

The complainant may appeal the District's final decision to the California Department of Education and has the right to file a civil action

STUDENTS E(1) 5145.3(A) NONDISCRIMINATION/HARASSMENT

San Leandro Unified School District

Board of Education

Resolution #98-39

WHEREAS, providing a safe educational environment for all students and staff in the San Leandro Unified School District schools is a professional duty and obligation of our District; and

WHEREAS, understanding the unique differences of the District's diverse student and staff population is crucial if that diverse population is to have its educational, emotional and social needs met; and

WHEREAS, a key element in a sound educational program is to develop an understanding of the diversities and commonalities among people and to foster respect for both the differences and similarities; and

WHEREAS, the San Leandro Unified School District should assure that the needs of all students including gay, lesbian, bisexual, transgender, and those who come from homes with gay or lesbian parents are dealt with in a forthright and sensitive manner; and

WHEREAS, the San Leandro Unified School District condemns harassment, verbal and/or physical abuse directed at any students or staff including gay, lesbian, bisexual, transgender, and those who come from homes with gay or lesbian parents; and

WHEREAS, all students need positive role models, including gays and lesbians;

NOW, THEREFORE, BE IT RESOLVED that the San Leandro Unified School District will implement diversity training programs for all employees and volunteer staff which address the needs of all students including gay, lesbian, bisexual, transgender, and those who come from homes with gay or lesbian parents; and

BE IT FURTHER RESOLVED that the Superintendent will promote school safety for all students including gay, lesbian, bisexual, transgender, and those who come from homes with gay or lesbian parents by actively publicizing and enforcing hate-motivated speech and behavior policies in order to foster a culture of safety and respect in our schools, and

BE IT FURTHER RESOLVED that the District shall continue to enforce state and federal nondiscrimination laws protecting staff and students and shall discipline individuals who violate such laws.

PASSED AND ADOPTED on a roll call vote this 19th day of May, 1998.

AYES: Collins, Perry, Pon, Starosciak, Stephens

NOES: Holcomb

ABSENT: Nardine

ABSTAIN: None

/s/ Linda J. Perry

Secretary/Clerk, Board of Education

San Leandro Unified School

County of Alameda, State of California

Resolution adopted: May 19, 1998

San Leandro Unified School District
HARASSMENT COMPLAINT FORM

Name of Complainant		Date
School/Department	Date of Incident	Time of Incident
Location of Incident		
1. Identify the offending person or persons.		
2. Give specific examples of offensive conduct. (If more space is required, please attach additional pages.)		
3. What remedy are you seeking?		
4. Describe, if any, the informal efforts you made to correct the situation described above (Item 2).		
I certify that the information I have given is true and correct. I authorize the San Leandro Unified School District to disclose the information I provide as it finds necessary in pursuing the investigation. The District will make every effort to maintain confidentiality and privacy to the extent the law allows.		
Complainant's Signature		Date
TO BE COMPLETED BY DISTRICT		
Date Received	By	
Date Resolved		

SAN LEANDRO UNIFIED SCHOOL DISTRICT BULLYING REPORT FORM

E(1) 5131.8

Complaints shall be investigated in a manner that protects the confidentiality of the parties as appropriate. Submission of this report form is encouraged; however oral reports shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on an anonymous report.

Section I: Initial Notification of the Incident or Complaint

Name of Student making report Date of Report

Parent/Legal Guardian/Community member
(Filing this complaint on behalf of a student)

Person(s) your complaint involves:

Date(s) of Incident:

Where did the incident take place?

Section II: Investigation of Incident or Complaint

Did you report this incident of bullying? Yes No If yes, to whom? When?

Please describe your complaint in as much detail as possible. (Use extra sheets of paper if necessary.)

Attach any documents related to this complaint.

Section III: Actions and Consequences/Discipline

Complainant (person making complaint) informed about results of investigation and actions to be taken, and counseled about reporting any future recurrence or attempts at retaliation. **Yes No** If no, explain:

Appeal process described to victim's parent/legal guardian. **Yes No** If No, explain:

Harasser (person who complaint is made against) informed about retaliation and disciplinary action if incident recurs. **Yes No** If no, explain:

Section IV: Resolution

Disposition Substantiated Unsubstantiated Partially Substantiated

Signature

Please submit this form to the school principal. If you need assistance completing this form, contact the school principal. Complaints will be investigated and resolved within 30 school days of receipt of this form. (Forward copy to Student Support Services).

Date _____

Exhibit SAN LEANDRO UNIFIED SCHOOL DISTRICT
Approved: July 17, 2012 San Leandro, California

SAN LEANDRO UNIFIED SCHOOL DISTRICT
ANNUAL NOTICE OF UNIFORM COMPLAINT PROCEDURES

(For a complete copy of the Uniform Complaint Procedures, refer to Board Policy and Administrative Regulations 1312.3)

The San Leandro Unified School District Board of Education recognizes that the District has primary responsibility for ensuring that it complies with applicable state and federal laws and regulations governing educational programs. The District shall investigate and seek to resolve complaints at the local level. The District shall follow the Uniform Complaint Procedures (UCP), as set forth in Board Policy and Administrative Regulation 1312.3, when addressing complaints alleging:

- Unlawful discrimination, harassment, intimidation, and bullying, against any protected group as identified under Education Code 200 and 220 and Government Code 11135, or Penal Code 422.55, including actual or perceived sex, sexual orientation, gender, gender identity and gender expression, ethnic group identification, race or ethnicity, ancestry, national origin, nationality, religion, color, genetic information, mental or physical disability, marital or parental status, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics.
- Failure to comply with state or federal law in adult basic education, consolidated categorical aid programs, migrant education, career/technical and technical education programs, child care and development programs, child nutrition programs, and special education programs.

The Board acknowledges and respects student and employee rights to privacy. Therefore, discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties.

This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation, as determined by the Superintendent or designee on a case-by-case basis.

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.

The Board recognizes that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute. The superintendent or designee may offer mediation. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try

resolving their problem through mediation, the Superintendent or designee shall initiate a mediation process. The Superintendent or designee shall ensure that mediation results are consistent with state and federal laws and regulations.

Complaint Process:

1. Informal Resolution: Before initiating a formal complaint, an attempt may be made to informally resolve the issues through a discussion with the complainant and the relevant parties.
2. Formal Complaint: If a resolution cannot be reached at the informal level, the complainant should submit a complaint form to the Director, Family & Student Support Services.
3. Investigation: Within 10 business days after the Superintendent or designee receives the complaint, the Superintendent or designee shall begin an investigation into the complaint. The Superintendent or designee will investigate the complaint and provide a written report of the investigation and decision. The decision will contain the complaint, corrective actions (if any), and rationale for such disposition.
4. Appeals: If the complainant disagrees with the written final decision on a complaint regarding any specified federal or state education program subject to UCP, he/she may appeal the decision to the California Department of Education within 15 calendar days of receiving the district's decision.
5. Timeline: The formal complaint process shall be concluded within 60 calendar days from the District's receipt of the complaint, unless the complainant agrees in writing to an extension of time.
6. Discrimination Claims: A complaint alleging discrimination must be initiated no later than six (6) months from the date when the alleged discrimination or violation of law occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination or violation of laws.
7. Civil Law Remedies: A complainant may also pursue civil law remedies, such as injunctions or restraining orders through local, state, or federal legal aid agencies, offices, local mediation centers, or public/private interest attorneys. Complainants have a right to seek civil law remedies no sooner than sixty days have elapsed since filing an appeal with the California Department of Education, with the exception of injunctive relief, for which the moratorium does not apply.

Complaints should be directed to:

Director, Family & Student Support Services
San Leandro Unified School District
2255 Bancroft Avenue
San Leandro, California 94577

This notice shall be distributed annually to parents/legal guardians in the District's Student and Parent/Legal Guardian

Handbook. This notice shall also be distributed to all school sites, and district to office departments for distribution to students, employees, advisory committees, appropriate private school officials/ representatives, and other interested parties.

San Leandro Unified School District

UNIFORM COMPLAINT PROCEDURES COMPLAINT FORM

Date Received: _____ Received by: _____ Log No. _____ Response Due: _____
Mailed to: _____ Date Mailed: _____ Copy filed by: _____

Please complete the following form if there is a complaint involving Program Non-compliance/Discrimination or Discrimination against any protected group as listed in Board Policy 1312.3. Submit this complaint to the Director of Family & Student Support Services, 2255 Bancroft Avenue, San Leandro, CA 94577. The telephone number is (510) 667-6226, FAX (510) 297-0508. Expect a response within sixty (60) calendar days.

