

# **Folsom Cordova Unified School District**

## **Parent's Rights and Responsibilities Handbook and Student Conduct Code**

**2023-2024**

### **Board of Education**

Edward Short, President  
David Reid, Vice President  
Joshua Hoover, Clerk  
Chris Clark, Member  
Tim Hooey, Member

Dr. Sarah Koligian, Superintendent

Folsom Cordova Unified School District  
1965 Birkmont Drive  
Rancho Cordova, CA 95742  
Phone (916) 294-9000  
FAX (916) 294-9020  
Website: [www.fcusd.org](http://www.fcusd.org)

### **RECEIPT OF NOTICE**

The Board of Education is required by law to notify parents/guardians of certain rights and responsibilities. This annual notification contains a summary of these rights and responsibilities. You may contact the principal of the school your child attends if you have questions regarding this information.

### **FCUSD's COMMITMENT TO ALL STUDENTS**

The Folsom Cordova Unified School District fosters the safety, success, and wellness of all students by creating a positive school culture and celebrating the power of diversity and differences. Our schools, students, families, and employees will treat each other with respect, and refuse to tolerate behavior that causes harm. Hateful and discriminatory actions or words – which target a person's actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, immigration status, socioeconomic status, physical/mental attributes, or religious beliefs or practices - will not be tolerated in our school communities.

The information contained in this document is important for you and your child(ren). Please review each section to familiarize yourself with Education Code 48980 pertaining to your rights, responsibilities, and important policies of the Folsom Cordova Unified School District.

You are invited to share your comments and/or request additional information regarding District policies related to these programs, activities, and services from the office of your child's school, or by contacting the District Education Services Center at 294-9000.

The Board of Trustees, Superintendent, and staff wish you a most enjoyable and successful year.

### **TABLE OF CONTENTS**

<b>CAMPUS SAFE</b>	<b>3</b>	Substance Abuse Education/Prevention/Intervention	15
Protection of Students and Staff	3	Oral Health Services	15
Employee Code of Conduct: Interactions with Students	3	Medication .	16
Civility and Mutual Respect	3	Consent to Immunize	16
Nondiscrimination	3	Accident Insurance	17
Bullying	3	Nutritious Meals Are Served Each School Day	17
Sexual Harassment	3	Home and Hospital Instruction	17
Uniform Complaint Procedure	4	Mandated Screening	17
Personal Property	5	Administration of Emergency Epinephrine Auto-Injectors for Anaphylactic Reactions	17
Vandalism	5	Administration of Emergency Naloxone HCL for Opioid Overdose	17
Safe School Environment	5	Family Life	18
		Pesticide Application and Notification	18
		Asbestos Management Plan	19
<b>YOUR RIGHTS AND EDUCATIONAL SERVICE</b>	<b>6</b>		
Right to a Free Public Education Regardless of Immigration Status or Religious Beliefs	6	<b>DIRECTORY INFORMATION</b>	<b>19</b>
Language Acquisition Program	6	Usage of Student Names/Photos/Videos for Public Release	19
Privacy Rights Regarding Student Records	7	Photos & Video of General Education Students	19
Transcript Immunization Opt Out for Grades 9-12	7	Photos & Video of Students with Individualized Education Programs	20
Noncustodial Parents	7		
Reporting to Parents	8	<b>STUDENT CONDUCT CODE</b>	<b>21</b>
Parental Notification Regarding Paraprofessionals	8	<b>RESPONSIBILITIES AND EXPECTATIONS</b>	<b>21</b>
Intra/Inter-District School Choice	8	District Staff Responsibilities	21
Absences	8	Parent Responsibilities	21
Tardiness/Truancy	9	Student Searches	21
Excessive Absences	9	Due Process and the Right to Appeal	22
Students with Disabilities	9	Special Education Students	22
Americans with Disabilities Notice	9	<b>CONDUCT CODE VIOLATIONS AND CONSEQUENCES</b>	<b>22</b>
Identification and Evaluation of Individuals for Special Education	9	Definition of Student Misconduct	22
Race/Ethnicity Re-Identification	10	Related to School Activity or School Attendance	22
Homeless Student Services	10	Typical Disciplinary Actions	22
Married/Pregnant/Parenting Students	10	<b>ADDITIONAL CONSIDERATIONS</b>	<b>24</b>
Animal Use	11	More Than One Consequence	24
Pupil Fees	11	Educational Record	24
Submission of Student GPA to California Student Aid Commission	11	Related to Suspension	24
School Accountability Report Cards (SARC)	11	During Suspension	25
Student Use of the Internet and Online Services	12	Payment for Damages	25
Promotion, Acceleration, and Retention	12	Confiscated Property	25
Student Data for State Reporting	12	Mobile Communication Devices	25
Student Testing	12	Behavior and Code Reference	26
Alternative Schools	13	Intervention and Support for Students	28-36
<b>MENTAL AND PHYSICAL HEALTH</b>	<b>14</b>		
Student Mental Health and Accessing Services	14		
Tobacco-Free School Policy	15		

## CAMPUS SAFETY

### PROTECTION OF STUDENTS AND STAFF

To provide for the protection and the safety of students, teachers, employees, and school property, the public (except those persons exempted) is required to register in the school office prior to entering or remaining on the school premises during school hours. Signs are posted at each school entrance indicating the location of the school office (place of registration) and penalties for failure to comply. Should you have any questions, please contact the school's office.

### EMPLOYEE CODE OF CONDUCT; INTERACTIONS WITH STUDENTS EC 44050; BP 4119.21

The Governing Board expects district employees to maintain the highest ethical standards, exhibit professional behavior, follow district policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. Employee conduct should enhance the integrity of the district, advance the goals of the district's educational programs, and contribute to a positive school climate.

### CIVILITY AND MUTUAL RESPECT EC 44811; BP 1313

Folsom Cordova Unified School District staff will treat parents and other members of the public with respect and expect the same in return. The Superintendent is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school grounds.

Board policy 1313 promotes mutual respect, civility and orderly conduct among Folsom Cordova Unified School District employees, parents, and the public. This policy is not intended to deprive any person of his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free workplace for our students and staff. In the interest of presenting Folsom Cordova Unified School District employees as positive role models to the children of district programs, as well as the community, the Superintendent encourages positive communication, and discourages volatile, hostile, or aggressive actions. The Superintendent seeks public cooperation with this endeavor. Any individual who disrupts or threatens to disrupt school operations; threatens the health and safety of students or staff; willfully causes property damage; uses loud and/or offensive language which could provoke a violent reaction; or who has otherwise established a continued pattern of unauthorized entry on school property, will be directed to leave school property promptly by the Superintendent or designee.

### NONDISCRIMINATION 34 CFR 104.8, 106.9; BP 0410, 6178

The Governing Board is committed to providing equal opportunity for all individuals in education. The Folsom Cordova USD prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

### BULLYING BP 5131.2

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation. Prohibited student conduct includes but is not limited to harassment of students or staff, including bullying, intimidation, cyberbullying, hazing or initiation activity, ridicule, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause bodily harm or emotional suffering.

### SEXUAL HARASSMENT EC 231.5; 5 CCR 4917; AR 5145.7

The Governing Board is committed to maintaining a learning environment that is free of harassment. Board Policy

5145.7 prohibits the unlawful sexual harassment of any student by any employee, student, or other person at school or at any school-related activity. The District is committed to taking serious, immediate, and appropriate action with respect to violations of sexual harassment policy. Students shall be assured that they need not endure any form of sexual harassment. They shall further be assured that they need not endure, for any reason, any harassment that impairs the educational environment or a student's emotional well-being at school. Should a student believe that he/she has been subjected to sexual harassment, he/she shall file a complaint in accordance with the guidelines outlined under the Uniform Complaint Procedures or with the school principal. Students can be assured that the District will not tolerate retaliation as a result of the filing of a complaint. Any student who engages in the sexual harassment of anyone at school or a school related activity shall be subject to disciplinary action.

## **UNIFORM COMPLAINT PROCEDURE**

### **5 CCR 4632; AR 1312.3, 1312.4**

---

Folsom Cordova Unified School District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The uniform complaint procedures shall be used only to investigate and resolve complaints alleging violations of federal or state laws or regulations governing specific educational programs, the prohibition against requiring students to pay fees, deposits, or other charges for participating in educational activities, and unlawful discrimination, harassment, intimidation, or bullying. A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

A complaint concerning unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation, or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged discrimination, harassment, intimidation, or bullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. However, upon written request by the complainant, the Superintendent or designee may extend the filing period for up to 90 days. (5 CCR 4630)

The following Equity Compliance Officer(s) & Title IX Coordinator(s) and Section 504 Coordinator shall receive and investigate complaints and shall ensure district compliance with law:

Donald Ogden, Associate Superintendent, Human Resources  
[kmorales@fcusd.org](mailto:kmorales@fcusd.org)  
(916) 294-9000 ext. 104410

Assistant Superintendent(s) of Instruction  
Jim Huber, Ed. D.  
[jhuber@fcusd.org](mailto:jhuber@fcusd.org)  
(916) 294-9000 ext. 104625

Shannon Diaz, Director of Compliance (Investigator)  
[sdiaz@fcusd.org](mailto:sdiaz@fcusd.org)  
(916) 294-9000 ext. 104620  
1965 Birkmont Drive Rancho Cordova, CA 95742

Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five business days, file his/her complaint in writing with the Board.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

If dissatisfied with the district's decision, the complainant may appeal in writing to the CDE. (Education Code 49013; 5 CCR 4632)

The complainant shall file his/her appeal within 15 calendar days of receiving the district's decision and the appeal shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

A complainant may pursue available civil law remedies under state or federal discrimination, harassment, intimidation, or bullying laws outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For complaints alleging discrimination, harassment, intimidation, and bullying based on state law, a complainant shall wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided the district has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The moratorium does not apply to injunctive relief and to discrimination complaints based on federal law. (Education Code 262.3)

The district's Williams uniform complaint procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to the following:

1. Sufficiency of textbooks or instructional materials
2. Emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff. Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of pupils or staff while at school, including but not limited to gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff; or structural damage creating a hazardous or uninhabitable condition. (Education Code 17592.72)
3. Teacher vacancies and misassignments

A notice of the Williams Act complaint rights to parents, guardians, pupils, and teacher is posted in all District classrooms and available on the District's website at [www.fcusd.org](http://www.fcusd.org).

Folsom Cordova Unified School District's Uniform Complaint policy and procedures are available free of charge and are posted on the District's website at [www.fcusd.org](http://www.fcusd.org), and available in English, Spanish, and Russian.

This notice is provided to students, employees, parents or guardians of students, school and district advisory committees, appropriate private school officials or representatives, and other interested parties.

## **PERSONAL PROPERTY**

The District is not responsible for loss or theft of personal property. Students are discouraged from bringing non-instructional items to school, such as AirPods, cell phones, speakers, or skateboards, or other high value devices. Refer to the student-parent handbook at each school for more specific rules.

## **VANDALISM**

All parents and guardians are asked to help prevent vandalism by impressing upon their child the seriousness of destroying school property. Citizens living near the schools are requested to report any acts of suspected vandalism to the school principal or to the proper authorities - in Rancho Cordova call 916-362-5115, or in Folsom call 916-355-7231.

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

Parents of students who vandalize school property may be charged for the damage incurred.

