



Fresno Unified School District

Parent & Student Notification and Information Handbook 2010-2011



Preparing Career-Ready Graduates

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Fresno Unified School District?
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- Grade-Level Standards;
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- Links to Education Codes;
- News; and
- More.

This handbook is available in Spanish and Hmong. Please contact your child's school.

Este manual también está disponible en español. Para obtener una copia, favor de comunicarse con la escuela de su hijo(a).

Phau ntawv no muaj sau ua lus Hmoob.
Yog koj xav tau ib phau no thov nrog koj
tus menyam lub tsev kawm ntawv tham.

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Superintendent's Message

Dear Parents and Guardians:

I am pleased to welcome you to the 2010-11 school year. Thank you for all you do for your students. Your support is critical to their ability to succeed in school, and we truly appreciate the partnership we share. We are proud of your children, and proud of Fresno Unified School District's work in preparing career ready graduates.

One of the most rewarding aspects of being superintendent is to visit schools throughout the district and actually see our students working hard in the classroom. Our teachers have never been more focused and I am proud of the strides we have made in the appearance of our campuses – we are ready for visitors! This year, I hope that you have the opportunity to visit your student's school, whether it's attending functions or sporting events, participating in a committee or meeting with your student's teacher. We value your involvement in your child's education.

This *Parent and Student Handbook* provides important information about your student's education, your rights as parents, as well as behavior expectations for students. Let me take this opportunity to express the district's core beliefs:

We believe that all students can and must learn. Our Board of Education is committed to high quality instruction, to strong district leadership that is courageous, to providing a safe and secure learning environment, and to sustaining a culture that will produce breakthrough results.

Together with our Board of Education, we have outlined our goals through 2013 and aligned all of our work to achieve them:

- All students will excel in reading, writing, and math
- All students will engage in arts, activities, and athletics
- All students will demonstrate the character and competencies for workplace success
- All students will stay in school on target to graduate

I encourage you to take an active role in your student's education. They never out-grow the need for your attention and interest in what they are doing at school! Our teachers and staff are ready to respond to any of your questions or concerns; please do not hesitate to contact your student's school.

Once again, thank you for supporting your student. We look forward to a successful 2010-11 school year.

Respectfully,



Michael E. Hanson
Superintendent

Please keep this Parent & Student Notification and Information Handbook in a convenient location for future reference. When you sign your child's emergency card you are acknowledging receipt of this handbook. If an additional copy of this handbook is needed, contact your child's school or log on to <http://www.fresno.k12.ca.us>

Board Adopted Core Beliefs

Student Learning

Every student can and must learn at grade level and beyond.

High Quality Instruction

Teachers must demonstrate the ability and desire to educate each child at a high level.

Leadership

Leaders must perform courageously and ethically to accomplish stated goals.

Safety

A safe learning and working environment is crucial to student learning.

Culture

Fresno Unified is a place where:

- Diversity is valued;
- Educational excellence and equity is expected;
- Individual responsibility and participation by all is required;
- Collaborative adult relationships are essential; and
- Parents, students, and the community as a whole are vital partners.

Board Adopted Commitments

Student Learning

We will provide all students access to high quality options and a variety of activities. We will implement, continue, or expand practices proven to raise student achievement; and eliminate practices that do not.

High Quality Instruction

We expect all students to achieve their personal best; differences in achievement among socio-economic and ethnic groups are not acceptable. We expect effective teacher performance toward desired results.

Leadership

We will require the timely delivery of high quality services to every site.

We will sustain and monitor a financial plan that ensures the viability of the district. We will provide clear expectations and regularly support professional growth.

Safety

We will provide a safe, clean, and orderly learning and working environment.

Culture

We will establish collaborative relationships with staff, parents, students, and the community. We strongly encourage and welcome the valuable contributions of our families. We expect and depend upon individual responsibility.

Board Adopted Goals 2008-2013

- All students will excel In reading, writing and math
- All students will engage in arts, activities, and athletics
- All students will demonstrate the character and competencies for workplace success
- All students will stay in school on target to graduate

Abbreviations Used in This Book

A.B.	Assembly Bill	E.C.	Education Code
A.R.	Administrative Regulations	FUSD	Fresno Unified School District
B.P.	Board Policy	G.C.	Government Code
C.A.C.	California Administrative Code	H. & S.C.	Health & Safety Code
C.C.	Civil Code	L.C.	Labor Code
C.C.R.	California Code of Regulations	P.C.	Penal Code
C.F.R.	Code of Federal Regulations	U.S.C.	United States Code
E.	Exhibit	V.C.	Vehicle Code
		W.I.C.	Welfare & Institutions Code

Rights and Responsibilities

E.C. 48980 (a)

Rights of Students

- To attend school **unless** removed **under** due process as specified in the Education Code;
- To attend school in a secure academic and social climate, free of fear and violence;
- To enjoy the full benefit of their teachers' efforts, undiluted by the disruptive student;
- To have ready access to a designated teacher/advisor;
- To examine personal records upon reaching age sixteen (16); and
- To be fully informed of school rules and regulations.

Responsibilities of Students

- To attend school and classes regularly and on time;
- To be prepared for class with appropriate materials and work;
- To know and obey school rules and regulations;
- To respect the rights of school personnel, fellow students, and the public in general; and
- To demonstrate pride in the appearance of school buildings and grounds.

Rights of Parents/Guardians

CF 5020; E.C. 51100-51102

- To **expect** that their child will spend time at school in a safe, wholesome, stimulating atmosphere engaged in productive activity **under** the care and direction of a dedicated staff;
- To have assurance that school personnel will at **no** time preempt parental prerogative;
- To be informed of District policies, school rules, and regulations; and
- To review their child's record with a certificated staff member providing assistance.

Responsibilities of Parents/Guardians

CF 5020

- To visit school periodically to participate in conferences with teachers, counselors, or administrators regarding the academic and behavioral status of their child;
- To provide supportive action by making sure that their child has enough sleep, adequate nutrition, and appropriate clothing **before** coming to school;
- To maintain consistent and adequate control over their child and to approve of reasonable control measures as applied by school personnel;
- To cooperate with the school in bringing about improvements designed to enhance the educational program offered to students;
- To provide the school with current information regarding legal address, phone, medical data, and other facts which may help the school to serve their child; and
- To become familiar with District policies and school rules and regulations.

Parents' Right to Know

Parental Notifications

BP 5145.6

The Governing Board recognizes that notifications are essential to effective communication between the school and the home. The Superintendent or designee shall send students and parents/guardians all notifications required by law, including notifications about their legal rights, and any other notifications he/she believes will promote parental understanding and involvement.

Rights of Teachers

- To expect and receive the attention, effort, and participation of the students attending their classes;
- To have parental and administrative backing when enforcing rules designed to provide an optimum learning climate;
- To teach with interruptions held to an absolute minimum regardless of the cause or source; and
- To enjoy the same level of respect and courteous treatment accorded members of the class individually and collectively.

Responsibilities of Teachers

- To consider the personal worth of each individual student as a single, unique, important human being;
- To attempt to equip each learner with the knowledge, skills, attitudes, and values required for successful living;
- To hold students accountable for their actions at **all** times;
- To assess divergent ideas, opinions, and expressions objectively, and deal with them in a balanced, unbiased manner;
- To keep parents/guardians and students informed with timely or periodic reports, including **all** pertinent data related to the student's school experience;
- To consistently critique their own performance with the objective of an ever-growing professional stature; and
- To initiate and enforce individual classroom rules consistent with school and District policies.

Rights of Administrators

- To initiate such control measures as needed to establish and maintain an environment in which optimum learning and teaching conditions prevail;
- To make decisions on **all** issues confronting schools, primarily on the basis of what is best for the students;
- To hold students accountable for their conduct, and to take prompt and appropriate action toward those guilty of violations; and
- To **expect** that **all** school employees recognize and fulfill their roles in terms of campus control.

Responsibilities of Administrators

- To provide leadership that will establish, encourage, and promote good teaching and effective learning;
- To establish, publicize, and enforce school rules that facilitate effective learning and promote attitudes and habits of good citizenship among the students;
- To request assistance from the District's support services, and community agencies and resources in **all** cases indicating such action; and
- To make a determined effort to stay attuned to expressions of student, staff, parent/guardian, community concerns and to react with sensitivity toward them.

Nondiscrimination

U.S.C., Title 42, Chap. 21, Sub Chap. V, Sec. 2000d Parts 1-7; B.P. 0410

The FUSD prohibits discrimination based on race, color or national origin, and also prohibits discrimination on the basis of actual or perceived sex, ethnic group identification, race, national origin, religion, color, mental or physical disability, or sexual orientation. The FUSD Governing Board has primary responsibility for ensuring that district programs and activities are free from discrimination based on such unlawful bases.

“ That no person in the United States shall, on the ground of race, color, national origin, handicap, religion, or sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance.” Section 504 of Rehabilitation Act of 1973 (U.S.C., Title 29, Sec. 794), Title IX of the Education Amendments of 1972 (U.S.C., Title 20, Sec. 1681 et seq.), Age Discrimination Act of 1975 (U.S.C., Title 42, Sec. 6101 et seq.), Title VI of the Civil Rights Act of 1964 (U.S.C., Title 42, Sec. 2000d et seq.)

Employment: FUSD is an equal opportunity employer.

Students: FUSD extra-curricular activities and interscholastic athletics are committed to equal access for **all** students, absolutely prohibits discrimination on the basis of gender, and will enforce equal rights and opportunities for **all** students. C.F.R., Title 34, Sec. 106.9; U.S.C., Title 20, Chap. 38, Sec. 1681-1688

Title IX of the Educational Amendment:

"No person...shall, on the basis of sex, be excluded from participation in, denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance."

"No student or applicant for enrollment will be subject to discrimination on the basis of that student's pregnancy, childbirth, false pregnancy, termination of pregnancy and/or recovery there from."

The parent and Child Education Program provides child care and parenting education for teen parents who attend FUSD High Schools. Age appropriate high quality child care is provided during school hours for infants, toddlers and preschool age children. For further information contact: The Early Childhood Education Office at 457-3687.

Complaints regarding discrimination and inquiries regarding the districts nondiscrimination policies need to be forwarded to:

Constituent Services Office
Room 213
Fresno Unified School District
2309 Tulare Street
Fresno, CA 93721
Phone: (559) 457-3736

Required by California Education Code Section 48980, Reference Numbers Apply to Education Code

Your signature on the Illness and Accident Procedure Card acknowledges that you have received these code sections and notices and, thus, have been informed of your rights. Your signature is an acknowledgment that you have been informed of your rights but does not indicate that your consent to participate in any particular program has either been given or withheld.

Time and Means of Parent/Guardian Notification

E.C. 48981

Parent & Student Notification and Information Handbook shall be sent at the time of registration for the first semester or quarter of the regular school term. The notice may be sent by regular mail or by any other method normally used to communicate with the parents/guardians in writing.

Signature; Return to School; Effect of Signature

E.C. 48982

The notice shall be signed by the parent/guardian and returned to the school. Signature of the notice is an acknowledgment by the parent/guardian that he has been informed of his/her rights **but does not** indicate that consent to participate in any particular program has **either** been given **or** withheld.

No Child Left Behind (NCLB)

The No Child Left Behind Act (NCLB) requires that, upon request, parents be notified of the professional qualifications of their child's teacher in core academic subjects.

This information includes:

- The type of credential the teacher holds.
- The teacher's college degree(s) and major(s).

A parent may also request information regarding the professional qualifications of a teacher assistant who provides services to his/her child.

Additionally, schools must provide timely notice to the parents of a child who has been assigned to, or has been taught in, a core academic subject for 4 or more consecutive weeks by a teacher who does not meet the NCLB teacher requirements.

Accreditation

E.C. 35178.4; B.P. 6190

A School Board shall give official notice at a regularly scheduled School Board meeting if a public school **within** the District that has elected to be accredited by the Western Association of Schools and Colleges or any other chartered accrediting agency loses its accreditation status. If a school loses its accreditation status, the school district shall notify each parent/guardian of the pupils in the school that the school has lost its accreditation status, in **writing**, and this notice shall indicate the potential consequences of the school's loss of accreditation status.

School Accountability Report Card

E.C. 35256; B.P. 0510

Requires notification to parents/guardians that a copy will be provided upon request. Copy of School Accountability Report Card for Fresno Unified Schools **can** be obtained via the Internet at: <http://fresno.k12.ca.us> or by requesting a paper copy from any school office. E.C. 33126

Overdue, Damaged or Lost Instructional Materials

E.C. 49804; B.P. 6161.2

The Governing Board recognizes that instructional materials are an expensive resource. Instructional materials provided for use by students remain the property of the district. When property of the district is lent to students, the Governing Board expects that it shall be returned in a timely manner, with no more than usual wear and tear. If the property has been willfully cut, defaced or otherwise damaged, or if the student refuses to return it at the request of a district employee, the district shall afford the student his/her due process rights and subsequently may withhold the student's grades, diploma and transcripts until the student or parent/guardian has paid all damages. As provided by law, the parent/guardian of a minor shall be liable for all damages caused by the minor's misconduct. If the parent/guardian or student is unable to pay for the damages or return the property, the district shall provide a program of voluntary work for the student to do instead. When the work is done, the student's grades, transcripts and diploma shall be released.

Continuous School Program

E.C. 37616; B.P. 6117

Prior to implementing a continuous school program in any school of the district, the school district governing board shall consult in good faith in an effort to reach agreement with the certificated and classified employees of the school, with the parents/guardians of pupils who would be affected by the change, and with the community at large. Such consultation shall include **at least** one (1) public hearing for which the board has given adequate notice to the employees and to the parents/guardians of pupils affected.

In school districts where a continuous school program is implemented in fewer than **all** of the schools maintained by the school district, the Governing Board of such a school district shall make **every** reasonable effort to assign certificated employees who prefer the regular school schedule to schools of the same level retaining the regular school schedule.

Availability of Course Prospectus

E.C. 49063, 49091.14; A.R. 5020, 5125

Each school site shall make available, upon request, a copy of the prospectus for each course, including the titles, descriptions and instructional aims of the course. You have the right as a parent to request a meeting to review instructional materials and discuss the curriculum of your student's course. (EC 49063 and 49091.14 and No Child Left Behind Act, 20 U.S.C. 1232h (c) and (d).)

Right to Refrain From Harmful or Destructive Use of Animals

E.C. 32255-32255.6; B.P. 5145.8

Students shall have the right to refrain from participation in activities, which they feel constitute **harmful and destructive use of animals**. A teacher **may**, if the teacher believes it possible, develop an alternative educational program for helping the student obtain the knowledge, information or experience. Agricultural programs are **exempt** from this mandate.

Primary Prevention Program

W.L.C. 18976.5

Parents/Guardians shall be given notice of, and **may** refuse to have their children participate in, a primary prevention program.

Grade/Credit Cannot Be Reduced

E.C. 48205, 48980 (k); A.R. 6154

Grade/Credit **cannot** be reduced due to excused absence if work or test has been completed.

Promotion/Retention

E.C. 48070-48070.5

Each year, students in grades K-8 are assessed to determine if they have achieved minimum levels for promotion. Failing students are classified as at-risk of retention or as candidates for retention. Parents/Guardians of these students are notified as soon as possible and parents/guardians have the right to conference with the teacher.

At-risk students and candidates for retention are entitled to attend supplemental instruction such as Summer School or Intersession, **but** parents/guardians **may** refuse the service. Parents/Guardians have the right to be actively involved in the development of these supplemental instructional programs.

Students who are candidates for retention are retained at the end of the school year **unless** they raise their level of achievement to minimum levels or the teacher determines that retention is **not** appropriate. If a teacher decides to retain a candidate, the parent/guardian has the right to appeal the retention to the Assistant Superintendent. Parents/Guardians have the option to submit a letter with their objections if the retention is **not** overturned through the appeal process. E.C. 37252.2-37252.8; B.P. 5123; A.R. 5123

Student in Danger of Failing a Course

E.C. 49067 (a); A.R. 5121

The Governing Board of each school district shall prescribe regulations requiring the evaluation of each student's achievement for each marking period and requiring a conference with, or a **written** report to, the parent/guardian of each student whenever it becomes evident to the teacher that the student is in danger of failing a course. The refusal of the parent/guardian to attend the conference, or to respond to the **written** report, shall **not** preclude failing the student at the end of the grading period.

Personal Information

U.S.C., Title 20, Sec. 1232 (h); E.C. 51513; A.R. 5022

NO test, questionnaire, survey, or examination containing any questions about the pupil's personal beliefs or practices in sex, family life, morality, and religion, or any questions about the pupil's parents'/guardians' beliefs and practices in sex, family life, morality, and religion, shall be administered to any pupil in kindergarten or grades 1 to 12, inclusive,

unless the parent/guardian of the pupil is notified in **writing** that this test, questionnaire, survey, or examination is to be administered and the parent/guardian of the pupil gives **written** permission for the pupil to take this test, questionnaire, survey, or examination.

Pupils: School Building

E.C. 17288

The Governing Board of each school district shall notify in **writing** the parent/guardian of each high school pupil who attends a special program on a University of California, or California State University campus building, prior to the pupil's attendance on that campus. The notification is to state the student is considered a pupil of that campus, and the campus buildings are **not** considered to be held to the same standard as elementary or secondary schools.

Religious Expression in the Schools

B.P. 6141.2

Public schools **may not** inculcate or inhibit religion. Schools **must** be places where religion and religious conviction are treated with fairness and respect. The District upholds the First Amendment when it protects the religious liberty rights of students of **all** faiths and students who profess **no** faith. Schools also demonstrate fairness when they ensure that the curriculum includes study about religion, where appropriate, as an important part of a complete education.

The Governing Board recognizes that students' education would be incomplete **without** an understanding of the role of religion in history. It is **both** proper and important for teachers to objectively discuss the influences of various religions, using religious works and symbols to illustrate their relationship with society, literature, or the arts. The Board **expects** that such instruction will identify principles common to many religions and foster respect for the multiple creeds practiced by the peoples of the world.

In order to respect each student's individual right to freedom of religious practice, religious indoctrination is forbidden in the public schools. Instruction about religion **must not** favor, promote, or demean the beliefs or customs of any particular religion or sect, or those who hold **no** religious beliefs. Staff should be highly sensitive to their obligation **not** to interfere with the religious development of any student in **whatever** tradition the student embraces.

Staff shall **not** endorse, encourage, or solicit religious or antireligious expression or activities among students. They shall **not** lead students in prayer or participate in student-initiated prayer. **However**, staff shall **not** prohibit or discourage any student from praying or otherwise expressing his/her religious belief as long as this does **not** disrupt the classroom or the educational environment; **nor** shall staff make any student a captive audience to prayer.

Students **may** express their beliefs about religion in their homework, artwork, and other **written** and **oral** reports if the expression is germane to the assignment. Such work shall be judged by ordinary academic standards, free of discrimination based on religious content.

Instruction which is contrary to a student's religious beliefs and teaching **may** be optional for the student in accordance with the Education Code or at the discretion of the Superintendent or designee.

Religious Training and Beliefs

E.C. 51240

- (a) If any part of a school's instruction in health conflicts with the religious training and beliefs of a parent or guardian of a pupil, the pupil, upon written request of the parent or guardian, shall be excused from the part of the instruction that conflicts with the religious training and beliefs.
- (b) For purposes of this section, "religious training and beliefs" includes personal moral convictions.

Religious expression in public schools involves a careful balancing of free speech rights and the right to free exercise of religion **without** promoting or establishing religion. **In order** to provide guidance to school staff in the balancing of these competing interests, the Board directs the administration to develop a regulation that provides general guidance regarding religious expression in the schools consistent with

this policy, existing law, existing District regulations, and the U.S. Secretary of Education's General Guidance Regarding Religious Expression in Public Schools.

Staff Development/Testing/Early Dismissal

Parents will be notified in advance of the dates of any staff development, testing, and early dismissal days.

Schedule of Minimum Days

E.C. 48980 (c); B.P. 6111

Every school will provide a schedule of minimum days at the beginning of each school year. When minimum days are scheduled **after** the beginning of the school year, parents/guardians **must** be notified one (1) month **before** the scheduled minimum day.

Contents of Notice

E.C. 48983

If any activity covered by the sections set forth in Section 48980 will be undertaken by the school **during** the forthcoming school term, the notice shall state that fact, and shall also state the approximate date upon which any of such activities will occur.

Activities Prohibited Unless Notice Given

E.C. 48984

NO school district shall undertake any activity covered by the sections set

forth in Section 48980 with respect to any particular pupil **unless** the parent/guardian has been informed of such action pursuant to this article or has received separate special notification.

To substantiate your child's moral objection to dissecting, destroying or otherwise harming animals as part of an education project. Teachers of courses utilizing dead animals or animal parts will inform students of their right to object to participate in a particular project involving the harmful or destructive use of animals. Your written note attesting to your child's objection may, at the teacher's option, entitle your child to participation in an alternative education project or to be excused from the project altogether. (Ed. Code 32255-32255.6)

You have the right as a parent: To be informed, in writing, of comprehensive sexual health education and HIV/AIDS prevention education and research on student health behaviors planned for the coming year. To inspect the written and audiovisual education materials used for this instruction and to request a copy of Education Code sections 51930-51939. To be informed whether this instruction will be taught by school district personnel or by outside consultants. To request in writing that your child be excused from all or part of any comprehensive sexual health education, HIV/AIDS prevention education or assessments related to that education. This notice does not apply to human reproductive organs that may appear in physiology, biology, zoology, general science, personal hygiene, or health text books, adopted pursuant to law. (Ed. Code 51937, 51938, 51939 and 48980). Additional information, policies or notices will be provided when such activity takes place or before the particular subject is taught.

Complaint Procedure

It is the district's goal to resolve most parents/guardians concerns or complaints informally and/or at the level closest to the concern/complaint as possible with the assistance of the school site administrators and the Ombudsperson, who is part of the Constituent Services Office. If this is not possible, or if parents/guardians wish to file a written complaint about a district policy, regulation, an employee, or unlawful discrimination, or alleged violations of federal or state laws/regulations; parents/guardians may initiate the formal complaint process.

Procedures for Filing Complaints

1. Complaint forms are specific to the type of complaint (i.e., employee, program, discrimination, Williams, Uniform, etc.) The forms are available at any school site, or the Constituent Services Office at the Fresno Unified Education Center.
2. The process begins by completing a complaint form and returning it to the site administrator, department head, or the district person/department identified to receive the complaint. Complaints concerning school personnel must be filed within three (3) months from the date of the alleged incident. Complaints concerning discrimination under Board Policy (BP) 1312.5, must be initiated within sixty (60) days after a complainant knew or should have known of the alleged discrimination.
3. The complaint process is handled in a confidential manner. Retaliation for filing complaint is prohibited by law.

Uniform Complaint Procedure (UCP)

T5CCR 4621-4631

The Board of Education recognizes that the Fresno Unified School District (FUSD), Local Educational Agency (LEA), is primarily responsible for compliance with federal and state laws and regulations. The district shall follow Uniform Complaint Procedures when addressing complaints alleging unlawful discrimination based on actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. A Uniform complaint alleging unlawful discrimination shall be filed no later than 6 months from the date of the alleged discrimination occurred, or 6 months from

the date the complainant first obtained knowledge of the facts of the alleged discrimination.

The district shall follow Uniform Complaint procedure when addressing complaints alleging violations of federal or state laws/regulations. Federal programs included under the scope of the Uniform Complaint Procedure (UCP) No Child left Behind Act of 2001 are: Title I (Basic Program), Title II (Teacher Quality and Technology), Title III (Limited English Proficient), Title IV (Safe and Drug Free Schools), Title V (Innovative Strategies), and Title VI (Rural Education Achievement Program). Additional federal programs included under UCP are: Adult Education, Career/Technical Education, Child Development, Consolidated Categorical Aid, Indian Education, Migrant Education, Nutrition Services, and Special Education. State consolidated categorical aid programs under the scope of the UCP are: Economic Impact Aid, (State Compensatory Program), Economic Impact Aid (Limited English Proficient), Miller Unruh Special Reading Program, Peer Assistance and Review, School Improvement Program, School Safety and Violence Prevention, Tenth Grade Counseling, Tobacco Use Prevention Education, and the implementation of the Williams Settlement. The Board prohibits retaliation in any form for the filing of a complaint. Furthermore, such participation shall not in any way affect the status, grades, or work assignment of complainant. The Board also acknowledges and respects the student and employee right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of all parties and the facts, except to the extent necessary to carry out the investigation or proceedings.

If the complainant is unable to write a Uniform Complaint, district staff shall help the complainant to complete the complaint. The Constituent Services Office is responsible for receiving, logging, and distributing the Uniform Complaints to the Superintendent's designees to offer mediation through the Ombudsperson to resolve the complaint. If mediation does not resolve the complaint consistent with state and federal laws/regulations, then the Superintendent's designees investigate the complaint, and provide a district's response to the complainant within 60 calendar days, unless the complainant agrees in writing to extend the timeline.

If 15 % or more of the pupils enrolled in a public school that provides instruction in kindergarten or any grades 1 to 12, inclusive, speak a single primary language other than English, as determined from the census data

submitted to the department pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent/guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in the primary language.

The Superintendent or designees shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible.

Appeals to the California State Department of Education (CDE) under the Uniform Complaint Procedure T5CCR 4632(c)

The complainant has the right to appeal the district's response to the State Department of Education by filing a written appeal within 15 days of receiving the district's response. The appeal to the CDE must include a copy of the complaint filed with the District and a copy of the District's decision.

Civil Law Remedies Under the Uniform Complaint Procedure

EC 262.3, T5CCR 4622

The complainant may pursue available civil law remedies outside the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys.

Under the Uniform Complaint Procedure, the Superintendent of Public Instruction may intervene without waiting for action by the District. Such intervention may occur if the District has taken no action on a complaint within sixty (60) calendar days of the date when the complaint was filed with the District.

Constituent Services Office

The Board approved this office on June 13, 2007, and the main responsibilities are:

- To provide an efficient method for families, community members and staff to resolve informally concerns and respond to formal complaints
- Resolve and/or respond to concerns related to Personnel, Williams instructional materials and school facilities, Uniform Compliance Procedures, special education, requests for information, and Public records Acts requests
- Ensure that constituents receive a timely response for requests for information and services
- Support and maintain the process of Board policies revision and review
- Meet with parents, community members, and advocates to problem solve and facilitate resolution
- Provide constituents with requests for district information and other services
- Report on regular basis to the Superintendent and the Board regarding the services provided to constituents
- Provide training to staff, parent groups, organizations, and advisory committees related to constituent services

The administrator of Constituent Services can be reached at 457-3736

Williams Uniform Complaint Procedures

E.C. 1312.4

(Education Code 35186 requires that the following notice be posted in your child's classroom)

- There should be sufficient textbooks and instructional materials.
- For there to be sufficient textbooks and instructional materials, each student, including English learners, must have a standards aligned textbook or instructional material, or both, to use in class and to take home;
- School facilities must be clean, safe, and maintained in good repair. Good repair means that the facility is maintained in a manner that assures that it is clean, safe and functional as determined by the Office of Public School Construction; and
- There should be no teacher vacancies or misassignments; and

- There should be intensive instruction and services available to pupils who have not passed the high school exit exam by the end of grade 12.