TO:

FROM:

Director, Family & Student Support Services
San Leandro Unified School District
2255 Bancroft Avenue
San Leandro, California 94577

_____ Name(s)
_____ Address
_____ Telephone Number(s)

Name of school, program or office or name of employee and job location against whom charge or complaint was directed:

(A copy of the written complaint against an employee will be provided to the employee, except for sexual harassment and discrimination complaints.)

Nature of complaint:

Please check next to the kind of complaint you are presenting:

Program Non-compliance/Program Discrimination: and/or Discrimination, harassment, intimidation, and bullying on basis of:

- ☐ Adult Basic Education
- ☐ Ethnic Group Identification
- ☐ Program for English Learners
- ☐ Race or Ethnicity
- ☐ Career Technical Ed. & Civil Rights
- ☐ Ancestry/National Origin, Nationality
- ☐ Child Care and Development
- ☐ Religion
- ☐ Child Nutrition
- ☐ Color
- ☐ Consolidated Categorical Programs
- ☐ Mental/Physical Disability
- ☐ Educational Equity
- ☐ Actual or perceived Sexual orientation
- ☐ Gifted and Talented Education (GATE)
- ☐ Gender
- ☐ State Compensatory Education (SCE)
- ☐ Sex

- ☐ School Improvement Program (SIP)
- ☐ Sexual Harassment
- ☐ Special Education
- ☐ Sexual Orientation
- ☐ Gender Identity*
- ☐ Safe and Drug Free Schools & Tobacco Use and Prevention Education (TUPE)
- ☐ Gender Expression*
- ☐ Genetic Information***
- ☐ Title IX Sex Discrimination
- ☐ Nationality
- ☐ Student Fees/Charges for Participation in Educational Activities
- ☐ Age
- OTHER _____

(*gender identity; **gender expression; ***Genetic information, see page E(3)1312.3(d))
E (3) 1312.3 (d)

When did event(s) occur? Date(s): _____

Has charge or complaint been discussed with the school principal, employee or his/her supervisor?

To whom, if anyone, have you spoken? (Write name(s) in spaces provided.)

Director _____
Principal _____
Assistant Principal _____
Counselor _____
Teacher _____
Supervisor _____
Staff Member _____
Other _____

Date: _____
Date: _____
Date: _____
Date: _____
Date: _____
Date: _____
Date: _____
Date: _____

If a discussion took place, what was the result of the discussion?

If you desire a remedy or wish the District to take a particular course of action, please specify:

I understand that the District will maintain this information confidential, to the extent provided by law; that I will be protected from retaliation for filing this complaint; that the District may request further information about this matter; and if such information is available, I agree to present it upon request.
I believe that the foregoing is true and correct.

Signature: _____

Date: _____

*Gender identity is defined as a person's identity, expression, or physical characteristics regardless of whether those characteristics are traditionally associated with one's assigned biological sex at birth. Gender identity refers to the gender the individual experiences.

**Gender expression refers to the ways in which people externally communicate their gender identity to others through behavior, clothing, hairstyle, voice and other forms of presentation.

***Genetic information includes information about an individual's genetic tests and the genetic tests of an individual's family members, as well as information about the manifestation of a disease or disorder in an individual's family members (i.e. family medical history).

Exhibit SAN LEANDRO UNIFIED SCHOOL DISTRICT approved: June 24, 2014 San Leandro, California

Community Relations E(1) 1312.4 WILLIAMS UNIFORM COMPLAINT PROCEDURES/COMPLAINT FORM
NOTICE TO PARENTS/LEGAL GUARDIANS/PUPILS AND TEACHERS: COMPLAINT RIGHTS

Parents/Legal Guardians, Pupils, Teachers:

Education Code 35186 requires that you are notified that:

1. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each pupil, including English learners, must have a textbook or instructional material, or both, to use in class and to take home.
 2. School facilities must be clean, safe, and maintained in good repair.
 3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.
 - Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.
 4. A complaint form can be obtained at the school office or district office, downloaded from the school or district's website. You may also download a copy of the California Department of Education complaint form from the following website:
<http://www.cde.ca.gov/re/cp/uc>.
- Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Exhibit SAN LEANDRO UNIFIED SCHOOL DISTRICT version:
June 24, 2014 San Leandro, California

San Leandro Unified School District

Williams Complaints Form

Education Code (EC) Section 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the following contact information.

Response requested: ___ Yes ___ No

Name (Optional): _____

Mailing Address (Optional): _____

Phone Number Day (Optional): _____ Evening (Optional): _____

Issue of complaint (please check all that apply):

1. Textbooks and Instructional Materials

- ☐ A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
- ☐ A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- ☐ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- ☐ A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Facility Conditions

- ☐ A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
- ☐ A school restroom has not been maintained or cleaned regularly, is not fully operational and has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
- ☐ The school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.
- ☐ Teacher vacancy: A semester begins and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.)
- ☐ Teacher misassignment: A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.
- ☐ Teacher misassignment: A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Date of Problem: _____

Location of Problem (School Name, Address, and Room Number or Location): _____

Course or Grade Level and Teacher Name: _____

Please describe the issue of your complaint in detail. You may attach additional pages if necessary to fully describe the situation.

Please file this complaint to site administrators.

NOTE: May use terms 'pupil' and 'student' interchangeably

Dear Parents, Legal Guardians and Staff Members,

Re: Notice of Proposed Pesticide Usage 2023-2024

On September 25th, 2000 Governor Davis approved Assembly Bill 2260 which established the Healthy Schools Act of 2000. This act requires that the San Leandro Unified School District annually provide notification to all parents, guardian and staff of the names of all pesticide products expected to be applied at the school sites within the District during the upcoming year.

The San Leandro Unified School District is committed to providing our students and staff with a clean and safe learning environment. To that end, on occasion, it may be necessary to treat for pests that could pose a safety or health concern if left uncontrolled. However, we always attempt to use the least toxic practical method of pest control for each situation. The District is anticipating the use of the following pesticide products in the coming year.

BRAND NAME ACTIVE INGREDIENT

- AVENGER WEED CONTROL
- COPPER GREENE
- COPPER NAPHTHENATE
- RODENT BAIT AG/ZP
- RONSTAR
- SURFLAN

Information concerning any identified pesticide product or any active ingredients in the identified pesticide products may be obtained from the Department of Pesticide Regulation at 916-445-4300 or <http://www.cdpr.ca.gov>. If you desire actual notification of any individual pesticide applications at any school facility prior to such use, visit your local school office to obtain a registration form for such notifications. Registrants shall receive notification of individual pesticide applications at least 72 hours prior to the application, whenever possible. Such notifications will include the product name, active ingredient and the intended date of application.

Sincerely,

Kevin Collins, Ed.D.

Assistant Superintendent

Business & Operations

SAN LEANDRO UNIFIED SCHOOL DISTRICT

Mike McLaughlin, Superintendent

Director of Maintenance and Operations

1145 Aladdin Avenue San Leandro, Ca. 94577

Office 510- 618-4440

Fax 510-614-1816



REGISTRATION FOR INDIVIDUAL PESTICIDE APPLICATION NOTIFICATION 2023-2024 School Year

School: _____

I understand that, upon request, the school district is required to supply information about individual pesticide applications at least 72 hours before application. I would like to be notified before each pesticide application at this school.

Notifications will be provided via either school newsletters or U. S. Mail as deemed most cost effective. Notifications will be sent out not less than 72 hours before any non-emergency applications.

This form must be received by the San Leandro Unified School District Maintenance Department at the address above by the 14th of September in order to receive notification prior to beginning applications for the school year.

Please print clearly:

Name of Parent/Guardian: _____

Date: _____

Address: _____

City: _____

Zip: _____

Please return this form to your school office.

(School Office, please forward to Maintenance Department)

EMERGENCY STANDARD OPERATING PROCEDURES

Every school in the San Leandro Unified School District has a School Site Emergency Operations Plan which is reviewed and updated annually. The emergency organizational structure identified in the plan is consistent with the federally mandated National Incident Management System (NIMS) and the State of California's Standardized Emergency Management System (SEMS), and it effectively structures emergency response at all levels in compliance with the Incident Command System (ICS). The Emergency Standard Operating Procedures below provide general guidelines that are followed in the event of an emergency. However, each school may have site specific procedures that may vary slightly from those procedures listed in the School Site Emergency Operations Plan. Please contact the Principal for information regarding Emergency Standard Operating Procedures.