## **SAFE SCHOOL ENVIRONMENT**

As required by law, the Folsom Cordova Unified School District must allow a student attending a "persistently dangerous" school, or who becomes a victim of a violent criminal offense while in or on the grounds of a school that the student attends, to attend a safe public elementary or secondary school within the District's jurisdiction. (20 USC 791(a))

## YOUR RIGHTS AND EDUCATIONAL SERVICES

### RIGHT TO A FREE PUBLIC EDUCATION REGARDLESS OF IMMIGRATION STATUS OR RELIGIOUS BELIEFS EC 234.7; BP 5145.13

---

The Governing Board is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status. All students have the right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement.

- All children have the right to a free public education.
- All children ages 6-12 years must be enrolled in school.
- All students and staff have the right to attend safe, secure, and peaceful schools.
- All students have a right to be in a public-school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
- All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other characteristics.
- When enrolling a child, schools must accept a variety of documents from the student's parent/guardian to demonstrate proof of child's age or residency.
- You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.
- Federal and state laws protect student education records and personal information. These laws generally require schools to get written consent from parents/guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school district must provide parents/guardians with written notice of the school's directory information policy (InfoSnap), and let you know of your option to refuse release of your child's information in the directory.
- You have the option to provide your child's school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.
- You have the option to complete a Caregiver's Authorization Affidavit or Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.
- Your child has the right to report a hate crime or file a complaint to the school district if he or she is discriminated against, harasses, intimidated, or bullied on the basis of his or her actual or perceived nationality, ethnicity, or immigration status.

Consistent with requirements of the California Office of the Attorney General, FCUSD has developed procedures for addressing any requests by a law enforcement officer for access to district records, school sites, or students for the purpose of immigration enforcement.

### LANGUAGE ACQUISITION PROGRAM EC306, 310; AR 6174

---

As required by law, the Folsom Cordova Unified School District shall provide to students, effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs, as defined in Ed Code 306. This requirement is intended to ensure that all students, including English learners and native speakers of English, have access to the core academic content standards, including the English language development standards, as applicable, and become proficient in the English language. FCUSD provides English learners with a structured English immersion program which includes designated and integrated English language development. Foreign Language in Elementary School (FLES) program provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

California Education for Global Economy (CA Ed. G.E.) initiative allows school districts and county offices of education to establish language acquisition programs that equip students with world language skills that prepare them to excel in a global economy, engage and appreciate diverse cultures, heritages, and languages representative of California's rich diversity. Parents have the opportunity to request a multilingual program in accordance with this initiative, contact Educational Services at (916) 294-9000 x 104625.

### **PRIVACY RIGHTS REGARDING STUDENT RECORDS** **EC 49063, 49069; AR 5125, 5125.3**

---

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

- Parents or guardians of students younger than age 18
- Parents or guardians of students age 18 or older if the student is a dependent for tax purposes.
- Students age 16 or older or have completed 10th grade.

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

In addition, parents or guardians of eligible students may receive a copy of any information in the pupil's records at a reasonable cost per page. School district policies and procedures relating to types of records, kinds of information retained, persons responsible for maintaining pupil records, directory information, access by other persons review and to challenge the content of records is available through the principal or his/her designee. Parents may contact the school to review the log listing of those that have requested or received information from a pupil's file.

Access to a pupil's records will only be granted to those with a legitimate educational interest who are officials or employees whose duties and responsibilities to the district, whether routine or as a result of special circumstance, require that they have access to pupil records. School officials may be authorized to inspect student records if a legitimate educational interest exists. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibilities. A school official is a person employed by the district as an administrator, supervisor, instructor, support staff member (including health or medical staff and law enforcement unit personnel), a person serving on the Governing Board, a person or company with whom the district has contracted to perform a special task (such as attorney, auditor, consultant or therapist), a parent or student serving on an official committee (such as a disciplinary or grievance committee), assisting another school official in performing his or her tasks. (FERPA, 34 Code of Federal Regulations (C.F.R.) Part 99.7(a) (3)(iii) and 99.31(a)(1) and Ed. Code § 49063 (d), 49064 and 49076)

Parents or an eligible student may challenge, review, or receive a copy at a reasonable cost per page, of the requested records. Parents or guardians may contact the school district or county office for any policy regarding the review and expunging of pupil records.

If you believe the school district is not in compliance with federal regulations regarding privacy, you may file a complaint with the United States Department of Education at the following address: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202- 5920.

### **TRANSCRIPT IMMUNIZATION OPT OUT FOR GRADES 9 – 12**

---

It is the practice of the Folsom Cordova Unified School District (FCUSD) to include a student's immunization records on the official student transcript, as most colleges require proof of immunization for registration.

Parents and guardians may request that FCUSD NOT include a student's immunization record on their transcript by

completing an opt-out form and returning it to the student's Counseling Office at their school. Forms can be requested from your school's Counseling Office.

## **NONCUSTODIAL PARENTS BP 5021**

---

School officials shall presume that both parents/guardians have equal rights regarding their child, including, but not limited to, picking the student up after school or otherwise removing the student from school, accessing student records, participating in school activities, or visiting the school. When a court order restricts access to the child or to his/her student information, a parent/guardian shall provide a copy of the certified court order to the principal or designee upon enrollment or upon a change in circumstances. In the event of an attempted violation of a court order that restricts access to a student, the principal or designee shall contact the custodial parent and local law enforcement officials and shall make the student available only after one or both of these parties' consent.

## **REPORTING TO PARENTS REGARDING TEACHERS AND PARAPROFESSIONALS 20 USC 6312; 34 CFR 200.48; BP 4112.2; AR 4222**

---

Individual teachers are to communicate in writing to students and parents at the beginning of the school year the classroom grading policy, which includes homework requirements, make-up procedures, and the weighting of course work as it pertains to the calculation of the final grade. Course expectations shall be provided at this time.

Federal law allows you to ask for certain information about your child's classroom teachers and paraprofessionals and requires the District to give you this information if you ask for it. You may ask about the type of state credential a teacher has and the grades and subjects the teacher is licensed to teach. You may also ask about the teacher's college major and any advanced degrees. If a paraprofessional is assigned to assist your child, you may ask about his/her qualifications.

## **INTRA/INTERDISTRICT ATTENDANCE OPTIONS EC 35160.5, 46600; AR 5117**

---

Students who reside within the District attendance area may apply for enrollment in any District school, providing the school of choice has space available. A student who currently attends a school and resides within that school's attendance area shall not be displaced by another student who transfers from outside of the attendance area.

In accordance with an agreement between the Governing Board and the board of another district, a permit authorizing a student's attendance outside his/her district of residence may be issued upon approval of both the district of residence and the district of proposed attendance.

A student who wishes to attend the schools of this district but does not reside here must secure an interdistrict agreement from the district of residence to be approved by the district Superintendent or designee. The school district of residence initiates the agreement. All agreements are handled by the Office of Attendance and Due Process: <https://www.fcusd.org/Page/45389>

Pupils residing in this school district may be allowed to attend schools in another school district. All agreement forms are provided and processed by the Office of Attendance and Due Process and approved by the district of attendance.

## **ABSENCES EC 46014, 48205; BP 6154; AR 5113**

---

Excused absences shall be for health reasons, family emergencies, and justifiable personal reasons, such as an appearance in court, observance of a holiday or ceremony of his or her religion, participation in religious exercises or instruction away from the school site, and attendance at religious retreats. For these justifiable personal reasons, the parent/guardian must submit a request in writing to the school authorities for prior approval.

No student may have his or her grade reduced or lose academic credit for any absence or absences excused if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.  
EC 48205



Students in grades K-12 shall not be absent from school without their parents'/guardians' knowledge or consent except in cases of medical emergency or confidential medical appointments.

School administrators may excuse any student in grades 7 through 12 from school to obtain confidential medical services without the consent of the student's parent or guardian.

## **TARDINESS/TRUANCY**

### **EC 48262**

---

California law mandates that each child 6 years of age or older, and younger than 18 years of age, attend school every day and on-time. California law further requires that any child who has been absent without valid excuse and/or a tardy in excess of 30 minutes on each of the three or more days in one school year, may be reported as a truant to the Office of Attendance and Due Process.

Any student is deemed to be a habitual truant who has been reported as a truant three or more times in a school year. No student shall be considered a habitual truant unless an appropriate school official has made a conscientious effort to hold at least one conference with the student and the student's parent or guardian. Any student considered a habitual truant, or who is irregular in school attendance, or who is habitually insubordinate or disorderly during school attendance, may be referred to a School Attendance Review Board (SARB) which will require the attendance of both the parent or guardians and the student.

The primary responsibility for school attendance is assigned to the parent or guardian. As students grow older, they too may be assigned by the SARB some responsibility for regular school attendance. If after a SARB meeting a student's truancy continues, then the parent may be referred to the District Attorney's office for prosecution for Contributing to the Delinquency of a Minor (PC272), or both the parent and the student may be referred to the Sacramento County Truancy Court.

Parents or guardians with difficulties at home that are preventing the regular and on-time school attendance of their students may contact the administration at the school where their student(s) are enrolled or contact the FCUSD Office of Attendance and Due Process at (916) 294-9012 for social service referrals and other family support assistance.

## **EXCESSIVE ABSENCES**

---

Students experiencing excessive school absences may be referred to the School Attendance Review Board (SARB) or may receive a home visit from the school resource officer and/or the Director of Behavior Intervention & Student Services. The SARB is designed to assist the student and parent in reducing school attendance problems by maximizing use of school and coordinated community resources.

## **STUDENTS WITH DISABILITIES**

---

If your child is temporarily or permanently disabled, he/she has the right to be educated in facilities and receive services comparable to those provided to students without disabilities, to the maximum extent appropriate. Without discrimination, Section 504 of the Rehabilitation Act provides for qualified students to receive reasonable accommodations allowing for equal access. If you have questions about programs concerning students that qualify for 504 services, please see BP/AR 6164.4.

## **AMERICANS WITH DISABILITIES NOTICE**

The Folsom Cordova Unified School District welcomes those with disabilities to participate fully in the programs, services, and activities involving their child. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in any program, service, or activity involving your child, please contact the principal of the school where your child attends at least 48 hours before the scheduled event, so that we may make every reasonable effort to accommodate you. Government Code Section 54953.2; Americans with Disabilities Act of 1990, Section 202 (42 U.S.C. Section 12132)

## **IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION**

### **EC 56301, 56302; BP 6164.4**

---

The Governing Board recognizes the need to actively seek out and evaluate district residents from birth to age 21 who

have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

The Superintendent or designee shall develop processes to determine when an individual is eligible for special education services and shall establish systematic procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment.

The Superintendent or designee shall establish a method whereby parent/guardian, teachers, appropriate professionals, and others may refer an individual for assessment for special education services. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modifications to the general instructional program.

### **RACE/ETHNICITY RE-IDENTIFICATION**

On October 19, 2007, the United States Department of Education (ED) published its final guidance to states on maintaining, collecting, and reporting race and ethnicity data. Changes in how race and ethnicity data are collected and maintained will affect schools and districts. While re-identification of race/ethnicity using the final guidance is not mandatory, educational institutions are required to provide students who enter an educational institution or program on or after the implementation deadline the opportunity to re-identify.

### **HOMELESS STUDENT SERVICES BP6173**

McKinney-Vento Homeless Education Act was created to eliminate barriers that transition students (homeless students) were facing in terms of enrollment, attendance, and success in school.

The McKinney-Vento Homeless Education Act defines homelessness as an individual who lacks a fixed, regular, and adequate nighttime residence which includes:

- Students who share the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Students who are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations
- Students who reside in emergency or transitional shelters
- Students who are abandoned in hospitals
- Students who are waiting for foster care placement
- Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; or
- Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Any homeless child will be immediately admitted to school even if the child or child's parent or guardian is unable to produce records normally required to establish residency as provided in Board Policy 6173.