To file a complaint regarding the above matters, complaint forms can be obtained at the principal's office, Fresno Unified Education Center, the Constituent Services Office (457-3736), or by downloading from the district's website.: <http://www.fresno.k12.ca.us>. Copies of the local educational agency complaint procedures shall be available free of charge.

Nondiscrimination in District Programs and Activities BP 0410

The Governing Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on age, sex, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability, or any other unlawful consideration. The Board shall promote programs that ensure that discriminatory practices are eliminated in district activities. District programs and facilities shall be readily accessible to individuals with disabilities. The Superintendent or designee shall ensure that interested persons, including those with impaired vision and hearing, can obtain information about the programs, facilities, and activities available to them. Students and parents/guardians shall be notified of this policy and Board Policy 1312.5, Complaints Concerning Discrimination at the beginning of the school year. This notification shall be provided in the primary language of the home and shall state that the lack of English language skills will not be a barrier to admission or participation in District programs.

Complaints Concerning Discrimination BP 1312.5

The Governing Board expects that complaints of alleged discrimination brought by students, employees, parents/guardians or other members of the community shall be resolved in a prompt and equitable manner. Complaints should be resolved informally whenever possible.

The Board designates the following position as contacts for complaints regarding district programs and employment respectively, Associate Superintendent.

The Board prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination, or for participation on the complaint procedures. Such participation shall not in any way affect the status, grades, or work assignment of the complainant.

The Superintendent or designee shall ensure that complainants are informed that they may pursue injunctions, restraining orders, and other civil law remedies. This information shall be published with the District's nondiscrimination complaint procedures and included in any related notices

When a student, parent/guardian, employee or community member has a complaint alleging that a specific action, policy, procedure, or practice is discriminatory, the following procedure shall be followed. The complaint must be initiated within 60 days after the complainant knew, or should have known of the alleged discrimination.

Persons to whom Complaints should be Directed:

Constituent Services Office
Constituent Services Administrator
Room 213
2309 Tulare Street
Fresno, CA 93721
457-3736
Fresno Unified District Ombudsperson
Kathleen Turnipseed
Room 213
2309 Tulare Street
Fresno, CA 93721
457-3554

Complaints Concerning FUSD Employees

Employee's Immediate Supervisor

Complaints Regarding Section 504 of The Rehabilitation Act of 1973

Ron Sheppard, FUSD Coordinator
4120 N. First Street
Fresno, CA 93726
248-7536

Complaints Concerning Special Education Programs/Due Process

Mabel Franks, Assistant Superintendent
Special Education Department
1301 M Street
Fresno, CA 93721
457-3226

Referrals of Complaints to other Agencies

The following complaints shall be referred to the specified agency named in each complaint:

1. Allegations of child abuse shall be referred to the applicable County Development Program of Social Services (DPSS), Protective Services Division or appropriate law enforcement agency. E.C. 48987; B.P. 1321.1: BP/AR 5141.
2. Health and Safety complaints regarding a Child Development Program shall be referred to the Department of Social Services for licensed facilities and the appropriate Child Development Regional Administration for licensing-exempt facilities.
3. Discrimination issues involving Child Nutrition Programs shall be referred to the USDA, Director, Office for Civil Rights (OCR).
4. Employment discrimination complaints shall be referred to the State Department of Employment Housing (DFEH) pursuant to CCR, Title 22, Sec.98410

Child Care

Child Day Care Visitation

A.R. 5148

H. & S.C. 1596.857 (a)

Upon presentation of identification, the responsible parent/guardian of a child receiving services in a child day care facility has the right to enter and inspect the facility without advance notice during the normal operating hours of the facility or at any time that the child is receiving services in the facility. Parents/Guardians when inspecting shall be respectful of the children's routines and programmed activities. The facility shall inform parents/guardians of children receiving services in the facility of the right of the parents/guardians to inspect the facility pursuant to this section.

H. & S.C. 1596.857 (b)

NO child day care facility shall discriminate or retaliate against any child or parent/guardian on the basis or for the reason that the parent/guardian has exercised his/her right under this section to inspect the facility or has lodged a complaint with the department against a facility.

H. & S.C. 1596.857 (c)

If any child day care facility denies a parent/guardian the right to enter and inspect a facility or retaliates, the department shall issue the facility a warning citation. For any subsequent violation of this right, the

department may impose a civil penalty upon the facility of fifty dollars (\$50) per violation. The department may take any appropriate action, including license revocation.

H. & S.C. 1596.857 (d)

Each child day care facility shall permanently post in a facility location accessible to parents/guardians a written notice, available from the department, of the right to make an inspection pursuant to this section and the prohibition against retaliation, and the right to file a complaint. The department shall make this written notice available to child day care facility licensees, and shall include on this notice a statement of the right of the parents/guardians to review licensing reports of facility visits and substantiated complaints against the facility on the site of the facility, pursuant to Section 1596.859.

H. & S.C. 1596.857 (e)

Notwithstanding any other provision of this section, the person present who is in charge of a child day care facility may deny access to an adult whose behavior presents a risk to children present in the facility, and may deny access to non-custodial parents/guardians if so requested by the responsible parent/guardian.

Foster Care

Children in Foster Care

E.C. 56028

Who has the right to make educational decisions for a child in foster care?

- The child's parent or legal guardians
- A court-appointed responsible adult
- A surrogate appointed by the court or the school district
- A juvenile court judge

What kind of educational decisions are made by the parent or other decision maker?

- Enrollment in school
- Preference for placement in school of origin
- Consent for assessment for special education
- Consent for implementation of the Individual Education Plan
- Request for special education due process (such as a due process hearing or mediation)
- Application to a magnet school, charter school, or alternative education setting

How is a "parent" defined?

It depends. For students in general education, the law does not define who is considered a parent. In special education, however, the law specifically defines parent to include any of the following:

- A person having legal custody of a child
 - Biological or adoptive parent
 - Legal guardian
- A foster parent if
 - The court has limited the parent's authority to make educational decisions.
 - The child has been placed in a planned permanent living arrangement with the foster parent
- A surrogate parent appointed by the district or court
- A responsible adult appointed by the court
- An adult student for whom no guardian or conservator has been appointed
- A person acting in the place of a natural or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives

A.B. 490

Effective January 1st, 2004, Assembly Bill 490 imposed new duties and rights related to the education of youth in foster care. The new law provides for increased school placement stability and improved school transfer procedures. **While** schools have always been charged with the

duty to monitor, promote, and encourage the educational progress of foster children, A.B. 490 further defines and describes the role and responsibilities of the school, as well as the responsibilities of the children's social workers and caregivers. A.B. 490 seeks to ensure that all of California's foster children will receive the educational opportunities they deserve.

- Foster youth are ensured equal and immediate access and educational placements based on their best interest;
- Foster youth are entitled to stay at the same school even if they move outside the boundaries **until** the end of school year;
- All districts **must** have a foster care education liaison;
- Timely transfer of student records is required;
- The comprehensive public school **must** be considered as the first school placement option for a foster youth;
- Foster children are required to be immediately enrolled even if they lack typically required school records;
- School districts **must** calculate and **accept** credit for full or

- partial coursework;
- Release of educational records **can** occur **without** the consent of a parent or a court order; and
- Foster youth **cannot** be penalized for absences due to placement changes, court appearances, or related court ordered activities. E.C. 48850

California rule of Court 5.651

Enacted In January, 2008, the California rule of Court outlines the court's requirement in the area of educational stability. The rule requires social workers to notify the court, the child (if over the age of 10), the child's attorney, and the educational representative (parent/guardian or surrogate) if a proposed placement change will result in the child having to change schools. For more information about foster youth services, contact the FUSD Foster Care Liaison in the Project ACCESS office at 457-3359.

Dress and Grooming

It is the district's intent to provide a safe and secure learning environment for all students, grades K-12. The purpose of our dress code policy (Governing Board Policy 5132) is to ensure that student clothing does not present a health or safety hazard or create a distraction that would interfere with the educational process. It is expected that clothing worn to school activities be neat, clean, acceptable in appearance, and be within the bounds of decency and good taste as appropriate for school and as defined by the dress code policy.

Dress and Grooming

B.P. 5132; A.R. 5132

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board **expects** students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing **must not** present a health or safety hazard or a distraction, which would interfere with the educational process.

The Board recognizes that, **in order** to promote student safety and a positive school climate, the staff, parents/guardians, and students **must** be involved in the development of the Dress and Grooming Code.

Students and parents/guardians shall be informed about the school dress code at the beginning of the school year and when revised. A student who violates the minimum Dress Code shall be subject to appropriate disciplinary action.

NOTE: Since every school, in concurrence with the School Site Council, may develop a dress and grooming code which exceeds the District's minimum dress code, it is crucial that parents/guardians become familiar with the dress code of their child's school. Please contact your child's school for more information.

The following items are specifically prohibited at school or school-related activities under the FUSD Dress Code policy. In addition, any apparel, hair style, cosmetic or jewelry, even if not specifically mentioned below, which creates a safety concern, draws undue attention to the wearer, or tends to detract from the educational process is also prohibited:

- Body piercing (eyebrows, nose, lips) are not permitted.
- Hair styles which draw undue attention detract from the educational environment and not acceptable; i.e. unusual designs, colors, mohawks, tails, or unusual razor cuts.
- Non-prescription sunglasses worn indoors:
- Head coverings other than caps/hats with school logos (must be removed in school buildings).
- Non-school logos (other than for own school).
- See-through clothing, clothing that reveals a bare midriff or chest, or clothes that expose the body in a sexually suggestive manner are not acceptable.
- Underwear-type sleeveless shirts, tube tops, halter tops and spaghetti straps are not acceptable.
- Sagging or baggy pants that do not fit the waist or that are

drastically altered or frayed are not acceptable.

- Skirts, shorts, and dresses that are more than 4 inches above the knee, or are form-fitting or tight around the body (such as bike shorts).
- Attire that may be used as a weapon may not be worn, including steel-toed boots, chains, items with spikes or studs.
- Thongs, flip flops, backless sandals/ shoes are not acceptable.
- Any fashions that draw undue attention to the wearer, or detract from the educational environment, including exotic clothing, extreme make-up, body piercing, military, or camouflage attire.
- Gang-related tattoos must be covered.

Gang-Related Apparel

The Board recognizes that, **in order** to promote student safety and discourage theft, peer rivalry, and/or gang activity, the principal, staff, and parents/guardians at a district school **may** wish to establish a -related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code **may** be included as part of the school safety plan and **must** be presented to the Board for approval. The Board shall approve the plan upon determining that it is **necessary** to protect the health and safety of the school's students.

Dress Codes and School Uniforms

E.C. 35183

The Governing Board of any school district **may** adopt or rescind a reasonable Dress Code Policy that requires pupils to wear a school-wide uniform or prohibits pupils from wearing **gang-related apparel** if the Governing Board of the school district approves a plan that **may** be initiated by an individual school's Principal, staff, and parents/guardians and determines that the policy is **necessary** for the health and safety of the school environment. Individual schools **may** include the reasonable dress code policy as part of its school safety plan, pursuant to Section 35294.1.

Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the Principal, staff, and parents/guardians at a school **may** establish a reasonable Dress Code requiring students to wear uniforms. Such Dress Code **may** be included as part of the school safety plan and **must** be presented to the Board for approval. The Board shall approve the plan upon determining that it is **necessary** to protect the health and safety of the school's students.

Uniforms are the identification of a certain color for the students to wear from the waist up as tops and the identification of another color for the students to wear from the waist down as bottoms.

Parents/Guardians **may** exempt their children from participation in a school uniform program. Students shall **not** be penalized academically,

otherwise discriminated against or denied attendance to school if their parents/guardians choose **not** to comply with the school uniform policy. A student exempted from participation in a school uniform dress program **must** comply with the Dress and Grooming Code in the school's safety plan. .

Parental notification is required **at least** six (6) months **before** implementing a School-Wide Uniform Policy.

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Educational Code 35183)

Sun Protective Clothing

AR 5132 (b)

1. Each school site shall allow for outdoor use **during** the school day, articles of sun-protective clothing, including **but is not**

limited to, hats.

2. Each school site **may** set a policy related to the type of sun-protective clothing, including **but is not** limited to hats, that pupils will be allowed to use outdoors, pursuant to subdivision (a). Specific clothing and hats determined by the school district or school site to be gang-related or inappropriate apparel **may** be prohibited by the dress code policy.

Sunscreen

E.C. 35183.5 (b)

1. Each school site shall allow pupils the use of sunscreen **during** the school day **without** an authorized health care provider's note or prescription.
2. Each school site **may** set a policy related to the use of sunscreen by pupils **during** the school day.

Enrollment and Health Requirements

Minimum Age of Admission

A.R. 5111

E.C. 48000 (a)

A child shall be admitted to a kindergarten at the beginning of a school year, or at any **later** time in the same year if the child will have his/her fifth (5th) birthday **on or before December 2** of that school year.

A child who will have his/her fifth (5th) birthday **on or before December 2** **may** be admitted to the **pre-kindergarten summer program** maintained by the school district for pupils who will be enrolling in kindergarten in **September**.

E.C. 48000 (b)

The Governing Board of any school district maintaining one (1) or more kindergartens **may**, on a **case-by-case basis**, admit to a kindergarten a child having attained the age of five (5) years at any time **during** the school year with the approval of the parent/guardian, subject to the following conditions:

1. The Governing Board determines that the admittance is in the best interests of the child.
2. The parent/guardian is given information regarding the advantages and disadvantages, and any other explanatory information about the **effect** of this **early** admittance.

Hearing or Revocation of Registration

P.C. 627.5

Any person who is denied registration or whose registration is revoked **may** request a hearing **before** the Principal or Superintendent on the propriety of the denial or revocation. The request shall be in **writing**, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to **either** the Principal **or** Superintendent **within** five (5) days **after** the denial or revocation. The Principal or Superintendent shall promptly mail a **written** notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing **before** the Superintendent and Principal shall be held **within** seven (7) days **after** the Superintendent and Principal receives the request. The Principal or designee **may** ask an individual to leave if he/she has a reasonable basis for concluding that the person's presence would interfere or is interfering with the peaceful conduct of school activities, or would disrupt or is disrupting the school, its students or its employees. P.C. 626.6, 626.8; E.C. 32210, 32211

Any person who is asked to leave a public school building or grounds **may** appeal to the Superintendent or designee. E.C. 3515.2

District Residency

E.C. 48204; A.R. 5111.1

A student **may** establish residency by documenting that he/she lives with a parent/guardian **within** the district; that he/she is an emancipated minor living in the district; that he/she is in the court-appointed care of a licensed foster home, family home, or children's institution within the

district, or that he/she lives in the home of a care-giving adult **within** the District. (E.C. 48204)

Reasonable evidence of residency **may** be established by documentation; including **but not** limited to any of the following (E.C. 48204.6):

1. current property tax payment receipts;
2. rent/lease payment receipts;
3. recent utility service payment receipts;
4. declaration of residency executed by the student's parent/guardian;
5. monthly mortgage statement;
6. receipts for utility turn-on; and/or
7. voluntary inspection of resident by school district personnel.

Kindergarten Registration Requirements

Students **must** present proof of a current physical examination to register for kindergarten. Students who will be entering kindergarten in **August 2010**, a current exam would be any physical done **on or after March 1, 2010**. **If a student is not due for a physical examination with their health care provider and has an exam dated on or after August 1, 2009, this is also acceptable. However, the student will need another physical exam before starting 1st grade. The Physician Verification form is no longer required.** B.P. 5141.32

FUSD (state) preschool students are preregistered for kindergarten and do not need to provide proof of a physical examination to register for kindergarten. However, if immunizations are not up to date, then schools may request current immunization records.

In addition to the physical exam requirement, students **must** be current on **all** immunizations according to California State Regulations. Students are required to be immunized against Polio, Diphtheria Tetanus Pertussis (DTP); Measles, Mumps; Rubella (MMR), Hepatitis B; and Varicella.

Student Fingerprint

E.C. 48980 (f); B.P. 5142.1

E.C. 32390 (a) The Governing Board of any school district may offer a fingerprint program for children enrolled in kindergarten or newly enrolled in that District. The Governing Board may contract with any public or private agency, including any civic or community organization if determined to be appropriate by the Governing Board, to perform the fingerprinting. The Governing Board may seek to obtain private funding and volunteer assistance in performing the fingerprinting. The department shall adopt rules and regulations concerning obtaining private funding and volunteer assistance, and develop fingerprinting standards, as approved by the Department of Justice, to be followed in the fingerprinting of children pursuant to this article.

The Governing Board of any school district offering a fingerprinting program pursuant to this article shall assess a fee to the parent/guardian of the fingerprinted pupils. The fee shall be calculated to reimburse the district only for actual costs associated with the program.

Emergency Information

E.C. 49408

For the protection of a pupil's health and welfare, the Governing Board of any school district **may require the parent/guardian of a pupil to keep current at the pupil's school of attendance, emergency information including the home address and telephone number, business address, and telephone number of the parents/guardians, and the name, address and telephone number of a relative or friend who is authorized to care for the pupil in any emergency situation if the parent/guardian cannot be reached.**

Physical examinations and immunizations **may** be obtained from your authorized health care provider, the **FUSD Student Health Center at 248-7382, or the Fresno County Health Department (445-3281 for physicals; 445-3550 for immunizations).**

Health Assessments

Vision, Hearing, and Dental Screening

E.C. 49454; E.C. 49455; E.C. 49452; B.P. 5141.3; A.R. 4141.3

California Education Code allows qualified district employees (stated in sections 49452, 49454) to administer routine vision, color vision, and hearing screenings to each student enrolled in schools within the District. A written statement must be filed **annually** with the principal by a parent/guardian requesting exemption of his/her child from the routine health screenings for vision, hearing, and periodic dental inspections.

Oral Health Assessment Requirement

E.C. 49452.8

A pupil, while enrolled in kindergarten in a public school, or while enrolled in first grade in a public school if the pupil was not previously enrolled in kindergarten in a public school, shall, no later than May 31 of the school year, present proof of having received an oral health assessment by a licensed dentist, or other licensed or registered dental health professional operating within his or her scope of practice, that was performed no earlier than 12 months prior to the date of the initial enrollment of the pupil.

The parent or legal guardian of a pupil may be excused from complying by indicating on a waiver form that the oral health assessment could not be completed because:

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

A public school shall notify the parent or legal guardian of a pupil concerning the assessment requirement. The notification shall, at a minimum, consist of a letter that includes all of the following:

1. An explanation of the administrative requirements of this section;
2. Information on the importance of primary teeth;
3. Information on the importance of oral health to overall health and to learning;
4. A toll-free telephone number to request an application for Healthy Families, Medi-Cal, or other government-subsidized health insurance programs;
5. Contact information for country public health departments;
6. A statement of privacy applicable under state and federal laws and regulations.

New 7th Grade Requirement: Information regarding Type 2 diabetes for incoming 7th grade students:

First Grade Physical Examination Requirement

California State Law requires students have a physical examination **within** eighteen (18) months prior to entering first grade or **within** ninety (90) days **after** entry. H. & S.C. 124085

The examination helps find health problems that **may** keep your child from doing well in school. Health problems that are found early are easier to correct. The exam **may** be obtained from your authorized health care provider, the **FUSD Student Health Center at 248-7382 or the Fresno County Health Department at 445-3281.**

124040. A waiver signed by the child's parents/guardians indicating that they do **not** want or are unable to obtain the health screening and evaluation services for their children shall be accepted by the school in lieu of the certificate. If the waiver indicates that the parent/guardian was unable to obtain the services for the child, then the reasons why should be included in the waiver.

Type 2 Diabetes Information

Pursuant to California *Education Code* Section 49452.7, this type 2 diabetes information is for local educational agencies to provide to parents and guardians of incoming seventh grade students beginning July 1, 2010.

The California Department of Education developed this type 2 diabetes information in collaboration with the California Department of Public Health, American Diabetes Association, California School Nurses Organization, and Children's Hospital of Orange County. This information will be available in multiple languages in Spring 2010.

Type 2 Diabetes is the Most Common Form of Diabetes in Adults.

Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens. According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

Type 2 Diabetes Affects the Way the Body is Able to Use Sugar (Glucose) for Energy.

- The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.
- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.
- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

Risk Factors Associated with Type 2 Diabetes

It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.

Risk Factors

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

- **Being overweight.** The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.

- **Family history of diabetes.** Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.
- **Inactivity.** Being inactive further reduces the body's ability to respond to insulin.
- **Specific racial/ethnic groups.** Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- **Puberty.** Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms Associated with Type 2 Diabetes

Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes.

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fats levels

Type 2 Diabetes Prevention Methods and Treatments

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

- **Eat healthy foods.** Make wise food choices. Eat foods low in fat and calories.
- **Get more physical activity.** Increase physical activity to at least 60 minutes every day.
- **Take medication.** If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

Types of Diabetes Screening Tests That Are Available

- **Glycated hemoglobin (A1C) test.** A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test.** A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- **Fasting blood sugar test.** A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-

diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.

- **Oral glucose tolerance test.** A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease. Contact your student's school nurse, school administrator, or health care provider if you have questions. EC49452.7

Scoliosis Screening

E.C. 49452.5; B.P. 5141.3

The Governing Board of any school district shall, subject to Section 49451 and in addition to the physical examinations required pursuant to Sections 100275, 124035, and 124090 of the Health and Safety Code, provide for the screening of every female pupil in grade 7 and every male pupil in grade 8 for the condition known as scoliosis. The screening shall be in accord with standards established by the State Department of Education. The screening shall be supervised only by qualified supervisors of health as specified in Sections 44871 to 44878, inclusive, and Section 49422, or by school nurses employed by the district or the county Superintendent of schools, or pursuant to contract with an agency authorized to perform these services by the county Superintendent of schools of the county in which the district is located pursuant to Sections 1750 to 1754, inclusive, and Section 49402 of this code, Section 101425 of the Health and Safety Code, and guidelines established by the State Board of Education.

The screening shall be given only by individuals who supervise, or who are eligible to supervise, the screening, or licensed chiropractors, or by certificated employees of the district or of the county Superintendent of schools who have received in-service training, pursuant to rules and regulations adopted by the State Board of Education, to qualify them to perform these screenings. It is the intent of the Legislature that these screenings be performed, at no additional cost to the state, the school district, or the parent/guardian, during the regular school day and that any staff time devoted to these activities be redirected from other ongoing activities not related to the pupil's health care.

A written statement must be filed with the principal by a parent/guardian requesting an exemption of his/her child from the scoliosis screening.

Health Screening Reporting

H. & S.C. 124100 (a)

In cooperation with the county child health and disability prevention program, the governing body of **every** school district or private school that has children enrolled in kindergarten shall provide information to the parents/guardians of **all** children enrolled in kindergarten of this article and Section 120475. **Every** school district or private school that has children enrolled in the first grade shall report by **January 15** of each year to the County Child Health and Disability Prevention Program, the department, and the Department of Education the following information:

1. The total number of children enrolled in first grade;
2. The number of children who have had a health screening examination, as evidenced by the certificate required by Section 124085; and
3. The number of children whose parents/guardians have given **written** waiver pursuant to Section 124085 that they do **not** want their child to receive a health screening examination.

Immunizations

E.C. 48980; B.P. 5141.31; A.R. 5141.31

To be admitted to school, children **must** be fully immunized in accordance with the law. Children shall be **excluded** from school or **exempted** from immunization requirements **only** as allowed by law.

Immunization Exclusion

E.C. 48216 (a), (b) & (c); A.R. 5141.31

E.C. 48216 (a)

The County Office of Education or the Governing Board of the school district of attendance shall exclude any pupil who has **not** been immunized properly pursuant to Chapter 1 (commencing with Section 120325) of Part 2 of Division 105 of the Health and Safety Code.

E.C. 48216 (b)

The Governing Board of the district shall notify the parent/guardian of the pupil that they have two (2) weeks or ten (10) school days to supply evidence **either** that the pupil has been properly immunized, **or** that the pupil is **exempted** from the immunization requirement pursuant to Section 120365 or 120370 of the Health and Safety Code.

E.C. 48216 (c)

The Governing Board of the District, in the notice, shall refer the parent/guardian of the pupil to the pupil's usual source of medical care to obtain the immunization, or if **no** usual source exists, **either** refer the parent/guardian to the county health department, **or** notify the parent/guardian that the immunizations will be administered at a school of the district.

Immunization Registry Disclosure Statement

H. & S.C. 120440 (a-I); A.R. 5125

FUSD is an authorized member of the Central Valley Immunization Information System (CVIIS). CVIIS operates a centralized, computerized, **confidential** immunization information registry system ("SYSTEM") containing vaccination histories. The SYSTEM provides immediate access for authorized users to an individual's current immunization status. California Health & Safety Code section 120440 authorized CVIIS to operate such a SYSTEM and allows health care and other service providers to disclose or share certain prescribed immunization-related information concerning individual patients, clients, or pupils with registries such as CVIIS's.

The information in the Central Valley Immunization Information System is confidential. **Only** authorized members **may** review it. Authorized members include local or state health departments, medical care providers, and those agencies that need to know what immunizations you or your child has had (such as schools, child care facilities, family child care homes, WIC programs, health care plans, and Cal WORKS). **All** of the people and groups listed above are required by law to keep this information confidential and use it **only** for the reasons listed above.

The information that CVIIS keeps about your child **may** include: name, birth date and birthplace, sex, current address and phone, names of parents/guardians, types of vaccines and dates given, any serious reactions to vaccines, and other information that **may** help identify you or your child accurately.

As a parent/guardian you have the right to: look at your child's record and have corrections made, refuse to get reminder notices when vaccines are due, refuse to have any of this information shared now or any time, get the names and addresses of anyone with whom this information is shared.

Cooperation in Control of Communicable Disease and Immunization of Pupils

E.C. 48216, 49403 (a); A.R. 5141.31

Anything to the contrary notwithstanding, the Governing Board of any school district shall cooperate with the local health officer in measures **necessary** for the prevention and control of communicable diseases in school-age children. For that purpose, the Board **may** use any funds, property, and personnel of the District, and **may** permit any person licensed as an authorized health care provider and surgeon to administer an immunizing agent to any pupil whose parents/guardians have consented in **writing** to the administration of such immunizing agent.

Any student **without** the required evidence of immunization shall be excluded from school **until** the immunization is obtained or **until** the student presents a letter or affidavit of exemption from his/her parent/guardian or authorized health care provider. **Exemption** is allowed when the parent/guardian states in **writing** the immunization is contrary

to his/her beliefs. **Exemption** is also allowed to the extent indicated by an authorized health care provider's **written** statement describing the medical condition of the child and the probable duration of the medical condition or circumstances which contraindicate immunization. H. & S.C. 120365, 120370, 120375

Medication at School

E.C. 49423, 49480; A.R. 5141.21

California Education Code allows school district employees to assist students with medication they are required to take **during** the regular school day. **In order** for students to take medication at school the following conditions **must** be met:

1. The school **must** have a **written** statement from the student's authorized health care provider detailing the method, amount, and time medication is to be taken;
2. The school also needs a **written** statement from the parent/guardian of the student giving permission for school staff to assist the student with the medication; and
3. The medication **must** be in the container with the pharmacist label attached (or in the original container for non-prescription medications).
4. Upon written request by the parent/guardian and with the approval of the student's physician, a student may be allowed to self-administer auto-injectable epinephrine or inhaled asthma medication. The physician must confirm that the student is able to self-administer the medication (Education Code 49423, 49423.1).