DISASTER PLAN AND FIRE/EARTHQUAKE SAFETY

If a disaster occurs during school hours, school will not be dismissed without the express approval of the Superintendent or the designee. Students will remain under the supervision of school authorities until released to parents or their pre-authorized representative. Check with the principal for details about your school's disaster plan. Please become familiar with the plan and discuss with your child how you will connect after a major earthquake or other disaster.

Parents are also asked to complete the annual Emergency Card. Children will be released only to individuals listed on the Emergency Card. It is absolutely imperative that the Emergency Card at school be kept current and accurate. Please be sure to update the information during the school year if your place of work, phone number, or home address changes. You can pick up a card in your school office.

Telephone systems quickly become overloaded in an emergency, so please do not try to phone the school in the case of an emergency. Instead, come to school or send a person listed on your Emergency Card to pick up your child. Check your local radio and television stations for information during local disasters and emergencies.

FIRE

- ☐ Evacuate the buildings immediately for any fire or suspected fire.
- ☐ Sound alarm if it has not already been done.
- ☐ Call 9-1-1, identify the problem, school building address and location of fire (if known).

Never attempt to fight a fire by yourself. Call for help. Always stay between the fire and the exit.

Fire Extinguisher Instructions:

P – Pull safety pin from the handle;
A – Aim at the base of the fire;
S – Squeeze the trigger handle;
S – Sweep from side to side.

If your clothes (or someone else's) catch fire, STOP, DROP AND ROLL!

- ☐ Upon arrival, the Fire Department will assume command.
- ☐ Principal will be accountable for teachers and school district staff. Teachers will be accountable for students.
- ☐ Notify Superintendent/Assistant Superintendent of incident.

EARTHQUAKES

AT POINT OF RECOGNITION OF AN EARTHQUAKE, ALL PERSONS SHOULD DROP, COVER AND HOLD.

During an earthquake, the solid earth moves like the deck of a ship. The motion is frightening, but unless it shakes something down on you, it is survivable. **KEEP CALM!** Ride it out. Your chances of survival are excellent if you know what to do and have drilled and educated staff/students in advance. Be alert to signs of panic. Provide reassurance and stop rumors. **BE PREPARED FOR AFTERSHOCKS!**

IF INDOORS, do not leave the room.

- ☐ Stay away from windows, bookcases, file cabinets, heavy mirrors, and hanging objects that could fall. Also stay clear of doors.
- ☐ Stay under cover until the shaking stops.
- ☐ Hold onto the desk or table, if it moves, move with it.

- ☐ Mobility impaired students and staff should sit immediately to avoid being knocked down and potentially injured. If students or staff are physically unable to drop to the ground, they should remain seated in the area they are at, if safe to do so, or move next to an interior wall that is free of overhead hazards. Students and staff should cover their head, neck and eyes. Students and staff should bend over at the waist as much as possible to protect their eyes and other vital organs and use their arms and hands to cover the back of their head and neck area. If necessary, books or pillows can be used to protect the head and neck area. Hold onto your neck and head area with both arms and hands until shaking stops. Be prepared to SIT, COVER, and HOLD during aftershocks.
- ☐ Mobility impaired students and staff (wheelchair bound) should lock the wheels of their wheelchair in the area they are at, if safe to do so, or move next to an interior wall that is free of overhead hazards and lock the wheels. Students and staff should cover their head, neck and eyes. Students and staff should bend over at the waist as much as possible to protect their eyes and other vital organs and use their arms and hands to cover the back of their head and neck area. If necessary, books or pillows can be used to protect the head and neck area. Hold onto your neck and head area with both arms and hands. Remain in the locked position until ground movement ends. Be prepared to LOCK, COVER, and HOLD during aftershocks
- ☐ Remain covered until instructed to evacuate.
- ☐ Faculty should remain calm and in control.
- ☐ If you smell gas or hear a hissing sound, open a window and leave the building. Support Services/Custodian to contact utilities and/or utility shutoff.
- ☐ Check neighboring room to ensure the safety of your colleague and return to your room.
- ☐ Staff in portable classrooms should turn off heating and lighting units immediately.
- ☐ Students and staff in classroom(s) where hazardous chemicals or electrical service switch panels are present should vacate those rooms. Such classes include, but are not limited to, general science, chemistry, biology, electronics, power mechanics, metals and crafts. Students and staff should move toward the interior of the building into the hall while avoiding those hallways where skylights are located and areas adjacent to the end of halls where glass is present. If it is safe to do so, move to cafeterias or gymnasiums.
- ☐ Students and staff in classrooms other than those above should remain where they are following an earthquake. When the ground stops shaking, the class should evacuate buildings in an orderly manner following the fire evacuation route whenever possible.

IF OUTDOORS, stay in the open.

- ☐ Keep away from buildings, trees and electrical wires. Instruct students not to touch power lines or objects touched by the wires. (All wires should be treated as LIVE.)
- ☐ Remain outside until further notice. IF ON A SIDEWALK near a tall building, get into a building doorway to protect yourself from falling bricks, glass and other debris.
- ☐ Mobility impaired and/or wheelchair bound students and staff should follow the SIT, COVER, and HOLD or the LOCK, COVER, and HOLD procedures as stated above.

IF IN AN ASSEMBLY, stay in your seat or get under it if possible, and protect your head with your arms. Do not try to leave until the shaking is over.

- ☐ Mobility impaired and/or wheelchair bound students and staff should follow the SIT, COVER, and HOLD or the LOCK, COVER, and HOLD procedures as stated above.
- ☐ Check yourself and those around you for injuries.
- ☐ Give first aid to the injured.
- ☐ Principal or designee will direct students to predetermined evacuation areas.
 - ☐ Take student roster with you upon evacuation.
- ☐ Administrators will account for all staff. Teachers will account for all students.
 - ☐ The school emergency plan shall be activated and employee response team leaders will report to the outside Command Post. The building shall remain evacuated until assessed to be safe by appropriate authorities

EVACUATION OF SITE FACILITIES

Emergency Building Evacuation

- ☐ Determine appropriate evacuation areas that have been predesignated.
- ☐ Activate alarm/PA system or send message runner.
- ☐ Telephone emergency service personnel:
 - ✓ 9-1-1

- ✓ Superintendent's office
- ✓ Utilities

Activate key personnel

- ☐ Attend to the injured.
- ☐ Assure complete evacuation and student/staff are accounted for.
- ☐ Secure school for specific emergencies.
- ☐ Clear road/fire lanes for emergency vehicles (pre-assigned).
- ☐ Assure that injured students/staff are reported to medical services for care and transportation to hospital/emergency medical center.
- ☐ Provide a contact person for emergency services, District, utility and/or news media personnel and provide needed aid (pre-assigned).
- ☐ District employees to aid those from the emergency services, District, utilities and other authorities. Avoid entering damaged areas unless specifically asked.
- ☐ Assure the facility is thoroughly inspected by the custodian, fire officials and District Operation personnel before re-entry is allowed.
- ☐ Seek Superintendent or designee approval for school closure if damage cannot be immediately restored or repaired.
- ☐ If possible, have students/staff re-enter parts of the school that are declared safe.
- ☐ Make sure all students/staff are accounted for once outside.

In an Emergency Building Evacuation, all employees will:

- ☐ Upon emergency alert, secure work area and depart/report to assigned area.
- ☐ Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- ☐ **DO NOT** re-enter the building without permission or request of emergency service authorities.
- ☐ Remain in the general assembly areas and calm students if not assigned another duty.
- ☐ If dismissed, inform the Principal of departure.
- ☐ When signaled to re-enter safe areas of the school, quickly do so.
- ☐ Upon safe re-entry, report anything amiss to the Principal.

In an Emergency Building Evacuation, all teachers will:

- ☐ Upon alert, assemble students for evacuation using designated routes and account for all students
- ☐ Secure room.
- ☐ Leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- ☐ Upon arrival at the assembly area, account for all students.
- ☐ Secure medical treatment for injured students.
- ☐ Report any students missing or left behind because of serious injuries.
- ☐ Stay with and calm students.
- ☐ If closure is ordered with no re-entry, when advised, release walkers and car/passengers (unless drivers are needed to evacuate students from the site) accounting for those who have left. Stay with bus riders until buses arrive.
- ☐ If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- ☐ Check the room and report anything amiss to the Principal.
- ☐ Debrief students to calm fears about the evacuation.

EMERGENCY LOCKDOWN

If it is determined that the safety and health of the students and staff are in jeopardy, an announcement will be made to alert students and staff of potential danger. A campus/facility Lockdown is issued when there is a significant threat to students and staff. A Lockdown requires the cooperation of all involved. There are two (2) types of lockdowns:

Lockout: A Lockout is implemented when a threat to students and staff occurs outside of the campus/facility/grounds. The goal of a Lockout is to prevent the threat from entering the campus/facility/grounds.