IF A PARENT OR STUDENT FEELS THAT THE LAW APPLIES, CONTACT THE LIAISON FOR HOMELESS CHILDREN AND YOUTH, (916) 294-9000 x610140

### **MARRIED/PREGNANT/PARENTING STUDENTS EC 222; BP/AR 5146**

The Governing Board recognizes that early marriage, pregnancy, or parenting may disrupt a student's education and increase the chances of a student dropping out of school. The Board, therefore, desires to support married, pregnant, or parenting students to continue their education, attain strong academic and parenting skills and to promote the healthy development of their children in participation in regular school programs or alternative programs, activities, and courses equal to regular program. The district shall not discriminate against any student on the basis of the student's marital status, pregnancy, childbirth, false pregnancy, termination of pregnancy, related recovery, a pupil's actual or potential parental family, or marital status that treats pupils differently on the basis of sex.

Parents/ guardians shall be annually notified at the beginning of the school year of the rights and options available to pregnant and parenting students under the law, which also includes an annual school year welcome packet and

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

The district shall provide reasonable accommodations for lactating pupils to express milk or breast-feed an infant child on campus. The district shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery there from in the same manner and under the same policies as any other temporary disability. The student shall not incur an academic penalty for using any of the reasonable accommodations and shall be provided the opportunity to make up work due to such use. (See Welcome Packet for full accommodations - <https://www.fcusd.org/domain/2796>)

Any complaint alleging discrimination on the basis of pregnancy, or marital or parental status, district noncompliance with requirement of Education Code 46015 or district noncompliance with the requirement to provide reasonable accommodations for lactating shall be addressed through the district's uniform complaint procedures in accordance with 5 CCR 4600-4760 – BP/AR 1312.3 – Uniform Complaint Procedures. <https://www.fcusd.org/Page/26067>

## **ANIMAL USE**

**EC 32255-32255.6; AR 5145.8**

---

The provision for animal use requires that the District observe a student's right to refrain from harmful or destructive use of animals, such as dissecting or experimenting on animals. The student must notify the teacher of his/her objection.

## **PUPIL FEES**

**EC 49013; BP/AR 3260**

---

No student shall be required to pay any fees, deposits, or other charges for his/her participation in an educational activity offered by a school or District that constitutes an integral fundamental part of elementary and secondary education, including but not limited to, curricular and extracurricular activities. As necessary, the Board may approve fees, deposits, and other charges which are specifically authorized by law. For such authorized fees, deposits, and other charges, the district shall consider students' and parents'/guardians' ability to pay when establishing fee schedules and granting waivers or exceptions. Parents may file a complaint of noncompliance under this section with the principal of the school alleged to be in noncompliance per the Uniform Complaint Procedure.

## **SUBMISSION OF STUDENT GPA TO CALIFORNIA STUDENT AID COMMISSION**

---

State law, AB 20160, requires all public schools to electronically submit Grade Point Averages (GPAs) for Grade 12 students to the California Student Aid Commission, which uses the information for Cal Grant award consideration.

Parents and guardians may request that the Folsom Cordova Unified School District **NOT** submit a student's GPA to the California Student Aid Commission by completing an opt-out form and returning it to the student's school office. Forms can be requested from your school registrar's office.

Note: Opting out does NOT exclude a student from applying for the Cal Grant, but it could delay the process.

## **SCHOOL ACCOUNTABILITY REPORT CARDS (SARC)**

**EC 35256, 35258; BP 0510**

---

California public schools annually provide information about themselves to the community allowing the public to evaluate and compare schools for student achievement, environment, resources, and demographics. **School Accountability Report Cards (SARC)** represent extensive profiles of every school with information on per pupil and staffing expenditures, textbooks and instructional materials, special programs, support personnel, teacher credentialing, demographics, standardized test scores, intermediate and high school drop out rates, curriculum, staff development, facility conditions, instructional time, school discipline, and high school SAT scores.

**School Accountability Report Cards** are available through your school office and are posted on the District's website at [www.fcusd.org](http://www.fcusd.org) and CA Dept. of Education (CDE) website at <https://www.cde.ca.gov/ta/ac/sa/>

## **STUDENT USE OF THE INTERNET AND ONLINE SERVICES**

## **BP 6163.4**

---

The District provides student access to the District Technology Resources as educational tools. Use of these resources is a privilege conditioned on the student and the student's parent/guardian agreeing to the district policies and terms of the Student Technology Use Agreement. Student access to the District Technology Resources will be created except when the student's parent/guardian has notified the district writing not to allow access to be created. If such an election is made and an assignment is due that requires utilization of District Technology Resources, an appropriate alternative assignment will be provided to the student with no penalty. Students who use District resources agree to abide by all District policies and guidelines for their legal use.

The District will provide reasonable supervision of students using its resources and will attempt to do what is technologically reasonable with filtering software to prevent students from obtaining access to pornographic or harmful matter as defined by state and federal law.

Students using the District's Internet access and technology resources shall have no right of privacy in their use of those systems. Staff may monitor or examine all system activities a student takes part in to ensure proper use of the system. Students who fail to abide by District policies and guidelines may be subject to disciplinary action, revocation of their privilege to use the systems, or legal action as appropriate.

## **PROMOTION, ACCELERATION AND RETENTION**

### **EC 48070.5 BP/AR 5123**

---

Decisions to promote students shall be made on the basis of achievement of grade-level standards, test scores, and other indicators of academic achievement designated by the Board of Education.

Retention will be considered for students who do not meet minimum grade-level standards in reading/language arts, and math. Principals and teachers will determine which students must be retained. Students who have special needs or whose teachers have determined that retention is not the appropriate intervention may be exempt if so, determined by a team of the student's parents/guardians and educators.

In special situations, acceleration may be appropriate when the decision is in the best interest of the student. Considerations for the decision to accelerate will depend on academic grades, achievement test scores, social and emotional development, teacher's opinion, and the parent/ guardian recommendation.

## **STUDENT DATA FOR STATE REPORTING**

---

This District maintains data with the statewide California Longitudinal Pupil Achievement Data System (CALPADS) Program in the electronic transfer of student data for state reporting to the California Department of Education and to Districts and/or public postsecondary institutions to which the student is transferring or applying for admission. All data maintained by the CALPADS Program is in compliance with federal and state privacy and confidentiality requirements. The data being transferred is specific to the state reports and records transfer requirements, and no additional data is reported.

The benefits of this system to the student and parent are that student records can be transferred much more promptly, and that information about student assessment and academic placement will be available at the time of transfer. Schools and Districts will benefit from the streamlining and reduction of required state reporting.

## **STUDENT TESTING**

### **EC 60615; AR 6162.51**

---

Pupils in applicable grade levels will participate in the California Assessment of Student Performance and Progress (CAASPP) except as exempted by law.

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. 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.

## ALTERNATIVE SCHOOLS EC 48980, 58501; AR 6181

---

California state law authorizes all school Districts to provide for alternative schools. EC 58501 defines alternative school as a school or separate class group within a school that is operated in a manner designed to:

- a) Maximize the opportunity for students to develop self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy, and:
- b) Recognize that the best learning takes place when the student learns because of his/her desire to learn.
- c) 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 be conceived by him/her totally and independently or may result in whole or in part from a presentation by his/her teachers of choices of learning projects.
- d) 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.
- e) 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 the District, and the principal's office in each school have copies of the law available for information. This law authorizes interested persons to request the governing board of the District to establish alternative school programs in each District.

The following alternative programs may be provided for students in the District:

- Adult Education classes, with approval of the unit administrator
- Adolescent Parenting Program
- Independent Study Programs
- Innovations Academy
- Continuation High Schools
- Elementary Opportunity Classes
- Prospect Community Day School

● Other Educational Opportunities Include:

- Advanced Placement
- Online Learning
- Courses through community colleges/universities
- Course Challenging
- Gifted and Talented Education
- Gateway Academy for Advanced Learning
- Transitional Kindergarten Program
- Special Education\*
- Home and Hospital Instruction
- Drop-out Recovery Program
- Regional Occupational Programs\*\*

\*Parents have the right to call or write their student's school and request an assessment from the school psychologist.

\*\* Please contact your school counselor if your son or daughter is interested in ROP classes and is handicapped, disadvantaged, or enrolled in special education. Additional assistance is available to provide equal access and opportunity for success.

## MENTAL AND PHYSICAL HEALTH

### STUDENT MENTAL HEALTH AND ACCESSING SERVICES EC 49428; AR 2022

---

In accordance with AB 2022 (September 18, 2018) and EC 49428, Folsom Cordova Unified School District is sharing this information with students and families, to notify them how to initiate mental health services in school settings and in the local area. The contacts provided here are the recommended starting points to accessing mental health services. The process to initiate and access clinical mental health treatment may vary depending on health insurance providers and availability of services. Sometimes working with multiple agencies and health insurance can be frustrating when you are trying to help a child get needed mental health supports. We encourage you to not give up, continue to advocate for your child, and be patient with mental health providers as they work to address your needs as quickly and effectively as they are able.

Folsom Cordova Unified School District is committed to promoting student wellness to help all students achieve academic, social-emotional, and behavioral success. Student mental health is supported by FCUSD through a variety of services ranging from school wellness campaigns to more intensive and individualized support programs. We also work closely with partners and community service agencies for additional service considerations to best support our students and families.

All students and their parents or caregivers can request mental health support, including assistance with social, emotional, and/or behavioral needs, at their school site. **The first step is to talk to your school counselor or site administrator about the mental health needs of your child.** They will work together along with you and your student to find the best available school-based support, depending on the needs of your child. These team members will also provide further instructions, if needed, to help get the right supports in place for your child.

**If more support is needed than what is available at school, the following National and Community Resources are provided as a starting point for options and considerations.**

#### **National Resources**

**National Suicide Prevention Lifeline - 800-273-8255**

Crisis Textline by texting TALK to 74171

#### **Community Resources**

**Sacramento County 24-Hour Suicide Prevention Hotline 24 hours per day/7 days per week**

**(916) 368-3111 or Toll Free (800) 273-8255**

#### **Sacramento County Mental Health Access Team**

Call the [Mental Health Access Team](#) to request services and an over-the-phone assessment in order to be referred to an appropriate mental health service provider.

**Monday - Friday, 8 am - 5 pm**

**(916) 875-1055 or toll free (888) 881-4881**

**Fax (916) 875-1190**

#### **Sacramento County Consumer-Operated Warm Line**

Just need someone to talk to? Individuals with lived experience offer supportive listening, referrals to mental health resources, and more.

**Monday - Friday, 9 am - 5 pm (916) 366-4668**

#### **Sacramento County Community Support Team**

Staff support individuals with navigating mental health services, provide field-based assessments, and can refer to other community resources as needed.

**Monday - Friday, 8 am - 5 pm (916) 874-6015**

**Sacramento County Mental Health Urgent Care Clinic** Provides services on a walk-in basis to individuals of all ages who are experiencing a mental health and/or co-occurring substance abuse crisis.

**Monday - Friday, 10 am - 10 pm**

**Saturday - Sunday and Holidays, 10 am - 6 pm**

**2130 Stockton Boulevard, Building 300, Sacramento, CA 95817**

**(916) 520-2460**

## **TOBACCO-FREE SCHOOL POLICY**

### **EC 48901; BP 5131.62**

---

The use of tobacco products or any products containing tobacco or nicotine are prohibited at all times on District property and in District vehicles. This prohibition applies to all parents, employees, students, visitors, and other persons.