All medications, prescription and over-the-counter, require a written note from the doctor. The instructions on the pharmacy label are not enough. Medications brought to school without following the above guidelines will NOT be given at school.

Parent's/Guardian's Refusal to Consent to Physical Examination

E.C. 49451; B.P. 5141.3

A parent/guardian having control or charge of any child enrolled in the public schools may file annually with the Principal of the school in which he/she is enrolled a statement in writing signed by the parent/guardian stating that he/she will not consent to a physical examination of his/her child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, he/she shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Medical and Hospital Services for Pupils

E.C. 49472

The Governing Board of any school District or Districts which does **not** employ **at least** five (5) authorized health care providers as full-time supervisors of health, or the equivalent thereof, **may** provide, or make available, medical or hospital service, or **both** through nonprofit membership corporations defraying the cost of medical service or hospital service, or **both**, or through group, blanket or individual policies of accident insurance or through policies of liability insurance from authorized insurers, for injuries to pupils of the District or Districts arising out of accidents occurring **while** in or on buildings and other premises of the District or Districts **during** the time such pupils are required to be therein or thereon by reason of their attendance upon a regular school day of such District or Districts or **while** being transported by the District or Districts to and from school or other place of instruction, or **while** being transported to, from and **between** such places. **NO** pupils shall be compelled to **accept** such service **without** his/her consent, or if a minor **without** the consent of his/her parent/guardian. The cost of the insurance or membership **may** be paid, from the funds of the District or Districts, or by the insured pupil, his/her parent/guardian.

Such insurance **may** be purchased from or such membership **may** be taken in, **only** such companies or corporations as are authorized to do business in California.

Home Hospital Instruction

E.C. 48207; A.R. 6183

Home hospital instruction is available to students who have been declared to have a temporary disability due to illness, condition or injury. For purposes of this service, a student must be declared home bound by their treating physician and unable to leave their home, hospital room or residential health facility and unable to attend an alternative education program offered through the district. The student must be a resident of the district and be enrolled in a school site within the district. Contact the school nurse at your child's school for an application.

Parental Responsibility

E.C. 48208

It shall be the primary responsibility of the parent/guardian to notify the school district in which the student is temporarily residing of his/her presence in a qualifying hospital. **Within** five (5) working days of the notification, the school district shall determine eligibility, and shall, if eligible, place the student **within** an additional five (5) days in an instructional program.

Acquired Immune Deficiency Syndrome (AIDS) Education

E.C. 51938; B.P. 6142.1; A.R. 6142.1

Requires **written** notification of the purpose of AIDS instruction to parents/guardians of pupils in grades 7-12 and requires the notification to specify that parents/guardians **may** request that his/her child **not** receive such instruction.

Excuse From Health, Family Life, and Sex Education Instruction Due to Religious Beliefs

E.C. 51938; B.P. 6142.1

Whenever any part of the instruction in health, family life education, and sex education conflicts with the religious training and beliefs of the parent/guardian of any pupil, the pupil, on **written** request of the parent/guardian, shall be excused from the part of the training which conflicts with such religious training and beliefs.

Sport Physicals

B.P. 5141.3

The pre-participation screening exam for sports is **not** a substitute for the recommended comprehensive annual evaluation conducted by a student's regular authorized health care provider. Parents/Guardians and students are reminded that pre-participation screening exams are **not** sufficiently sensitive to identify **all** conditions that **may** put an athlete at risk of injury or death.

All students (grades 9-12) who participate as pep and cheerleaders or athletes in organized interscholastic sports shall first undergo and file with the district a current pre-participation health screening by an authorized health care provider, nurse practitioner, or authorized health care provider's assistant, supervised by an authorized health care provider. Physicals for organized interscholastic athletics must be taken on or after June 1 to be valid for the upcoming school year. Upon sustaining an injury or serious illness, a student **may** be required to have another examination **before** participating further.

Student Insurance Program for 2010-2011

E.C. 49471

Fresno Unified School District does **not** provide medical coverage for your child. This means that you are responsible for medical bills if your child gets hurt **during** school activities. Any expense incurred when the school calls for emergency medical help is the responsibility of the child's parent/guardian.

We are pleased to offer you accident insurance coverage at reasonable rates through the Student Insurance Company of Los Angeles. E.C. 49472

The school will provide enrollment envelopes that explain the coverage options and price of the various programs available to you. For students who participate in athletics, we recommend the middle or upper ranges of coverage plans. B.P. 5143 If you are interested in the program offered, return the completed enrollment envelope to the secretary at your child's school. Please make payment by check or money order. **DO NOT SEND CASH.** Call Student Insurance Company directly at **(800) 367-5830** regarding coverage options. **Please do not call the school.** Fresno Unified School District makes this accident insurance available to you as a public service and is **not** in any way connected with the Student Insurance Company or its representatives.

School Safety

School Safety

All FUSD schools, offices, departments, Neighborhood Resource Centers, and buses are designated as a *Safe Place*. Safe Place Is a national program which provides access to Immediate help and supportive resources for all young people in crisis through a network of sites sustained by qualified agencies, trained volunteers and businesses. FUSD schools displaying the distinctive "Safe Place" signs serve as access points for at-risk youth who are in need of assistance.

Locked Gates

For increased safety of students, and staff, the FUSD policy on open gates is that all gates will remain locked during school hours with the exception of one gate near the main office.

Lock Down/Fire Drills, and Earthquake Preparedness Drills - District Policy

In order to better prepare our staff/students FUSD requires the following drills be practiced each school year:

Elementary and Middle School

- 1 fire drill per month
- 3 lock-down drills per year
- 4 earthquake preparedness drills per year

High School

- 3 fire drills per year.
 - 3 lock-down drills per year
 - 2 earthquake preparedness drills per year
- (Lockdown and Fire drill should be held during the following times: 1 before/after school, 1 during lunch and 1 during instruction period.

Emergency and Crisis Information

In the event of a city-wide emergency while your child is in school, listen to these stations for updated information:

RADIO STATIONS

English: AM-580, FM -89.3, FM -99.3
 Spanish: AM-790, FM-92.9, FM-101.9
 Hmong: AM-1210

TV STATIONS

English Channels: 24, 26, 30, & 47
 Spanish Channel: 21

In the event of a crisis, emergency response teams are sent immediately to school site(s). Letters and/or Teleparent telephone messages are sent to families regarding the emergency. School district staff are available to help with concerns.

Crime Stoppers

Fresno Unified and Crime Stoppers (Fresno Police Department) are working together to make our community a safer place. This program, through anonymous tips has helped us prevent possible crimes and solve crimes that have already occurred.

If your student is aware or has information of a possible crime, such as a fight, graffiti, bullying or drug sales, their tip may stop it from happening. If your student knows of someone at school with something illegal, such as weapons, or drugs, their tip may help get those items off their campus. Your student can report their information anonymously. All tips are and will be anonymous; no one will know their name. Should your student's tip help solve a crime, they may be eligible for a cash reward up to \$100 dollars.

Help stop crime in your school and community. Call Crime Stoppers at 498-STOP (7867) or tell an adult at your school or at home. If there are any threats made, contact the Fresno Police Department at (559) 498-1414.

Civility Policy

B.P./A.R 1265

Maintaining an environment supportive of learning and free of disruptive conduct is important to the success of our children's education. To further this goal, it is the intent of the district to promote, through this policy, mutual respect, civility and orderly conduct among district employees, parents/guardians, and other members of the public. It is also the intent of this policy to encourage positive communication and discourage disruptive, volatile, hostile or aggressive communication or actions. Furthermore, this policy is intended to maintain, to the extent possible, a safe, harassment-free workplace for teachers, students, administrators, other staff, parents/guardians and the public. It is not the district's intent to deprive any person of his/her right to freedom of expression. The district encourages the public's cooperation with and adherence to this policy.

Expected Level of Behavior:

1. District employees and representatives should treat parents/guardians and other members of the public with civility, courtesy and respect.
2. Parents/guardians and other members of the public should treat staff and students and each other, while on school grounds and/or participating in school-related activities, with civility, courtesy and respect.
3. Unacceptable/Disruptive Behavior
4. Any conduct that disrupts or interferes with the discipline, good order, lawful conduct or administration of any school class or activity of the school or district, constitutes unacceptable conduct behavior. Unacceptable conduct includes but is not limited to:
 5. Disruption of or threats to disrupt school classrooms, activities, and/or operations;
 6. Threats to the health and safety of students or district employees;
 7. Battery or assault upon students, district employees or other persons;
 8. Using obscenities or speaking in a demanding, loud, insulting and/or demeaning manner; and/or
 9. Unauthorized entry onto district premises and school grounds.
10. Recourse Available to Parents/Guardians and Public in handling
11. Unacceptable/Disruptive Behavior
12. The Superintendent or designee shall establish regulations and procedures as necessary to provide a complaint process for alleged violations of the Civility Policy.

Gang Involvement

Warning signs of gang involvement:

Individual:

- Challenging of authority at home and school;
- Hanging around areas of gang activity;
- Possession of weapons;
- Use of gang language or hand signs;
- Frequent contacts with law enforcement;
- Possession of expensive articles;
- Clothing predominantly of one color/common dress with a gang;
- Wearing sports clothing with no interest in the sport;
- Graffiti; and/or
- Tattoos.

Family

- Avoid family functions;
- Loss of interest in the family and school;
- Sudden demand for privacy or freedom; and or
- Frequent and increasing combative behavior.

Friends

- Loss of old friends; and
- New friends with negative influence.

For more information, please contact your child's school.

Anti-Bullying

B.P. 5138.1

The Governing Board affirms the right of **every** student to be educated in a safe environment. The Board prohibits student conduct that intentionally instills fear in students through bullying tactics. Bullying behavior includes, **but is not** limited to, threats, teasing, and taunting by asserting power through physical or verbal aggression. Bullying **may** also be direct or indirect, such as gossip or exclusion and includes bullying committed personally or by means of electronic act. "Electronic act" includes, but is not limited to, a message, text, sound, or image transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A student who engages in bullying behavior and establishes dominance over another student usually causes the victim to become increasingly distressed and fearful.

Bullying tactics **may result** in destructive behavior in the victim, including **but not** limited to, violent reaction, retaliation, or random acts of outward aggression. Students that are the subject of threats and intimidation **may** also experience negative self-image, lack of confidence and potentially long-term psychological damage.

Students from special populations are at higher risk for being victimized. The harsh and alarming frequency of student discrimination, harassment and physical abuse based solely on sexual orientation, or perceived sexual orientation is a serious and growing problem.

The Superintendent or designee shall ensure that staff receives training to recognize bullying behavior and methods for handling such behavior in appropriate ways. The District shall provide age and developmentally appropriate research-based prevention education of the impact of bullying behavior and the importance of reporting such incidents.

The Governing Board also recognizes that developmentally, physically and emotionally disabled students are at high risk of physical and sexual abuse. Procedures established by the Superintendent or designee to prompt the reporting of known and suspected incidents of bullying shall account for the special needs of developmentally and physically disabled students.

Any student who feels that he/she is the victim of bullying behavior shall immediately contact the principal or designee. If the student believes that the Principal or designee has **not** remedied the situation, he/she **may** file a complaint in accordance with District Complaint Procedures.

When appropriate, the District shall provide counseling and sensitivity training for students who engage in bullying behavior. The District **may** also provide counseling, guidance and support, as **necessary**, to those students who are the victims of bullying behavior.

Staff who receive notice of bullying behavior or personally observe such behavior shall notify the Principal, Superintendent or designee, and law enforcement, as appropriate. Students engaging in bullying behavior shall be subject to discipline in accordance with Board Policy and Administrative Regulation. As of January 1, 2009, Ed. Code 48900 has been amended to give school officials grounds to suspend a student, or recommend a student to be expelled, for bullying including, but not limited to, bullying by electronic act (E.C. 489009 (R)). At the beginning of each school year, students and staff shall receive a copy of the District's Policy on bullying behavior.

Discipline Rules

E.C. 35291; A.R. 5144, 5144.1

Requires school site discipline rules to be established by school committees with specific membership and filed with the Governing Board, and requires notification to parents/guardians and enrollees of site and District rules.

Search and Seizure

B.P. 5145.12

Under Board Policy, metal detectors **may** be used randomly to promote safety and deter the presence of weapons. Specially-trained, non-aggressive dogs **may** be used to sniff out and alert staff to the presence of contraband such as drugs, alcohol, firearms, and explosives. Dogs **may not** sniff any person, **but may** sniff around lockers, desks, items, or vehicles on school property.

Monitoring your Child's Internet Use

Parents/guardians be aware of what your child is viewing and with whom they are "chatting". Check periodically what websites your children are visiting, sites such as; **My Space** and various chatrooms to protect your children from sex offenders and other dangers that can occur with internet use.

Safe School Plan

B.P. 3515 E.C. 32281

The Fresno Unified School District is committed to providing a safe and secure environment for students and employees. The SAFE SCHOOL PLAN is designed to assist each school staff in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. For more information, contact:

Don Weaver, Coordinator
Emergency Planning/Crisis Response
2348 Mariposa
Fresno, CA 93721
Phone: (559) 457-3981
FAX: (559) 457-3738
Email: don.weaver@fresnounified.org

Sexual Harassment

E.C. 212.5 and 231.5

State law requires each district to have a written policy regarding sexual harassment. This policy will be part of any student orientation for new students, be included with mandated parent notification posted, and distributed to all employees.

Sexual Harassment/Students

BP/AR 5145.7

The Governing Board is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school, or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Students shall be assured that they need not endure any form of sexual behavior or communication, including harassment because of sexual orientation. They shall further be assured that they need not endure, for any reason, any harassment which impairs the educational environment or a student's emotional well-being at school.

Any student who engages in sexual harassment of anyone at school, or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

Any student, who feels that he/she is being or has been subjected to sexual harassment, shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee.

Any school employee, who observes any incident of sexual harassment involving a student, shall report this observation to the principal or designee, whether or not the victim files a complaint. In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident, shall report to the non-discrimination coordinator or to the Superintendent or designee.

The principal or designee to whom the complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with the administrative regulation. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

Sexual Harassment Personnel

BP/AR 4119.11

The Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

Any district employee or job applicant who feels that he/she has been sexually harassed, or who has knowledge of any incident of sexual harassment by or against another employee, job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator, or the Superintendent.

Any district employee who engages or participates in sexual harassment, or who aids, abets, incites, compels or coerces another to commit sexual harassment against a district employee, job applicant, or student, is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Sex Offender Information

BP 3515.5

In order to protect students while they are traveling to and from school, attending school, or at a school-related activity, the Governing Board believes it is important that the District responds appropriately when a law enforcement agency contacts the District about registered sex offenders who may reside or work within district boundaries.

The Superintendent's designee, the Executive Director of Safety & Security, shall establish an ongoing relationship with law enforcement officials to coordinate the receipt of such information. The Superintendent or designee shall also establish procedures for notifying appropriate staff as necessary.

The Superintendent's designee, the Executive Director of Safety & Security, shall annually notify the parents/guardians of the district's planned response to this situation.

Notification of Release of Pupil to Peace Officer

E.C. 48906; B.P. 5145.11

When a Principal releases a minor pupil to a peace officer from the school, the school makes a reasonable effort to immediately inform the parent/guardian regarding the release.

Leaving School During Lunch

E.C. 44808.5; B.P. 5112.5

The Governing Board of a school district **may** permit the pupils enrolled at any high school to leave the school grounds **during** the lunch period of such pupils.

Neither the school district **nor** any officer or employee thereof shall be liable for the conduct **nor** safety of any pupil **during** such time as the pupil has left the school grounds pursuant to this section.

In the event that the Governing Board grants such permission, it shall send the following notice along with the notification of parents/guardians required by Section 48980:

“The governing board of the Fresno Unified School District, pursuant to Section 44808.5 of the Education Code, has decided to permit the pupils enrolled at ____ High School to leave the school grounds during the lunch period.”

Section 44808.5 of the Education Code further states:

“Neither the school district nor any officer or employee thereof shall be liable for the conduct or safety of any pupil during such time as the pupil has left the school grounds pursuant to this section.”

School Safety Patrol/Parental Consent

E.C. 49302; A.R. 5142.2

The pupils who serve as members of a school safety patrol shall be designated by the Principal of the school in which the patrol is established, **but no** pupil shall be designated to serve on any patrol **unless** the pupil and the person having legal custody of such pupil consent, in **writing**, thereto. Upon the revocation, in **writing**, of the consent of **either** such pupil **or** such person, the pupil shall cease to be a member of the patrol.

Transportation School Bus Emergency Training

B.P. 3543

E.C. 39831.5 (a)

All pupils in pre-kindergarten, kindergarten, and grades 1 to 12, inclusive, in public or private school who are transported in a school bus or school pupil activity bus shall receive instruction in school bus emergency procedures and passenger safety. The county Superintendent of schools, Superintendent of the school district, or owner/operator of a private school, as applicable, shall ensure that the instruction is provided as follows:

1. Upon registration, the parents/guardians of **all** pupils **not** previously transported in a school bus or school pupil activity bus, and who are in pre-kindergarten, kindergarten, and grades 1 to 6, inclusive, shall be provided with **written** information on school bus safety. **The information shall include, but not be limited to, all of the following:**
 - A. A list of school bus stops near each pupil’s home;
 - B. General rules of conduct at school bus loading zones;
 - C. Red light crossing instructions;
 - D. School bus danger zone; and/or
 - E. Walking to and from school bus stops.

2. **At least** once in each school year, **all** pupils in pre-kindergarten, kindergarten, and grades 1 to 8, inclusive, who receive home-to-school transportation shall receive safety instruction that includes, **but is not** limited to, proper loading and unloading procedures, including escorting by the driver, how to safely cross the street, highway, or private road, instruction on the use of passenger restraint systems, as described in paragraph (3), proper passenger conduct, bus evacuation, and location of emergency equipment. Instruction also **may** include responsibilities of passengers seated next to an emergency exit. As part of the instruction, pupils shall evacuate the school bus through emergency exit doors.
3. Instruction on the use of passenger restraint systems, when a passenger restraint system is installed, shall include, **but not be** limited to, **all** of the following:
 - A. Proper fastening and release of the passenger restraint system;
 - B. Acceptable placement of passenger restraint systems on pupils;
 - C. Times at which the passenger restraint systems should be fastened and released; and
 - D. Acceptable placement of the passenger restraint systems when **not** in use.
4. Prior to departure on a school activity trip, **all** pupils riding on a school bus or school pupil activity bus shall receive safety instruction that includes, **but is not** limited to, location of emergency exits, and location and use of emergency equipment. Instruction also **may** include responsibilities of passengers seated next to an emergency exit.

E.C. 39831.5 (b)

The following information shall be documented each time the instruction required by paragraph (2) of subdivision (a) is given.

1. Name of school district, county office of education, or private school;
2. Name and location of school;
3. Date of instruction;
4. Names of supervising adults;
5. Number of pupils participating;
6. Grade levels of pupils;
7. Subjects covered in instruction;
8. Amount of time taken for instruction;
9. Bus driver’s name;
10. Bus number; and
11. Additional remarks.

The information recorded pursuant to this subdivision shall remain on file at the district or county office, or at the school, for one (1) year from the date of the instruction, and shall be subject to inspection by the Department of the California Highway Patrol.

Student I.D. Badges, Grades 7-12

When students in grades 7-12 have been issued a school I.D. badge, they must carry it at all times. All students are required to present their I.D. card when receiving meals at non Provision 2 sites or when asked by any FUSD employee while at school or any school function.

School Attendance Review Board (SARB)

Excellent attendance is important to your child's academic success. The Education Code requires that children between the ages of 6-18 attend school full-time. The District is committed to working with students and their families to ensure that poor attendance does not adversely impact your child.

School Attendance Review Board (SARB)

E.C. 48263

If any minor student in any district of a county is an habitual truant, or is irregular in attendance at school, as defined in this article, or is habitually insubordinate or disorderly **during** attendance at school, the student **may** be referred to a SARB or to the probation department for services if the probation department has elected to receive these referrals. The supervisor of attendance, or any other persons the Governing Board of the school district or county **may** designate, making the referral, shall notify the minor and parents/guardians of the minor, in **writing**, of the name and address of the Board or probation department to which the matter has been referred and of the reason for the referral. The notice shall indicate that the student and parents/guardians of the student will be required, along with the referring person, to meet with the SARB or probation officer to consider a proper disposition of the referral.

Parent Notification

E.C. 48260.5

Upon a student's initial classification as a truant, the school district shall notify the student's parent/guardian, by first-class mail or other reasonable means, of the following:

1. That the student is truant;
2. That the parent/guardian is obligated to compel the attendance of the student at school;
3. That parents/guardians who fail to meet this obligation **may** be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chap. 2 of Part 27;
4. That Alternative Educational programs are available in the District;
5. That the parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy;
6. That the student **may** be subject to prosecution under Section 48264;
7. That the student **may** be subject to suspension, restriction, or delay of the student's driving privilege pursuant to Section 13202.7 of the Vehicle Code; and
8. That it is recommended that the parent/guardian accompany the student to school and attend classes with the student for one (1) day.

Truant Students

E.C. 48260 (a)

Any student subject to compulsory full-time education or to compulsory continuation education who is absent from school **without** valid excuse three (3) full days in one (1) school year, or tardy or absent for more than any thirty (30)-minute period **during** the school day **without** a valid excuse on three (3) occasions in one (1) school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or to the Superintendent of the school district.

Habitual Truant

E.C. 48262

Any student is deemed an habitual truant who has been reported as a truant three (3) or more times per school year, provided that **no** student shall be deemed a habitual truant **unless** an appropriate district officer or employee has made a conscientious effort to hold **at least** one (1) conference with a parent/guardian of the student and the student himself/herself, **after** the filing of **either** of the reports required by Section 48260 **or** Section 48261.

Truant/Warning, Weekend Study, SARB

E.C. 48264.5

Any minor who is required to be reported as a truant pursuant to Section 48260 or 48261 may be required to attend make-up classes conducted on one (1) day of a weekend pursuant to subdivision (c) of Section 37223 and is subject to the following:

E. C. 48264.5 (a)

The first time a truancy report is required, the student may be personally given a written warning by any peace officer specified in P.C. 830.1. A record of the written warning may be kept at the school for a period of not less than two (2) years, or until the student graduates, or transfers, from that school. If the student transfers, the record may be forwarded to any school receiving the student's school records. A record of the written warning may be maintained by the law enforcement agency in accordance with that law enforcement agency's policies and procedures.

E.C. 48264.5 (b)

The second time a truancy report is required within the same school year, the student may be assigned by the school to an after-school or weekend study program located within the same county as the student's school. If the student fails to successfully complete the assigned study program, the student shall be subject to subdivision (c).

E.C. 48264.5 (c)

The third time a truancy report is required within the same school year, the student shall be classified a habitual truant, as defined in Section 48262, and may be referred to, and required to attend, a SARB or a Truancy Mediation program pursuant to Section 48263 or pursuant to W.I.C. 601.3. If the District does not have a Truancy Mediation program, the student may be required to attend a comparable program deemed acceptable by the school district's attendance supervisor. If the student does not successfully complete the Truancy Mediation program or other similar program, the student shall be subject to subdivision (d).

E.C. 48264.5 (d)

The fourth time a truancy report is required to be reported within the same school year, the student shall be within the jurisdiction of the Juvenile Court which may adjudge the student to be a ward of the court pursuant to W.I.C. 601. If the student is adjudged a ward of the court, the student shall be required to do one (1) or more of the following:

1. Performance at court-approved community services sponsored by **either** a public **or** private nonprofit agency for **not less** than twenty (20) hours **but not** more than forty (40) hours over a period **not** to exceed ninety (90) days, **during** a time other than the student's hours of school attendance or employment. The probation officer shall report to the court the failure of the student to comply with this paragraph;
2. Payment of a fine by the student of **not more** than one hundred dollars (\$100) for which a parent/guardian of the student **may** be jointly liable;
3. Attendance of a court-approved truancy prevention program; and/or
4. Suspension or revocation of driving privileges pursuant to V.C. 13202.7. This subdivision shall apply **only** to a student who has attended a SARB program, a program operated by a Probation Department acting as a SARB, or a Truancy Mediation program pursuant to subdivision (c).

SARB Prosecution

E.C. 48263.5

E.C. 48263.5 (a)

In any county which has established a county SARB pursuant to Section 48321, the SARB **may** notify the district attorney or the probation officer, or **both**, of the county in which the school district is located, or the probation officer **may** notify the district attorney, by first-class mail or other reasonable means, of the following if the district attorney or the probation officer has elected to participate in the Truancy Mediation program described in subdivision (b):

1. The name of each student who has been classified as a truant

and concerning whom the School Attendance Review Board or the probation officer has determined:

- A. That available community services **cannot** resolve the truancy or insubordination problem;
 - B. That the student or the parents/guardians of the student, or **both**, have failed to respond to directives of the SARB or probation officer or to services provided.
2. The name and address of the parent/guardian of each student described in paragraph (1).

E.C. 48263.5 (b)

Upon receipt of notification provided pursuant to subdivision (a), the district attorney or the probation officer **may** notify the parents/guardians of each student concerning whom notification has been received, by first-class mail or other reasonable means, that they **may** be subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 of Part 27 for failure to compel the attendance of the student at school. The district attorney or the probation officer **may** also request the parents/guardians and the child to attend a meeting in the district attorney's office or at the probation department pursuant to Section 601.3 of the Welfare and Institutions Code to discuss the possible legal consequences of the child's truancy. Notice of the meeting shall be given pursuant to Section 601.3 of the Welfare and Institutions Code.

Defiance of SARB, Meeting With District Attorney or Probation Officer

W.I.C. 601.3 (a)

If the district attorney or the probation officer receives notice from the school district pursuant to subdivision (b) of Section 48260.6 of the Education Code that a minor continues to be classified as a truant **after** the parents/guardians have been notified pursuant to subdivision (a) of Section 48260.5 of the Education Code, or if the district attorney or the probation officer receives notice from the School Attendance Review Board, or the district attorney receives notice from the probation officer, pursuant to subdivision (a) of Section 48263.5 of the Education Code that a minor continues to be classified as a truant **after** review and counseling by the SARB or probation officer, the district attorney or the probation officer, or **both**, **may** request the parents/guardians and the child to attend a meeting in the district attorney's office or at the probation department to discuss the possible legal consequences of the minor's truancy.

Contributing to the Delinquency of a Minor

P.C. 272; W.I.C. 300, 601, 602

Those who cause or encourage any person under the age of 18 to stop attending school, or who refuse to comply with court orders that require the child to attend school, may be liable for fines and/or be imprisoned as a result.