Lockdown: A Lockdown is implemented when a threat to students and staff occurs inside of the campus/facility/grounds. The goal of

a Lockdown should be to keep everyone safe until the threat is completely removed.

The alert shall be given by the District. The announcement will be: ALL STAFF IMPLEMENT A LOCKOUT or LOCKDOWN). The message should be broadcast so that it can be heard at both inside and outside locations.

Emergency Lockdown

- ☐ Teachers should quickly check halls and get students into classrooms.
- ☐ Lock doors, close blinds.
- ☐ Teachers will keep all students in the classroom until the door is opened by the Principal or Police personnel.
- ☐ Teachers will maintain (as best they can) a calm atmosphere in the classroom, keeping alert to emotional needs of students.
- ☐ Staff without students will report to the office for instruction or as otherwise directed.
- ☐ Principal will operate the phones and radio. Other clerical staff will deliver messages as needed and work with Principal and Police Department.
- ☐ Staff will not evacuate or leave their assigned area unless authorized by Principal or Police Services.
- ☐ When the emergency is over, each classroom will be cleared.
- ☐ The Crisis Response Team will meet to determine needs of school.
- ☐ Each staff member will document exactly what occurred in their area of responsibility. This will be done as soon as possible.

SHELTER-IN-PLACE

If it is determined that the safety and health of the students and staff are in jeopardy due to airborne contaminants in the outside air, an announcement will be made to alert of potential danger. A campus/facility Shelter-In-Place will be issued to keep students indoors in order to provide a greater level of protection from airborne contaminants in the outside air. A Shelter-In-Place is implemented when:

- Contaminants in the outside air pose a significant threat to students and staff
- There is a need to isolate students and staff from the outdoor environment
- The need to shutdown HVAC systems to prevent contaminants from entering the classroom/office/building is required

Important Steps

- ☐ When instructed or when an alerting system triggers to Shelter In Place, please:
- ☐ **SHELTER.** Go inside the nearest building or classroom and remain there. You are looking for enclosed protection from the outside. Students should also be advised to do the following when possible:
 - ✓ Select rooms on higher floor levels and avoid basements.
 - ✓ Select an internal room or a room with as few windows as possible.
 - ✓ Choose a room with bathroom facilities and water. You may need to shelter in place for an extended period of time.
- ☐ **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your Shelter In Place room as possible. Close curtains and then stay away from the windows.
- ☐ **LISTEN.** Remain quiet to hear critical instructions from school officials.

ADDITIONAL STEPS FOR TEACHERS AND STAFF

When possible:

- ☐ Advise students to cover their mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
- ☐ A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
- ☐ Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
- ☐ Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

ANNUAL NOTICE TO PARENTS 2023-2024

DEAR PARENT/GUARDIAN:

Section 48980 of the Education Code of California requires that notice be given at the beginning of the first semester or quarter of the regular school term to the parent or guardian of the minor pupils in the school district regarding the rights of the parent or guardian under sections 32390, 35291, 46014, 48205, 48207, 48208, 49403, 49423, 49451, 49472, 51938, Chapter 2.3 (commencing with section 32255) of Part 19, and notice of the availability of the program prescribed by Article 9 (commencing with section 49510) of Chapter 9 and of the availability of individualized instruction under section 48206.3. Section 48982 requires that this Notice be signed and returned by the parent or guardian to the school. Signature and return of the attached form is acknowledgment by the parent or guardian that he or she has been informed of his or her rights but does not indicate that consent to participate in any particular program has either been given or withheld. Pursuant to parent request, the annual notification may be provided to the parent or guardian in electronic format by providing access to the notice electronically. If the notice is provided in electronic format, the parent or guardian must submit to the school a signed acknowledgment of receipt of this notice.

Some legislation requires additional notification to the parents or guardians during the school term or at least 15 days prior to a specific activity. (A separate letter will be sent to parents or guardians prior to any of these specified activities or classes, and the student will be excused whenever the parents or guardians file with the principal of the school a statement in writing requesting that their child not participate.) Other legislation grants certain rights that are spelled out in this form.

Accordingly, you are hereby notified as follows (when used in this notification "parent" includes a parent or legal guardian):

STUDENT DISCIPLINE

Rules and Procedures on School Discipline (EC §35291)

Rules pertaining to student discipline, including those that govern suspension or expulsion, are set forth in Education Code Sections 48900 and following, and are available upon request from the school. In addition, the following disciplinary information is provided to parents:

Duty Concerning Conduct of Pupils (EC §44807)

Every teacher shall hold pupils accountable for their conduct on the way to and from school, and on the playground.

Duties of Pupils (5 CCR §300)

Pupils must conform to school regulations, obey all directions, be diligent in study, be respectful of teachers/others in authority, and refrain from profane/vulgar language.

Hazing Prohibition (EC §48900(q))

Pupils and other persons in attendance are prohibited from engaging or attempting to engage in hazing.

Dress Code/Gang Apparel (EC §35183)

The district is authorized to adopt a reasonable dress code.

Attendance of Suspended Pupil's Parent (EC §48900.1)

If a teacher suspends a student, the teacher may require the child's parent to attend a portion of the school day in his or

her child's classes. Employers may not discriminate against parents who are required to comply with this requirement.

Sexual Harassment Policy (EC §231.5; 5 CCR §4917)

Each district is required to have adopted a written policy on sexual harassment, and shall provide a copy of such policy, as it pertains to students, with the annual notification. Districts are also required to display such policies in a prominent location and include it in orientation for employees and students.

School Accountability Report Card (EC §35256)

Districts are to make a concerted effort to notify parents of the purpose of school accountability report cards, and ensure that all parents receive a copy.

Safe Place to Learn Act (EC §234.1)

The district is committed to maintaining a learning and working environment that is free from bullying. Any student who engages in bullying of anyone in or from the district may be subject to disciplinary action up to and including expulsion. The district's policies and process for filing a complaint should be publicized to pupils, parents, employees and agents of the governing board. The notice shall be in English and in the primary language of the recipient. For a copy of the district's anti discrimination, anti-harassment, anti-intimidation, and anti-bullying policies or to report incidences of bullying please contact the district office. The anti-discrimination and

anti-harassment policies shall be posted in schools and offices.

SCHOOL RECORDS AND ACHIEVEMENT

Pupil Records/Notice of Privacy Rights of Parents & Students (EC §49063 et seq., §49069, §49073, 34 CFR 99.30, 34 CFR 99.34, and the federal Family Educational Rights and Privacy Act)

1. Federal and state laws concerning student records grant certain rights of privacy and right of access to students and to their parents. Full access to all personally identifiable written records maintained by the school district must be granted to: Parents of students 17 and younger
2. Parents of students age 18 and older if the student is a dependent for tax purposes and the records are needed for a legitimate educational purpose
3. Students age 18 and older, or students who are enrolled in an institution of postsecondary instruction (called “eligible students”);

Pupils age 14 and over who are identified as both homeless and an unaccompanied youth; individuals who have completed and signed a Caregiver’s Authorization Affidavit. Parents, or an eligible student, may review individual records by making a request to the principal. Districts must respond to a pupil record request by providing access no later than five business days following the date of the request. The principal will see that explanation and interpretations are provided if requested. Information that is alleged to be inaccurate or inappropriate may be removed upon request. In addition, parents or eligible students may receive a copy of any information in the records at a reasonable cost per page. District policies and procedures relating to: location of, and types of records; kinds of information retained; availability of certificated personnel to interpret records if requested; persons responsible for records; directory information; access by other persons; review and challenge of records are available through the principal at each school. When a student moves to a new district, records will be forwarded upon the request of the new school district within ten school days. At the time of transfer, the parent or eligible student may review, receive a copy (at a reasonable fee), and/or challenge the records.

If you believe the district is not in compliance with federal regulations regarding privacy, you may file a complaint with the United States Department of Education (20 USC §1232(g)).

You have the right to inspect all instructional materials which will be used in connection with any survey, analysis, or evaluation as part of any applicable program.

Release of Pupil Directory Information (EC §49073, 34 CFR 99.37)

The district also makes student directory information available in accordance with state and federal laws. This means that each student’s name, birth date, address, telephone number, email address, major course of study, participation in officially recognized school activities, dates of attendance, degrees and awards received, and most recent previous public or private school attendance may be released in accordance with board policy. In addition, height and weight of athletes may be made available. Appropriate directory information may be provided to any agency or person except private, profit-making organizations (other than employers, potential employers or the news media). Names and addresses of seniors or terminating students may be given to public or private schools and colleges. Parents and eligible students will be notified prior to the destruction of any special education records. You have the right to inspect a survey or other instrument to be administered or distributed to your child that either collects personal information for marketing or sale or requests information about beliefs and practices and any instructional material to be used as part of your child’s educational curriculum. Please contact your child’s school if you wish to inspect such a survey or other instrument.