District policy and the Education Code prohibit the possession, use, manufacture, distribution, or dispensing of tobacco and nicotine products at school or during school related activities. The District defines “tobacco and nicotine products” as a lighted or unlighted cigarette, cigar, pipe or other smoking product or material, smokeless tobacco in any form, and electronic cigarettes. “Electronic cigarettes” are defined as battery-operated or other electronic products designed to deliver nicotine, flavor, and other chemicals by turning the substance into a vapor that is inhaled by the user, including, but not limited to electronic vaping devices, personal vaporizers, digital vapor devices, electronic nicotine delivery systems and hookah pens.

Persons determined to have used or to be in possession of tobacco or nicotine products at school or school related activities may be subject to discipline under District policy and/or other applicable laws.

## **SUBSTANCE ABUSE EDUCATION/PREVENTION/INTERVENTION**

### **EC 51513; AR 5022; BP 6162.8**

---

The intent of the District policy is to establish an atmosphere that will promote understanding of the use, abuse, and misuse of drugs, alcohol, and tobacco. Curricula shall be course-specific, as well as appropriately infused into various content areas.

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

1. Provide emergency medical assistance.
2. Require parental involvement.
3. Enforce the laws regarding use and distribution of illegal substances.
4. Discipline students.
5. Provide assistance to student seeking help, according to established rules and regulations.

Anonymous, voluntary, and confidential research and evaluation tools to measure pupils’ health behaviors and risks, including tests, questionnaires, and surveys containing age- appropriate questions about the pupil’s attitudes or practices may be administered to any pupil in grades 7-12 inclusive. The parent or guardian is given the opportunity to review the test, questionnaire, or survey, and to request that his or her child not participate. The California Healthy Kids Survey is administered to students annually for students in grades 5, 7, 9, and 11 and all students in our alternative educational sites. A pupil may not be subject to disciplinary action, academic penalty, or other sanction if the pupil’s parent/guardian declines to permit pupil participation, and an alternative educational activity shall be made available.

## **PHYSICAL EXAMINATION**

### **EC 49451; AR 5141.3**

---

A physical examination may not be required of a child whose parent has filed an objection for that specified school year. However, the child may be sent home if, for good reason, he or she is believed to be suffering from a recognized contagious or infectious disease, until the school authorities are satisfied that any contagious or infectious disease does not exist.

Insofar as class participation is an integral part of students’ learning experiences, parents/guardians and students are encouraged to schedule medical appointments during non-school hours.

## **ORAL HEALTH SERVICES**

### **AR 5141.6; EC 49452.8; HSC 104855**

---

Tooth decay is the most chronic yet the most preventable health care needs among California children. It is the cause of 874,000 school days missed each year, which costs the schools \$29 to \$32 million dollars annually in average daily attendance funding. Currently, over half of California kindergarteners have experienced tooth decay, and by third grade, this number rises to over 70 percent. If left untreated, tooth decay effects children’s academic

performance, social-emotional development, sleep, nutrition, and overall health.

California law, *Education Code* Section 49452.8, requires that your child have an oral health assessment (dental check-up) by May 31 in either kindergarten or first grade, whichever is his or her first year in public school. Assessments that have happened within the 12 months before your child enters school so meet this requirement. The law specifies that the assessment must be done by a licensed dentist or other licensed or registered dental health professional. Under Senate Bill 379, school districts may provide dental assessments onsite. For grades preschool-to (5<sup>th</sup> or 12<sup>th</sup>), the dental assessments will be provided with passive permission and no dental treatment will be provided. Any abnormal results will be reported to the parent. A parent/guardian may submit a request annually in writing, to the principal of the school, that his/her child be excluded from any of these screening programs. The reasons for not completing an assessment shall include all of the following:

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

The law states schools must keep student health information private. There are dental resources as listed below:

1. Medi-Cal/Denti-Cal's toll-free number or Web site can help you to find a dentist who takes Medi-Cal Managed Care Health Options: 1-800-423-4263; <http://smilecalifornia.org>.
2. Sacramento Covered's toll-free number or Website can assist you in locating free or low-cost insurance or to find out if your child can enroll in the program: 1-866-850-4321 or <http://www.SacramentoCovered.org>.
3. For additional resources that may be helpful, contact your local public health department at [www.saccountyoralhealth.net](http://www.saccountyoralhealth.net) for their website and for email: [oralhealth@saccounty.net](mailto:oralhealth@saccounty.net)

The topical application of fluoride, including fluoride varnish, or other decay-inhibiting agent to the teeth, is available to students during the school year. Such applications shall only be provided to a student whose parent/guardian submits correspondence to Health Services with an indication consenting to the treatment. (Health and Safety Code 104830, 104850, 104855)

## **MEDICATION**

### **EC 49423, 49480; AR 5141.21**

Prescribed medication that is required during the school day may be administered by school nurse or other designated school personnel, according to physician orders. Written orders from a physician and written consent by the parent or guardian are required on the FCUSD form, Parent/Physician Release for Medication at School.

Over-the-counter medication, required during the school day, may also be administered following a written request by the parent or guardian on FCUSD form, Parent Release for Non- Prescription Over-the-Counter Medication in School.

All medication must be in its original pharmacy or manufacturer's container. Prescription medication must be properly labeled with the name of the student, name of the prescribing physician, name of the dispensing pharmacy, name of the drug, strength of the medication, dosage, method of administration, frequency of administration, duration of administration, and expiration date. Over-the-counter medication must be labeled with the name of the student, name of the medication, dosage, method and frequency of administration, and expiration date.

A pupil who brings medication (prescription or non-prescription) on school grounds and either (1) gives or sells the medication to other pupils; or (2) self-administers a medication without the District's assistance, may be subject to discipline.

## **CONSENT TO IMMUNIZE**

### **EC 49403; BP 5141.31**

Your child must be immunized against certain diseases before being admitted to school, unless a medical exemption has been provided by a California medical doctor. The school district may administer immunizing agents to prevent or control communicable disease to students whose parents or guardians have consented in writing to such immunization. Please visit the FCUSD Health Services webpage at [www.fcusd.org/Health](http://www.fcusd.org/Health) for further information.



## **ACCIDENT INSURANCE**

### **EC 49471 49472; BP 5143**

---

The District does not ensure students for injury sustained while at school. The District provides a voluntary student insurance application, available at school sites at the beginning of each school year. If students wish to participate in athletics (grades 7-12), they must show evidence of medical insurance, as well as having had a physical exam within the last twelve months.

## **NUTRITIOUS MEALS ARE SERVED EACH SCHOOL DAY**

### **EC 49520; AR 3553**

---

To improve student access to healthy school meals, free or reduced-priced meals are available to all eligible students. Paper applications are available at school sites, or online applications are available at: [www.schoolnutritionandfitness.com/index.php?sid=02081314\\_51023969&page=lunchapps](http://www.schoolnutritionandfitness.com/index.php?sid=02081314_51023969&page=lunchapps).

## **HOME AND HOSPITAL INSTRUCTION**

### **EC 48206.3, 48207, 48208; BP 6183**

---

Services may be provided to students who are temporarily disabled, unable to attend regular classes or alternative education programs, and are confined to their residences due to verified physical, mental, or emotional disability. Parents may apply in writing for Home Hospital Instruction. Parental consent, medical verification, and authorization for exchange of information are required, and may be obtained at the student's school site.

For students who have a disability qualifying them for Special Education services, home and hospital instruction may be considered through the IEP process. When a student is hospitalized or in a residential health facility located outside the school District, it shall be the primary responsibility of the parent to apply for instruction at the School District in which the hospital is located.

## **MANDATED SCREENING**

### **EC 49452**

---

Pursuant to Education Code Section 49452, the District will provide testing for the sight and hearing of students. The District may provide for the screening of the condition known as scoliosis. A report of abnormal screening results will be sent to the parent. A parent/guardian may submit a request annually in writing, to the principal of the school, that his/her child be excluded from any of these screening programs.

## **ADMINISTRATION OF EMERGENCY EPINEPHRINE AUTO-INJECTORS FOR ANAPHYLACTIC REACTIONS**

### **EC 49414; BP 5141.21**

---

Pursuant to Education Code Section 49414, effective January 1, 2015, the District shall provide for each school site, emergency epinephrine auto-injectors. School nurses or trained personnel who have volunteered may use epinephrine auto-injectors to provide emergency medical aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction. Anaphylaxis is a rapid, severe allergic response triggered by insect stings, foods, medications, latex materials, and other unknown causes. It is life-threatening and requires immediate treatment. In the event that an epinephrine auto-injector is administered, Emergency Medical Services will be called to provide continuing care. All students who have had a prior allergic reaction or have a medical prescription for epinephrine must provide an auto-injector for their personal use per the District's Administering Medication and Monitoring Health Conditions, Board Policy 5141.21.

## **ADMINISTRATION OF EMERGENCY Naloxone HCL for Opioid Overdose**

### **EC 4914.3; BP 5141.22**

---

Current law (Education Code 49414.3) allows schools to provide emergency naloxone HCL for individuals who may be experiencing opioid overdose or poisoning. Opioid overdose can occur when a person knowingly or unknowingly ingests an opioid (such as fentanyl, heroin, or oxycodone) and experiences the physical symptoms of an overdose. These symptoms can include, shallow or raspy breathing, decreased level of consciousness, and drowsiness. Without immediate administration of naloxone and summoning Emergency Medical Services (911), death could occur. Individuals may experience opioid overdose/poisoning that have no known previous history of use.

Education Code 49414.3 allows for school nurse or trained personnel to administer a naloxone nasal spray to an individual who is exhibiting potentially life-threatening symptoms of opioid overdose after exposure or ingestion of an opioid. Training will be provided to personnel regarding signs and symptoms of overdose, how to administer the naloxone nasal spray, calling EMS (911), and any follow up documentation or actions required.

For any questions, please contact your school nurse or the Folsom Cordova Unified School District Health Office at 916- 294-9013.

## **FAMILY LIFE**

---

The District is required at the beginning of each school year, or at the time of enrollment for a new student, to inform each parent about instruction in comprehensive sexual health education and HIV/AIDS prevention education planned for the coming year. The Family Life program includes a comprehensive sexual health education and HIV/AIDS prevention education program taught by District personnel in which reproductive organs and their functions are described, illustrated, and discussed. Written and audiovisual materials are available for inspection.

A parent or guardian of a pupil may request in writing that his or her child be excused from all or part of the comprehensive sexual health education, HIV/AIDS prevention instruction, and any assessments related to that education. A pupil may not be subject to disciplinary action, academic penalty, or other sanction if the pupil's parent/guardian declines to permit pupil participation, and an alternative activity shall be made available. The parent or guardian may request a copy of Chapter 5.6 of the California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act. EC 51930, 51937, 51938, 51939

## **PESTICIDE APPLICATION AND NOTIFICATION**

### **EC 17611.5, 17612.3; AR 3514.2**

---

The Healthy Schools Act of 2000 requires that parents be provided with written notification of expected use of pesticides or herbicides on school sites during the school year. The following may be used at school sites:

<b>Name of Pesticide</b>	<b>Active Ingredient(s)</b>
Photoxin (Rodent Bait)	Aluminum Phosphide
Roundup/Ranger Pro (Weed Control)	Glyphosate
Surflan (Weed Control)	Oryzalin
Merit (Insect Spray for trees/shrubs)	Imidacloprid
Rodent Bait (Gophers)	Chlorophacinone
Tempe SC Ultra (Landscape Insect Spray)	Cyfluthrin Cyano
SpeedZone (herbicide)	2,4-D, 2-ethylhexylester (CS-No: 128-43-4) R(+) <sup>2</sup> (2 Methyl-4- chlorophenoxy)propionic-acid(MCPP) 3,6-Dichloro-o- anisic acid (Dicamba)(CAS-No:1918-00-9) Carfentrazone-ethyl(CAS-No: 128639-02-01) TradeSecrets

Parents/guardians may request prior notification of each application at their child's school site. Upon completion of the *Request for Individual Pesticide Application Notification*, you will be contacted 72 hours prior to the intended application. In an emergency, pesticides may be applied without prior notice, but you will be provided notice following any such application. The form requesting notification is available in your child's school office.