Summary of Attendance

Excused Absences

E.C. 48205; E.C. 48216; E.C. 48213; B.P. 5113; A.R. 5113 ; Elections Code 12302

A student shall be excused from school for the following reasons:

1. Personal illness or injury.
2. Quarantine **under** the direction of a county or city health officer.
3. Medical, dental, optometrical, or chiropractic appointments
4. Attendance at funeral services for a member of the immediate family.
 - A. Excused absence in this instance shall be limited to one (1) day if the service is conducted in California or three (3) days if the service is conducted out of state.
 - B. **"Immediate family"** shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister, or any relative living in the student's immediate household.
5. Jury duty in the manner provided by law.
6. The illness or medical appointment **during** school hours of a child to whom the student is the custodial parent.
7. Upon advance **written** request by the parent/guardian and the approval of the Principal or designee, justifiable personal reasons including **but not** limited to:
 - A. Appearance in court.
 - B. Observance of a holiday or ceremony of his/her religion.
 - C. Attendance at religious retreats for no more than four (4) hours per semester.
 - D. Employment conference or interview.
 - E. Attendance at a funeral service for a person other than a member of the student's immediate family.
8. Service as a member of a precinct board for an election pursuant to Elections Code 12302
9. Participation in religious instruction or exercises in accordance with District policy. In such instances:
 - A. The student shall attend at least the minimum school day. E.C. 46014; and
 - B. The student shall be excused for this purpose on no more than four (4) school days per month. E.C.46014
10. A student will be excused a maximum of three (3) consecutive days for head lice.
11. When a parent/guardian has signed a School Attendance Review Board (SARB) or School Attendance Review Team (SART) contract that states a doctor's note **must** accompany a request for an absence to be excused, **only** those days with

proper documentation will be designated as excused.

12. When a student has had 14 absences in the school year for illness verified by a written note from the parent/guardian, conversation in person or telephone with the parent/guardian, or verified by an employee any further absences must be verified by physician.
13. Exclusion for failure to present evidence of immunization (EC 48216).
14. Exclusion from school because the student is either the carrier of a contagious disease or not immunized from a contagious disease (EC 48213).

Every effort will be made to ensure that students and parents/guardians are continually apprised of the impact of attendance--excused and unexcused--on student achievement. (See also C.C.R., Title 5, Sec. 18066)

Excused Absences for Students Participating in Licensed Child Care and Development Program

A.R. 5148

1. Illness or quarantine of the child or of the parent/guardian;
2. Family emergency; and/or
3. Time spent with a parent/guardian or other relative as required by a court of law or which is clearly in the best interest of the child. E.C. 8208 (d)

A family emergency shall be considered to exist when unforeseen circumstances cause the need for immediate action, such as **may** occur in the event of a natural disaster, or when a member of the child's immediate family dies, has an accident, or is required to appear in court.

An absence shall be considered to be in the best interest of the child when time is spent with the child's parent/guardian or other relative for reasons deemed justifiable by the program coordinator. Please note if the absences are **not** listed above they are considered unexcused.

Absences for Confidential Medical Services (Grades 7-12)

E.C. 46010.1; B.P. 5113

Students should not be absent from school without their parent's/guardian's knowledge or consent, with the following exceptions:

1. In cases of medical confidential emergency; and/or

2. When the student has a confidential medical appointment.

When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments, but may contact a medical office to confirm the time of the appointment.

The school will not volunteer this information to the parent/guardian, but upon specific request by the parent/guardian shall not keep such information confidential.

When students volunteer confidential medical information to a District staff member, the staff member should suggest that the students consult their parent/guardian or doctor, or seek medical advice from the city or county department of health.

Regulations Regarding Absences for Religious Purposes

E.C. 46014; B.P. 5113; A.R. 5113

Students with the written consent of their parents/guardians, may be excused from school in order to participate in religious exercises or to receive moral and religious instruction at their respective places of worship or at other suitable place or places away from school property designated by the religious group, church, or denomination which shall be in addition and supplementary to the instruction in manners and morals required elsewhere in this code.

E.C. 46014 (c)

Each student so excused shall attend school **at least** the minimum school day for his/her grade for elementary schools, and as provided by the relevant provisions of the rules and regulations of the State Board of Education for secondary schools.

E.C. 46014 (d)

No student shall be excused from school for such purpose on more than four (4) days per school month. It is hereby declared to be the intent of the Legislature that this section shall be permissive **only**.

Middle School Unexcused Absences

B.P. 5113; A.R. 5113

At the Middle School level, each individual school will assure teacher/office contact when a student has an unexcused absence.

- At three (3) unexcused absences, a letter is sent to the parents/guardians at the end of the attendance period notifying them of the absences and the need to clear the dates.
- At five (5) unexcused absences a second letter is sent to the parents/guardians at the end of the next attendance period notifying them of the absences and possible consequences.
- At seven (7) unexcused or ten (10) excused absences, an intervention meeting will be held with the student and parent/guardian, and an Administrator or designee.

Actions at this meeting will include:

1. Attendance policy explained, with reasons for the emphasis on attendance;
2. The Middle School Attendance Policy explained, with the concept of credits required for graduation;
3. A police/probation representative, when appropriate;
4. Contracts used with the student, to be signed by student and parent/guardian;
5. Supportive role: What **can** be done to assist the family in having the student in school on time on a regular basis; and
6. Accountability: for students, such as attending a **“late period”** or extended day sessions, Saturday School, or Summer School.

High School Policy

B.P. 5113; A.R. 5113

- The Board of Education recommends teachers the option to assign an **“F-attendance”** grade to any students when they have accumulated a total of seven (7) unexcused absences in a class, and an intervention meeting was held with the students and their parents/guardians. Unexcused absences due to suspension will **not** be counted toward the seven (7) unexcused absences maximum. Special circumstances will be accommodated

through the appeals process.

- Each school site shall ensure that a reasonable opportunity is provided for any student or the student’s parent/guardian to explain any unexcused absence.
- Independent study may be arranged by contract prior to the absence at the school site for short term absences. If the student is placed on an arranged Independent Study prior to the absence, the absence is not unexcused.
- The high school principal or designee is responsible for confirming that the parents/guardians of the student have received written notification of the loss of course credit, and of the review/appeal process.
- As a result of the review/appeal process one or more of the following recommendations will be made:
 - a. The student may “earn back” unexcused absences. A contract must be signed by the teacher and the student that provides for the equivalent of two hours of work (such as class projects, detention, Saturday School, etc.)
 - b. Strategies developed in partnership with the teacher, student and parent/guardian to improve attendance and complete the class/classes for a grade and course credit, by signed contract;
 - c. The student receives no course credit;
 - d. Withdrawal from the traditional school program and transfer into an appropriate alternative program;
 - e. Placement in an on-campus alternative program.

Short-Term Independent Study

B.P. 6158; A.R. 6158; E.C 51747 (c) (7)

- Advance notice **must** be given to the school site;
- Minimum of five (5) days and a maximum of fifteen (15) day;
- Signed Independent Study Contract;
- Complete and return **all** assignments.
- Participation is voluntary on the part of the student, parent and the district.

Criteria to participate in Short-Term Independent Study:

- Vacation;
- Funeral;
- Out-of-state/Country travel;
- Religious purposes;
- Child care issues;
- Family emergencies;
- Extended illness;
- Pregnancy;
- Custody situations; and/or
- Student safety issues.

Attendance Appeals Board

Each school site shall maintain an attendance appeals process, which shall be clearly communicated to **all** students and their parents/guardians. A reasonable opportunity for any student or the student’s parent/guardian to appeal shall be provided **before** any final consequences are put into action as a **result** of seven (7) unexcused absences in a class.

Grades

E.C. 49067 (a)

The Governing Board of each school district shall prescribe regulations requiring the evaluation of each student’s achievement for each marking period and requiring a conference with, or a **written** report to, the parent/guardian of each student **whenever** it becomes evident to the teacher that the student is in danger of failing a course. The refusal of the parent/guardian to attend the conference, or to respond to the **written** report, shall **not** preclude failing the student at the end of the grading period.

E.C. 49167 (b)

The Governing Board of any school district **may** adopt regulations authorizing a teacher to assign a failing grade to any student whose absences from the teacher’s class that are **not** excused pursuant to Section 48205 equal or exceed a maximum number which shall be specified by the Board. Regulations adopted pursuant to this subdivision shall include,

but not be limited to, the following:

1. A reasonable opportunity for the student or the student's parent/guardian to explain the absences; and
2. A method for identification in the student's record of the failing grades assigned to the student on the basis of excessive unexcused absences.

E.C. 49067 (c)

Notwithstanding the provisions of subdivision (a) of Section 49061, the provisions of this section shall apply to the parent/guardian of any student

without regard to the age of the student.

Daily Attendance/CalWORKS

W.I.C. 11253.5

Under the Welfare and Institutions Code, children of families participating in CalWORKS **must** attend school regularly. If it is determined that children are **not** attending, the grant provided to the family **may** be reduced.

Student Records

Access to Student Records

E.C. 49076; A.R. 5125

A school district is **not** authorized to permit access to pupil records to any person **without written** parental consent or **under** judicial order **except** that:

E.C. 49076 (a)

Access to those particular records relevant to the legitimate educational interests of the requester shall be permitted to the following:

1. School officials and employees of the district, members of a School Attendance Review Board appointed pursuant to Section 48321;
2. Officials and employees of other public schools or school systems, including local, county, or state correctional facilities subject to the rights of parents/guardians as provided in Section 49068;
3. Authorized representatives of the Comptroller General of the United States, the Secretary of Education, and administrative head of an education agency, state education officials, or their respective designees, or the United States Office for Civil Rights;
4. Other state and local officials to the extent that information is specifically required to be reported;
5. Parents/Guardians of a pupil 18 years of age or older who is a dependent as defined in Section 152 of the Internal Revenue Code of 1954;
6. A pupil 16 years of age or older or having completed the 10th grade who requests access;
7. Any district attorney who is participating in or conducting a truancy mediation program pursuant to Section 48263.5, or Section 601.3 of the Welfare and Institutions Code, or participating in the presentation of evidence in a truancy petition pursuant to Section 681 of the Welfare and Institutions Code;
8. A prosecuting agency for consideration against a parent/guardian for failure to comply with the Compulsory Education Law;
9. Any probation officer or district attorney for the purposes of conducting a criminal investigation or an investigation declaring a person a ward of the court or involving a violation of a condition of probation;
10. Any judge or probation officer for the purpose of conducting a Truancy Mediation program for a pupil, or for purposes of presenting evidence in a truancy petition pursuant to Section 681 of the Welfare and Institutions Code; and/or
11. Any county placing agency for the purpose of fulfilling the requirements of the health and education summary required pursuant to Section 16010 of the Welfare and Institutions Code or for the purpose of fulfilling educational case management responsibilities required by the juvenile court or by law and to assist with the school transfer or enrollment of a pupil.

E.C. 49076 (b)

School districts **may** release information from pupil records to the following:

1. Appropriate persons in connection with an emergency if the knowledge of the information is necessary to protect the health or safety of a pupil or other persons;
2. Agencies or organizations in connection with the application of

- a pupil for, or receipt of, financial aid;
3. The county elections official, for the purpose of identifying pupils eligible to register to vote, and for conducting programs to offer pupils an opportunity to register to vote;
4. Accrediting associations in order to carry out their accrediting functions;
5. Organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction; and/or
6. Officials and employees of private schools or school systems where the pupil is enrolled or intends to enroll, subject to the rights of parents/guardians as provided in Section 49068.

E.C. 49076 (c)

Notwithstanding any other provision of law, any school district, including any county office of education or Superintendent of schools, **may** participate in an interagency data information system that permits access to a computerized database system **within** and **between** governmental agencies or districts as to information or records which are non-privileged, and where release is authorized as to the requesting agency **under** state or federal law or regulation.

Transfer of Permanent Enrollment and Scholarship Record

C.F.R., Title 4, Sec. 99.34; E.C. 49068; A.R. 5125

Whenever a pupil transfers from one school district to another or to a private school, or transfers from a private school to a school district within the state, the pupil's permanent record or a copy thereof shall be transferred by the former district or private school upon a request from the district or private school where the pupil intends to enroll. Any school district requesting such a transfer of a record shall notify the parent/guardian of his/her right to receive a copy of the record and a right to a hearing to challenge the content of the record. The State Board of Education is hereby authorized to adopt rules and regulations concerning the transfer of records.

Absolute Right to Access

C.F.R., Title 34, Sec. 99.7; E.C. 49063, 49068, 49069; B.P. 5125; A.R. 5125

Parents/Guardians of currently enrolled or former pupils have an absolute right to access to any and all pupil records related to their children who are maintained by school districts or private schools. The editing or withholding of any such records, except as provided for in this chapter is prohibited. Each school district shall adopt procedures for the granting of requests by parents/guardians for copies of all pupil records pursuant to Section 49065, or to inspect and review records during regular school hours, provided that the requested access shall be granted no later than five (5) business days following the date of the request. Procedures shall include the notification to the parent/guardian of the location of all official pupil records if not centrally located and the availability of qualified certificated personnel to interpret records where requested.

Access to Information Concerning a Student in Compliance With Court Order (includes lawfully issued subpoenas)

E.C. 49077; A.R. 5125

Information concerning a student shall be furnished in compliance with a court order or a lawfully issued subpoena. The school district shall make a reasonable effort to notify the parent/guardian and the pupil in advance of compliance with a lawfully issued subpoena and, in the case of compliance with a court order, if lawfully possible **within** the requirements of the order.

Challenging Content of Records

E. C. 49063, 49070; A.R. 5125, 5125.3

Following an inspection and review of a pupil's records, the parent/guardian of a pupil or former pupil of a school district may challenge the content of any pupil record.

E.C. 49070 (a)

The parent/guardian of a pupil may file a written request with the Superintendent of the District to correct or remove any information recorded in the written records concerning his/her child, which the parent/guardian alleges to be any of the following:

1. Inaccurate;
2. An unsubstantiated personal conclusion or inference;
3. A conclusion or inference outside of the observer's area of competence;
4. Not based on the personal observation of a named person with the time and place of the observation noted;
5. Misleading; and/or
6. In violation of the privacy or other rights of the pupil.

E.C. 49070 (b)

Within thirty (30) days of receipt of a request pursuant to subdivision (a), the Superintendent or designee shall meet with the parent/guardian and the certificated employee who recorded the information in question, if any, and if the employee is presently employed by the school district. The Superintendent or designee shall then sustain or deny the allegations.

If the Superintendent or designee sustains any or all of the allegations, he/she shall order the correction or the removal and destruction of the information. However, in accordance with Section 49066, the Superintendent or designee shall not order a pupil's grade to be changed unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade.

If the Superintendent or designee denies any or all of the allegations and refuses to order the correction or the removal of the information, the parent/guardian may, within thirty (30) days of the refusal, appeal the decision in writing to the Governing Board of the school district.

E.C. 49070 (c)

Within thirty (30) days of receipt of an appeal pursuant to subdivision (b), the Governing Board shall, in closed session with the parent/guardian and the certificated employee who recorded the information in question, if any, and if the employee is presently employed by the school district, determine whether or not to sustain or deny the allegations.

If the Governing Board sustains any or all of the allegations, it shall order the Superintendent or designee to immediately correct or remove and destroy the information from the written records of the pupil and so inform the parent/guardian in writing. However, in accordance with Section 49066, the Governing Board shall not order a pupil's grade to be changed unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade. The decision of the Governing Board shall be final.

Records of these administrative proceedings shall be maintained in a confidential manner and shall be destroyed one (1) year after the decision of the Governing Board, unless the parent/guardian initiates legal proceedings relative to the disputed information within the prescribed period.

E.C. 49070 (d)

If the final decision of the Governing Board is unfavorable to the parent/guardian, or if the parent/guardian accepts an unfavorable decision by the District Superintendent, the parent/guardian shall be informed and shall have the right to submit a written statement of his/her objections to the information. This statement shall become a part of the pupil's school record until the information objected to is corrected or removed.

Student Records; Confidentiality

B.P. 5125

The Governing Board believes that it is useful and necessary to keep accurate, comprehensive student records, as required by law. Procedures for maintaining the confidentiality of student records shall be consistent with State and Federal laws. Information about a student shall be used judiciously and in ways that contribute to the student's welfare.

The Superintendent or designee shall establish regulations for the Board approval governing the following:

1. The identification, description, and security of student records, as well as timely access for authorized persons;
2. Parental review, inspection and right to photocopy student records;
3. The identification of categories of directory information, which **may** be released;
4. The withholding of the student's grades, diploma or transcripts in cases involving certain student misconduct; and
5. Safeguards to protect the student and the student's family from invasion of privacy.

Custodian of Records

C.C.R., Title 5, Sec. 431

1. The Superintendent or designee shall designate a certificated employee to serve as custodian of records, with responsibility for student records at the District level.
2. At each school, the Principal or a certificated designee shall act as custodian of records for students enrolled.

Parental Rights

E.C. 49063

The District shall annually notify parents/guardians in **writing of their right to inspect student records. This notice also shall inform parents/guardians where they can find all related information.**

Withholding Grades, Diplomas, or Transcripts

E.C. 48904.3; A.R. 5125.2

E.C. 48904.3 (a)

Upon receiving notice that a school district has **withheld** the grades, diploma, or transcripts of any pupil pursuant to Section 48904, any school district to which the pupil has transferred shall likewise **withhold** the grades, diploma, or transcripts of the pupil as authorized by that section, **until** the time that it receives notice, from the district that initiated the decision to **withhold**, that the decision has been rescinded **under** the terms of that section.

E.C. 48904.3 (b)

Any school district that has decided to **withhold** a pupil's grades, diploma, or transcripts pursuant to Section 48904 shall, upon receiving notice that the pupil has transferred to any school district in this state, notify the parent/guardian of the pupil in **writing** that the decision to **withhold** will be enforced as specified in subdivision (a).

E.C. 48904.3 (c)

For purposes of this section and Section 48904, "**school district**" is defined to include any county Superintendent of schools.

E.C. 48904.3 (d)

This section and Section 48904 shall also apply to the state special schools, as described in subdivision (a) of Section 48927.

Release of Directory Information

E.C. 49063, 49073; A.R. 5125.1

Fresno Unified School District does not release information or records concerning your child to non-educational organizations or individuals without your consent. However, there are a number of organizations associated with education, such as the Parent Teacher Association (PTA), which have a continuing need for names and addresses of students they represent. The release of certain information, which we call directory information, would benefit your child; such as: information on athletic or academic awards, information for press releases, or information to organizations and institutions offering career opportunities to graduates including military recruitment officers. If you have any objection to this policy and wish to restrict the release of directory information, you may indicate your objection on your child's emergency card which is on file at school.

The various organizations and the types of information requested are listed below.

- Press, television, radio, and other media organizations;
- PTA officers or room volunteers;
- Private business or professional schools or colleges approved by the California State Superintendent of Public Instruction;
- Employers;
- Official employment or recruitment representatives of private industry;
- Federal, state, and local government agencies;
- Recruitment representatives of the Armed Forces of the United States or National Guard;
- Approved reunion committees; and/or
- Department of Social Services.

Information to be released:

- Information concerning participation in athletics, other school activities, the winning of scholastic or other honors and awards, and other such information;
- Name, addresses and phone number of graduating seniors; and/or
- Student's name, address, date and place of birth, attendance record, scholastic record, and staff employment recommendations.

Armed Forces Recruiter Access to Students and Student Recruiting Information

U.S.C., Title 20, Sec. 7908 (a); A.R. 5125.1

1. Access to student recruiting information: Notwithstanding section 1232g (a) (5) (B) of this title and **except** as provided in

paragraph (2), each local educational agency receiving assistance **under** this chapter shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, addresses, and telephone listings.

2. Consent: A secondary school student or the parent/guardian of the student **may** request that the student's name, address, and telephone listing described in paragraph (1) **not** be released **without** prior **written** parental consent, and the local educational agency or private school shall notify parents/guardians of the option to make a request and shall comply with any request.
3. Same access to students: Each local educational agency receiving assistance **under** this chapter shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students.

Student Records, Disclosure to Other Educational Agencies

C.F.R., Title 34, Sec., 99.34 (a)

An educational agency or institution that discloses an education record **under** Sec. 99.31 (a) (2) shall:

1. Make a reasonable attempt to notify the parent/guardian or eligible student at the last known address of the parent/guardian or eligible student, **unless**:
 - A. The disclosure is initiated by the parent/guardian or eligible student; or
 - B. The annual notification of the agency or institution **under** Sec. 99.6 includes a notice that the agency or institution forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll;
2. Give the parent/guardian or eligible student, upon request, a copy of the record that was disclosed; and
3. Give the parent/guardian or eligible student, upon request, an opportunity for a hearing under subpart C.

C.F.R., Title 34, Sec. 99.34 (b)

An educational agency or institution **may** disclose an education record of a student in attendance to another educational agency or institution if:

1. The student is enrolled in or receives services from the other agency or institution; and
2. The disclosure meets the requirements of paragraph (a) of this section.

Student Transfer Policies and District Diversity Policy

B.P. 5116.1

Fresno Unified School District Prevention and Intervention Department is pleased to inform you that a variety of School Choice Options are available. These School Choice Options include Magnets, Open Enrollment, and No Child Left Behind Choice Transfers.

Prevention and Intervention Department, Director School Choice:
Dr. Rosylin Bessard: 457-3370

Magnet

Fresno Unified offers 19 different Magnet Schools choice options that include programs from kindergarten through high school. To find out more about all of your Magnet School options, please call the Magnet Office at 457-3343.

Elementary School Magnet Programs**Hamilton K-8**
Grades K-8 (248-7370)

Students at Hamilton study countries around the world and create hands-on learning projects. School-wide events showcase student work throughout the year.

Student Selection Criteria: Completed Magnet Application; lottery.
Application Deadline: Dec. 1, 2010 for 2011-2012

Bullard TALENT (Teaching Able Learners Exceptional New Techniques)**Grades K-8 (248-7030)**

Bullard TALENT is a K-8 school teaching the Fresno Unified core curriculum with an emphasis in the Visual and Performing Arts. Beginning in kindergarten, **all** students participate in a Music and Art program. Bullard TALENT is committed to the philosophy that the "**Arts are Academic**". Specialized instruction in Visual Arts, Theater Arts,

Dance/Movement, and Music is provided. Students are expected to participate in the Visual and Performing Arts core classes in addition to the Fresno Unified baseline academic curriculum.

Student Selection Criteria: Completed Magnet Application; lottery
Application Deadline: Dec. 1, 2010 for 2011-2012

Yokomi Elementary Science and Technology Grades K-6 (457-3816)

The downtown elementary school features “classrooms of the future” with state-of-the-art technology. Students participate in hands-on science instruction daily.

Student Selection Criteria: Completed Magnet Application; lottery.
Application Deadline: Dec. 1, 2010 for 2011-2012

Middle School Magnet Programs

Ahwahnee Environmental Science Grades 7-8 (451-4300)

The Environmental Science program at Ahwahnee includes all students in the study of issues related to the environment. Electives enhance the rigorous academic program that is enriched by the latest technology.

Student Selection Criteria: Completed Magnet Application; lottery.
Application Deadline: Dec. 1, 2010 for 2011-2012

Baird Middle School Grades 5-8 (451-4310)

Baird, a California Distinguished School, offers a thematic, project-driven, hands-on, minds-on curriculum. Students are organized into interdisciplinary academic teams composed of Language Arts, Social Studies, Science, Math, and Physical Education. Students also participate in a mandatory elective wheel, as well as a self-selected elective. Agribusiness is embedded in **all** aspects of the curriculum so students learn to appreciate the nature of the San Joaquin Valley and its influence globally.

Student Selection Criteria: Completed Magnet Application; lottery.
Application Deadline: Dec. 1, 2010 for 2011-2012

Fort Miller Career Academy Grades 7-8 (248-7100)

The Academy focuses on careers in the fields including medical and health. The curriculum integrates experiences into a rigorous Math, Science, Language Arts, and Social Studies program. In addition, exploratory and elective classes provide students with the personal skills necessary to succeed in a professional setting. Students use technology as a learning tool, including a computer lab and teleconferencing center.

Student Selection Criteria: Completed Magnet Application; lottery.
Application Deadline: Dec. 1, 2010 for 2011-2012

Sequoia Middle School Grades 7-8 (457-3210)

The school features enhanced Science instruction through the latest technology.

Student Selection Criteria: Completed Magnet Application; lottery.
Application Deadline: Dec. 1, 2010 for 2011-2012

Tioga Middle School MicroSociety Grades 7-8 (248-7280)

This entrepreneurial project exposes students to career options and helps develop business skills, while creating an understanding of economics through project-based learning.

Student Selection Criteria: Completed Magnet Application; lottery
Application Deadline: Dec. 1, 2010 for 2011-2012

Wawona International Baccalaureate Middle Years Program

Grades 6-8 (248-7310)

The International Baccalaureate Middle Years Program at Wawona (IBMYP) is a three (3) year program for students in grades 6-8. Students study Language Arts, Humanities, Mathematics, Technology, Science, Physical Education, Arts, and a Foreign Language. Approaches to Learning; Community Service; Environment; Homo Faber (students will realize the human ability to invent, create, transform, and improve the quality of life); and Health and Social Education are woven throughout the curriculum.

Student Selection Criteria: Completed Magnet Application; lottery
Application Deadline: Dec. 1, 2010 for 2011-2012

High School Programs With No Specific Entrance Requirements

Bullard High School Law and Public Science Grades 9-12 (451-4320)

A program for all students stressing community services projects and citizenship rights and responsibilities. Academies in science, video production and leadership are open to all students.

Student Selection Criteria: Completed Magnet Application; lottery
Application Deadline: Dec. 1, 2010 for 2011-2012

Design Science Grades 9-12 (248-7353)

A small school partnership with Fresno City College that allows students to complete a college Associate of Arts degree with their high school diplomas in five years. Focused on building trades, the program prepares students for college and careers.

Student Selection Criteria: Completed Magnet Application; lottery
Application Deadline: Dec. 1, 2010 for 2011-2012

Duncan Polytechnical High School Grades 9-12 (248-7080)

Duncan is an accredited four (4) year comprehensive high school organized into five (5) career pathways: Agriculture, Business, Public Service, Health, and Industrial Technology.

Upon graduation, Duncan students have met **all** the graduation requirements for a diploma, have a marketable job skill, and are prepared for post-secondary education.

Student Selection Criteria: Completed Magnet Application; lottery
Application Deadline: Dec. 1, 2010 for 2011-2012

Fresno High International Baccalaureate (IB) Program Grades 9-12 (457-2780)

The 9th and 10th grade International Studies Program prepares students for the 11th and 12th grade rigorous and prestigious International Baccalaureate Diploma courses. (Grades 9-10: Pre-IB Program & Grades 11-12: IB Program)

Student Selection Criteria: Completed Magnet Application; lottery
Application Deadline: Dec. 1, 2010 for 2011-2012

Hoover High School Grades 9-12 (451-4000)

A high-tech career focused program exposing students to various architecture, engineering and manufacturing careers.

Student Selection Criteria: Completed Magnet Application; lottery
Application Deadline: Dec. 1, 2010 for 2011-2012

McLane Medical Education and Research Academy

Grades 9-12 (248-5100)

Start your education by working in a state-of-the-art Human Performance Lab and utilizing computers as part of your **everyday** instruction in core classes. Attend summer Med-Camp to start off your medical education and career preparation. McLane is partnered with Saint Agnes Medical Center, University Medical Center, Veterans Administration, California State University, Fresno (CSUF), and the University of California, San Francisco (UCSF). Upon graduation, students will be prepared to go on to a four (4) year college and/or enter the medical research career field.