Upon written request from the parent of a student age 17 or younger, the district will withhold directory information about the student. If the student is 18 or older or enrolled in an institution of postsecondary instruction and makes a written request, the student’s request to deny access to directory information will be honored. Requests must be submitted within 30 calendar days of the receipt of this notification. Additionally, directory information related to homeless or unaccompanied youths will not be released without the express written consent for its release by the eligible pupil or guardian.

Release of Info to Military Services Reps / Release of Telephone Numbers (EC §49073.5; 20 USC §7908(a)(2))

Parents of secondary students may request in writing that the student's name, address, and telephone listing not be released to armed forces recruiters without prior written parental consent.

Participation In State Assessments And Option to Request 11` Exemption (EC § 60615, 5 CCR § 852)

Pupils in applicable grade levels will participate in the California Assessment of Student Performance and Progress (CAASPP) except as exempted by law. Each year, a parent may submit a written request to excuse his or her child from any or all parts of the CAASPP assessments for that school year. If the parent submits the exemption request after testing begins, any test(s) completed before the request is submitted will be scored; the results will be included in the pupil's records and reported to the parent. School district employees will not solicit or encourage any exemption request on behalf of a pupil or group of pupils.

High School Curriculum: Notification Regarding College Preparatory Courses (EC §51229)

Districts are required to provide parents or guardians of each minor pupil enrolled in grades 9 to 12 written notice of college admission requirements and career technical education courses.

Release of Student Records/Compliance With Subpoena or Court Order (EC §§49076 and 49077)

Districts are required to make a reasonable effort to notify parents in advance of disclosing student information pursuant to a subpoena or court order.

Release of Student Records to School Officials and Employees of the District (EC §§49076(a)(1) and 49064(d))

Districts may release educational records, without obtaining prior written parental consent, to any school official or employee, which would include accountants, consultants, contractors, or other service providers, who have a legitimate educational interest in the educational record.

HEALTH SERVICES

Child Health And Disabilities Prevention Program (H&SC §124085)

Physical examinations are required as a prerequisite for enrollment in the first grade. Free health screening may be available through the local health department. Failure to comply with this requirement or sign an appropriate waiver may result in exclusion of your child from school for up to five days.

Physical Examination; Parent Refusal to Consent (EC §49451)

A child may be exempt from physical examination whenever the parents file, annually, a written statement with the school principal stating that they will not consent to a routine physical exam of their child. Whenever there is good reason to believe the child is suffering from a recognized contagious disease, the child will be excluded from school attendance.

Vision Appraisal (EC §49455)

The district is required to appraise each student's vision upon initial enrollment and every third year thereafter until the student completes the 8th grade. The appraisal shall include tests for visual acuity and color vision; however, color vision shall be appraised once and only on male students. The evaluation may be waived upon presentation of a certificate from a physician, surgeon, physician's assistant, or optometrist setting out the results of a determination of the student's vision, including visual acuity and color vision.

Scoliosis Screening Notice (EC §§49451 and 49452.5)

In addition to the physical examinations required pursuant to Sections 100275, 124035 and 124090 of the Health and Safety Code, the district may provide for the screening of every female student in grade 7 and every male student in grade 8 for the condition known as scoliosis.

Dental Fluoride Treatment (H&SC §104830 et seq.)

Pupils will be provided the opportunity to receive the topical application of fluoride or other decay inhibiting agent to each pupil's teeth if the parent, guardian, or eligible pupil submits a letter stating that the treatment is desired.

Pupil Nutrition/Notice of Free and Reduced Price Meals (EC §§48980(b), 49510, 49520 and 49558)

Needy children may be eligible for free or reduced price meals. Details, eligibility criteria, and applications to participate in a free or reduced price meal program if it is available are available at your child's school. Individual records pertaining to student participation in any free or reduced-price meal program may, under appropriate circumstances, be used by school district employees to identify students eligible for public school choice and supplemental educational services. When a household is selected for verification of eligibility for free and reduced meals, the District must notify the parent that their child(ren)'s eligibility is being verified.

Communicable Diseases (EC §48216 and 49403)

The district is authorized to administer immunizing agents to pupils whose parents have consented in writing to the administration of such immunizing agents. The district is required to exclude pupils who have not been properly immunized pursuant to Health and Safety Code 120325 and 120335. The district must notify parents that they have two weeks to supply evidence either that the pupil has been properly immunized or is exempted from the requirement. Effective January 1, 2014, parents or guardians must submit an affidavit specifying which immunizations the pupil has received and which have not been given on the basis that they are contrary to the parent or guardian's beliefs. The affidavit must be accompanied by a signed attestation from the health care practitioner and a statement from the parent or guardian that he or she received the information in the attestation.

Medication (EC §49423, §49423.1)

Any student who must take prescribed medication at school and who desires assistance from school personnel must submit a written statement of instructions from the physician and a parental request for assistance in administering the medication. Students may also carry and self-administer prescription auto-injectable epinephrine and prescription inhaled asthma medication upon the school's receipt of specified written confirmation with instructions for self-administration and authorization from the student's parent and physician or surgeon. The parent must release the school district and personnel from liability for any harm resulting from the self administered medication, and provide

a release for authorized school personnel to consult with the physician or surgeon.

Medical and Hospital Services For Pupils (EC §§49471 and 49472)

The district is required to notify parents in writing if it does not provide or make available medical and hospital services for students injured while participating in athletic activities. The district is also authorized to provide medical or hospital services through non-profit membership corporations or insurance policies for student injuries arising out of school-related activities.

Availability of Individualized Instruction/Presence of Pupil With Temporary Disability In Hospital (EC §§48206.3, 48207-48208)

Individualized instruction is available to students with temporary disabilities whose disability makes attendance in the regular day classes or alternative education program in which the student is enrolled impossible or inadvisable. Parents of students hospitalized or with a temporary disability shall notify the school district where the student receives care if an individualized instruction program is desired.

Continuing Medication Regimen (EC §49480)

Parents of any student on a continuing medication regimen for a non-episodic condition shall inform the school nurse or other designated certificated school employee of the medication(s) being taken, the current dosage, and the name of the supervising physician. (See school for form.) With the consent of the parent, the school nurse may communicate with the physician and may counsel with school personnel regarding the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

Sun Protective Clothing/Use of Sunscreen (EC §35183.5)

School sites must allow for outdoor use of sun-protective clothing and must allow students to use sunscreen, without a prescription or physician's note, during the school day.

Asbestos (40 CFR 763.84, 40 CFR 763.93)

The district has a plan for eliminating health risks that are created by the presence of asbestos in school buildings. It

may be reviewed at the district office. At least once each year, the district will notify parents of inspections, response actions, and post-response action activities that are planned or in progress.

Use of Pesticides (EC §§17612 and 48980.3)

School districts are required to inform parents about the use of pesticides on school grounds. (See attached.)

Comprehensive School Safety Plan (EC §§32280 et seq.)

Each school is required to report on the status of its school safety plan, including a description of its key elements, in the annual school accountability report card (SARC). The planning committee is required to hold a public meeting to allow members of the public the opportunity to express an opinion about the school plan. The planning committee shall notify specified persons and entities in writing.

Notice of Compliance (EC §32289)

A complaint of noncompliance with the school safety planning requirements may be filed with the State Department of Education under the Uniform Complaint Procedures (5 CCR 4600 et seq.).

Tobacco Free Schools (HS §104420)

Use of tobacco products at any time by students, staff, parents, or visitors, is strictly prohibited in district-owned or leased buildings, on district property, and in district vehicles. This prohibition applies to all employees, students, and visitors at any school-sponsored instructional program, activity, or athletic event held on or off district property. Prohibited products include any product containing tobacco or nicotine, including, but not limited to, cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel, and nicotine delivery devices such as electronic cigarettes. Exceptions may be made for the use or possession of prescription nicotine products. Any employee or student who violates the district's tobacco-free schools policy shall be asked to refrain from smoking and shall be subject to disciplinary action as appropriate.