**ASBESTOS MANAGEMENT PLAN**  
**AR 3514; 40 CFR 763.84, 763.93**

---

School facilities shall be inspected for asbestos-containing materials. Based on the results of the inspection, an appropriate response which is sufficient to protect human health and the environment shall be determined from among the options specified in 40 CFR 763.90. The district may select the least burdensome response, taking into consideration local circumstances, including occupancy and use patterns within the school building and economic concerns such as short-term and long-term costs.

An asbestos management plan for each identified school site shall be maintained and regularly updated to keep it current with ongoing operations and maintenance, periodic surveillance, inspection, re-inspection, and response action activities.

The asbestos management plan shall be available for inspection in the District Facilities Department and school offices during normal business hours. Parent/guardian, teacher, and employee organizations shall be annually informed of the availability of these plans.

## **DIRECTORY INFORMATION**

EC 49061 49073; AR 5125.1

Federal and state law allows the District to disclose directory information to outside organizations, without written consent, unless you have advised the District that you do not want directory information released. The District has designated the following information to be directory information: email address, date of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, and most recent previous school attended. The District may release directory information, upon request, to outside organizations including the following entities: parent/school organizations, military recruiters, prospective employers or colleges and universities. Directory information may be released to other public agencies providing services to current students. The District will deny the release of specific categories of directory information to any public or private non-profit organization if the District believes that the release of such information is contrary to the best interest of the student which may include citizenship status, immigration status, place of birth, or other information indicating national origin (except where the District receives consent as required under state law). Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR § 99.31).

In addition, the *No Child Left Behind Act* of 2001, §9528 (20 U.S.C. §7908), requires that we release secondary school students' names, addresses, and telephone listings to military recruiters upon their request, unless a parent has "opted out" of providing such information. In order to opt out the parent must complete registration through InfoSnap, in which parents/guardians have to sign the District Directory Information form in the agreements section.

### **USAGE OF STUDENT NAMES/PHOTOS/VIDEOS FOR PUBLIC RELEASE**

The Folsom Cordova Unified School District is proud of the many accomplishments of our students and staff. These accomplishments may draw the attention of newspapers, television stations, or other media who visit our schools to photograph or film students and staff during various activities. In addition, the District uses photographs and video footage of students and/or their names in District-produced materials including printed publications, television productions, web sites, and official District social media platforms to promote their achievements. These photographs and videos may also include displays of student work. This usage does not include school yearbooks—if you do not want your child's photo used in a yearbook, contact your child's principal.

### **PHOTOS & VIDEO OF GENERAL EDUCATION STUDENTS**

Unless notified in writing of an objection by a parent, legal guardian, or student of age 18, photographs and video footage of students and/or names may be used in District-produced materials including printed publications, television productions web sites, and official District social media platforms. If parents do not want photographs or videos of their student(s) to be used in these materials, they should complete a Request to Restrict Use of Photos, Videos, and/or Name of Student form available at school offices or via the District's website.

Please be aware that these requests are valid for the current school year and must be renewed at the start of the next school year. The requests will not prohibit usage in student-produced materials such as yearbooks and newspapers.

Please contact your school office or visit the District's website at [www.fcusd.org/photorelease](http://www.fcusd.org/photorelease) for more information.

### **PHOTOS & VIDEO OF STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS**

It is the District's policy to require written permission from parents/guardians before using photos or video footage that identifies students with Individualized Education Programs. Consent forms can be obtained from school offices, or by visiting the District's website. [www.fcusd.org/photorelease](http://www.fcusd.org/photorelease). Forms are stored at the student's school and are good for the current school year.

## STUDENT CONDUCT CODE

### RESPONSIBILITIES AND EXPECTATIONS:

#### DISTRICT STAFF RESPONSIBILITIES TITLE 5, CCR 5530; EC 44807

---

To maintain and encourage acceptable standards of student behavior, District personnel should provide good examples for students in real life. District personnel shall:

- Establish an atmosphere in which productive learning can take place.
- Establish an atmosphere of mutual respect.
- Teach the District standards of behavior.
- Identify the causes of student misconduct.
- Find constructive methods of preventing and controlling such misconduct.
- Consistently and fairly apply classroom, school, and District rules.
- Communicate regularly with students and parents regarding the student's academic progress and behavior.

#### RESPONSIBILITIES AND EXPECTATIONS: DISTRICT STAFF RESPONSIBILITIES TITLE 5, CCR 5530; EC 44807

---

To maintain and encourage acceptable standards of student behavior, District personnel should provide good examples for students in real life. District personnel shall:

- Establish an atmosphere in which productive learning can take place.
- Establish an atmosphere of mutual respect.
- Teach the District standards of behavior.
- Identify the causes of student misconduct.
- Find constructive methods of preventing and controlling such misconduct.
- Consistently and fairly apply classroom, school, and District rules.
- Communicate regularly with students and parents regarding the student's academic progress and behavior.

### STUDENT SEARCHES

---

School officials may conduct searches of pupils and their personal belongings while on school property or at school-sponsored events. Searches of pupils and personal belongings will be conducted when there are reasonable grounds to suspect that the search will provide evidence that the pupil is violating the law and/or school regulations. The scope of the search will be related to the objectives of the search, the age and sex of the pupil, and the nature of the violation.

Any student who leaves school without permission and re-enters during the same day will immediately be searched (along with their personal belongings) for weapons, drugs, or other contraband.

By way of example, and not limitation, "personal belongings" includes backpacks, briefcases, bags, et cetera. Searches are also conducted of school property under joint control. "School property" under joint control includes lockers and desks.

Lockers are school property under the joint control of the school and the pupil. There is no expectation of privacy. The District may search lockers, or any other school property under joint control, at any time. Searches may be random and

without cause of any kind.

Automobiles parked on the school premises or in the school parking lot are subject to search when officials have reason to believe weapons, drugs, or objects prohibited by school policy or state law are contained therein.

Canines may be used to search a pupil's personal belongings and vehicles and school property under joint control. Canine searches will be used to search a pupil's person when either: (1) there are reasonable grounds to suspect a particular pupil of wrongdoing; or (2) the District determines that the school has a drug crisis or problem.

## **DUE PROCESS AND THE RIGHT TO APPEAL**

### **EC 35291; AR 5144.1**

---

District and school rules pertaining to student discipline are available to parents and guardians of district students in the school office.

No student will be suspended or expelled without due process. As an added safeguard, a student and his/her parent/guardian have the right to request an appeal regarding the discipline imposed. AR 5144.1 sets forth a complete explanation of the procedures for suspension, expulsion, and appeals.

## **SPECIAL EDUCATION STUDENTS**

---

The suspension and expulsion processes for Special Education students may include additional and/or different requirements to meet the provisions of the Education Code.

# **CONDUCT CODE VIOLATIONS AND CONSEQUENCES**

## **DEFINITION OF STUDENT MISCONDUCT**

### **EC 48911**

---

Suspension shall be imposed only when other means of correction fail to bring out proper conduct. However, a student may be disciplined, to include suspension and/or expulsion, for any of the reasons set forth in the California Education Code. At the current time, this includes the categories of behavior set forth in Education Code Sections 48900 and 48915, plus those described in 48900.2, 48900.3, 48900.4 and 48900.7. To assist students in modeling appropriate behavior, District staff has prepared this Student Conduct Code which lists various types of inappropriate behavior. It is not, however, the intent of the District that the Student Conduct Code define in detail every possible situation which may warrant disciplinary action nor to list every possible consequence. The District will proceed with disciplinary action permitted by law for misconduct even if it is not specifically listed in this Student Conduct Code.

## **RELATED TO SCHOOL ACTIVITY OR SCHOOL ATTENDANCE**

---

A student will not be disciplined unless his/her conduct is related to school activity or school attendance. Conduct related to school activity or attendance may occur at any time and include, by way of illustration and not limitation:

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

## **Typical Disciplinary Actions**

---

Students of the District are required to follow and comply with school and District conduct rules. If a student chooses to break the rules, he/she will be subject to various consequences.

A list of typical disciplinary actions which may result from a student's breach of school regulations is listed below. The actual action taken by the District may vary from the list below and the level of discipline imposed will depend on the frequency and seriousness of the violation.

1. Parent Conference

A parent/teacher/principal conference may be required to discuss the student's behavior and/or to reach an agreement on the student's behavior.

2. Detention

A student may be assigned to a supervised area for a specific period of time before or after school or on a Saturday.

3. Recommended Counseling

A student may be recommended for counseling services to discuss problems. Any fees for counseling services will be the parent/guardian's responsibility.

4. Loss of Privileges

A student's participation in school activities or events including but not limited to games, dances, field trips, promotion ceremonies, graduation exercise or other senior activities maybe limited or revoked.

5. Restorative circles and conflict resolution

6. Weekend School

A student may be required to attend class on a Friday night or Saturday for repeated unexcused absences from class (es) or for other infractions.

7. Community Service on School Grounds

A student may be required to perform community service on school grounds during school or non-school hours. This may include outdoor beautification, campus betterment and teacher or peer assistance programs.

8. Behavior Contract

The District may enter into an agreement with the student wherein he/she agrees to comply with the conditions contained in the contract, and the school rules. The student agrees to refrain from committing the same violation and/or breaking other school regulations. This contract may be in addition to a suspension /or expulsion and/or in lieu of such actions.

9. In-School Suspension, EC 48911

- A student may be assigned to a supervised suspension classroom separated from other students at the school site for the period of the suspension.
- Suspension by principal, principal's designee, or superintendent
- Education Code 48911 (h) states: ..., a "principal's designee" is any one or more administrators at the school site specifically designated by the principal, in writing, to assist with disciplinary procedures.
- At the middle school and high school level, the schoolsite Assistant Principals are the "principal's designee for disciplinary procedures.

10. At-Home Suspension, EC 48910 (a)(b), 48911

A student may be suspended from attending regular classes and prohibited from attending school, participating in school activities, and being on school grounds for a period of time.

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

- Suspension by Teacher-A teacher may suspend any student from the class for the day of the suspension and the day following, for any act stated in EC 48900. (Secondary day is defined as an instructional period; elementary day is defined as a calendar day.) If the student has more than one teacher, the student is only precluded from attending the suspending teacher's class. Prior to excluding a student from the classroom, the teacher must inform the student which District policy the student has violated, that the teacher intends to suspend,

and that the student has the opportunity to respond to the charges. As soon as possible, the teacher shall request a parent/guardian conference, at which time the circumstances of the suspension and the data will be presented.

#### 11. Expulsion

A student may be expelled from all schools in the District and removed from the immediate supervision and control of school personnel. The student would be prohibited from being on school grounds. The Board of Education has the authority to expel students for serious and/or repeated offenses. Typically, student expulsions are a last resort after other actions have been tried. In certain situations, however, expulsion is appropriate, or may be required by law, on the first offense. A student on a suspended expulsion may be excluded from participation in extracurricular/co-curricular activities. The activities include, but are not limited to, field trips, athletic events, theater events, proms, student dances, student government, graduation ceremonies, band events or similar activities.

#### 12. Administrative Transfer to Another School Site

A student may be administratively transferred to another schoolsite by the Director of Behavior Intervention & Student Services or other administrative designee(s) and directed to successfully complete a District approved rehabilitation plan.