Student Selection Criteria: Completed Magnet Application; lottery
Application Deadline: Dec. 1, 2010 for 2011-2012

Roosevelt School of the Arts

Grades 9-12 (253-5324)

Roosevelt School of the Arts has expanded its magnet program to include Visual and Graphic Arts as well as Performing Arts. A strong element of all academic core classes is using technology as a learning and teaching tool, and extensive art electives enrich the students' education.

Student Selection Criteria: Completed Magnet Application; lottery
Application Deadline: Dec. 1, 2010 for 2011-2012

Programs With Entrance Requirements

Edison Computech 7-8

Grades 7-8 (457-2640)

Computech is a National Blue Ribbon School, and a California Distinguished School that prepares 7th and 8th graders to continue on to the four (4) year program at Edison High School. Computech is a middle school Math, Science, and Technology Magnet, offering an eight (8) period day with six (6) required classes and extensive elective choices. Computech students are able to take many accelerated high school courses during their middle school experience, and have access to advanced technology, which is integrated across the curriculum. A four (4) week summer enrichment program is available, as well as strong tutorial and extended-day student support during the regular school year. Students are encouraged to utilize the computer lab and media center before and after regular school hours. Transportation is provided so that students attending Computech are able to participate in before - and after - school activities, clubs and tutorials. Students who have met the Computech student selection criteria will be placed in an applicant pool from which a final student list for placement is selected.

Student Selection Criteria: Completed Magnet Application; Computech Application; recommendations; standardized test scores; and **most** recent report card.

Application Deadline: Dec. 1, 2010 for 2011-2012

Edison High Computech

Grades 9-12 (457-2652)

Edison High Computech offers a 9-12 program that provides specialized academic instruction emphasizing Math, Science, Technology, and Foreign Language. Computech offers several advanced placement high school courses, and graduates meet or exceed entrance requirements for the University of California and California State University, Fresno.

Student Selection Criteria: Complete Magnet Application; student essay; teacher recommendation; academic and citizenship performance; District standardized test scores.

Application Deadline: Dec. 1, 2010 for 2011-2012

Sunnyside High Doctors' Academy

Grades 9-12 (253-6700)

The Sunnyside Doctor's Academy is a unique partnership with the University of California San Francisco School of Medicine, and Medical Education Program; the Latino Center for Medical Education and Research; California State University; Fresno County Office of Education; and Fresno Unified School District to increase the number of

students graduating prepared as competitive applicants to health professional schools. Enrollment is limited to 9th grade students that have a 3.0 Grade Point Average (GPA) in Math, Science, and English, and have completed Algebra prior to the 9th grade.

Student Selection Criteria: Completed Magnet Application; Doctors' Academy Application; personal interview.

Application Deadline: Dec. 1, 2010 for 2011-2012

Manchester GATE

Grades 2-6 (248-7220)

Manchester GATE is a specialized program serving identified GATE students from throughout Fresno Unified. **Students are selected for this program and invited to attend. There is no application.**

Student Selection Criteria: Eligibility for GATE services is based upon multiple criteria and **not** a score from one (1) test. Information collected and considered in assessing students' eligibility for GATE services at Manchester or elsewhere includes:

- A. Teacher descriptions of outstanding characteristics, classroom performance and academic grades;
- B. A record of the student's scores on standardized achievement tests and district-administered academic measures;
- C. Information from group tests of reasoning abilities administered by FUSD staff;
- D. Evidence that new students are enrolled in and attending a Fresno Unified school;
- E. Documentation of other special needs; and
- F. Previous evaluations for GATE completed in FUSD or other school districts. C.C.R., Title 5, Sec. 3831; B.P. 6172; A.B. 2313, Correa, Chapter 748 of the Statutes of 2000

Career Technical Education

Grades 7-8, High School 9-10/11-12 Regional Occupational Program (ROP)

Career Technical Education (CTE) offers students a choice of Career Preparation classes in 7th through 12th grade. Students can select from classes across the district in the following pathways: Agriculture, Business, Health, Home Economics Careers and Technology, Industrial Technology and Public Services. Students are exposed to the world of work through a variety of experiences including guest speakers, field trips, internships, among others. Students learn key career competencies that they will need for workplace success.

Junior and Senior students can enroll in the Regional Occupational Program (ROP) which develops marketable job skills and provides advanced career-technical training leading to related college courses, industry certificates, and possible job opportunities. Many ROP classes offer work-place based learning experiences and possible college credit.

For more information about Career Technical and ROP classes, please visit the district website (<http://www.fresno.k12.ca.us>) or call the Career Technical Education Office:

3132 E. Fairmont, Bldg. 5
Fresno, CA 93726
(559) 248-7175
Sally Fowler
Program Manager

Fresno Adult School

Fresno Adult School offers a wide variety of tuition-free classes and training programs for adults 18 years and older such as High School Diploma, GED, Career & Technical Education, English as a Second Language, Adult Basic Education, Parent Education, Older Adult, Adults with Disabilities, and Community Education. Classes are held during daytime hours and also in the evening as well as some weekends. The main campus, The César E. Chávez Education Center, is located at 2500 Stanislaus Street, in downtown Fresno. Classes are held at the main campus and other locations throughout the Fresno area. Check the Fresno Adult School webpage at www.fas.edu or call 457-6000 for current course offerings and details.

Open Enrollment

Open enrollment is yet another opportunity to choose other schools within FUSD as identified on the open enrollment application. The Open enrollment process allows families to select a school outside of their attendance area, without having to meet any criteria other than interest and space availability. For more information, call 457-3343.

The deadline date for filing all applications is December 1, 2010.

NCLB

Schools that do not make adequate yearly progress (AYP) for two years in a row are identified for Program Improvement. Parents of students attending Program Improvement schools have the right to request a Choice Transfer to a Fresno Unified school not in Program Improvement with transportation provided. For more information please call 457-3672.

The deadline date for filing all applications is December 1, 2010.

Office of State and Federal Programs

Sharon Hart: 457-3672

Alternative and Charter Education Programs

District Community Day School -- Phoenix Academy

FUSD operates an Elementary Level Community Day School. Students served in this school often exhibit an array of behavior problems and need intensive assistance in their psychological, social, and academic development. Students are referred through the Expulsion Panel, School Attendance Review Board (SARB) Panel, Probation, or the Multi-Disciplinary Team (MDT). Program components **include** low teacher-student ratios, individualized instruction and assessment, collaboration with District support service providers, and interagency cooperation. The minimum instructional school day is three hundred-sixty (360) minutes. Contact the school at **248-7500** for more information.

J.E. Young Academic Center

J.E. Young Academic Center is an alternative school to help students fulfill their education through independent study. Students usually meet once per week with an instructor who reviews completed assignments. Referrals to J.E. Young Academic Center are accepted from the student's school of residence **only**.

Alternative Schools

E.C. 58501; B.P. 6181

Specifies that any school **may** establish a separate school or separate classes **within** a school. School districts are required to notify parents/guardians that California State Law authorizes **all** school districts to provide for alternative school programs.

Charter Education Programs

Sunset Two-Way Immersion-School

Grades K-8

Sunset School is the only Fresno Unified school that offers a school-wide K-8 Two-Way Immersion Program. The Two-Way Immersion program provides an immersion model for English speaking students and a bilingual model for Spanish speaking students. Emphasis is on Spanish instruction in the early grades, which allows English speakers ample exposure to the target language – Spanish. Spanish speakers have the opportunity to expand their vocabulary and build a strong base in their first language, enabling them to be more successful as they begin to acquire English orally, and later as they transfer reading and writing skills to English. Sunset School is built on the 90/10 model which provides for 90% of instruction in Spanish in K and 1, 10% in English. The percentage of Spanish/English changes at each subsequent grade level until instruction is 50/50 in grades 5 through 8.

For more information call (559) 457-3310.

Other Charter Schools

Fresno Unified has authorized the following Charter Schools, for which it has oversight responsibility. **For additional information contact Debra Odom at 457-3360.**

1. Fresno ACEL (**286-0133**)
2. Dailey Charter School (**248-7060**)
3. New Millennium Institute of Education (**497-9331**)
4. School Of Unlimited Learning (SOUL) (**498-8543**)
5. Carter G. Woodson Public Charter School (**229-3529**)
6. Valley Prep Academy (**225-7737**)
7. Valley Arts & Science Academy (**497-8272**)
8. University High School (**278-8263**)
9. Sierra Charter School (**490-4290**)
10. Sunset Two-Way Immersion (K-8) (see above) (**457-3310**)

Fresno Unified collaborates in the oversight of the below listed Charter Schools with the authorizing entity also listed below:

1. Center for Advanced Research and Technology (CART)
Susan Fischer: **248-7400** (authorizing agency -- Clovis Unified School District)
2. Edison-Bethune Charter Academy
Nancy McLaskey: **457-2530** (authorizing agency -- Fresno County Office of Education)

Transfer Process

The transfer process and procedure shall be centralized to allow for as many transfers to be granted to ensure that the District's facilities are equitably utilized and families' needs are met. Accordingly, the Department of Prevention & Intervention/Transfers Office shall be charged with administering the transfer process, including the administrative placement of students as necessary.

Transfers Initiated by Parent/Guardian

There are two types of transfers in the Fresno Unified School District that may be initiated by parents/guardians: Intradistrict and Interdistrict Transfers. Board Policies 5116 and 5116.1 reference specific criteria and conditions for these transfers.

1. **Intradistrict Transfers Within FUSD**
The parents/guardians of a school-age child who are residents in the District may request a transfer to a school other than the school to which their child is assigned. The Board retains the authority to grant or deny such a transfer in accordance with the process and procedures outlined in the regulation adopted pursuant to this policy. In the absence of an approved transfer, students are expected to attend the school in the attendance area in which they reside.
2. **Interdistrict Transfers Between Districts**
Similarly, the parents/guardians of a school-age child who are residents of another district may request a transfer to FUSD. The FUSD Board retains the authority to grant or deny a request for an interdistrict transfer to FUSD in accordance with the process and procedures outlined in the regulation adopted pursuant to this policy. The parents/guardians of a school-age child who are residents in FUSD may request a transfer to another school district. The Board retains the authority to release a FUSD student to attend another school district in accordance with the process and procedures outlined in the regulation adopted pursuant to this policy. In the absence of an approved Interdistrict Transfer, students are expected to attend a school in the school district in which they reside. E.C. 46600, 46601.5

Intradistrict Choice

E.C. 35160.5 (c)

The Governing Board of each school district shall, as a condition for the receipt of school apportionments from the state school fund, adopt rules and regulations establishing a policy of open enrollment within the

District for residents of the District. This requirement does not apply to any school district that has only one school or any school district with schools that do not serve any of the same grade level.

Residency Based on Parent/Guardian Employment

E.C. 48204; A.R. 5111.12, 5118

Parents/guardians may obtain a transfer based upon employment verification indicating employment is within the boundaries of that district of employment-based school attendance.

Appeals

The Executive Director of the Department of Prevention & Intervention or designee shall establish a process to allow parents/guardians to appeal denials of requests for family-related transfers and for interdistrict transfers. Appeals may not be granted for transfer denial based on space availability or a net transfer of students to/from other districts in excess of that allowed by law. E.C. 46601, 46602, 48024 (b); A.R. 5117

Revoking Student Transfers

Except for NCLB Choice Transfers and administrative placements made by the Board of Education, all Intradistrict and Interdistrict Transfers, Including magnet school placements, could be subject to revocation if the Executive Director of the Department of Prevention & Intervention or designee determines that a student has violated a condition of the intradistrict or interdistrict transfer. A revocation shall be considered only during timeframes outlined in the administrative regulation pursuant to this policy, to place the student back to the district or school of residence. This action shall be taken only upon review of all interventions to promote student success. The decision to revoke the interdistrict transfer and the specific reasons thereof shall be communicated in writing to the parent/guardian.

Involuntary Intradistrict Transfers

E.C. 48432.5; B.P. 5117; A.R. 5117, 6184

Involuntary Intradistrict Transfers may be made under Board Policy for the following three reasons.

I. Overcrowding (Grades K-6)

The District will make every effort to ensure that students will not be required to attend schools that are overcrowded when there is adequate space at other schools. There shall be fixed, objective criteria established for identifying overcrowded schools.

Children whose enrollment would increase an overcrowded condition shall be provided free transportation to a school with adequate space. When possible, siblings could be allowed to attend the same school.

II. Readmission After Expulsion or Suspended

Expulsion

The Governing Board can involuntarily transfer students, after completing their expulsion term or in cases of suspended expulsion to a school site other than the school where the violation occurred. Only with the approval of the Board or its designee may a student return to the school where the violation occurred.

III. Involuntary Transfer to Opportunity or Continuation High Schools

High school students, age sixteen (16) and over, may be involuntarily transferred to a continuation high school based on the finding that the student:

- A. Committed an act enumerated in E.C. 48900; or
- B. Has been habitually truant or irregular in attendance for instruction upon which he/she is lawfully required to attend. Parents/Guardians have the right to require a meeting prior to the involuntary transfer to a continuation school.

Student Quality Education and Diversity Policy

B.P. 5138

The Board of Education of the Fresno Unified School District believes that providing students the opportunity to attend schools with diverse student bodies has inherent educational value. The survival and vigor of democracy depend upon an educated citizenry with shared concerns about the welfare of society, its members, and the democratic principles that govern it.

Diversity brings different viewpoints and experiences to classroom discussions and thereby enhances the educational process. It also fosters racial and cultural understanding and tolerance, which are particularly important in a diverse society such as ours. In addition, research shows that integrated education expands post-secondary opportunities for diverse populations and helps to provide greater equality of opportunity.

Our school system is fortunate to have the pluralism brought by the African-American, Native-American, Asian, Filipino, Pacific Islander, Hispanic/Latino, White, and multi-ethnic communities in our area and by the multitude of linguistic groups within each of these communities.

In addition, the District has students from diverse socio-economic backgrounds, students with special needs and students of both genders. While some factors contributing to the diversity in the schools are under the control of the administration, other more powerful factors are due to the community's economic and demographic conditions.

The district's diversity reflects the increasing pluralism of American society and emphasizes the broader need for international awareness and cooperation. Diversity is thus a valuable resource for teaching students to become citizens in a multi-racial/multi-ethnic world in which men and women study, work, and govern together.

To provide all students the opportunity to attend schools with diverse learning settings, the District shall consider a variety of critical options. These include:

1. Providing students the opportunity to transfer to schools **within** the District;
2. Providing students the opportunity to attend special programs, such as charters, magnet, specialty, and thematic programs;
3. Providing extracurricular and curricular experiences, including multi-cultural education pursuant to B.P. 6141.6;
4. Creating attendance areas with diverse enrollments; and
5. Selecting new school sites.

Therefore, the Board of Education believes that a policy that supports quality education for students in diverse learning settings will have a positive effect on our students who will live and work together in a diverse society.

**The Transfers Office is located at 1350 M Street (Tuolumne and M).
Phone number: 457-3343.**

Homeless and Foster Care Children Project ACCESS (Achievement in the Core Curriculum for Equity and Student Success)

Families that move **often** or live in temporary housing **can** find help with immediate enrollment through the Project ACCESS.

The Fresno Unified Governing Board believes that all children should have the opportunity to receive appropriate educational services. All children residing within the district shall have immediate access to district schools and services.

Homeless children and children living in foster care shall be admitted with or without a permanent address. When feasible, they shall retain the "school of origin" for the remainder of the school year. School of origin means the school that the child or youth attended when permanently housed, or the school in which the child or youth was last enrolled. Staff shall encourage parents/guardians to enroll all school-aged children in school. - Fresno Board Policy 5111.13

Children living in foster care receive similar rights as identified homeless students, under State Law AB490, because they are at high risk for academic failure as well.

What Are My Child's Rights?

- Enroll without a permanent address or school records (Project ACCESS form completed at the Department of Prevention and Intervention);
- Enroll a child for whom I am not the legal guardian by completing a Caregiver Affidavit;
- Enroll without the normal documents needed for school enrollment;

- Maintain original school of enrollment using bus tickets provided through the Department of Prevention and Intervention; and
- Title I supplemental services ([Project ACCESS](#))

For more information on homeless or foster youth educational services contact Laura Tanner-McBrien at: 457-3359 or Laura.McBrien@fresnounified.org

Timeline for School Choice Options 2011-2012 School Year Open Enrollment, Magnet Schools and Choice Transfers

September 1, 2010

First day for parents/guardians to submit:

- Choice Transfers to the Office of State and Federal Programs
- Open Enrollment and Magnet School Applications to the School Choice Office (Department of Prevention and Intervention)

December 1, 2010

DEADLINE: Last day for parents/guardians and principals (schools) to submit transfer request for:

- Choice Transfers for the 2010-2011 or 2011-2012 school year to the Office of State and Federal Programs
- Open Enrollment and Magnet Applications for the 2011-2012 school year to the School Choice Office (Department of Prevention and Intervention)
- All applications for Open Enrollment, Magnet and Choice Transfers received after the deadline are considered late and students will be assigned as space becomes available.

January 14, 2011

- Parents/Guardians who applied for Choice Transfers, Open Enrollment and/or Magnet Schools by December 1, 2010 will be notified through U.S. mail as to whether their request was approved or denied
- Parents of students who have been GATE certified will be notified

January 28, 2011

DEADLINE: Parents/Guardians must indicate acceptance of **Choice Transfer, Open Enrollment, or Magnet Schools choice.**

- Failure of Parents/Guardians to accept approved Choice Transfers, Open Enrollment or Magnet Schools placement may result in a loss of placement for the upcoming school year.

SCHOOL CHOICE OFFICE CONTACT NUMBERS:

457-3370

Student Discipline: Suspension and Expulsion

Expected Student Behavior

Rules and regulations are established to maintain an atmosphere conducive to learning. Students who fail to comply with these rules and regulations will be counseled, reprimanded, suspended, or expelled, and/or arrested as the laws are applied.

The Governing Board of any school district shall prescribe rules **not** inconsistent with law or with the rules prescribed by the State Board of Education for the government and discipline of the schools **under** its jurisdiction. E.C. 35291

Participation/Attendance at extracurricular activities is considered a part of the educational program. Participants or spectators carry responsibilities as representatives of the schools/communities. **All** rules of student conduct apply also to extracurricular activities.

Any Governing Board **may** enforce the provisions of Section 35291 by suspending or, if **necessary**, expelling a student in any Elementary or Secondary school who refuses or neglects to obey any rules prescribed pursuant to that section. E.C. 35291, 48980; A.R. 5144, 5144.1

Discipline

Each school has adopted its own set of rules for discipline in the

classroom and at **all** other school-related activities, in an effort for teachers, pupils, parents/ guardians, and administration to work closely together to create a positive school climate for learning. A.R. 5144, 5144.1

Conferencing

Students will be counseled regarding appropriate school behavior.

Detention

Students **may** be detained for disciplinary or other reasons up to one (1) hour **after** the close of the maximum school day.

Suspension by Teacher

A teacher **may** suspend any pupil from his/her class, for any of the acts enumerated in Section 48900, for the day of the suspension and the day following. E.C. 48910

A teacher **may** also refer a pupil, for any of the acts enumerated in Section 48900, to the Principal or designee for consideration of a suspension from the school.

Suspension

B.P. 5144.1; A.R. 5144.1

Suspension is the temporary removal of a student from regular classroom instruction or from school as initiated by a teacher or administrator for adjustment purposes.

Suspension Procedure requires:

1. An informal conference with the student;
2. A reasonable effort made to contact the pupil's parent/guardian in person or by telephone at the time of suspension: a **written** notice to follow;
3. That parents/guardians respond to the school's request for a conference **without** delay, as per state law;
4. That parents/guardians be informed that suspension **may** be reviewed by the Superintendent or designee; and
5. That suspended student **must** remain **under** parent/guardian supervision and is **not** to be on or around any school campus or attend school activities for the duration of the suspension.

Students may be suspended or expelled for the following reasons under E.C. 48900:

E.C. 48900 (a)

(1) Caused, attempted to cause, or threatened to cause physical injury to another person, or (2) willfully used force or violence upon the person of another, except in self-defense.

E.C. 48900 (b)

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Principal or designee.

E.C. 48900 (c)

Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, an alcoholic beverage, or an intoxicant of any kind.

E.C. 48900 (d)

Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid substance, or material and represented it as a controlled substance, alcoholic beverage, or intoxicant.

E.C. 48900 (e)

Committed or attempted to commit robbery or extortion.

E.C. 48900 (f)

Caused or attempted to cause damage to school property or private property.

E.C. 48900 (g)

Stole or attempted to steal school property or private property.

E.C. 48900 (h)

Possessed and/or used tobacco products.

E.C. 48900 (i)

Committed an obscene act or engaged in habitual profanity or vulgarity.

E.C. 48900 (j)

Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.

E.C. 48900 (k)

Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

E.C. 48900 (l)

Knowingly received stolen school property or private property.

E.C. 48900 (m)

Possessed an imitation firearm.

E.C. 48900 (n)

Committed or attempted to commit specified acts of sexual assault or committed sexual battery.

E.C. 48900 (o)

Harassed, threatened, or intimidated a pupil who is a complaining witness.

E.C. 48900 (p)

Unlawfully offered, arranged, negotiated to sell, or sold the prescription drug Soma.

E.C. 48900 (q)

Engaged in, or attempted to engage in, hazing as defined in Section 32050.

E.C. 48900 (r)

Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

E.C. 48900 (t)

Aided or abetted the infliction or attempted infliction of physical injury to another person.

E.C. 48900 (u)

"School property" includes, but is not limited to, electronic files and databases.

E.C. 48900 (v)

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

E.C. 48900.2

(Grades 4-12)

Committed sexual harassment, such as gestures, verbiage, or unsolicited, inappropriate touching, as defined by E.C. 212.5.

E.C. 48900.3

(Grades 4-12)

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of E.C. 233.

E.C. 48900.4

(Grades 4-12)

Intentionally engaged in harassment, threats, or intimidation directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably-expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidation or hostile educational environment.

E.C. 48900.7

(Grades K-12)

Made terrorist threats against school officials or school property, or both. The Gun Free School Zone Safety Act requires expulsion for not less than one (1) year of any student who is determined to have brought a firearm or explosive device to school. B.P. 5131.7

Additional Causes and Procedures for Disciplinary Action:

- Bomb threats L.C. 3367; P.C. 148.1;
- Fires, explosives, or the threat thereof P.C. 448 (a), 449 (a); H. & S.C. 12034-12036;
- Forging E.C. 48907;
- Violation of grooming and dress policies B.P. 5132;
- Unauthorized use or possession of keys to school buildings P.C. 469;
- Loitering P.C. 653 (g);
- Violation of rules relating to picketing, sit-ins, walk-ons, etc. P.C. 407, 409, 416, 602 (j) & (p), 626.2, 626.4, 626.6, 626.8;
- Disrupting schools or classrooms E.C. 44810;
- Membership in secret clubs on campus A.R. 5133;
- Violating bus regulations **while** on district transportation C.A.C., Title V, Sec. 14263;
- Unauthorized presence at school campuses or events E.C. 44810; P.C. 626.8, 647 (b), 653 (g);
- Vandalizing school property or possessions belonging to the school, its staff, students, or visitors C.A.C. 305; C.C. 171.1; E.C. 19910, 44806, 44810, 48907, 48909; G.C. 6201, 53069.5, 53069.6; P.C. 448 (a), 449 (a), 594, 594.5, 602 (j);

- Damaging, losing, or overdue instructional materials E.C. 48904; A.R. 5125.2;
- Failing to follow posted school traffic and parking rules V.C. 21113, 42001;
- Gambling, hazing, or immoral behavior E.C. 32050-32052, 48900 (g) & (h); P.C. 330;
- Possessing or using laser and electronic signaling devices, such as pagers, and signaling equipment E.C. 48901.5; and/or
- Parent/guardian **must** be notified when an injurious instrument is taken from a student. E.C. 49332; A.R. 5131.7

Alternative to Suspension (ATS)

ATS is alternative to classroom instruction where a student is assigned to a self-contained classroom for a period of 1-3 days. ATS is assigned by a school administrator for misbehavior or acts of defiance in lieu of suspension. ATS was created to keep students with disciplinary problems within the school setting during the period of suspension where supportive services are available to help seek solutions. Additionally, these programs reduce the number of suspensions, which may appear on the student's record, and allow for educational and behavioral monitoring and enrichment.

Examples: Saturday School; In-House Suspension; Transition Classroom.

Additional Education Codes Regarding Suspension:

E.C. 48911

Rules and Procedures regarding suspension.

E.C. 48912

Suspensions handled in closed meetings to protect students.

E.C. 48915.1; A.R. 5119

Enrollment of a student expelled from another District. A hearing is held to determine if the student will be enrolled based on the act that caused the expulsion, and if the student poses a continuing danger.

E.C. 48916; A.R. 5144.1

Explanation of the readmission process **after** an expulsion, including the use of a rehabilitation plan.

E.C. 49332; A.R. 5144.1

School personnel **may** retain possession of any injurious object taken from a student **until** the risk of its use is posted.

Search and Seizure

B.P. 5145.12

Under Board Policy, metal detectors may be used randomly to promote safety and deter the presence of weapons. Specially-trained, non-aggressive dogs may be used to sniff out and alert staff to the presence of contraband such as drugs, alcohol, firearms, and explosives. Dogs may not sniff any person, but may sniff around lockers, desks, items, or vehicles on school property.

Expulsion

Expulsion means removal of a pupil from:

1. The immediate supervision and control; or
2. The general supervision, of school personnel, as those terms are used in E.C. 46300.

The basic for rules and procedures of expulsion are found in E.C. 48918.

Expulsion Timeline

An expulsion hearing shall be held **within** thirty (30) school days of date the Principal or designee determines that the student committed the

violation. A **written** notice of the hearing shall be forwarded to the student **at least** ten (10) calendar days prior to the date of the hearing. If you want to have the hearing take place **before** this time, you **can** sign a ten (10)-day waiver. To postpone the expulsion panel hearing, make the request in **writing** five (5) days prior to the expulsion hearing and send it to Student Services Department/Discipline Office.

The Board shall make a decision about the student's expulsion **within** forty (40) school days **after** the student's removal from school for the incident for which the recommendation for expulsion is made.