STUDENT SERVICES

Minimum Age of Admission to Kindergarten (EC §48000)

A child shall be eligible for enrollment in kindergarten at the beginning of the school year or at a later time in the same

year, if the child has his or her fifth birthday, respectively, on or before one of the following dates: October 1 of the 2013-14 school year and September 1 of the 2014-15 school year and each school year thereafter. Any child who will have his/her birthday between the date listed above for the applicable school year and December 2 shall be offered a transitional kindergarten program in accordance with law and district policy. On a case-by-case basis, a child who has reached age five after the date listed above but before the end of the applicable school year, may be admitted to kindergarten with the approval of the child's parent or guardian and subject to board approval in accordance with EC 48000(b).

Prospectus of School Curriculum (EC §49091.14)

The curriculum of every course offered by the schools of the district is compiled annually by each school in a prospectus. Each school prospectus is available for review upon request at each school site. Copies are available upon request for a reasonable fee not to exceed the actual copying cost.

English Language Education (EC §310)

State law requires that all students be taught English by being taught in English. However, parents or legal guardians of pupils enrolled in the school may choose a language acquisition program that best suits their child pursuant to this section. see your school principal for further information

Special Education (Idea)

State and federal law requires that a free appropriate public education (FAPE) in the least restrictive environment be offered to qualified pupils with disabilities ages 3 through 21 years. More information concerning student eligibility, parental rights and procedural safeguards are available upon request.

Special Education Child Find System (EC §56301)

Any parent suspecting that a child has exceptional needs may request an assessment for eligibility for special education services through the school principal. Policy and procedures shall include written notification to all parents of their rights pursuant to EC §56300.

Special Education Complaints (5 CCR §3080)

State regulations require the district to establish procedures to deal with complaints regarding special education. If you believe that the district is in violation of federal or state law

governing the identification or placement of a special education student, or similar issues, you may file a written complaint with the district. State regulations require the district to forward your complaint to the State Superintendent of Public Instruction. Procedures are available from your school principal.

Section 504/Disabled Pupils (Section 504 of the Rehabilitation Act of 1973)

Federal law requires districts to annually notify disabled pupils and their parents of the district's non-discriminatory policy and duty under Section 504 of the Rehabilitation Act.

Statement of Nondiscrimination (Title VI of the Civil Rights Act of 1964; Title IX of the U.S. Education Amendments of 1972; Americans with Disabilities Act; Section 504 of the Vocational Rehabilitation Act of 1973; EC §200 et seq.)

The district does not discriminate on the basis of gender, gender identity, gender expression, sex, race, color, religion, national origin, ethnic group identification, age, genetic information, mental or physical disability, sexual orientation, or the perception of one or more of such characteristics. The district's policy of nondiscrimination requires notification in native language if the district's service area contains a community of minority persons with limited English language skills. Notification must state that the district will take steps to assure that the lack of English will not be a barrier to admission and participation in district programs. This policy applies to all students insofar as participation in programs and activities is concerned, with few exceptions such as contact sports. In accordance with federal law, complaints alleging noncompliance with this policy should be directed to the school principal. Appeals may be made to the district superintendent. A copy of the district's nondiscrimination policy is available upon request.

Fingerprinting program (EC §32390)

Districts are authorized to offer fingerprinting programs for children enrolled in kindergarten or newly enrolled in the district. If the district has adopted such a program, you will be notified of procedures, applicable fee and your right to decline your child's participation upon your child's initial enrollment.

Children in Homeless Situations (42 USC §11431-11435)

Each local district shall appoint a liaison for homeless children who shall ensure the dissemination of public notice of the educational rights of students in homeless situations.

SEX / HIV / AIDS EDUCATION

Instruction In Comprehensive Sexual Health Education/HIV and Aids Prevention (EC §51938)

Districts shall annually notify parents about instruction in comprehensive sexual health education and HIV/AIDS prevention education and research on student health behaviors and risks planned for the school year. Written and audiovisual educational materials used in such education are available for inspection. If arrangement for the instruction is made after the beginning of the school year, you will be notified no fewer than 14 days prior to the commencement of any such instruction if the district elects to provide the instruction by outside consultants in class or during an assembly. The notice must include the date of instruction, the name of the organization or affiliation of each guest speaker and information stating that the parent/guardian has the right to request a copy of the law pertaining to such instruction. You may request in writing that your child not receive comprehensive sexual health education and/or HIV/AIDS prevention education. The law also authorizes the district to use anonymous, voluntary and confidential research and evaluation tools to measure student's health behaviors and risks, including tests, questionnaires, and surveys containing age appropriate questions about the student's attitudes concerning or practices relating to sex. The district must notify you in writing before any such test, questionnaire, or survey is administered and provide you with an opportunity to review the test and request in writing that your child not participate.

Health Instruction/Conflicts With Religious Training and Beliefs (EC §51240):

Upon written request of a parent, students shall be excused from the part of any school instruction in health if it conflicts with the religious training and beliefs of a parent.

SCHOOL ATTENDANCE/ATTENDANCE ALTERNATIVES

California law (EC §48980(h)) requires all school boards to inform each student's parent at the beginning of the school year of the various ways in which they may choose schools for their children to attend other than the ones assigned by school districts. Students who attend schools other than those assigned by the districts are referred to as "transfer students" throughout this notification. There is one process for choosing a school within the district in which the parent lives (intradistrict transfer), and potentially three separate processes for selecting schools in other districts (interdistrict transfer). The general requirements and limitations of each process are described as follows:

Choosing a School Within District in Which Parent Lives

The law (EC §35160.5(b)) requires the school board of each district to establish a policy that allows parents to choose the schools their children will attend, regardless of where the parent lives in the district. The law limits choice within a school district as follows:

- Students who live in the attendance area of a school must be given priority to attend that school over students who do not live in the school's attendance area.
- In cases in which there are more requests to attend a school than there are openings, the selection process must be "random and unbiased", which generally means students must be selected through a lottery process rather than on a first-come, first served basis. A district cannot use a student's academic or athletic performance as a reason to accept or reject a transfer.
- Each district must decide the number of openings at each school which can be filled by transfer students. Each district also has the authority to keep appropriate racial and ethnic balances among its schools, meaning that a district can deny a transfer request if it would upset this balance or would leave the district out of compliance with a court-ordered or voluntary desegregation program.
- A district is not required to provide transportation assistance to a student that transfers to another school in the district under these provisions.
- If a transfer is denied, a parent does not have an automatic right to appeal the decision. A district may, however, voluntarily decide to put in place a process for parents to appeal a decision.

Choosing a School Outside District in Which Parent Lives

Parents have three different options for choosing a school outside the district in which they live. The three options are:

Option 1: Districts of Choice (EC §§48300 through 48315):

The law allows, but does not require, each school district to become a "district of choice" – that is, a district that accepts transfer students from outside the district under the terms of the referenced Education Code sections. If the school board of a district decides to become a "district of choice" it must determine the number of students it is willing to accept in this category each year and make sure that the students are selected through a "random and unbiased" process, which generally means a lottery process. If the district chooses not to become a "district of choice", a parent may not request a transfer under these provisions. Other provisions of the "district of choice" option include:

- Either the district a student would transfer to or the district a student would transfer from may deny a transfer if it will negatively affect the racial and ethnic balance of the district, or a court-ordered or voluntary desegregation plan. A district of choice cannot deny a transfer request on the basis that the costs to provide services exceeds the revenue received, but it may reject a request if doing so would require the creation of a new program. However, the district of choice may not deny the transfer of any special needs student, including an individual with exceptional needs, or an English Learner student even if the cost to educate the student exceeds the revenue received or the creation of a new program is required. The district a student would be leaving may also limit the total number of students transferring out of the district each year to a specified percentage of its total enrollment, depending on the size of the district.
- Communications to parents or guardians by a school district of choice shall be factually accurate and shall not target students based upon academic ability, athletic performance, or other personal characteristics.
- No student who currently attends a school or lives within the attendance area of a school can be forced

out of that school to make room for a student transferring under these provisions.

- Siblings of students already attending school in the “district of choice” and children of military personnel must be given transfer priority.
- A parent may request transportation assistance within the boundaries of the “district of choice”. The district is required to provide transportation only to the extent it already does so.

Option 2: Other Interdistrict Transfers (EC §§46600 et seq.):

The law allows two or more districts to enter into an agreement for the transfer of one or more students for a period of up to five years. New agreements may be entered into for additional periods of up to five years each. The agreement must specify the terms and conditions under which transfers are permitted. There are no statutory limitations on the kinds of terms and conditions districts are allowed to place on transfers. The law on interdistrict transfers also provides for the following:

- If either district denies a transfer request, a parent may appeal that decision to the county board of education. There are specified timelines in the law for filing an appeal and for the county board of education to make a decision.