#### 13. Notice to Law Enforcement Authorities, EC 48906

The District may notify the appropriate law enforcement authorities for various student violations of school rules and state law. For certain violations, the District is required by law to notify the appropriate law enforcement authorities.

If a school official releases your child from school to a peace officer for the purpose of removing him/her from school premises, the school official shall take immediate steps to notify you or a responsible relative of your child, except when a student has been taken into custody as a victim of a suspected child abuse. In those cases, the peace officer will notify the parent or guardian. EC 48906

### ADDITIONAL CONSIDERATIONS

#### A. MORE THAN ONE CONSEQUENCE

Depending on the nature of the offense, the site administrator will determine whether the consequences should include more than one form of discipline. Typical consequences which are determined and combined by a site administrator include home suspension, in-school suspension, Saturday school, intervention group, detention, administrative transfer to another school site, community service or counseling.

#### B. EDUCATIONAL RECORD

In determining the appropriate level of consequence, the District may consider a student's grades, attendance, prior discipline, and particular circumstances.

#### C. RELATED TO SUSPENSION

##### 1. First Offense Suspensions, EC 48900.5

For some infractions, the student may be suspended on the first offense if it is determined that the student's presence causes a danger to persons.

##### 2. Gang Related

Gang-related offenses are generally of the nature where the student's presence does pose a danger to persons or property or threatens to disrupt the instructional process. In such cases, the student may be suspended up to five days on the first offense as well as recommended for an administrative transfer to another school site and possible recommendation for expulsion.

##### 3. Violation of Suspension Rules

Violation of suspension rules may result in a minimum consequence of a warning and a maximum consequence of a referral to the appropriate law enforcement agency.



## **D. DURING SUSPENSION**

---

### 1. Parental Supervision

Students on home suspension are expected to be under the supervision of a parent/guardian during school hours. (7:00a.m. - 4:30 p.m.)

### 2. Stay off School Grounds

Students on home suspension must stay off any school campus unless a prior arrangement has been made with a school administrator to come to the office on official business with the student's parent/guardian.

### 3. No School-Sponsored Activities

Students on suspension may not attend any school-sponsored activity (whether on or off any school campus – including weekends and holidays). This includes, by way of illustration and not limitation, graduation ceremonies, field trips, athletic events, proms, dances, athletic activities, latch key and after- school recreation.

### 4. Make-Up Work, EC 48913

- (a) Upon the request of the parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any grades 1-12, inclusive, who has been suspended from school for two or more school days, the homework that the pupil would otherwise been assigned.

A student absent due to suspension may complete and turn in work during the period of suspension in the same manner and at the same time as other students enrolled in the class. Work not submitted in a timely manner will be received, rejected and/or graded in accordance with the teacher's standard policy regarding all other "late" work. It is the individual responsibility of any suspended student to remain informed of class assignments and due dates.

## **E. PAYMENT FOR DAMAGES**

### **EC 48904, 48905**

---

If a student's misconduct results in damage or injury to school property, or the personal property of any District employee, the student's parent/guardian is liable for all damages caused by the student.

If the student's parent/guardian is unable to pay for the damages, the District will provide a program of voluntary work for the minor in lieu of payment of monetary damages.

The parent/guardian is responsible for the amount of any reward not exceeding ten thousand dollars (\$10,000) paid for information leading to the apprehension of the person causing the damage. The District may withhold the grades, diplomas, or transcripts of the student until such damages are paid or the property returned, or until completion of a voluntary work program in lieu of payment of money.

## **F. CONFISCATED PROPERTY**

---

Any confiscated material (e.g., radios, and skateboards) may be returned to the parents and not the student. The District is not responsible for loss of or damage to confiscated materials.

Illegal and dangerous objects including but not limited to, guns, knives, controlled substances, drug paraphernalia, and other dangerous objects will be turned over to the appropriate law enforcement authorities.

## **G. MOBILE COMMUNICATION DEVICES**

### **BP 5131.8 Board approved June 4, 2020**

---

The Governing Board recognizes that the use of cell phones, smartphones, smart watches, and other mobile communication devices on campus may be beneficial to student learning and well-being but could also be disruptive of the instructional program. The Board permits limited use of mobile communication devices on campus in accordance with law and the following policy.

Students in grades TK-5 may not use cell phones, smartphones, smart watches, or other mobile communication devices while on campus. Devices must be turned off and placed out of sight during the school day. Students who need to call parents may use phones located in the administrative office.

Students in grades 6-8 may use cell phones, smartphones, smart watches, or other mobile communication devices on campus during lunch, before first bell, and after last bell as long as the device is utilized in accordance with law and in accordance with BP/E 6163.4 Students Use of Technology.

Students in grades 9-12 may use cell phones, smartphones, smart watches, or other mobile communication devices on campus during non-instructional time as long as the device is utilized in accordance with law and in accordance with BP/E 6163.4 Student Use of Technology.

Mobile communication devices shall be turned off during instructional time. However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

1. In the case of an emergency, or in response to a perceived threat of danger.
2. When a teacher, administrator, or other district employee grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher, administrator, or other district employee.
3. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being.
4. When the possession or use is required by the student's individualized education program.

Smartphones and other mobile communication devices shall not be used in any manner that infringes on the privacy rights of any other person.

The use of any electronic device, to include cell phones, may NOT be used at any time in the gym locker rooms.

Due to the unique nature of Prospect Community Day School, students enrolled in this program will continue to be prohibited from possessing or using an electronic signaling device except with prior consent for health reasons.

When a school official reasonably suspects that a search of a student's mobile communication device will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

When a student uses a mobile communication device in an unauthorized manner, the student may be disciplined, and a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate. If turned over to the principal, a parent/guardian may be notified and may be required to pick up the device from school. A student who violates this policy may be restricted from possessing a personal electronic signaling device at school or school-related events. A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off campus use of a mobile communication device that poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

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

## BEHAVIOR AND CALIFORNIA ED CODE REFERENCE

**Current FCUSD Board Policies and Administrative Regulations may surpass the minimum California Education Code requirements**

### INTERVENTIONS AND SUPPORT SERVICES FOR STUDENTS

All Folsom-Cordova Unified School District administrators are committed to utilizing interventions and disciplinary supports, and consequences that are consistent, reasonable, fair, age appropriate, and reflective of the severity of the student's misconduct. Even though there are situations that might signal suspension from school, it is the District's goal to support students in learning the skills necessary to function in the school environment and to avoid negative behavior.

Please note that this document is intended as a reference tool for illustrating and clarifying existing federal, state law and regulations as well as Board policies and regulations. Such laws, rules and regulations are subject to frequent change and court interpretation and shall prevail in the event of any conflict with statements in this summary.

As a “living document” this resource may be updated without notice from time to time to conform to law or as otherwise deemed appropriate.

There is a wide range of support interventions used to minimize suspension and expulsions, and to provide our students with meaningful experiences in our learning communities. The following are some representative examples of the interventions our school and district staff employ in order to improve climate and reduce or eliminate behavior exhibited by students that may result in suspension from school or possible recommendation for expulsion:

PARENT OUTREACH	
•	School to Home Communication
•	Parent-Teacher Conferences
• •	Parent Outreach Campus Parent Portal

- District Digest/social media outreach
- Informational Parent Nights
- Parent Group Meetings for At-Risk Students
- 
- Parent Observation of Child in Class
- District Knock and Talks/Tap and Chats
- BlackBoard Mass
- Technology outreach
- Parent Focus Groups
- Anti-Bullying Campaigns and annual policy distribution to parents and other members of our school communities.
- Strengthening Families (Program)

#### COUNSELING & MENTAL HEALTH SUPPORT

- School Counselor Contacts
- Mental Health Specialist/School Social Worker referral, school Psychologist
- Resource Referrals
- Conflict Mediation
- Counseling for Skill Building
- Focus Groups
- Brief Interventions
- SRO

#### ACADEMIC SUPPORT

- Student Study Team (SST) meetings
- Peer Tutoring
- Homework Center/Homework Help
- Study Hall
- Every Child by Name
- MTSS
- Response to Intervention (RtI) Programs with Tiered Support
- Online Credit Recovery Programs
- Student Government/Leadership/ASB, Link Crew Opportunities at the middle and high schools.
- Behavior Specialist Services
- Behavior Intervention Plan
- PBIS Plan
- IEP Team Meetings

#### ACCOMMODATIONS AND SPECIAL EDUCATION

- Manifestation
- Classroom Modifications Specialized Academic Instruction and related services
- Alternative Dispute Resolution (ADR) Meeting

#### BEHAVIORAL INTERVENTIONS

- Response to Intervention (RtI)
- Programs with Tiered Support
- Positive Behavior Interventions and Supports (PBIS)
- Behavior Support
- Curriculum/Character Education
- Campus Clean-up, Community Service
- Warnings/Formal Reprimands/Teachable Moments
- Saturday School/detention
- Timeouts/Referrals to SRO
- Loss of Recess/Free time
- Individual Crisis Management Plan
- Section 504 Accommodations
- Alternative to Expulsion Program
- Administrative Transfers to other comprehensive schoolsites
- Student Handbooks reviewed with students in class
- School Attendance Review Board (SARB) and School Attendance Review Team (SART)
- Mentor programs (Link Crew and WEB) at all comprehensive middle and high schools.
- Restitution
- Reintegration meetings
- Check in/Check out
- Restorative Circles
- Mediation/Conflict Resolution

#### COMMUNITY PARTNERSHIPS & RESOURCES

- Folsom Cordova Community Partnership (FCCP)
- Faith Based Partnerships
- Sacramento Sheriff Department
- Folsom Police Department

## STUDENT DISCIPLINE CODE

The student discipline code applies to all students attending school in the Folsom Cordova Unified School District who engage in conduct at school, at a school activity, or related to school attendance, including, by way of illustration and not limitation, the following circumstances: (1) while on any school grounds; (2) while going to or coming from any school; (3) during the lunch period, whether on or off the school campus; and (4) during, going to, or coming from a school-sponsored activity. Where appropriate, discipline should be progressive. This means that a student's first violation will usually merit a consequence of a lesser degree than subsequent violations, taking into account all factors relevant to the severity of the current violation. Except where specified by Education Code Section 48900.5, a student may be suspended when there has been a determination that other means of correction have failed to bring about proper conduct or are not currently feasible, or that the student's presence causes a danger to persons.

The student discipline code also applies to: (1) all school-related trips and excursions approved according to governing board standards; and (2) optional District educational programs such as: (a) summer school; (b) after-school programs and (c) pre-kindergarten or preschool programs. At the principal's discretion, a student with documented discipline problems not requiring expulsion may be removed from the remainder of an optional educational program. Before a removal occurs, the parent will receive a written notice and an opportunity to be heard in front of the principal or principal's designee.