Extension of the Suspension

E.C. 48911; A.R. 5144.1

In a case where expulsion from any school or suspension for the balance of the semester from continuation school is being processed by the Governing Board, the school district Superintendent or other person designated by the Superintendent in **writing**, **may** extend the suspension **until** the Governing Board has rendered a decision in the action, **except** that the designee shall **not** be a person employed at the school where the pupil is enrolled. **However**, an extension **may** be granted **only** if **both** of the following conditions are met:

1. Prior to the decision regarding the extension, the pupil and his/her parent/guardian are provided an opportunity to meet with the Superintendent or designee regarding the extension.
2. The Superintendent or designee has determined, by clear and convincing evidence, the student presents a danger to persons or property or an ongoing threat of disrupting the instructional process. E.C. 48911

Timeline

- Determination of Conduct in Violation of E.C. 48900, 48900.2-4, 48900.7 and/or 48915. Suspension: **Not** more than five (5) school days. E.C. 48911
- Recommendation Expulsion/Extension of Suspension E.C. 48915: **Within** the five (5) school days of suspension/extension pending decision on expulsion. E.C. 48911 (g)
- Notice of Hearing: **At least** ten (10) calendar days prior to hearing. E.C. 48918 (c)
- Student Request for Open Hearing: **Within** five (5) calendar days preceding hearing. E.C. 48918 (c)
- District Extension of Hearing Date: Up to five (5) school days **"for good cause"**. E.C. 48918 (a)
- Pupil Postponement: Entitled to **not** more than thirty (30) calendar days--additional days at Board's discretion. E.C. 48918 (a)

Hearing

A.R. 5144.1

- To be conducted **within** thirty (30) school days of determination of pupil violation. E.C. 48918 (a)
- Administrative Panel: **Within** three (3) school days or thirty-three (33) days **without** postponements. E.C. 48918 (j)
- Decision of Governing Board: **Within** ten (10) school days or forty (40) days **without** pupil requested hearing postponement. E.C. 48918 (j)
- Appeal to County Board: **Within** thirty (30) calendar days following local Board's decision. E.C. 48919
- Appellate Hearing: **Within** twenty (20) school days following filing of formal request. E.C. 48919
- Decision of the County Board: **Within** three (3) school days of hearing absent pupil request for postponement. E.C. 48919

What Happens at a Hearing?

When the Superintendent or designee receives a request for an Expulsion Panel Hearing, an Administrative Panel meets to hear why the recommendation has been made. The Administrative Panel consists of three (3) or more certificated persons who are impartial; **none** of whom shall be members of the Board or employed at the student's school. The school will have an administrator there to present the case. The hearing, which is taped, **can** be transcribed at the parent's/guardian's expense if the Board's decision is appealed.

At the hearing, the Panel will hear the evidence and testimony provided by the school and student. You will have a chance to tell the Panel if the information from the school is **not** accurate or is **not** as the case really is. You also **may** inform the Panel of any concerns you have **before** they make a recommendation.

The Board of Education will receive the Panel's recommendation and is the **only** body that **can** make a decision on the recommendation. You **may** appeal the Board's decision **within** thirty (30) days to Fresno County Board of Education. The expulsion hearing will present facts about the incident. Also presented will be information about the student relative to academic performance, attendance, and discipline.

Hearing Procedure

- The Chairperson will explain the expulsion procedure to the parent/guardian and the student.
- The Chairperson will ask everyone in the room to identify themselves so the tape will reflect it.
- Charges shall be stated by the representative of the school district.
- The student, parent/guardian, or the representative **may** present any **written** materials felt to be pertinent to the case.
- A brief recess will then be held in order that everyone **may** read and review those materials presented.
- The parent/guardian, the student, or the representative will be sworn in.
- Presentation of witnesses and evidence will be made by the representative of the school district.
- The student, parent/guardian, or the representative presents the student's case.
- Summation and recommendations, if any, are to be made by the representative of the school district.
- Concluding remarks, if any, are to be made by the student, parent/guardian, or representative.
- There will be closure of the hearing and withdrawal of **all** participants from the hearing room **except** for the Administrative Panel members.
- The Panel then will deliberate, in closed session, in order to reach a decision as to the finding of fact and the Panel's recommendations.

Parent Options and Responsibilities

- If the student has moved to another school district, the law requires that the new district be notified of the expulsion or any

pending expulsion (E.C. 48915.1, 48918).

- A student **may** apply to another school district and **must** inform its staff of the expulsion order or any pending expulsion.
- A student **may** apply for admission to a private school.
- A request **may** be made for placement in a county or district community school (limited space).

Appeal May Be Filed With the County Board of Education

Under the law, the student and parent/guardian have the right to file an appeal of expulsion to the Fresno County Board of Education **within** thirty (30) calendar days of the decision to expel the student. If thirty (30) days have passed since the date of the expulsion, the Fresno County Board of Education does **not** have jurisdiction to hear the appeal. On some occasions, a district **may** suspend an expulsion allowing a student to return to school **under** certain conditions. **However**, the thirty (30)-day time limitation applies even though the student **may** be attending school.

Student Placement

There are two (2) types of expulsions:

1. Outright; and
2. Suspended.

If a student is **expelled outright**, he/she **may not** attend any FUSD school **during** the expulsion term set by the Board of Education. A request **may** be made for placement in a county community school (limited space) or another alternative program.

A **suspended expulsion** with conditions allows the student to remain in a district school **during** the expulsion term. **However**, if the student violates the conditions set forth by the Board of Education, the student will be expelled outright for the remainder of his/her expulsion term.

The responsibility for transportation to any school site resultant from these disciplinary actions remains with the parent/guardian.

Community Schools

Fresno County Community Schools are run by the Fresno County Superintendent's Office to provide an academic program to Fresno Unified students who are expelled, on probation or on parole. The County program serves students grades 7-12. **After** the Board action, referrals to Community School are made through the FUSD/Prevention and Intervention Department. Questions should be directed to the Discipline Office at **457-3348**. (B.P. 6181)

Right to an Attorney (Parent's/Guardian's Expense)

The FUSD intends to conduct a hearing in a manner, which does **not** require attorneys. This information is to help the applicant understand the hearing process. **While** attorneys are **not** required, it is the right of the student and the parent/guardian and the right of the FUSD to have an attorney or advocate present.

Zero Tolerance Letter of Notification

On March 27, 1997, the Fresno Unified Board of Education approved the following Zero Tolerance Policy. The Board of Education hereby declares the FUSD to have a Zero Tolerance Policy on:

1. Possession of loaded or unloaded firearms;
2. Possession of other dangerous objects*;
3. Possession of laser and explosive devices;
4. Possession of knives;
5. Possession and/or sale of controlled substances;
6. Caused, attempted to cause or threatened to cause serious physical injury to another person, or willfully used force or

violence upon person of another, **except** in self defense;

7. Commission of/or attempted arson;
8. Commits or attempts to commit sexual assault or battery; and
9. Terrorist threats.

Students may be suspended or expelled for acts which are enumerated in this section and related to school activities or attendance that occur anytime, including but not limited to: school buildings, school grounds, buses, or at any school-related or school-sponsored activity away from school.

This policy shall apply to students in grades 4-12; therefore, this policy will be in effect in all elementary, middle and high schools. Hereafter, all students who possess and/or commit the actions listed under the Zero Tolerance Policy will be immediately suspended and recommended for expulsion, unless the particular circumstances of the case show that expulsion is inappropriate. NO exceptions shall be made in the case of the possession of a loaded or unloaded firearm.

All acts of violence and possession of weapons will be recorded for every pupil on their record.

In every case, students who violate applicable Education and Penal Codes referenced by this policy will be referred to the appropriate law enforcement authorities.

Parents/Guardians will acknowledge the receipt of the Zero Tolerance Letter of Notification by their signature on the Illness and Accident Procedure Card. Please discuss the content of this policy with your school-age student(s). It is important that they understand the intent of the policy, the items/actions covered by the policy and the consequences of violating it.

* Students age sixteen (16) or older may purchase pepper spray and, if certified, may carry tear gas or have teargas weapons for self-defense. However, to prevent potential misuse that may harm students or staff, students are prohibited from possessing such items on campus or at school activities.

Parent Involvement

Parent Involvement Policy

State Board of Education Policy #89-01

A critical dimension of effective schooling is parent involvement. Research has shown conclusively that parent involvement at home and in their children's education, improves student achievement. Furthermore, when parents are involved at school, their children go further, and they go to better schools.

IMPORTANT FACTS:

1. Families provide the primary educational environment.
2. Parent involvement improves student achievement.
3. Parent involvement is most effective when it is comprehensive, supportive, long-lasting, and well planned.
4. The benefits of parent involvement are not limited to early childhood or the elementary level; there are continuing positive effects through high school.
5. Involving parents in supporting their children's education at home is not enough. To ensure the quality of schools as institutions serving the community, parents must be involved at all levels in the schools.
6. The extent of parent involvement in a child's education is more important to student success than family income or education.
7. We cannot look at the school and the home in isolation from one another; families and schools need to collaborate to help children adjust to the world of school. This is particularly critical for children from families with different cultural and language backgrounds.

FUSD Parent Involvement Policy BP 6020

The Governing Board recognizes that continued parental involvement in the education of their children contributes greatly to student achievement and conduct. Parent/guardians can directly affect academic success by reinforcing their children's motivation and commitment to education. Although parents/guardians are diverse in culture, language, and needs, they share the school's commitment to the educational success of their children.

All of our schools have a duty to communicate frequently with the home and to help parents/guardians develop the necessary skills to support student learning. Administrators and teachers will keep parent/guardians well informed about school expectations and information on how they can assist their children in support of classroom learning activities.

Each school staff, in collaboration with parents/guardians, shall implement and evaluate programs and practices that enhance parent involvement and support the specific needs of each student and his/her family with defined goals and objectives to be accomplished.

School Site Parent Involvement Policy

Each year school sites review and modify the Site Level Parent Involvement Policy, the School Parent Compact, and the Single Plan for Student Achievement (SPSA). Contact your child's school site for details.

Opportunities for Family Involvement

Parents/Guardians may choose to participate in various parent/school advisory committees such as; School Site Council (SSC), English Learner Advisory Committee (ELAC), and District English Learner Advisory Committee (DELAC), Community Advisory Committee for Special Education (CAC), Parent Teacher Association (PTA). Contact your child's school for additional opportunities for involvement.

Parenting

Free parenting and English language classes are available through Fresno Adult School. Call (559) 457-6011 for information on English language classes or (559) 457-6006 for information on parenting classes.

Volunteer Policy

B.P. 1240; A.R. 1240

As a part of Fresno Unified commitment to student safety for all our students, a new Board Policy has been adopted regarding volunteers. Each year, our valuable parents/guardians and community members are now expected to complete a volunteer application form at the school where they serve.

Expectations and requirements for volunteers in Fresno Unified:

1. The Governing Board encourages parents/guardians and other members of the community to share their time, knowledge and abilities with our students.
2. Volunteers shall act in accordance with district policies and regulations, as well as individual site requirements.
3. Each volunteer is required to complete the District Volunteer Application Form, and the completed form must be on file in the Principal's office by commencement of service. This form includes a requirement to disclose any prior criminal convictions. Failure to provide accurate information will result in immediate dismissal.
4. It is recommended, although not required, that each volunteer keep Tuberculosis (TB) testing up-to-date. The TB testing is at the expense of the volunteer.
5. Each volunteer is expected to maintain confidentiality regarding each student and family.
6. If volunteers hear about or observe evidence of child abuse, they will report the information to the site Principal or designee immediately.
7. E.C. 35021 provides that a person who is required to register as a sex offender pursuant to P.C. 290 shall not serve as a volunteer.
8. Registered sex offenders cannot serve as chaperones for field trips or other school activities.

Parent University

Fresno Unified School district will launch Parent University, a new parent-involvement initiative beginning the 2010-2011 academic year. Parent University provides parents and guardians with information about their vital role in shaping a child's life, and practical strategies to support student achievement. FUSD's Parent University strives to align and coordinate resources for parents.

Parent University focuses on three areas that will achieve the highest impact on student achievement:

1. Empower- It will provide parent learning opportunities for families to support their child and become the child's number one advocate. Support strategies to improve the skills of parents that will lead to increased academic performance.
2. Engage- It will sustain engagement of families from pre-K through 12th grade, by providing parents with opportunities to become effective leaders. The district is committed to training our own parent leaders. Parent University will utilize existing

stakeholder groups, including SSC, ELAC, DELAC, CAC, and other parent-leadership avenues.

3. Connect- It will connect families to district and high-quality community resources that meet the needs of families. Outside partners are required to register with Parent University, which has created an inventory of services for parents.

*Fresno Unified School District, Families, and the Community
Working Together for the Benefit of Our Students:
"Preparing Career-ready Graduates"*

Parent University is located at:

Fresno Adult School and Community Education
2500 Stanislaus
Fresno, California 93721

Telephone #: (559) 248-7130

Email Address: Parent.University@fresnounified.org

Title I

NCLB requires that all students become proficient in reading, math, social science, and science by the year 2014:

- Your teacher or Principal for Title I services at the school will show you annually what kind of progress your child is making on the California Standards Test (CST), quarterly writing samples, quarterly benchmark tests such as the Grade Level Standards Test (GLAS) or other tests used at the school.
- FUSD expects that students in our district 5 years or more will be proficient in core academic subjects as measured by the CST.
- If your child is an English Learner (EL) FUSD expects that he/she will make one level of growth in English Language Development (ELD) for 1 year of instruction as measured by the California English Language Development Test (CELDT).
- Parents of EL students are notified annually in writing if EL students at their child's school are not meeting state targets for proficiency in ELD or in the content standards.
- A school that does not make Adequate Yearly Progress (AYP) for 2 years in a row in the same measurement indicator is labeled as a Year 1 Program Improvement (PI) School. Such a designation triggers additional parent rights:
 - Written notice of why school is a PI school
 - Written notice of Choice Transfers and how you may apply
 - Written notice of how you can assist in writing the PI plan at the school.

Title I Parent/Guardian Notification

You have the right as a Title I parent/guardian to:

- Provide suggestions, ideas into the development of the site Title I plan in a "timely and meaningful" manner
- Receive information in an understandable format; and to the extent practicable in a language you understand
- Conference with your child's teacher, observe or volunteer at your child's school
- Have your child's test results explained to you in an

understandable way annually

- Provide suggestions to and annually receive the District Board Policy (B.P. 6171) for Title I parent/guardian involvement, and the site parent/guardian involvement policy
- An annual Title I parent/guardian meeting
- Meet at other times in the year in a place and time convenient for Title I parents/guardians
- Receive **written** notice if your child's school becomes a school in need of improvement including your right to school choice, transportation and supplemental services (U.S.C., Title 20, Chap. 70, Sub Chap. I, Sec. 6312, 6316; B.P. 5116.1; A.R. 0520.2-.3)
- Receive **written** notice of your child's teacher's qualifications (U.S.C., Title 20, Chap. 70, Sub Chap. I, Sec. 6311; A.R. 4112.2, 4112.22, 4112.24, 4222)
- Help design the Title I Parent/Guardian Involvement Program (U.S.C., Title 20, Chap. 70, Sub Chap. I, Sec. 6318; A.R. 6171)
- Receive training in how to help your child succeed academically
- Help design teacher training related to helping teachers increase their skills and understanding of working with parents/guardians as equal partners
- Receive information on the qualifications of the staff teaching your children (U.S.C., Title 20, Chap. 70, Sub Chap. I, Sec. 6311; A.R. 4112.2)
- Receive a description of your school's Title I services and the school curriculum
- If you are also a parent/guardian of an EL student, you have the right to receive annual **written** notice of the different EL programs available to your child, and your right to **not** participate in them
- Receive information on whether your child attends a "**persistently dangerous**" school
- Provide annual feedback on the success of the Title I Parent/Guardian Involvement Program
- Receive a list of parent/guardian resources

School Meals Services

Nutritious, low-cost meals are available to all District students. Breakfast is offered at most District schools. Lunch is available at all District schools. The District has seventy nine (79) schools on an alternate meal claiming program, where all the students enrolled at these schools are offered breakfast and lunch at no charge.

Please contact the Food Services personnel at your child's school for

more information. National School Lunch Applications are available for any family who feels they **may** qualify for the Free or Reduced price meal program, depending on family size and income. Meal applications **may** be picked up at your child's school anytime **during** the school day, or by contacting the Nutrition/Food Services Department at **457-6250**. B.P. 3553

Meal Prices

Elementary		Secondary	
Breakfast	\$0.40	Breakfast	\$0.50
Lunch	\$1.00	Lunch	\$1.25

Nutrition Services

E.C. 49590

The State Department of Education shall ensure that the nutrition levels of the meals served to school-age children pursuant to the National School Lunch Act be the highest quality and greatest nutritional value possible.

Further information regarding school nutrition **may** be found in E.C. 49430-49436, and the Duffy-Moscone Family Nutrition Education and Services Act of 1970. E.C. 49510-49520

FUSD has recently opened a new Nutrition Center at 4480 North Brawley, to provide meals to many Fresno Unified Schools.

Free or Reduced Lunch Applications

1. All information remains confidential, the information will not be shared for any purpose.
2. The student does not need a social security number to apply.

2010-2011 Meal Application Questions, Answers, and Facts

State and Federal regulations require a new application be submitted each new school year.

Q) My children were on the program last year. Is there a grace period until the new application is processed?

A) Yes. Any child that was on the program with Fresno Unified School District the previous year at a non-provision II site, will have temporary status for the first **30 school days**. If a new application isn't received and processed by that date, you will need to send your child to school with either a meal or money to purchase a meal.

Q) I have four children that go to different schools. Do I fill out a separate application for each child?

A) No, complete **one application for the entire family**. Be sure to list **all children** in the household even if they aren't in school, as well as all adults.

2010-2011 Income Eligibility Guidelines Reduced-Price Eligibility Scale: Breakfast, Lunch Eligibility Scale

Income eligibility guidelines for the 2010-2011 school year are not currently available from the United States Department of Agriculture. All applications will be processed as soon as they are received and there will be no delays in this process.

- If you now receive Food Stamps, CalWORKs, KinGAP or FDIPIR benefits, your child may receive free meals.
- A foster or institutionalized child who is the legal responsibility of the welfare agency or ward of the court may be eligible to receive meals free or at a reduced price regardless of your income.

Senate Bill 12 Fact Sheet

Signed into Law September 15, 2005

Commenced July 1, 2007

Food Standards for Schools: SB 12 strengthens and implements food standards of individually sold snacks and individually sold entrées and the appropriate calorie intake of both.

Definitions:**Elementary School:**

A public school maintaining any grade from kindergarten to grade 6, inclusive, but no grade higher than 6.

The wage-earning parent and/or the person signing the meal application needs to fill in his/her social security number or write "none" if he/she does not have one.

3. Qualifying for Free or Reduced Lunch means your student may receive breakfast (where applicable) and lunch at no charge each school day. If you qualify for Free or Reduced meals your student may also qualify for the following:
 - a. Fee waivers for SAT/ACT tests to enter college;
 - b. Free waivers for Advanced Placement (AP) tests to earn college credit for high school classes;
 - c. Fee waivers for college admission application fees; and/or
 - d. EOP (Educational Opportunity Program) which includes financial aid (money) for college tuition).

To qualify for the other benefits mentioned, the parent must provide proof of the child's status or sign a waiver asking the Food Service Department to release the information to the appropriate persons.

Food Services must receive a signed waiver from the parent/guardian to release any meal status information. Parents wishing to participate in any of these benefits should keep all documents confirming their child's eligibility. Counselors should send out waivers to the parents sometime in November in anticipation of a student qualifying for the mentioned benefits.

Q) My child receives SSI payments. Is that the only income I need to put on the application?

A) No. All household income must be reported.

Q) What numbers make up a case number?

A) The most important number is the "aid code". Look for this number on your Eligibility Award letter from the county. If you do not have a valid case number, you must list all household income.

Q) I am self employed. What income do I report?

A) Self employed families report NET monthly income (after taxes). If you need assistance, please call the Food Services Department, and we will be glad to help you complete this application. (559) 457-6250

Foster children **must** have a separate application from other children in your household and their eligibility is based on their "Personal Use Income".

Nondiscrimination: Children who receive free or reduced-priced meals must be treated in the same manner as those children who pay full price for their meals.

Middle School:

Any public school maintaining grades 7 or 8, 7 to 9, inclusive, or 7 to 10, inclusive.

High School:

Any public school maintaining any of grades 10 to 12, inclusive.

Full Meal:

Any combination of food items that meet USDA-approved reimbursable meal pattern requirements.

Sold:

The exchange of food for money, coupons, or vouchers.

Entrée:

A food that is generally regarded as being the primary food in a meal, and shall include, but not be limited to, sandwiches, burritos, pasta, and pizza.

Snack:

A food that is generally regarded as supplementing a meal, including but not limited to, chips, crackers, onion rings, nachos, French fries, donuts, cookies, pastries, cinnamon rolls, and candy.

Elementary Schools – the following foods may be sold to pupils:

1. Full meals;
2. Individually sold portions of nuts, nut butters, seeds, eggs, cheese packaged for individual sale, fruit, vegetables that have not been deep fried, and legumes;
3. Individually sold dairy items and whole grain food items if they meet all of the following standards:
 - Not more than 35% of its total calories shall be from fat;
 - Not more than 10 % of its total calories shall be from saturated fat;
 - Not more than 35% of its total weight shall be composed of sugar, including naturally occurring and added sugar; and
 - Not more than 175 calories per individual food item;
4. Non-compliant foods may be sold provided:
 - The items are **sold by pupils** of the school and the **sale of those items takes place off of and away from school premises**; or
 - The items are sold by pupils of the school and the sale of those items takes place at least one-half hour after the end of the school day.

Middle, Junior or High School – the following foods may be sold to pupils:

1. **Snacks, except food served as part of the USDA meal program, shall meet all of the following standards:**
 - Not more than 35% of its total calories shall be from fat. Nuts, nut butters, seeds, eggs, cheese packaged for individual sale, fruits, vegetables that have not been deep fried, or legumes, are exempt;
 - Not more than 10% of its total calories shall be from saturated fat. Eggs or cheese packaged for individual sale, are exempt;
 - Not more than 35% of its total weight shall be composed of sugar, including naturally occurring and added sugar. Fruits and vegetables that have not been deep fried, are exempt; and
 - Not more than 250 calories per individual food item.
2. **Entrée items, except food served as part of a USDA meal program shall:**
 - Contain no more than 400 calories per entrée; and
 - Contain no more than 4 grams of fat per 100 calories contained in each entrée, and shall be categorized as entrée items in the School Breakfast or National School Lunch Programs.
3. **Non-compliant foods may be sold provided:**
 - The sale of those items takes place off of and away from school premises; or
 - The sale of those items takes place on school premises at least one-half hour after the end of the school day; or
 - The sale of those items occurs during a school-sponsored pupil activity after the end of the school day.

Senate Bill 965 Fact Sheet

Signed into Law September 15, 2007

Assuring Nutritious Drinks in California Schools: SB 965 describes the type of beverages that can be sold in elementary, middle, and high schools in California.

Definitions:**Added Sweetener:**

Any additive that enhances the sweetness of the beverage, including added sugar, but does not include the natural sugar(s) that are contained within the fruit juice which is a component of the beverage.

Sale of Beverages:

The exchange of a beverage for money, coupons, or vouchers.

Elementary Schools – the following beverages may be sold to pupils:

1. **Regardless of the time of day:**
 - Fruit-based drinks that are composed of no less than 50% fruit juice and have no added sweetener;
 - Vegetable-based drinks that are composed of no less than 50% vegetable juice and have no added sweetener;
 - Drinking water with no added sweetener; and
 - Two-percent-fat milk, one-percent-fat milk, nonfat milk, soy milk, rice milk, and other similar nondairy milk.
2. **Non-compliant beverages may be sold provided:**
 - The items are **sold by pupils** of the school and the **sale of those items takes place off of and away from school premises**; or
 - The items are sold by pupils of the school, and the sale of those items takes place at least one-half hour after the end of the school day.

Middle/Junior High School – the following beverages may be sold to pupils:

1. **From one-half hour before the start of the school day to one-half hour after the end of the school day:**
 - Fruit-based drinks that are composed of no less than 50% fruit juice and have no added sweetener;
 - Vegetable-based drinks that are composed of no less than 50% vegetable juice and have no added sweetener;
 - Drinking water with no added sweetener;
 - Two-percent-fat milk, one-percent-fat milk, nonfat milk, soy milk, rice milk, and other similar nondairy milk; and
 - Any electrolyte replacement beverage that contains no more than 42 grams of added sweetener per 20-ounce serving.
2. **Non-compliant beverages may be sold as part of a school event provided:**
 - The sale occurs during a school-sponsored event and takes place at the location of that event at least one-half hour after the end of the school day; and
 - Vending machines, student stores, and cafeterias selling non-compliant beverages are used later than one-half hour after the end of the school day.
3. **Non-compliant beverages may be sold not later than one-half hour before the start of the school day and not sooner than one-half hour after the end of that school day.**
4. **High schools:**
 - Commencing July 1, 2007, no less than 50 percent of all beverages sold to pupils shall meet the above criteria.
 - Commencing July 1, 2009, all beverages sold to pupils shall meet the above criteria.

Graduation Requirements

Grades

E.C. 49067 (a)

The Governing Board of each school district shall prescribe regulations requiring the evaluation of each student's achievement for each marking period and requiring a conference with, or a **written** report to, the parent/guardian of each student **whenever** it becomes evident to the teacher that the student is in danger of failing a course. The refusal of the parent/guardian to attend the conference, or to respond to the **written** report, shall **not** preclude failing the student at the end of the grading period.

230 Units are required for high school graduation as established by the California Board of Education.

The following table illustrates the minimum **graduation requirements** of the Fresno Unified School District. It does not reflect added **requirements** of magnet schools or **requirements** for college entrance.

Five (5) units are granted for successfully (D or better) completing each semester of each course in which the students receive a D grade or better.

Grade 9 (freshman year):

COURSES	UNITS
Physical Education	10
English	10
Mathematics***	10
Science	10
Sociology (only 5 required)	10
Elective**	10
Total Units	60

Grade 10 (sophomore year):

COURSES	UNITS
Physical Education	10
English	10
Mathematics***	10
Science	10
Modern World History	10
Elective**	10
Total Units	60

Grade 11 (junior year):

COURSES	UNITS
English	10
U.S. History	10
Mathematics (Geometry or Higher) ***	10
Science	10
Elective**	10
Total Units	60

Grade 12 (senior year):

COURSES	UNITS
American Government/ Economics	10
English	10
Elective**	10
Elective**	10
Elective**	10
Elective**	10
Total Units	60

**One year of Fine Arts or Foreign Language must be completed by the end of 12th grade.

***Completion of at least three years of math including Algebra and Geometry.

To be advanced to **Grade 10**, the student must earn **50 units**.

To be advanced to **Grade 11**, the student must earn **110 units**.

To be advanced to **Grade 12**, the student must earn **170 units**.

High School Exit Examination: State law, Senate Bill 2, authorized the development of the High School Exit Examination that students in California public schools have to pass to receive a high school diploma,

began with the graduating class of 2006. The purpose of the CAHSEE is to improve student achievement in high school. It is also to help ensure that students who graduate from high school can demonstrate competency in the content standards for reading, writing and mathematics, adopted by the State Board of Education. Students in the graduating class of 2006 and classes after 2006 will have to pass all sections of the CAHSEE to receive a diploma.

Middle School and Summer School Credits

Currently Algebra and Foreign Language are offered at all middle schools. Geometry is offered at several middle schools. Middle school students can enter high school with 30-40 units of high school graduation credit; i.e., Algebra 10 units, Geometry 10 units, and two years of foreign language, 20 units. Original credit summer school is an option available to students wishing to increase their elective options during the school year. The courses students take to fulfill the Subject Requirement must be certified by the University as meeting the requirement and must be included on your school's University of California (UC) certified course list.