Option 3: Parental Employment in Lieu of Residency Transfers

(EC §48204(b)): If at least one parent or legal guardian of a student is physically employed in the boundaries of a school district other than the one in which they live for a minimum of 10 hours during the school week, the student may be considered a resident of the school district in which his/her parents work. This code section does not require that a school district accept a student requesting a transfer on this basis, but a student may not be rejected on the basis of race/ethnicity, sex, parental income, academic achievement, or any other “arbitrary” consideration. Other provisions of EC §48204(b) include:

- Either the district in which the parent or legal guardian lives or the district in which the parent or legal guardian works may prohibit the student’s transfer if it is determined that there would be a negative impact on the district.
- The district in which the parent or legal guardian works may reject a transfer if it determines that the

cost of educating the student would be more than the amount of government funds the district would receive for educating the student.

- There are set limits (based on total enrollment) on the net numbers of students that may transfer out of a district under this law, unless the district approves a greater number of transfers.
- There is no required appeal process for a transfer that is denied. However, the district that declines to admit a student must provide in writing to the parent or legal guardian the specific reasons for denying the transfer.

Open Enrollment Act (EC § 48350 et seq.)

Whenever a student is attending a district school on the Open Enrollment List, as identified by the Superintendent of Public Instruction, he/she may apply to transfer to another school within or outside of the District, if the school to which he/she is transferring has a higher Academic Performance Index. Districts with a school on the List must notify the parents/guardians at that school on or before the first day of the school year of their option to transfer to another public school. Information regarding the application process and applicable deadlines can be obtained from the district office. This summary provides an overview of the laws applicable to school attendance for each alternative. Additional information is available upon request.

Notice of Alternative Schools (EC §58501)

State law authorizes all school districts to provide for alternative schools. Education Code section 58500 defines an alternative school as a school or separate class group within a school that is operated in a manner designed to:

1. Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
2. Recognize that the best learning takes place when the student learns because of his/her desire to learn.
3. Maintain a learning situation maximizing student self-motivation and encouraging the student in his/her own time to follow his/her own interests. These interests may result in whole or in part from a presentation by his/her teachers of choices of learning projects.

4. Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
5. Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located. In the event any parent, student, or teacher is interested in further information concerning alternative schools, the County Superintendent of Schools, the administrative office of this district, and the principal's office in each attendance area shall have copies of the law available for your information. This law particularly authorizes interested persons to request that the governing board of the district to establish alternative school programs in each district.

Grade Reduction/Loss of Academic Credit (EC §48980(j))

No student shall have his/her grade reduced or lose academic credit for any excused absence pursuant to EC §48205 for missed assignments/tests that can reasonably be provided/completed.

Absences For Confidential Medical Services (EC §46010.1)

Students in grades 7-12 and their parents are notified that the law permits schools to excuse students for the purpose of obtaining confidential medical services without parental consent. District policy regarding excusing such absences is available upon request.

Absence For Religious Instruction (EC §46014):

Districts may allow pupils with parent consent to be excused to participate in religious exercises/instruction.

Notice of Minimum Days and Pupil-Free Staff Development Days (EC §48980(c))

The district is required to annually notify parents of its schedule(s) of minimum days and student-free staff development days at the beginning of the year or as early as possible, but no later than one month prior to the scheduled minimum or student-free day. (See attached.)

MISCELLANEOUS

Non-Mandatory Programs for Parental/Pupil Participation (EC §49091.18)

Schools may not require a student or student's family to submit to or participate in any assessment, analysis, evaluation, or monitoring of the quality or character of student home life, parental screening or testing, nonacademic home based counseling program, parent training, or prescribed family educational service plan.

Sex Equity in Career Planning (EC §221.5(d))

Parents shall be notified in advance of career counseling and course selection commencing with course selection in Grade 7, to promote sex equity and allow parents to participate in counseling sessions and decisions.

DRUG FREE CAMPUS (Alcohol and Other Drug Use Prevention Education)

Possession, use or sale of narcotics, alcohol, or other controlled substances is prohibited and strictly enforced at all school activities. Records will be forwarded to local law enforcement, and district sanctions will result from violations.

RIGHT TO REFRAIN FROM HARMFUL USE OF ANIMALS (EC §§32255 et seq.)

Pupils may choose to refrain from participating in educational projects involving the harmful or destructive use of animals.

UNIFORM COMPLAINT PROCEDURES (5 CCR §4622)

The district is required to annually notify parents, pupils, employees, district and school advisory committees and other interested parties in writing of its required Uniform Complaint Procedures. The Uniform Complaint Procedures apply to complaints involving categorical programs and those alleging unlawful discrimination, harassment, intimidation, bullying, and noncompliance regarding student fees and the legal requirements pertaining to the Local Control Accountability Plan. (See attached.)

School Buses/Passenger Safety (EC §39831.5)

Districts are required to provide safety regulations to all new students and students who have not previously been transported by school bus.

Megan's Law Notification (Penal Code §290.4)

Parents and members of the public have the right to review information regarding registered sex offenders at the main office of the local law enforcement agency for this school district.

Excused Absences (EC §48205)

A. Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

1. Due to his or her illness.
2. Due to quarantine under the direction of a county/city health officer.
3. For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
4. For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
5. For the purpose of jury duty in the manner provided for by law.
6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
10. For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support

position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

B. 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 therefor. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

C. For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

D. Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

E. "Immediate family," as used in this section, has the same meaning as that set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

Investing for Future Education (EC §48980(d))

Parents are advised of the importance of investing for higher education for their children and of considering appropriate investment options, including, but not limited to, United States savings bonds.

Complaints Concerning Deficiencies Related to Instructional Materials, ETC. (EC §35186)

A uniform complaint process is available to help identify and resolve deficiencies related to instructional materials, emergency or urgent facility conditions that pose a threat to the health and safety of pupils or staff, and teacher vacancy or misassignment. Notice of the complaint process and location at which to obtain a complaint form should be posted in the classrooms.

School Accreditation (EC §35178.4)

Requires a school district to notify each parent or guardian of a pupil in a school that has lost its accreditation status and the potential consequences of the school's loss of status, in

writing or by posting the information on the school district's or school's Internet Website, or by any combination of these methods.

Pupil Fees (EC §49010 et seq.)

The district is required to establish policies concerning the provision of a free education to pupils. The district is also required to establish policies for filing a complaint of noncompliance under this section using the Uniform Complaint Procedures. Notice of the district's fee policies and complaint process shall be provided to pupils, parents, guardians, and employees on an annual basis.

Local Control and Accountability Plan (EC §§52060-52077)

The District is required to adopt a three-year Local Control and Accountability Plan (LCAP) and to update the LCAP on or before July 1 of each subsequent year. The LCAP is required to identify annual goals, specific actions geared toward implementing those goals, and must measure progress for student subgroups across multiple performance indicators based on eight priorities set by the State. The priorities must be aligned to the District's spending plan. The LCAP must be approved before the annual District budget can be adopted. Once the budget and LCAP are adopted at the local level, the plan will be reviewed by the County Superintendent to ensure alignment of projected spending toward goals and services. The following are the eight State priorities:

1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities;
2. Implementation of and student access to state academic content and performance standards;
3. Parent involvement and participation;
4. Improving student achievement and outcomes along multiple measures;
5. Supporting student engagement;
6. Highlighting school climate and connectedness;
7. Ensuring all students have access to classes that prepare them for college and careers; and
8. Measuring other important student outcomes related to required areas of study.

The Board of Education is required to establish a parent advisory committee (PAC) and English learner parent advisory committee (ELPAC) to provide advice to the Board of

Education and the superintendent regarding the LCAP. (ELPACs are required if enrollment in the school district includes at least 15% English learners and the district enrolls at least 50 pupils who are English learners. Districts are not required to establish a new ELPAC if an English learner parent committee has already been established). PACs shall include parents or legal guardians of low income students, English learner students, and foster youth.

Each district is required to consult with its teachers, principals, administrators, other school personnel, local bargaining units, parents, and pupils in developing the LCAP. As part of this consultation process, districts must present their proposed plans to the PAC and ELPAC. The advisory committees can review and comment on the proposed plan. Districts must respond in writing to the comments of the PAC and ELPAC. Districts are also required to notify members of the public that they may submit written comments regarding the specific actions and expenditures proposed in the LCAP.

Districts must hold at least two public hearings to discuss and adopt (or update) their LCAPs. The district must first hold at least one hearing to solicit recommendations and comments from the public regarding expenditures proposed in the plan, and then adopt (or officially update) the LCAP at a subsequent hearing. Districts are required to post on the school district website the LCAP approved by the Board of Education and any updates or revisions to the LCAP, and establish policies for filing a complaint of noncompliance under EC §52075 using the Uniform Complaint Procedures. Information regarding the requirements for a Local Control and Accountability Plan and the complaint process shall be provided to pupils, parents, guardians, and employees on an annual basis.