### CONSEQUENCES/INTERVENTIONS

Understanding that consequences and interventions represent "teachable moments" is fundamental to a positive approach to discipline. The goal of progressive consequences and interventions is the teaching of pro-social behavior. Progressive consequences seek accountability and behavioral change. Prevention of negative behavior occurs by helping students learn from their mistakes. Essential to progressive discipline is helping students who have engaged in unacceptable behavior to:

1. Understand why the behavior is unacceptable and the harm it has caused
2. Understand what they could have done differently in the same situation
3. Take responsibility for their action
4. Be given the opportunity to learn pro-social strategies and skills to use in the future
5. Understand the progression of more stringent consequences if the behavior reoccurs

Consequences and interventions are most effective with students when they deal directly with the problem, in a way that is fair and impartial. These procedures were developed to establish a uniform discipline code for the District; it is expected that this code would be followed and consistently enforced throughout the Folsom Cordova Unified School District. All District staff who are authorized to impose disciplinary actions are expected to do so in a prompt, fair and lawful manner and to place emphasis on the student's ability to grow in self-discipline. All District staff are to assure due process for students. When choosing interventions and consequences for a student's behavior, District staff should consider the following factors:

1. Age, health, maturation and disability or special education status of the student
2. Student's prior conduct and record of behavior
3. Student's understanding of the impact of their behavior
4. Student's willingness to repair the harm caused by their behavior
5. Seriousness of the behavior offense and the degree of harm caused
6. Impact of the incident on overall school community
7. Whether the student's violation threatened the safety of any student or staff member
8. The likelihood that a lesser intervention or consequence would adequately address the violation

When students are disruptive or act inappropriately, and following consideration of the factors previously mentioned, District staff shall determine the level of consequence and intervention needed to assist the student in bringing about proper conduct. Consequences should be paired with an appropriate intervention. The following levels of interventions and consequences shall be applied in a logical, appropriate, and consistent manner:

## Levels of Response – Interventions and Consequences

<b>Level 1</b>	<b>Examples of Classroom Managed Responses</b>		
	<p>These interventions and consequences aim to teach correct behavior so students may learn and demonstrate safe, respectful, and responsible behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Below are possible interventions and consequences that may be used.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Possible Interventions</i></p> <ul style="list-style-type: none"> <li>• Establish positive relationship with student</li> <li>• Seat change</li> <li>• Pre-correction and redirection</li> <li>• No contact contract</li> <li>• Establish buddy teacher system</li> <li>• Parent/Guardian accompany student in class</li> <li>• Daily progress report for behavior</li> <li>• Increase positive recognition</li> <li>• Goal setting with student, possible counseling check-in</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><i>Required Consequences</i></p> <ul style="list-style-type: none"> <li>• Contact parent</li> <li>• Verbal corrective feedback</li> <li>• In-class timeout, Teacher detention</li> <li>• Parent/Guardian conference, Teacher meeting</li> <li>• Student verbal or written apology</li> <li>• Use buddy teacher system</li> <li>• Loss of class privileges</li> <li>• Student written reflection</li> <li>• Teacher and student conference/pose logical consequences</li> </ul> </td> </tr> </table>		<p><i>Possible Interventions</i></p> <ul style="list-style-type: none"> <li>• Establish positive relationship with student</li> <li>• Seat change</li> <li>• Pre-correction and redirection</li> <li>• No contact contract</li> <li>• Establish buddy teacher system</li> <li>• Parent/Guardian accompany student in class</li> <li>• Daily progress report for behavior</li> <li>• Increase positive recognition</li> <li>• Goal setting with student, possible counseling check-in</li> </ul>
<p><i>Possible Interventions</i></p> <ul style="list-style-type: none"> <li>• Establish positive relationship with student</li> <li>• Seat change</li> <li>• Pre-correction and redirection</li> <li>• No contact contract</li> <li>• Establish buddy teacher system</li> <li>• Parent/Guardian accompany student in class</li> <li>• Daily progress report for behavior</li> <li>• Increase positive recognition</li> <li>• Goal setting with student, possible counseling check-in</li> </ul>	<p><i>Required Consequences</i></p> <ul style="list-style-type: none"> <li>• Contact parent</li> <li>• Verbal corrective feedback</li> <li>• In-class timeout, Teacher detention</li> <li>• Parent/Guardian conference, Teacher meeting</li> <li>• Student verbal or written apology</li> <li>• Use buddy teacher system</li> <li>• Loss of class privileges</li> <li>• Student written reflection</li> <li>• Teacher and student conference/pose logical consequences</li> </ul>		
<b>Level 2</b>	<b>Examples of Administrative Responses</b>		
	<p>These interventions and consequences used in response to an office discipline referral, aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school. Interventions often involve support staff and aim to engage the student's support system to ensure successful learning, consistency, and change the conditions that contribute to the student's inappropriate or disruptive behavior. Below are possible interventions and consequences that may be used. Level 1 interventions may still apply.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Required Interventions</i></p> <ul style="list-style-type: none"> <li>• Refer to SST/individual Education Plan (IEP) 504 team</li> <li>• Increase positive recognition</li> <li>• Collaborative problem solving</li> <li>• Establish positive relationship with student</li> <li>• Refer for substance abuse intervention</li> <li>• Mentoring, Social/Academic Skills Group</li> <li>• Develop/revise Behavior Support Plan (BSP)</li> <li>• Check In/Check Out</li> <li>• Refer to counseling program</li> <li>• Refer for educational/psychological evaluation</li> <li>• Refer to school/community based mental health</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><i>Possible Consequences</i></p> <ul style="list-style-type: none"> <li>• Parent/Guardian notification required</li> <li>• Detention/Saturday School</li> <li>• Student verbal or written apology</li> <li>• Use buddy teacher system</li> <li>• Change of class/withdrawal from class</li> <li>• Conference with student</li> <li>• Remove privilege/restricted activity</li> <li>• Restitution/community Service</li> <li>• Time out</li> <li>• Relationship development action</li> <li>• Restorative conferencing</li> </ul> </td> </tr> </table>		<p><i>Required Interventions</i></p> <ul style="list-style-type: none"> <li>• Refer to SST/individual Education Plan (IEP) 504 team</li> <li>• Increase positive recognition</li> <li>• Collaborative problem solving</li> <li>• Establish positive relationship with student</li> <li>• Refer for substance abuse intervention</li> <li>• Mentoring, Social/Academic Skills Group</li> <li>• Develop/revise Behavior Support Plan (BSP)</li> <li>• Check In/Check Out</li> <li>• Refer to counseling program</li> <li>• Refer for educational/psychological evaluation</li> <li>• Refer to school/community based mental health</li> </ul>
<p><i>Required Interventions</i></p> <ul style="list-style-type: none"> <li>• Refer to SST/individual Education Plan (IEP) 504 team</li> <li>• Increase positive recognition</li> <li>• Collaborative problem solving</li> <li>• Establish positive relationship with student</li> <li>• Refer for substance abuse intervention</li> <li>• Mentoring, Social/Academic Skills Group</li> <li>• Develop/revise Behavior Support Plan (BSP)</li> <li>• Check In/Check Out</li> <li>• Refer to counseling program</li> <li>• Refer for educational/psychological evaluation</li> <li>• Refer to school/community based mental health</li> </ul>	<p><i>Possible Consequences</i></p> <ul style="list-style-type: none"> <li>• Parent/Guardian notification required</li> <li>• Detention/Saturday School</li> <li>• Student verbal or written apology</li> <li>• Use buddy teacher system</li> <li>• Change of class/withdrawal from class</li> <li>• Conference with student</li> <li>• Remove privilege/restricted activity</li> <li>• Restitution/community Service</li> <li>• Time out</li> <li>• Relationship development action</li> <li>• Restorative conferencing</li> </ul>		
<b>Level 3</b>	<b>Examples of Administrative Removal Responses</b>		
	<p>Level 3 interventions and consequences involve short-term removal of a student from the school environment due to the severity of the behavior or because Level 1 and Level 2 consequences have failed to bring about proper conduct. Level 1 and Level 2 interventions may still be applied in addition to those listed in Level 3. The duration of the suspension is to be limited as much as practicable while adequately addressing the behavior.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Possible Interventions</i></p> <ul style="list-style-type: none"> <li>• Develop/revise Behavior Support Plan (BSP)</li> <li>• Revise 504/IEP (students with disabilities)</li> <li>• Develop Functional Behavioral Assessment</li> <li>• Behavior Intervention Plan</li> <li>• Restorative Justice re-entry conferencing</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><i>Required Consequences</i></p> <ul style="list-style-type: none"> <li>• Parent/Guardian notification</li> <li>• Suspension from school (one to five days) and <u>or</u> In-School Suspension (one to four days) or Alternative to Suspension class, and (one to five days) <i>Saturday School-applicable to middle and high school students</i></li> </ul> </td> </tr> </table>		<p><i>Possible Interventions</i></p> <ul style="list-style-type: none"> <li>• Develop/revise Behavior Support Plan (BSP)</li> <li>• Revise 504/IEP (students with disabilities)</li> <li>• Develop Functional Behavioral Assessment</li> <li>• Behavior Intervention Plan</li> <li>• Restorative Justice re-entry conferencing</li> </ul>
<p><i>Possible Interventions</i></p> <ul style="list-style-type: none"> <li>• Develop/revise Behavior Support Plan (BSP)</li> <li>• Revise 504/IEP (students with disabilities)</li> <li>• Develop Functional Behavioral Assessment</li> <li>• Behavior Intervention Plan</li> <li>• Restorative Justice re-entry conferencing</li> </ul>	<p><i>Required Consequences</i></p> <ul style="list-style-type: none"> <li>• Parent/Guardian notification</li> <li>• Suspension from school (one to five days) and <u>or</u> In-School Suspension (one to four days) or Alternative to Suspension class, and (one to five days) <i>Saturday School-applicable to middle and high school students</i></li> </ul>		
<b>Level 4</b>	<b>Examples of Administrative Removal Responses Including Possible Expulsion</b>		
	<p>Level 4 involves the removal of the student from the school environment due to the severity of the behavior or because Level 1, 2, or 3 interventions and consequences have failed to bring about proper conduct and/or due to the nature of the act, the student's presence causes a danger to persons. These consequences focus on protecting the safety of the school community and ending self-destructive and dangerous behavior. Level 1, 2 and 3 interventions may still be applied, if applicable.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Possible Interventions</i></p> <ul style="list-style-type: none"> <li>• Manifestation determination (IEP only)/504 compliance review</li> <li>• Develop/revise Behavior Support Plan (BSP)</li> <li>• Revise IEP (for students with disabilities)</li> <li>• Develop Functional Behavioral Assessment</li> <li>• Behavior Intervention Plan (BIP)</li> <li>• Alternative educational placement</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><i>Required Consequences</i></p> <ul style="list-style-type: none"> <li>• Parent/Guardian notification</li> <li>• Suspension from school (5 days)</li> <li>• May refer for Expulsion (total removal from school if other means of correction have not brought about proper conduct <u>or</u> are not feasible <u>or</u> there is a continuing danger to the physical safety of the student or others</li> <li>• Mandatory recommendation for Expulsion for violations of Ca Ed Code 48915 (a1 A-E)</li> </ul> </td> </tr> </table>		<p><i>Possible Interventions</i></p> <ul style="list-style-type: none"> <li>• Manifestation determination (IEP only)/504 compliance review</li> <li>• Develop/revise Behavior Support Plan (BSP)</li> <li>• Revise IEP (for students with disabilities)</li> <li>• Develop Functional Behavioral Assessment</li> <li>• Behavior Intervention Plan (BIP)</li> <li>• Alternative educational placement</li> </ul>
<p><i>Possible Interventions</i></p> <ul style="list-style-type: none"> <li>• Manifestation determination (IEP only)/504 compliance review</li> <li>• Develop/revise Behavior Support Plan (BSP)</li> <li>• Revise IEP (for students with disabilities)</li> <li>• Develop Functional Behavioral Assessment</li> <li>• Behavior Intervention Plan (BIP)</li> <li>• Alternative educational placement</li> </ul>	<p><i>Required Consequences</i></p> <ul style="list-style-type: none"> <li>• Parent/Guardian notification</li> <li>• Suspension from school (5 days)</li> <li>• May refer for Expulsion (total removal from school if other means of correction have not brought about proper conduct <u>or</u> are not feasible <u>or</u> there is a continuing danger to the physical safety of the student or others</li> <li>• Mandatory recommendation for Expulsion for violations of Ca Ed Code 48915 (a1 A-E)</li> </ul>		

<b>Level 5</b>	<b>Mandatory Recommendation for Expulsion and Mandatory Expulsion</b>	
	Mandatory removal from school and referral for expulsion for acts as specified in CA Ed. Code 48915 (C1-5)	
	<i>Possible Interventions</i> <ul style="list-style-type: none"> <li>• Manifestation determination (IEP only) /504 compliance review</li> <li>• Alternative educational placement</li> </ul>	<i>Required Consequences</i> <ul style="list-style-type: none"> <li>• Parent/Guardian notification</li> <li>• Suspension from school (5 days)</li> <li>• Mandatory referral for expulsion, mandatory expulsion</li> </ul>

## PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

Note: If the problem behavior is assigned to two or more levels, then whenever possible, the lowest level of intervention and consequence should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (\*).

Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Requires Law Enforcement Notification
<b>Absence from Class or School</b>						
• Tardiness	●	●				
• Cutting class	●	●				
• Excessive absences/truancy	●	●				
<b>Bullying</b>						
• Intentional physical or verbal act or conduct including communications made in writing or by means of an electronic act that has an effect described in law (EC 48900(r))	●	●	●	●		
• Severe or pervasive physical or verbal act(s) or conduct including communications made in writing or by means of an electronic act that has an effect described in law (Suspension. Gr. 4-12 only EC 48900 (r))		●	Grade 4-12 only	Grade 4-12 only		
• Engaged in, or attempted to engage in, hazing as defined in law (EC 48900 (q))		●	●	●		
<b>Contraband – Tobacco</b>						
• Possession of tobacco or any products containing tobacco or nicotine (EC 48900 (h))	●	●	●			
• Possession of nicotine delivery systems (e.g., vaporizers, hookah pens) (EC 48900 (h))	●	●	●			
• Use of tobacco or any products containing tobacco or nicotine (EC 48900 (h))		●	●			
<b>Contraband - Alcohol and Intoxicants</b>						
• Possessed or under the influence of an alcohol beverage or an intoxicant of any kind (EC 48900 (c)) *		●	●	●		●
• Used, sold, or furnished an alcohol beverage or an intoxicant of any kind (EC 48900 (c))			●	●		●
<b>Contraband - Controlled Substances</b>						

• Possessed, offered, arranged, or negotiated to sell any drug paraphernalia (EC 48900 (j))		●	●	●		
• Possessed, or came to school under the influence of, a controlled substance (EC 48900 (c), 48915 (a1C)) *		●	●	●		●
• Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (EC 48900(p), 48915(c3))			●	●	●	●
• Used or offered a controlled substance (EC 48900 (c))			●	●		●
• Unlawfully offered, arranged, or negotiated to sell and delivered a "look alike" represented as a controlled substance, alcoholic beverage, or other intoxicant (EC 48900 (d))			●	●		●
• Sold a controlled substance (EC 48915 (c3))					●	●

## PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

Note: If the problem behavior is assigned to two or more levels, then whenever possible, the lowest level of intervention and consequence should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (\*).

Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Requires Law Enforcement Notification
<b>Contraband – Weapons</b>						
• Possessed an imitation firearm (EC 48900 (m))		●	●	●		
• Possessed a knife or other dangerous object (EC 48900 (b), 48915 (a1B)) *		●	●	●		●
• Sold or otherwise furnished any knife or other dangerous object (EC 48900 (b))			●	●		
• Brandished a knife at another person (EC 48915 (c2))					●	●
• Possessed an explosive as defined in federal law (EC 48915 (c5))					●	●
• Possessed, sold, or otherwise furnished a firearm (EC 48915 (c1))					●	●
<b>Contraband - Other items</b>						
• Possession of unauthorized items not otherwise included in this code	●	●				
• Unauthorized sale or distribution of goods not otherwise included in this code	●	●	●	●		
• Use of over-the-counter or prescription medicine in a manner other than prescribed by a physician or Education Code (EC 48900 (a1), (b), (c), (d)) *		●	●	●		●
<b>Disruption</b>						
• Engaged in behavior causing an interruption during class or other school activity	●	●				



• Ran, made excessive noise, or loitered in a hallway or between classes	●	●				
• Engaged in gambling	●	●	●			
• Repeated and chronic behavior that creates an environment preventing teaching and learning (Susp. Gr. 8-12 only EC 48900 (k))		●	Grade 8-12 only	Grade 8-12 only		
• False activation of a fire alarm (Susp. Gr.8-12 only EC 48900k)		●	Grade 8-12 only	Grade 8-12 only		
• Caused a major disruption to the atmosphere of order and safety in the school, such as a riot (Susp. Gr. 8-12 only EC 48900(k))			Grade 8-12 only	Grade 8-12 only		
<b>Dress Code Violation</b>						
• Wearing clothing that does not fit within dress code guidelines established by the District or school in accordance with BP/AR 5132 - Pupil Dress and Grooming (EC 35183)	●	●				
• Wearing clothing that does not fit within dress code guidelines and causes a major disruption to a safe school environment (Susp. Gr. 8- 12 only EC 48900 (k))	●	●	Grade 8-12 only			

## PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

Note: If the problem behavior is assigned to two or more levels, then whenever possible, the lowest level of intervention and consequence should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (\*).

Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Requires Law Enforcement Notification
<b>Harassment</b>						
• Minor annoying behavior or negative gestures toward other students	●	●				
• Repeated annoying behavior or negative gestures toward other students despite directions to stop by staff (Susp. Gr. 8- 12 only EC 48900 (k))		●	Grade 8-12 only			
• Intentionally engaged in harassment, threats or intimidation directed against District personnel or student(s) causing disorder and creating a hostile school setting (Susp. Gr. 8- 12 only EC 48900.4)		●	Grade 8-12 only	Grade 8-12 only		
• Harassed/threatened/intimidated a student victim/witness in a school disciplinary proceeding (EC 48900 (o))		●	●	●		
<b>Immodest/Offensive Behavior</b>						
• Inappropriate display of affection	●	●				
• Viewing or displaying obscene or sexually explicit content (EC 48900 (i))		●	●	●		
• Intentional physical or verbal act or conduct that is of a sexual nature or considered obscene by a reasonable person (EC 48900 (i))		●	●	●		

• Sexual harassment: Severe or pervasive physical or verbal act(s) or conduct of a sexual nature that has an effect described in law ( <i>Susp. Gr. 8-12 only EC 48900.2</i> )			Grade 4-12 only	Grade 4-12 only		
• Committed a sexual battery ( <i>EC 48900 (n), 48915 (c4)</i> )					●	●
• Committed or attempted to commit a sexual assault ( <i>EC 48900 (n), 48915 (c4)</i> )					●	●
<b>Lying/Cheating</b>						
• Lying to get self or others out of trouble	●	●				
• Intentional lying to get another person(s) in trouble ( <i>Susp. Gr. 8-12 only EC 48900 (k)</i> )		●	Grade 8-12 only			
• Cheating or plagiarism	●	●				
<b>Non-cooperative Behavior</b>						
• Trespassing; Unauthorized attendance at school activities	●	●				
• Failure to follow directions, share, respond to staff requests, or allow others to participate in an activity	●	●				
• Failure to follow directions leading to potential disruption or harm to self or others ( <i>Susp. Gr. 4-12 only EC 48900 (k)</i> )	●	●	Grade 4-12 only			
• Failure to follow directions that directly leads to disruption or the harm of self or others ( <i>Susp. Gr. 4-12 only EC 48900 (k)</i> )		●	Grade 4-12 only	Grade 4-12 only		

## PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

Note: If the problem behavior is assigned to two or more levels, then whenever possible, the lowest level of intervention and consequence should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (\*).

Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Requires Law Enforcement Notification
<b>Physical Aggression</b>						
• Minor physical aggression without injury	●	●				
• Mutual fight ( <i>EC 48900 (a1)</i> )	●	●	●			
• Mutual fight (repeated instances and/or with moderate physical injury and/or other serious aggravating factors)			●	●		
• Attack on student, attempting to cause physical injury ( <i>EC 48900 (a1) (a2)</i> ) *		●	●	●		
• Aides or abets in the infliction or attempted infliction of physical injury ( <i>EC 48900 (t)</i> )		●	●	●		
• Caused or attempted to cause or participated in an act of hate violence ( <i>Susp. Gr. 4-12 only EC 48900.3</i> )		●	Grade 4-12 only	Grade 4-12 only		
• Attack on student, causing physical injury ( <i>EC 48900 (a1)</i> )			●	●		

• Willfully used force or violence upon the person of another, except in self-defense (EC 48900 (a2))			●	●		●
• Caused serious injury to another person, except in self-defense (EC 48915 (a1))				●		●
• Unintentional, incidental physical contact with school personnel	●	●				
• Unintentional striking of a staff member who is intervening in a fight or other disruptive activity (EC 48900 (a1)) *		●	●	●		
• Intentional assault or battery upon any school employee (EC 48915 (a1))				●		●
<b>Property Misuse/Damage</b>						
• Littering	●	●				
• Minor or accidental damage	●	●				
• Attempted to cause damage to property (EC 48900 (f))	●	●	●			
• Caused damage to property (EC 48900 (f))		●	●	●		
• Breaking and entering on District property (EC 48900 (f))		●	●	●		●
• Set fire to property (EC 48900 (f))		●	●	●		●
<b>Stealing/Possessing Stolen Property</b>						
• Stole school or private property (EC 48900 (g))	●	●	●	●		
• Knowingly possessed stolen property (EC 48900 (l))	●	●	●	●		
• Attempted to commit robbery or extortion (EC 48900 (e), 48915 (a1D)) *			●	●		
• Committed robbery or extortion (EC 48900 (e), 48915 (a1D))			●	●		●
<b>Tantrum</b>						
• A combination of disruptive behavior (e.g., whining, yelling, throwing objects) to express frustration or gain attention	●	●				

## PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

Note: If the problem behavior is assigned to two or more levels, then whenever possible, the lowest level of intervention and consequence should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (\*).

Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Requires Law Enforcement Notification
<b>Technology Violation</b>						
• Violation of school rules regarding use of personal technology not resulting in harm	●	●				
• Violation of District's Acceptable Use Agreement for using District technology not resulting in harm	●	●				
• Using District technology without permission	●	●				

• Repeated violations of school rules, District Acceptable Use Agreement, or using District technology without permission (Susp. Gr. 8-12 only EC 48900 (k))		●	Grade 8-12 only	Grade 9-12 only		
• Use of electronic device(s) for which it is determined that such use directly causes physical or emotional harm to another person as defined in law (Susp. Gr. 4-12 only EC 48900 (r))		●	Grade 4-12 only	Grade 4-12 only		
<b>Verbal and Written Aggression (Not Arising to Level of Bullying or Other Serious Offense)</b>						
• Yelling or using aggressive language towards another student	●	●				
• Minor name calling or teasing, whether written or verbal, towards other students	●	●				
• Repeated name calling or teasing, whether written or verbal, towards other students despite directions to stop by staff (Susp. Gr. 8-12 only EC 48900 (k))		●	Grade 8-12 only			
• Use of profanity or vulgarity not directed at others (Susp. Gr. 8-12 only EC 48900 (k))	●	●	Grade 8-12 Only			
• Habitual use of profanity or vulgarity (EC 48900 (i))		●	●			
• Threatened to cause an act of hate violence (Susp. Gr. 4-12 only EC 48900.3)		●	Grade 4-12 only	Grade 4-12 only		
• Threatened to cause physical injury (EC 48900 (a1)) *		●	●	●		
• Made terroristic threats against school officials or school property or both (EC 48900.7)		●	●	●		●

Revised – October 21, 2022 by Educational Services