*ALL STUDENTS MUST EARN A "C" GRADE OR HIGHER IN UC CERTIFIED COURSES. "D" AND "F" GRADES DO NOT QUALIFY AS GRADES FOR "A-G ELIGIBILITY". (See A-G Courses below).

Summary of Subjects Required & Total Number of Units Per Subject

English Language Arts	40
American Government	5
U.S. History	10
Modern World History	10
Biological Science (3rd year science needed)	10
Physical Science (3rd year science needed)	10
Algebra (3rd year math needed)	10
Geometry (3rd year math needed)	10
Physical Education	20
Sociology for Living	5
Foreign Language/Arts	10
Economics	5
Electives	65
TOTAL	230

Required "A-G" Courses

A. History/Social Science – 2 YEARS REQUIRED

Two (2) years of history/social science, including one (1) year of world history, cultures and geography; and one (1) year of U.S. history or one-half (1/2) year of U.S. history and one-half (1/2) year of civics or American government.

B. English – 4 YEARS REQUIRED

Four (4) years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. No more than one (1) year of ESL-type courses can be used to meet this requirement.

C. Mathematics – 3 YEARS REQUIRED, 4 YEARS RECOMMENDED

Three (3) years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra, and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the 7th and 8th grades that a high school accepts as equivalent to its own math courses.

D. Laboratory Science – 2 YEARS REQUIRED, 3 YEARS RECOMMENDED

Two (2) years of laboratory science providing fundamental knowledge in two of these three foundational subjects: biology, chemistry, and physics. Advanced laboratory science classes that have biology, chemistry, or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement. The final two (2) years of an approved three-year integrated science program may be used to fulfill this requirement.

E. Language Other Than English – 2 YEARS REQUIRED, 3 YEARS RECOMMENDED

Two (2) years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition, and culture. Courses in languages other than English taken in the 7th and 8th grades may be used to fulfill part of this requirement if a high school accepts them as equivalent to its own courses.

F. Visual and Performing Arts (VPA) – 1 YEAR REQUIRED

A single year-long approved arts course from a single VPA discipline: dance, drama/theater, music, or visual art.

G. College Preparatory Electives – 1 YEAR REQUIRED

One (1) year (two semesters), in addition to those required in “A-F” above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the “E” requirement or two (2) years of another language).

Contact your child’s high school counselor to verify or confirm your child’s individual graduation requirements.

Career Counseling/Prohibited Sex Discrimination

E.C. 221.5; A.R. 6164.2

Parents/Guardians of pupils in the Fresno Unified School District are hereby notified that career counseling and course selection will take place in the District’s schools, and will include affirmative exploration career or career courses that are nontraditional for the pupil’s gender. This counseling will take place beginning at the 7th grade; parents/guardians are encouraged to take part in the counseling sessions and decisions.

State Testing

California High School Exit Examination (CAHSEE)

C.C.R., Title 5, Sec. 1200-1225; E.C. 48980 (e), 60850-60859; B.P. 6162.52; A.R. 6146.1, 6162.52

The primary purpose of the California High School Exit Examination (CAHSEE) is to significantly improve pupil achievement in public high schools and to ensure that pupils who graduate from public high schools **can** demonstrate grade level competency in reading, writing, and mathematics. **No** student will receive a 2007 or later public high school diploma **without** having passed the CAHSEE, as well as having met the District’s requirements for graduation.

The CAHSEE has two (2) parts: English-Language Arts (ELA) and Mathematics. The ELA part addresses state content standards through grade 10. In **Reading**, this includes vocabulary, decoding, comprehension, and analysis of information and literary texts. In **Writing**, this covers writing strategies, applications, and the conventions of English (e.g. grammar, spelling, and punctuation). The **Mathematics** part of the CAHSEE addresses state standards in grades 6 and 7 and Algebra I. The exam includes statistics, data analysis and probability, number sense, measurement and geometry, mathematical reasoning, and algebra. Students are also asked to demonstrate a strong foundation in computation and arithmetic, including working with decimals, fractions, and percents.

State law requires that the CAHSEE be administered **only** on the dates designated by the State Superintendent of Public Instruction. Students **must** retake the examination **until** the ELA and Mathematics parts are passed; **however**, students **may** retake **only** those parts **not** previously passed. **The first time students take the CAHSEE is in the second half of grade 10.** Students who do **not** pass the CAHSEE **during** this administration have at least seven (7) additional opportunities to pass the CAHSEE. Grade 11 students shall have two (2) non-consecutive opportunities **during** grade 11. For grade 12 students, the District shall offer **at least** three (3) opportunities **during** grade 12, and additional opportunities in the two years following grade 12.

CAHSEE -- Test Variations for English Learners

E.C. 12001, 33031, 60810(7)(d)(1), 60850 and 60852; 20 USC Sec. 6311; 5 CCR 1217

English Learners are to be provided the following testing variations if regularly used in the classroom or for assessment: (1) flexible setting; (2) flexible schedule; (3) flexible time; (4) translated directions; (5) glossaries/word lists (only the English word or phrase with the corresponding primary language word or phrase). The glossaries/word lists shall include no definitions or formulas.

CAHSEE 2010-11 Testing Dates

English/Language Arts: July 27, 2010

Mathematics: July 28, 2010

- Students in Graduation Requirement Year 2010 who have **not** previously passed **both** parts of the CAHSEE and have completed their district course requirements by the exam date

English/Language Arts: Oct. 5, 2010

Mathematics: Oct. 6, 2010

- Students in Graduation Requirement Year 2011 who have **not** previously passed **both** parts of the CAHSEE

English/Language Arts: Nov. 9, 2010

Mathematics: Nov. 10, 2010

- Students in Graduation Requirement Years 2011 and 2012 who have **not** previously passed **both** parts of the CAHSEE

English/Language Arts: Feb. 1, 2011

Mathematics: Feb. 2, 2011

- Students in Graduation Requirement Years 2011 who have **not** previously passed **both** parts of the CAHSEE

English/Language Arts: March 8, 2011

Mathematics: March 9, 2011

- Students in Graduation Requirement Year 2013
- Students In Graduation Requirement Years 2011 and 2012 who have **not** previously passed **both** parts of the CAHSEE

English/Language Arts: May 10, 2011

Mathematics: May 11, 2011

- Makeup test for students in Graduation Requirement year 2013
- Students In Graduation Requirement Year 2011 who have **not** previously passed **both** parts of the CAHSEE

CAHSEE -- Students With Exceptional Needs

C.C.R., Title 5, Sec. 1215-1216;

B.P. 6162.52; A.R. 6162.52; E. 6162.52; E.C. 60852.3; E.C. 60852.4

Special Education students and students with 504 Plans will be administered the CAHSEE with appropriate accommodations or modifications as defined in their Individual Education Plan (IEP) or Section 504 Plan.

When Special Education or Section 504 Plan students take the CAHSEE with modifications and receive the equivalent of a passing score, the parent/guardian may request in writing that the Principal of their child's

school initiate a waiver on behalf of their child to have the local school board waive the requirement to pass the CAHSEE in order to receive a high school diploma. Such students must still meet the District's requirements for graduation.

Beginning in the 2009-10 school year, students with disabilities who have an Individualized Education Program (IEP) or a Section 504 plan are exempt from meeting the CAHSEE requirement as a condition of receiving a diploma of graduation. Such students must still satisfy the District's requirements for graduation.

CAHSEE -- District Interventions**Supplemental Instruction**

School districts must provide supplemental instruction aligned with the state content standards to assist students in grades 7-12 who do not demonstrate sufficient progress toward passing the CAHSEE (*Education Code* sections 37252 and 60851(f)). By statute, students who do not possess sufficient English language skills shall be considered students who do not demonstrate sufficient progress toward passing the CAHSEE and must receive supplemental instruction designed to assist such students to succeed on the CAHSEE (*Education Code* Section 37252(d)).

District Interventions**Identify 8th and 9th grade students at-risk of failing CAHSEE:**

- 9th grade and 10th grade intervention classes for students that have scored "Far Below Basic" on the CSTs. These intervention classes are a supplemental 7th class in addition to a regular 6 period day. They are not intended to supplant a regular academic schedule.
- 9th grades students meeting the above criteria are enrolled in Math Intervention classes. The initial placement criterion is based on 7th grade CST scores. The placement is to be reviewed prior to the start of the 9th grade school year to determine if the score has changed.
- 10th grade students meeting the above criteria are placed in either an English or a Math CAHSEE Intervention class. Services may be extended to students scoring "Below Basic" if the needs of the "Far Below Basic" students have been met.

Identify 11th and 12th grade students at-risk of failing CAHSEE:

- CAHSEE Intervention classes were created for students that have not passed either the English Language Arts Section or the Math Section of the CAHSEE. It is recommended that the student be enrolled in the CAHSEE Intervention class in which that student has the lowest deficit. Students may be enrolled in both CAHSEE Intervention classes if they have met their graduation credit requirements.
- CAHSEE Case Managers (8)
- Provide individual student diagnostic conferences (all seniors)
- 11th and 12th grade Site Intervention Classes (7th class for those who have not passed the CAHSEE)
- Curriculum developed by District curriculum coordinators and site lead teachers, aligned to State Standards
- Site tutorial classes – teacher and college
- Site Saturday Test Prep classes
- Hire "Push – in" teachers (Sped Teachers are in CAHSEE Intervention class with SEED students during their prep period to provide support.

For more information, contact:

Chris Evans, Associate Superintendent

(559) 457-3935 or chris.evans@fresnounified.org

CHSPE (California High School Proficiency Examination)

C.C.R., Title 5, Sec. 11523; E.C. 48412

The California High School Proficiency Examination (CHSPE) is a program established by California law. E.C. 48412. If eligible to take the test, you **can** earn the legal equivalent of a high school diploma by passing the CHSPE. The CHSPE consists of two (2) sections: an English-language Arts section and a Mathematics section. If you pass **both** sections, the California State Board of Education will award you a Certificate of Proficiency, which by state law is equivalent to a **high school diploma**.

You may take CHSPE if, on testing day, you:

- Are **at least** 16 years old;
- Have enrolled in the 10th grade for one (1) academic year or longer; or
- Will complete one (1) academic year of enrollment in the 10th grade at the end of the semester **during** which the next regular administration will be conducted.

CHSPE Testing Dates

Please visit the website for testing dates.

2009-10 test dates are posted on the CHSPE website at:
<http://www.chspe.net>

Results are mailed approx. 5 weeks after test completion.

There is **no** limit to the number of times you **may** take the test. Please contact your home high school for an announcement explaining the CHSPE and registration requirements.

In addition, for registration information and instructions for taking the test, contact:

CHSPE Office - Sacramento County Office of Education
P.O. Box 269003

Sacramento, CA 95826-9003

Telephone: (866) 342-4773 (toll free) or visit the web site:

<http://www.chspe.net>

Standardized Testing And Reporting (STAR)

STAR 2010-11 Testing Dates

Elementary/Middle School: Apr. 26-May 13, 2011
High School: Apr. 11 -May 6, 2011

STAR Program

C.C.R., Title 5, Sec. 850-870; E.C. 60600-60652; B.P. 6162.51; A.R. 6162.51

Each spring, students in California are given a series of tests to see how well they are learning the academic skills they need to be successful. As part of the State's Standardized Testing And Reporting (STAR) Program, students will be administered the California Standards Tests developed specifically for California public schools. Students are tested in English/Language Arts, grades 2-11; Mathematics, grades 2-9; Writing, grade 7, course-specific Mathematics, grades 10-11; History, grades 8 and 11; Modern World History, grades 9-11, No Child Left Behind (NCLB) Science, grades 8 and 10; and course-specific Science, grades 9-11.

Spanish-Speaking English Learners

Spanish-speaking, English Learners (EL) who have: (1) been enrolled in United States schools for less than 12 months; or (2) those receiving instruction in Spanish in a bilingual classroom; or (3) those enrolled in a dual-immersion program are required to be assessed in Spanish as well as English

STAR -- Test Variations for English Learners

E.C. 12001, 33031, 60605, 60640; 20 USC Section 6311; 5 CCR 853.5

English Learners are to be provided the following testing variations if regularly used in the classroom or for assessment: (1) flexible setting; (2) flexible schedule; (3) flexible time; (4) translated directions; (5) glossaries/word lists (only the English word or phrase with the corresponding primary language word or phrase). The glossaries/word lists shall include no definitions or formulas.

STAR -- Students With Exceptional Needs

5 C.C.R. 853, 853.5

Individualized Education Plans (IEP)

Students in Special Education programs with Individualized Education Plans (IEP) are allowed accommodations/modifications such as, **but not** limited to, large print, Braille, extended time, or the use of a reader, scribe, or calculator. The IEP **must** state the specific accommodation/modification. Also, students with current plans **under** Section 504 of the Rehabilitation Act of 1973 specifying such accommodations will be tested with the prescribed accommodations or modifications. Norm-referenced test scores will be reported for **all** Special Education and Section 504 students **except** those who receive the test accommodation of Braille. **No** other students are allowed testing accommodations/modifications.

CELDT (California English Learner Development Test)

The progress of English Learners is assessed by FUSD as required by state and federal law, consistent with the district's Master Plan for English Learners. The progress of English Learners in acquiring English is measured annually through the CELDT.

Students with significant cognitive disabilities take the California Alternate Performance Assessment (CAPA).

The California Modified Assessment (CMA) is part of the state's STAR testing program. It is a test of the California content standards based on modified achievement standards for children with disabilities who have an IEP. Only students in grades 3-11 can participate. CMA participation criteria are as follows: (1) The student shall have taken the CST in a previous year and scored below basic or far below basic in the subject area being assessed by the CMA and may have taken the CST with modifications, or (2) the student shall have taken the CAPA (Level I-V) in two previous years and received a performance level of either proficient or advanced. The decision to use CMA is an IEP team decision and based on student needs. IEP plans for students whose IEP team has decided the CMA is an appropriate test must specify the CMA by subject in the IEP plan. In addition, because CMA is a modified assessment, modifications a student may have used on the CST are *not* allowed on the CMA. CMA tests are available in grades 3-11 Language Arts, grades 3-7 Math, Algebra I, Geometry and grade 8 Science and grade 10 NCLB Science. **Students who meet participation criteria, and whose IEP specifies CMA, take CMA.**

STAR -- Parent Right to Exempt

C.C.R., Title 5, Sec. 852; E.C. 33051, 60605 (g) & (h), 60615, 60640, 60651

A parent/guardian **may** submit to the school a **written** and signed request to excuse his/her child from any or **all** parts of the STAR tests. The District and its employees **may** discuss the STAR program with parents/guardians and **may** inform them of the availability of exemptions **under** E.C. 60615. **However**, the District and its employees shall **not** solicit or encourage any **written** exemption request on behalf of any student or group of students.

STAR -- Reports to Parents/Guardians

C.C.R., Title 5, Sec. 863; E.C. 60641

The Superintendent or designee shall report the **results** of each student's test in **writing** to the student's parents/guardians **within** twenty (20) working days of receiving **results** from the test publisher. If the test **results** are received from the publisher **after** the last day of instruction in the school year, each student's **results** shall be mailed to his/her parents/guardians. The report will include an explanation of the purpose of the test, the student's score and its intended use by the District.

CELDT Testing Dates

August 16 – October 15, 2010

Advanced Placement Fee Payment (Fee Reduction) Program

The purpose of this program is to remove the financial barrier to taking Advanced Placement (AP) exams. With the availability of both State and Federal funds, eligible FUSD students can receive fee reductions for each AP exam taken. A student who meets either of the following criteria is eligible to receive financial assistance to take AP exams:

1. Comes from a household with taxable income for the preceding year **not** exceeding 200% of the Federal poverty level; **or**

2. Is eligible for Federal free or reduced-cost meal programs. A.B. 2216, Escutia, Chap. 793 of Statutes of 1998; E.C. 48980 (1), 52244.

With documentation of eligibility, along with a signed Student Eligibility Form, students will pay **only** \$5 per AP exam. For more information, see the AP liaison/counselor at your high school or call the District Head Counselor at **457-3877**.

International Baccalaureate Fee Payment (Fee Reduction) Program

The purpose of this program is to remove the financial barrier to taking International Baccalaureate (IB) exams. With the availability of **both** State and Federal funds, eligible FUSD students **can** receive fee reductions for each IB exam taken. A student who meets **either** of the following criteria is eligible to receive financial assistance to take IB exams:

1. comes from a household with taxable income for the preceding year **not** to exceed 150% of the Federal poverty level; **or**

2. is eligible for Federal free or reduced-cost meal programs. A.B. 2216, Escutia, Chap. 793 of Statutes of 1998; E.C. 48980 (1), 52244.

With documentation of eligibility, along with a signed Student Eligibility Form, students enrolled in IB classes will pay **only** \$5 per IB exam as well as the Extended Essay. The IB Coordinator at Fresno High School **can** be reached at **457-2793** for more information on the program and for copies of the Student Eligibility Forms.

Regulating the Possession or Use of Portable Communication Devices

Board Policy

B.P. 5139

Purpose

To regulate the possession or use of portable communication devices by students of the district **while** the students are on campus, attending school-sponsored activities, or **while under** the supervision and control of school district employees.

The administration, through adoption of Administrative Regulations implementing this policy, **may** regulate the possession or use of portable communication devices that operate through the transmission or receipt of radio waves; including, **but not** limited to, paging and signaling equipment by students of the school district **while** the students are on campus, **while** attending school-sponsored activities, or **while under** the supervision and control of school district employees.

NO student shall be prohibited from possessing or using portable communication devices that are determined by a licensed physician or surgeon to be essential for the health of the student and use of which is limited to the purpose related to the health of the student.

NO cameras, cell phones containing devices to capture digital images and/or take photographs, or any similar image capturing technology (“**Equipment**”) **may** be used at any time in any classroom, bathroom, gym, locker room, dressing area or other area where students or staff **may** be engaged in personal hygiene activities, changing clothes, or otherwise have a reasonable expectation of privacy. **In addition, no such Equipment may** be used in any manner which invades another’s privacy, places another in a false light, is used to cheat on tests or other assignments, exposes another to ridicule, shame or embarrassment, is used in any manner which is substantially or materially disruptive, or which a reasonably prudent person would deem inappropriate.

A student who violates this regulation **may** have the **Equipment** confiscated and/or the student **may** be prohibited from possessing the **Equipment**. **In addition**, the student **may** be disciplined, including suspension or expulsion, as otherwise authorized **under** district policies and regulations.

Definition

A **portable communication device** refers to any device carried, worn, or stored by a student to receive or communicate messages. Such devices **may** include **but are not** limited to portable pagers, hand-held radios, Personal Data Assistants (PDA), laptop computers with cellular/phone capability, and cellular telephones. This definition will also **include** any new technology developed for similar purposes. **Excluded** from this definition is any particular device with communication capabilities which has been specifically approved for instructional purposes.

Procedures

1. High Schools and Middle Schools

Effective January 2, 2004, high school and middle school students **may** possess portable communication devices on district property and at District-sponsored activities. The students **must** ensure that the device is turned off and out of sight **during** times of unauthorized use. Students **may not** turn on/use the device **during** instructional periods **except** as required by Board Policy for medical reasons. Use of devices by high school and middle school students riding to and from school on District buses is permitted as long as it does **not** impact the safe operation of the school bus, at the discretion of the bus driver. **However**, high school and middle school students **may not** use portable communication devices on District or commercially chartered buses used for school-sponsored activities **during** the official instructional day, **except** as required by Board Policy for medical reasons.

2. Elementary Schools

Elementary school students are **not** permitted to possess or use portable communication devices on district elementary school campuses or at District-sponsored elementary school activities, **except** upon the approval of the Principal for medical reasons as required by Board Policy.

High school students on the campus of an elementary or middle school and middle school students on the campus of an elementary school for a legitimate educational purpose **must** have **all** portable communication devices turned off and out of sight **during** the official instructional day. High school students on the campus of an elementary or middle school, and middle school students on the campus of an elementary school for a legitimate educational purpose outside of the official instructional day **may** use a portable communication device.

3. Other Instructional Time

NO student of a night school class, Saturday school, or attending any other instructional period **within** the District **may** turn on/use a portable communication device **during** instructional periods, **except** as required by Board Policy for medical reasons.

4. Adult Students/Parent/Guardian Requests

Any student having reached the age of adult, or a parent/guardian of a student requesting authorization for a student to possess or use a portable communication device other than at authorized times **can** do so **only** with approval of the Principal, who **may** grant or deny such request at his/her discretion.

5. Penalty for Violation of Policy

Any staff member or student having knowledge or reasonable suspicion of unauthorized possession or use of a portable communication device by a student on district property should

promptly report this information to the Principal or designee.

If, **after** appropriate investigation, a student is found in unauthorized possession or use of a portable communication device, the principal/designee/director **may** confiscate the device in accordance with procedures outlined in the Search and Seizure Policy. B.P. 5145.12; A.R. 5145.12

Any student who violates this regulation will be subject to disciplinary action. Depending on the circumstances, the disciplinary action could include **but may not** be limited to conference with parents/guardians, confiscation of the device, and/or up to five (5) days suspension. Suspension of five (5) days should be reserved for repeated or serious violations of this regulation.

Procedures in this regulation will be incorporated into the local school discipline plan process and notification to parents/guardians. School sites, with approval of staff and school site team, **may** establish procedures more restrictive than this regulation, provided that **no** restrictions deny the ability to possess or use portable communication devices for medical reasons, as set forth in Board Policy.

Responsibility/Liability

The District assumes **no** responsibility or liability for loss or damage to a device or for the unauthorized use of any such device or devices on school grounds; including, **but not** limited to devices left in school lockers or in automobiles.

Technology Acceptable Use Policy

SUMMARY: *This policy was written to inform students, their families, and staff about the acceptable ways in which technology systems may be used in Fresno Unified School District. Fresno Unified School District is committed to improving student achievement and preparing all students to be career ready graduates. District Technology, which includes but is not limited to: computer hardware, software, and the Internet provide powerful tools to access information and communicate with people, enhancing learning and enabling the district to operate. With the constant introduction of new technology, new ways to communicate, and new ways to access and transfer information, it is therefore critical that the district continue to define a policy that ensures a safe learning environment for students and staff as well as the protection of the district's technology. The use of FUSD technology is offered to students and staff as a privilege which must be safeguarded by all learners.*

Technology Acceptable Use Policy

The Fresno Unified School District (FUSD) provides technology, including, but not limited to: computers, networks and Internet services. **Acceptable use of FUSD technology is for the purpose of improving student learning and to prepare students to be career ready graduates.** FUSD technology remains at all times the property of FUSD.

This policy shall conform to district policies including Board Policy 0440 (Technology Board Policy & Administrative Regulations), established procedures and copyright laws, and shall not violate federal, state or local laws.

The FUSD Acceptable Use Policy ("AUP") is in place to prevent unauthorized access and other unlawful activities by Learners online, prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act ("CIPA"). As used in this policy, "Learner" includes anyone, including employees, students, and guests, using FUSD technology, including, but not limited to, computers, networks, Internet, email, chat rooms and other forms of technology services and products. Only Learners who agree to this Acceptable Use Policy are authorized to use FUSD technology.

This policy describes acceptable uses of district technology systems (hardware, software, network, and internet) as well as unacceptable uses. These policies are established to:

- enhance teaching and learning;
- increase safety for students and staff;
- improve the efficiency of district technology systems;
- ensure alignment with FUSD Core Beliefs and Commitments;
- ensure compliance with applicable district policies, state and federal laws; and
- educate students, staff, and other who use Fresno Unified School District technology

The District will use technology protection measures to block or filter, to the extent practicable, access of visual depictions that are obscene, pornographic, and harmful to minors over the network. The District reserves the right to monitor Learners' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Learners should have

no expectation of privacy regarding their use of District property, network and/or Internet access or files, including email.

Learners and other users are required to follow this policy and report any misuse of the District's technology, including network or Internet to a supervisor or other appropriate District personnel. Access is provided primarily for education and District business. Staff may use the Internet, for incidental personal use during duty-free time. By using the network, Learners have agreed to this policy. If a Learner is uncertain about whether a particular use is acceptable or appropriate, he or she should consult a supervisor or other appropriate District personnel.

Violation of these policies may result one or more of the following:

disciplinary action and/or termination for employees and temporary staff, termination of contracts for consultants or contract employees; dismissal for interns and volunteers; or suspension or expulsion in the case of a student. Additionally, individuals are subject to loss of access privileges, civil, and criminal prosecution. The District will attempt to tailor any disciplinary action to the specific issues related to each violation.

1. Unacceptable Uses of FUSD Technology

These are examples of inappropriate activity on the District web site, but the District reserves the right to take immediate action regarding activities 1) that create security and/or safety issues for the District, students, employees, schools, network or computer resources, or 2) that expend District resources on content the District in its sole discretion determines lacks legitimate educational content/purpose, or 3) other activities as determined by District as inappropriate.

1. Violating any state or federal law or municipal ordinance, such as: Accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information or copyrighted materials.
2. Criminal activities that can be punished under law.
3. Selling or purchasing illegal items or substances.
4. Obtaining and/or using anonymous email sites, spamming, spreading viruses.
5. Causing harm to others or damage to their property.
6. Using profane, abusive, or impolite language; threatening, harassing, or making damaging or false statements about others or accessing, transmitting, or downloading offensive, harassing, or disparaging materials.
7. Deleting, copying, modifying, or forging other users' names, emails, files, or data disguising one's identity, impersonating other users, or sending anonymous email.
8. Damaging computer equipment, files, data or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs, or disrupting any computer system performance.
9. Using any District computer to pursue "hacking," internal or external to the District, or attempting to access information protected by privacy laws.
10. Accessing, transmitting or downloading large files, including "chain letters" or any type of "pyramid schemes".
11. Using web sites, email, networks, or other technology for political uses or personal gain.

12. FUSD internet and intranet property must not be used for personal benefit.
13. Learners must not intentionally access, create, store or transmit material that may be deemed to be offensive, indecent, obscene, intimidating, or hostile; or that harasses, insults or attacks others.
14. Advertising, promoting non-district sites or commercial efforts and events
15. Learners must adhere to all copyright laws.
16. Learners are not permitted to use the network for non-academic related bandwidth intensive activities such as network games or transmission of large audio/video files or serving as a host for such activities.

2. Security

1. Learners must report any weaknesses in FUSD internet and intranet security, any incidents of possible misuse or violation of this agreement to District Webmaster.
2. Every Learner provided with a Learner ID and Password must maintain their password privately and not share their password with anyone else.
3. Learners must not attempt to access any data or programs for which they do not have authorization or explicit consent.
4. Learners must not purposely engage in activity that may degrade the performance of FUSD Technology systems and related Technology property; deprive an authorized FUSD Learner access to a FUSD resource; obtain extra resources beyond those allocated; circumvent FUSD security measures.
5. Learners must not download, install or run security programs or utilities that reveal or exploit weaknesses in the security of FUSD Technology systems and related Technology property.
6. All data must be kept confidential and secure by the Learner. The fact that the data may be stored electronically does not change the requirement to keep the information confidential and secure. Rather, the type of information or the information itself is the basis for determining whether the data must be kept confidential and secure. If this data is stored in a paper or electronic format, or if the data is copied, printed, or electronically transmitted the data must still be protected as confidential and secured.
7. All software programs, applications, source code, object code, documentation and data shall be guarded and protected.
8. Access to FUSD Technology equipment must be properly documented, authorized and controlled.