RESPONSE TO IMMIGRATION ENFORCEMENT

The San Leandro Unified School district will support the new policy, BP/AR 5145.13, Response to Immigration Enforcement and regulation to reflect AB 699 which mandates districts to adopt, by July 1, 2018. This policy is consistent with the model policy developed by the California Attorney General, including policy related to the district's response to requests by law enforcement for access to information, students, or school grounds for immigration enforcement purposes and actions to be taken in the event that a student's family

member is detained or deported. San Leandro Unified will also support policy that reflects the new law SB 31 which prohibits districts from compiling or assisting federal government authorities with compiling a list, registry, or database based on students' national origin, ethnicity, or religion.

NOTICE TO PARENT/LEGAL GUARDIAN Under Section 504 RIGHTS AFFORDED BY SECTION 504 OF THE REHABILITATION

ACT OF 1973

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

You have the right to:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disabilities.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child.
4. Have your child receive a free appropriate public education.
5. Have your child receive services and be educated in facilities which are comparable to those provided to students not having a physical or mental disability.
6. Have evaluation, educational, and placement decisions made based on a variety of information sources, and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
7. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation, and placement.
10. Request to have an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational programs, or placement. (You and your child may take part in the hearing and be represented by counsel. Hearing request must be made to your local district superintendent).
11. File a local grievance.

The person in your district responsible for assuring that the District complies with Section 504 is the Director of Student Support Services; however, each site administrator has the authority to implement the services.

**U.S Department of Education
Office of Indian Education
Washington, DC 20202**

TITLE VI ED 506 INDIAN STUDENT ELIGIBILITY CERTIFICATION FORM

Parent/Guardian: This form serves as the official record of the eligibility determination for each individual child included in the student count. You are not required to complete or submit this form. However, if you choose not to submit a form, your child cannot

be counted for funding under the program. **This form should be kept on file and will not need to be completed every year.** Where applicable, the information contained in this form may be released with your prior written consent or the prior written consent of an eligible student (aged 18 or over), or if otherwise authorized by law, if doing so would be permissible under the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and any applicable state or local confidentiality requirements.

STUDENT INFORMATION

Name of the Child _____
Date of Birth _____
Grade (As shown on school enrollment records) _____
Name of School _____

TRIBAL ENROLLMENT

Name of the individual with tribal enrollment: _____ (Individual
named must be a descendent in the first or second generation)

The individual with tribal membership is the: _____ Child _____ Child's _____ Parent Child's Grandparent

Name of tribe or band for which individual above claims membership: _____

The Tribe or Band is (select only one):

- ☐ Federally Recognized
- ☐ State Recognized
- ☐ Terminated Tribe (Documentation required. Must attach to form)
- ☐ Member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994. (Documentation required. Must attach to form)

Proof of enrollment in tribe or band listed above, as defined by tribe or band is:

Membership or enrollment number (if readily available) OR A. Other Evidence of Membership in the tribe listed above (describe and attach)

Name and address of tribe or band maintaining enrollment data for the individual listed above:

Name _____
Address _____
City _____ State _____ Zip Code _____

ATTESTATION STATEMENT

I verify that the information provided above is accurate.

Name _____
Parent/Guardian _____ Signature _____
Address _____ City _____ State _____ Zip Code _____
Email Address _____ Date _____

INSTRUCTIONS FOR THE ED 506 FORM

FOR APPLICANTS:

PURPOSE: To comply with the requirements in 20 USC 7427(a), which provides that: “The Secretary shall require that, as part of an application for a grant under this subpart, each applicant shall maintain a file, with respect to each Indian child for whom the local educational agency provides a free public education, that contains a form that sets forth information establishing the status of the child as an Indian child eligible for assistance under this subpart, and that otherwise meets the requirements of subsection (b)”.

MAINTENANCE: A separate ED 506 form is required for each Indian child that was enrolled during the count period. A new ED 506 form does NOT have to be completed each year. All documentation must be maintained in a manner that allows the LEA to be able to discern, for any given year, which students were enrolled in the LEA’s school(s) and counted during the count period indicated in the application.

FOR PARENTS/GUARDIANS:

DEFINITION: Indian means an individual who is (1) A member of an Indian tribe or band, as membership is defined by the Indian tribe or band, including any tribe or band terminated since 1940, and any tribe or band recognized by the State in which the tribe or band resides; (2) A descendant of a parent or grandparent who meets the requirements described in paragraph (1) of this definition; (3) Considered by the Secretary of the Interior to be an Indian for any purpose; (4) An Eskimo, Aleut, or other Alaska Native; or (5) A member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect on October 19, 1994.

STUDENT INFORMATION: Write the name of the child, date of birth and school name and grade level.

TRIBAL ENROLLMENT INFORMATION: Write the name of the individual with the tribal membership. Only one name is needed for this section, even though multiple persons may have tribal membership. Select only one name: either the child, child’s parent or grandparent, for whom you can provide membership information.

Write the name of the tribe or band of Indians to which the child claims membership. The name does not need to be the official name as it appears exactly on the Department of Interior’s list of federally-recognized tribes, but the name must be recognizable and be of sufficient detail to permit verification of the eligibility of the tribe. Check only one box indicated whether it is a Federally Recognized, State Recognized, Terminated Tribe or Organized Indian Group. If a Terminated Tribe or Organized Indian Group is elected, additional documentation is required and must be attached to this form.

- Federally Recognized - an American Indian or Alaska Native tribal entity limited to those indigenous to the U.S. The Department of Interior maintains a list of federally-recognized tribes, which OIE can provide you upon request.
- State Recognized - an American Indian or Alaska Native tribal entity that has recognized status by a State. The U.S. Department of Education does not maintain a master list. It is recommended that you use official state websites only.
- Terminated Tribe - a tribal entity that once had a federally recognized status from the United States Department of Interior and had that designation terminated.
- Organized Indian Group - Member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994.

Write the enrollment number establishing the membership of the child, if readily available, or other evidence of membership. If the child is not a member of the tribe and the child’s eligibility is through a parent or grandparent, either write the enrollment number of the parent or grandparent, or provide other proof of membership. Some examples of other proof of membership may include: affidavit from tribe, CDIB card or birth certificate. Write the name and address of the organization that maintains updated and accurate membership data for such tribe or band of Indians.

ATTESTATION STATEMENT: Provide the name, address and email of the parent or guardian of the child. The signature of the parent or guardian of the child verifies the accuracy of the information supplied.

The Department of Education will safeguard personal privacy in its collection, maintenance, use and dissemination of information about individuals and make such information available to the individual in accordance with the requirements of the Privacy Act.

PAPERWORK BURDEN STATEMENT: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0021. The time required to complete this portion of the information collection per type of respondent is estimated to average: 15 minutes per Indian student certification (ED 506) form; including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Indian Education, U.S. Department of Education, 400 Maryland Avenue, S.W., LBJ/Room 3W203, Washington, D.C. 20202-6335. OMB Number: 1810-0021 Expiration Date: 02/29/2020.

Healthy students learn better and are more successful in school!

Our mission at San Leandro Unified School District is to foster the growth, development and educational achievement of all students by promoting health and wellness, in a safe and supportive environment. We are focused on equity and ensuring all of our students

have the opportunity to be healthy, engaged and successful. We are here to promote optimal health for our schools and community through coordinated school health and wellness programs.

The Native American Health Center at the Barbara Lee Center for Health and Wellness (BLC)

Led by the Native American Health Center and in partnership with the San Leandro Unified School District and Alameda County Center for Healthy Schools and Communities, the health center at the BLC provides health and wellness services such as medical, The Natental, behavioral health, health education and youth development. With a focus on prevention and integrated care, Native American Health Center's mission is to improve adolescent health and well-being by increasing access to comprehensive, high-quality health care services to all SLUSD students and families.

The Native American Health Center at the BLC is open to all SLUSD students. There are no student financial or insurance eligibility requirements to receive non-clinical wellness services such as first aid and health education, however there are insurance eligibility requirements to receive some clinical services. For more information about services and insurance requirements, please call the health center at (510) 618-4480 or visits the San Leandro Unified School District website under Health, Wellness and Support.

****If your child will attend San Leandro or Lincoln High School and you are interested in your child obtaining health center services, including First-Aid in case of an emergency, please review and sign the following parental consent form. All parental consent forms should be returned to the Health Center at the BLC or to your school's registrar.**