3. Acceptable Use Policy Supporting Information

1. FUSD reserve the right to remove any content (organizational or personal) on the internet or intranet at any time, without cause or notice.
2. There is no guarantee of personal privacy or access to FUSD Technology. The district reserves the right to search and/or monitor any information created, accessed, sent, received, and/or stored in any format by any district employee on district equipment or any equipment connected to the district's network.
3. Schools and Departments responsible for the custody and operation of District technology shall be responsible for proper authorization and related technology utilization, the establishment of effective use, and reporting of performance to management.

4. All commercial software used on FUSD Technology systems are copyrighted and designated for District use. Learners must abide by all license agreements.

4. Password Policy

1. Passwords must not be shared with anyone and treated as confidential information.
2. Passwords must be changed at least every 180 days.
3. Passwords must have a minimum length of 8 alphanumeric characters.
4. Passwords must contain a mix of upper and lower case characters and have at least 1 numeric character.
5. Passwords must not include your employee number, name, SSN, phone number, birthday, or the name of your department or school
6. All Learners are responsible for managing their use of FUSD Technology systems and are accountable for their actions relating to security. Learners are also equally responsible for reporting any suspected or confirmed violations of this policy to the appropriate management responsible for FUSD Technology system security incident handling.
7. Learner account passwords shall be protected by the individual Learner from use by, or disclosure to, any other individual or organization. All security violations shall be reported to respectful security incident handling management.
8. Access to, change to, and use of Account Management Policy must be strictly secured. Access authority for each Learner must be reviewed on a regular basis, as well as each job status change such as: a transfer, promotion, demotion, or termination of service.
9. On termination of the relationship with FUSD Technology Learner all security policies for FUSD apply and remain in force surviving the terminated relationship.
10. Departments and schools that have district technology must provide adequate access controls in order to monitor FUSD Technology systems to protect business data and associated programs from misuse. All FUSD Technology access must be properly documented, authorized and controlled, following FUSD standard processes.

5. Incidental Use

As a convenience to the FUSD Learner community, incidental personal use of FUSD technology is permitted. The AUP Policy still applies to incidental use with the addition of the following:

1. Incidental use of District technology by Learners does not extend to family members or other acquaintances.
2. Incidental use must not result in direct costs to FUSD.
3. Incidental use must not interfere with the normal performance of an employee's work duties or student learning.

6. Compliance / Regulation Contributed to by this Policy

1. The Health Insurance Portability and Accountability Act of 1996 (HIPAA)
2. Family Education Rights and Privacy Act 1974 (FERPA)
3. Copyright Act of 1976
4. Foreign Corrupt Practices Act of 1977
5. Computer Fraud and Abuse Act of 1986
6. Computer Security Act of 1987
7. Children's Internet Protection Act of 2000 (CIPA)

Services to English Learners

Consultation With Parents/Guardians

C.C.R., Title 5, Chap. 11, Sub Chap. 4, Sec. 11309; E.C. 52173; A.R. 6174

Parents/Guardians **may** choose to have their students participate in an alternative program such as Bilingual or Dual Immersion through a waiver process completed by parents/guardians at the school. E.C. 310

Assessment Requirements for English Learner (EL)

Students

E.C. 52164.1; A.R. 6174

The California Education Code requires that schools identify the language(s) spoken at home by each student. This information is collected through the Home Language Survey, which is completed by a parent/guardian for each new enrolling student. The Home Language Survey is only filled out **one** time.

In accordance with California State Regulations, the District **must** assess the English language proficiency for **all** students whose home language is other than English. This test is called the California English Language Development Test (CELDT). (C.C.R., Title 5, Chap. 11, Sub Chap. 7.5, Sec. 11511.5; E.C. 48985) Parents/Guardians receive a Notification Letter informing them when their child is classified as an EL. This letter also notifies parents/guardians that English Learners will be placed in the Structured English Immersion Program as mandated by state law. In this program, students are taught overwhelmingly in English. Parents/Guardians **may** choose to have their students participate in an alternative program such as Bilingual or Dual Immersion through a waiver process completed by parents/guardians at the school. E.C. 310

Notice of Reassessment of Language Skills

E.C. 52164.3 (a)

Each school district shall reassess pupils whose primary language is other than English, whether they are designated as Limited English Proficient (LEP), or Fluent English Proficient (FEP), when a parent/guardian, teacher, or school site administrator claims that there is a reasonable doubt about the accuracy of the pupil's designation.

E.C. 52164.3 (b)

In **all** cases of reassessment, the parent/guardian of the pupil shall be notified of the **results**. This notice shall be given **orally** when school personnel have reason to think that a **written** notice will **not** be understood.

State Testing Required for English Learner Students

U.S.C., Title 20, Chap. 70, Sub Chap. I, Sec. 6312, 6316; A.R. 0520.2

English Learners participate in the State's STAR Assessment Program. In addition, all Spanish-speaking English Learners who: (1) have been enrolled in United States schools **less** than twelve (12) months; or (2) receive instruction in Spanish in a bilingual classroom; or (3) are enrolled in a dual-immersion program are required to be assessed in Spanish as well as English.

The progress of English Learners is assessed by FUSD as required by state and federal law, consistent with the district's Master Plan for English Learners. The progress of English Learners in acquiring English is measured annually through the CELDT.

As required by state law, beginning with the class of 2007, all English Learners must also take and pass the CAHSEE to receive a high school diploma.

Reclassification of English Language Learners

C.P.M., Title 5, Sec. 11303

The reclassification procedures used to determine when an EL student is Fluent English Proficient-Redesignated (FEP-R) shall follow the guidelines established by the California State Department of Education (E.C. 313(d)). The requirement for reclassification shall consist of the following criteria:

1. Assessment of English language proficiency using the CELDT, as provided for by E.C. 60810 pursuant to the procedures for conducting that test provided in Subchapter 7.5 (commencing

with section 11510);

2. Comparison of performance in basic skills as indicated by the California Standards Test in English Language Arts;
3. Participation of the pupil's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil; and
4. Parental involvement through:
 - A. Notice to parent(s)/guardian(s) of language reclassification and placement, including a description of the reclassification process and the parent's/guardian's opportunity to participate; and
 - B. Encouragement of the participation of parent(s)/guardian(s) in the school district's reclassification procedure, including seeking their opinion and consultation **during** the reclassification process.

Monitoring FEP Students

C.C.R., Title 5, Chap. 11, Sub Chap. 4, Sec. 11304-11305

Districts are required to monitor for two (2) years the progress of English Learners who have been redesignated to ensure adequate progress is maintained. Districts are required to provide evidence that monitoring has taken place.

Translations

When fifteen (15) percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1 through 12 speak a single primary language other than English, as determined from the census data submitted to the Department of Education pursuant to Section 52164 in the preceding year, **all** notices, reports, statements, or records sent to the parent/guardian of any such pupil by the school or school district shall, **in addition** to being **written** in English, be **written** in such primary language, and **may** be responded to **either** in English **or** the primary language. E.C. 48985, 51101.1

Migrant Education

E.C. 54444.2; B.P. 6175; A.R. 6175

The Superintendent or designee shall plan for the late enrollment of migrant students and shall ensure that **all** migrant students are correctly identified and placed; that services are coordinated with other district resources such as health screenings and programs for English language learners; and that records are acquired, updated, and provided to other districts in a timely manner. The Superintendent or designee shall convene a district parent/guardian advisory council to actively involve parents/guardians in planning, operating, and evaluating the migrant children program. Advisory council members shall receive training to help them carry out their responsibilities.

For more information call 457-3984,
Migrant Education Office

English Learner Advisory Committee (ELAC) Participation

One important way for parents to participate in schools is to join the English Learner Advisory Committee (ELAC). These committees are designed to increase the participation of parents of English Learner students. The purpose of ELAC is to advise the principal and staff on the school's program for English Learners. ELAC is also responsible for assisting in the development of the school needs assessment, language census, and ways to make parents aware of the importance of regular school attendance. It is not necessary to be a parent of an English Learner to join ELAC.

Members of ELAC can also serve as the school representative to the District English Learner Advisory Committee (DELAC). The purpose of DELAC is to advise the school district's governing board on district programs, goals, and objectives for programs and services for English Learners.

Special Education

Identification of Individuals With Exceptional Needs

E.C. 56301; B.P. and AR 6164.4

The Governing Board recognizes the need to actively seek out and evaluate district residents from birth through 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 identify processes to determine when an individual's academic, behavioral or other difficulties may be related to disabilities and shall establish systematic procedures for special education identification, referral, assessment, planning, implementation, review, and triennial assessment. A student shall be referred for special educational instruction and services **only** after the resources of the regular education program have been considered and used where appropriate.

The Superintendent or designee shall consult with appropriate representatives of private school children with disabilities on how to identify, locate and evaluate these children.

The Superintendent or designee shall notify parents/guardians in **writing** of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the District's procedures for initiating a referral for assessment to identify individuals. For assessment purposes, staff shall use appropriate tests to identify specific information about the student's abilities in skill areas. **In addition**, staff shall use multiple measures, including direct observation, to study the effect of interventions or modifications to the regular instructional program. Staff also **may** consider the student's personal history, development and adaptive behavior.

Special Education Rights of Parents and Children

Under the Individuals With Disabilities Education Act, Part B and the California Education Code

The Fresno Unified School District serves students with disabilities from birth through the age of 21 in compliance with the Individuals with Disabilities Education Act (IDEA). Listed below are the most commonly asked questions regarding special education rights of parents/guardians and children under IDEA.

What is the Individuals with Disabilities Education Act (IDEA)?

The Individuals with Disabilities Education Act (IDEA) is a federal law that requires school districts to provide a free appropriate public education to eligible children with disabilities. A "free appropriate public education" means special education and related services are to be provided as described in an Individualized Education Plan (IEP) at no cost to the parent/guardian.

You have the right to participate in the development of the IEP, to participate in IEP team meetings about the identification (eligibility), assessment, or educational placement of your child, and to receive information about the availability of a free appropriate public education, including all program options, and all available alternative programs, both public and nonpublic. (20 *USC* 1401[3], 1412[a][3]; 34 *CFR* 300.111; *EC* 56301, 56341.1[g][1], and 56506)

What are procedural safeguards?

This information provides you as parents/guardians, and surrogate parents of children with disabilities from age three (3) through age **twenty-one (21)** with an overview of your educational rights, sometimes called **procedural safeguards**. **This notice is provided for students who are entitled to these rights at age eighteen (18).**

The Notice of Procedural Safeguards must be provided to you:

- When you request a copy
- The first time your child is referred for a special education assessment

Access to Educational Records

Can I examine my child's educational records?

You have a right to inspect and review **all** of your child's education records **without unnecessary** delay including prior to an IEP meeting or **before** a due process hearing. The school district **must** provide you

- Each time you are given an assessment plan to evaluate your child
- Upon receipt of the first state or due process complaint in a school year
- When a decision is made to make a removal that constitutes a change of placement (20 *USC* 1415[d]; 34 *CFR* 300.504; *EC* 56301[d] [2], *EC* 56321, and 56341.1[g] [1])

Where can I get more help?

When you have a concern about your child's education, it is important that you call or contact your child's teacher(s) or administrator(s) to talk about your child and any problems you see. Staff in the Fresno Unified School District, Special Education Department can answer questions about your child's education, your rights, and procedural safeguards. When you have a concern, this informal conversation often solves the problem and helps to maintain open communication.

Nondiscriminatory Assessment

How is my child assessed for Special Education service?

You have the right to have your child assessed in **all** areas of suspected disability. Materials and procedures used for assessment and placement **must not** be racially, culturally, or sexually discriminatory. Assessment materials **must** be provided and the test administered in your child's native language or mode of communication, **unless** it is clearly **not** feasible to do so. **NO** single procedure **can** be the sole criterion for determining eligibility and developing an appropriate educational program for your child. U.S.C., Title 20, Sec. 1414 (a) & (b); E.C. 56320, 56501(j)

access to records and copies, if requested, **within** five (5) business days **after** the request has been made **orally** or in **writing**. U.S.C., Title 20, Sec. 1415 (b); (*EC* 49060, 56043[n], 56501[b][3], and 56504)

Prior Written Notice for Special Education

When is notice needed?

The District **must** inform you about proposed evaluations of your child in a **written** notice that is understandable and in your native language or other mode of communication, **unless** it is clearly **not** feasible to do so. This notice **must** be given when the District proposes or refuses to initiate a change in the identification, assessment, or educational

placement of your child with special needs or a provision of a free appropriate public education. (20 *USC* 1415[b][3] and (4), 1415[c][1], 1414[b][1]; 34 *CFR* 300.503; *EC* 56329 and 56506[a])

What will the notice tell me?

The Prior Written Notice must include the following:

1. A description of the actions proposed or refused by the school district;
2. An explanation of why the action was proposed or refused;
3. A description of each assessment procedure, record, or report the agency used as a basis for the action proposed or refused;
4. A statement that parents of a child with a disability have protection under the procedural safeguards;
5. Sources for parents to contact to obtain assistance in understanding the provisions related to the actions.
6. A description of other options that the IEP team considered and the reasons those options were rejected.
7. A description of any other factors relevant to the action proposed or refused.

If the notice is **not** in regard to an initial referral for assessment, the notice **must** provide a statement that you have protection **under** procedural safeguards; information on how you **can** obtain a copy of described procedural safeguards; and sources of additional assistance in understanding the procedural safeguards. U.S.C., Title 20, Sec. 1415 (c); C.F.R., Title 34, Sec. 300.503; A.R. 6159.1

State law requires that **either** party filing for a due process hearing **must** provide a copy of the **written** request to the other party. U.S.C., Title 20, Sec. 1415 (h); C.F.R., Title 34, Sec. 300.507; E.C. 56502 (a) **After** a **written** request is filed, a due process hearing is immediately scheduled, including any mediation conference, and **must** be completed **within** forty-five (45) days of the request, with a **written**, final decision provided. E.C. 56505 (f)

Parental Consent for Special Education Assessment

When is my approval required?

You **must** give informed, **written** consent **before** your child's first special education assessment **can** proceed, and **before** the school district **can** provide your child's special education program. In the case of reevaluations, the school district **must** document reasonable attempts to

obtain your consent. If you as the parent/guardian do **not** respond to these attempts, the District **may** proceed with the reevaluation **without** your consent.

(20 USC 1414[a][1][D] and 1414[c]; 34 CFR 300.300; EC 56506[e], 56321[c] and [d], and 56346).

How Disputes are Resolved for Special Education

When is a due process hearing available?

You have the right to request an impartial due process hearing regarding the identification, assessment, and educational placement of your child or the provision of a free appropriate public education. The request for a due

process hearing **must** be filed **within** two (2) years from the date you knew or had reason to know of the alleged action that forms the basis for the hearing request. (20 USC 1415[b][6]; 34 CFR 300.507; EC 56501 and 56505[1])

Due Process Rights for Special Education

What are my due process rights?

You have the right to:

1. Have a fair and impartial administrative hearing at the state level **before** a person who is knowledgeable of the laws governing special education and administrative hearings † (20 USC 1415[f][1][A], 1415[f][3][A]-[D]; 34 CFR 300.511; EC 56501[b][4])
 2. Be accompanied and advised by an attorney and/or individuals who have knowledge about children with disabilities (EC 56505 [e][1])
 3. Present evidence, **written** arguments, and **oral** arguments E.C. 56505 (e)[2];
 4. Confront, cross-examine, and require witnesses to be present E.C. 56505 (e)[3];
 5. Receive a **written** or, at the option of the parent/guardian, an electronic verbatim record of the hearing, including findings of fact and decisions U.S.C., Title 20, Sec. 1415 (h); E.C. 56505 (e)[4];
 6. Have your child present at the hearing E.C. 56501 (c)[1];;
 7. Have the hearing be open or closed to the public E.C. 56501 (c)[2];
 8. Be informed by the other parties of the issues and their proposed resolution of the issues **at least** ten (10) calendar days prior to the hearing U.S.C., Title 20, Sec. 1415 (b); E.C. 56043 (s), 56505 (e);
 9. Receive a copy of **all** documents, including assessments completed by that date and recommendations, and a list of witnesses and their general area of testimony **within** five (5)

business days **before** a hearing E.C. 56505 (e) [7]; 56043(+)-(v)

10. Have an interpreter provided C.C.R., 3082 (d);
11. Request an extension of the hearing timeline E.C. 56505 (f) [3];
12. Have a mediation conference at any point **during** the due process hearing E.C. 56501 (b)[2]; and
13. Receive notice from the other party **at least** ten (10) days prior to the hearing that it intends to be represented by an attorney EC 56507[a]. (20 USC 1415[e]; 34 CFR 300.506, 300.508, 300.512 and 300.515)

Where do I file a request for mediation or due process?

Contact the following office to obtain more information or to file for mediation or a due process hearing:

Office of Administrative Hearings, Special Education Division
2349 Gateway Oaks Drive, Suite 200
Sacramento, CA 95833-4231
(916) 263-0880
Fax (916) 263-0890

Pupils With Temporary Disabilities

E.C. 48206.3, 48208, 48980 (b)

Students with temporary disabilities who **cannot** attend regular day classes **may** receive individual instruction provided by the District. Parents/Guardians of pupils **within** this category shall be given notice regarding the availability of such individualized instruction.

Additional Information

Who would I contact for a copy of my parent/guardian rights?

Contact the Fresno Unified School District's Special Education Department at **457-3220** to request a complete copy of the "Special Education Rights of Parents and Children: Notice of Procedural Safeguards", or visit our website at <http://www.fresnounified.org/dept/specialeducation/>.

Where do I file a state compliance complaint?

You may file a state compliance complaint when you believe that a school district has violated federal or state special education laws or regulations.

To obtain more information about dispute resolution, including how to file a complaint contact:

California Department of Education, Special Education Division, Procedural Safeguards Referral Service (PSRS) at (800) 926-0648, fax (916) 327-3704, or visit the Department's website at <http://www.cde.ca.gov/sp/se>.

Complaints alleging violations of IDEA may be mailed to:

**California Department of Education, Special Education Division, Procedural Safeguards Referral Service
1430 N Street Suite 2401, Sacramento, CA 95814**

For complaints involving issues **not** covered by IDEA, consult the Office of Constituent Services: (559) 457-3727.

May students who are parentally placed in private schools participate in publicly funded special education programs?

Although, school districts have a clear responsibility to offer and free and appropriate public education (FAPE) to students with disabilities, children placed in private schools by parents do not have the right to receive some or all of the special education and related services necessary to provide FAPE.

Community Advisory Committee for Special Education (CAC)

CAC stands for the Community Advisory Committee for Special Education, a volunteer group composed predominately of parents of children with special needs who attend school within the Fresno Unified School District. CAC is a group of parents, school personnel, agency representatives and other community members, who work together to ensure that children with special needs are receiving the best education available.

The Committee has several subcommittees that include Procedural Safeguards for Students, Mental Health, and other subcommittees that meet regularly and are open to interested members of the community.

The CAC general and executive committee meetings are also open to the public. Times and dates of these meetings are publicly posted at all Fresno Unified School District Sites, the Education Center at Tulare and "M" streets, and the Kisling Education Center where the Special Education office is located.

Fresno Unified is required by law to have a CAC.

If you wish to contact the CAC, or would like information on upcoming activities the committee is engaged in, please contact the Chairperson, Olga Valle, at olga.valle@fresnounified.org.

General Education Services for Students With Disabilities

Section 504 of the 1973 Rehabilitation Act

The Fresno Unified School District provides a free and appropriate public education designed to meet the educational needs of students with disabilities as adequately as the needs of non-disabled students are met.

The District provides accommodations for **all** students in the general education population who have a physical or mental impairment that substantially limits a major life activity (like learning or working). A few examples of physical or mental impairments are:

- Diabetes;
- Seizure Disorders;
- Attention Deficit Disorder;
- Auditory Processing Deficit;
- Asthma;

- Cerebral Palsy;
- Depression;
- Eating Disorders; and/or
- Auto-Immune Illnesses.

Once a Section 504 referral is made, a school site team of individuals (who are knowledgeable about the student) is convened to determine Section 504 eligibility. For **all** eligible students, a 504 Accommodation Plan is **written**. Students who are receiving Special Education services on an Individualized Education Plan (IEP) generally do **not** need a 504 Accommodation Plan.

Filing for Due Process Complaint for Students With Disabilities

How do I request a due process hearing?

You need to file a **written** request for a due process hearing. Parents should use the OAH (Office of Administrative Hearings) Form. You or your representative need to submit the following information in your request:

1. Name of the child;
2. Address of the residence of the child;
3. Name of the school the child is attending; and

4. A description of the nature of the problem, including facts relating to the problem(s) and a proposed resolution to the problem(s) to the extent the parent knows what would solve the problem.

If the request does not contain enough information, the due process request can be dismissed. The district must hold a resolution session within 15 days of receipt of the due process complaint unless there is a written waiver by both parties. **C.C.R., Title 5, Sec. 3052**

School Discipline and Placement Procedures for Students With Disabilities

Can my child be suspended or expelled?

Children with disabilities **may** be suspended or placed in other alternative interim settings or other settings to the same extent these options would be used for children **without** disabilities.

If a child exceeds ten (10) days in such a placement, a Manifestation Determination Meeting **must** be held to determine whether the child's misconduct is caused by the disability. This Manifestation Determination Meeting **must** take place within five days of the date of disciplinary action. U.S.C., Title 20, Sec. 1415 (k)

As a parent/guardian, you will be invited to participate as a member of this Manifestation Determination Meeting. The school district **may** be required to develop an assessment plan to address the misconduct or, if your child has a behavior intervention plan, review and modify the plan, **as necessary**.

If the Manifestation Determination Meeting concludes that the misconduct was **not** a manifestation of your child's disability, the school district **may** take disciplinary action, such as expulsion, in the same manner as it would for a child **without** disabilities.

If you disagree with the Manifestation Determination Meeting's decision, you **may** request an expedited due process hearing from the US Office for Civil Rights of Education's Special Education Office of Administrative Hearings. Office. U.S.C., Title 20, Sec. 1415 (k)

School Asbestos Inspection and Management Plan Notification

It is the intent of this letter to provide annual notice of the status of Fresno Unified School District's Asbestos Management Plans, as required by 40 CFR Part 763. Complete plans for each site are available at the District Service Center, 4600 N. Brawley Avenue, Fresno. Individual site plans are available at each school.

Within the last year, the following activities have taken place:

- Aynesworth Elementary – removal of floor tile in multi-purpose building
- Bullard High School – removal of floor tile and thermal system insulation in Boys Coaches' office
- Calwa Elementary – removal of thermal system insulation material in boiler room
- Jefferson Elementary – removal of floor tile in office
- Lane Elementary – removal of floor tile classrooms 15-20
- Robinson Elementary – removal of floor tile and thermal system insulation material
- Roosevelt High School – removal of floor tile in multi-purpose room and kitchen

- Starr Elementary – removal of floor tile in pod
- Tioga Middle School – floor tile throughout site
- Yosemite Middle School – removal of floor tile in faculty lounge

These projects were designed, monitored, and cleared by Hazardous Management Services, Inc., employing Cal/OSHA Certified Asbestos Consultants and conducted by Cal/OSHA Registered Abatement Contractors. Documentation of these abatement projects is on file as part of the District Asbestos Hazard Emergency Response Act (AHERA) Management Plan.

Six month surveys were conducted at each site in October, 2009 and March, 2010.

The LEA Designee for Fresno Unified School District is John Quinto, Maintenance Services Manager, 457-3043.

Healthy Schools Act of 2000

The Healthy Schools Act of 2000 requires all California school districts to notify parents/guardians of pesticides, which **may** be applied during the year. It is the policy of Fresno Unified School District to use the **least** toxic pest management practices in order to reduce pesticide exposure of the students. The District applies pesticides **only** when **less** toxic methods have failed. **Only** personnel trained in principles of integrated pest management **may** apply these pesticides. Parents/Guardians **may** request prior notification, in **writing, at least 72 hours before** pesticides are applied. Notices of this pesticide application will be posted at the school. E.C. 17612, 48980.3; A.R. 3514.2

Name of Substance	Active Ingredient(s)	Name of Substance	Active Ingredient(s)
Advance Granule	Abamectin B1	Premise Foam	Imidacloprid
Archer Insect Growth Regulator	Pyriproxyfen	Pendulum 2G	Pendimethalin
Avert Gel Bait Cockroach Bait Formula I	Abamectin B ₁	Premise Gel	Imidacloprid
Barricade 65 WG	Prodiamine	Premise 75	Imidacloprid
Bird-Proof Gel	polybutene	Pro-Spreader Activator	Alkyl phenol ethoxylate, Isopropyl alcohol
Bird-Proof Liquid	polybutene	Ranger Pro	Isopropylamine salt of glyphosphate
Borid	Orthoboric Acid	Reward	Diquat dibromide
Chlor-O-Pic	Chloropicrin	Sluggo	Iron Phosphate
Conrac	Bromadiolone	Speed Zone	2,4-Dichlorophenoxyacetic acid, isooctyl; 3,6-Dichloro-o-acid; Carfentrazone-ethyl; R(+)-2(2-Methyl-4-chlorophenoxy) propionic acid
Fusilade II	Fluazifop-p-butyl	Surflan	Oryzalin
Manage	Halosulfuron-methyl	Suspend SC	Deltamethrin
Maxforce Professional Insect Control Fine Granular Bait	Hydramethylnon	Vikane Gas Fumigant	Sulfuryl fluoride
Merit	Imidacloprid	ULD BP-100	Pyrethrins, piperonyl butoxide, N-octyl bicycloheptene dicarboximide
Niban	Orthoboric Acid		
Niban -FG	Orthoboric Acid		

You can find more information regarding these pesticides and pesticide use reduction at the following web site: www.cdpr.ca.gov. If you have any questions, please contact the FUSD Environmental Services Department at 457-3043.

If you would like to be notified every time we apply a pesticide, please complete and return the form below to your child's school.

REQUEST FOR INDIVIDUAL PESTICIDE APPLICATION NOTIFICATION 2010/2011

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

Please print neatly:

School _____

Date: _____

Student's Name _____

Room Number _____

Name of Parent/Guardian: _____

Address: _____ City: _____ Zip: _____

Day Phone: (____) _____ Evening Phone: (____) _____

Return a separate notification for each child to his/her school



Fresno Unified
School District

Preparing Career Ready Graduates



"FUSD has been good to me. I have been here 30 years. We have great people and great benefits."



"America is the land of opportunity. However, it is not the opportunity given to you but what you do with it that matters."

Fresno Unified School District
A VALLEY EMPLOYER OF CHOICE
Fostering a culture of continuous improvement to
Attract and retain the best in education. . .

NOW HIRING:

- Teachers
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Department of Human Resources

2309 Tulare Street

Fresno, CA 93721

559-457-3500

Job listings at www.fresno.k12.ca.us/fusdhr