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Dear San Juan Unified Families,

Welcome to the 2014/15 school year!

This is a monumental time of change in education. The state’s new Local Control Funding Formula is offering school districts more flexibility in how to use funds in ways that meet local students’ needs. We have begun the work to align our system with this new funding model and I’m proud to say it has been with the help of our entire community.

This fall, we will be revisiting our community-developed strategic plan. It has been five years since the plan was first developed and now is an appropriate time to pause to take a look at the changing world around us and ensure our path is leading us toward our mission to educate and inspire each student to succeed and contribute.

Please be sure to visit our website at http://www.sanjuan.edu/strategicplan for more information and to find out how you can participate in creating our next strategic plan.

Strategic planning isn’t the only way you can support and be involved in your child’s education. I encourage you to review this handbook to learn more about the programs, services and supports available in San Juan Unified.

Thank you for being a part of our community and your support.

Kent Kern
Superintendent of Schools
Big changes are underway in your students’ classrooms: 46 states across the country have adopted key academic standards that will replace current California standards in English/language arts and math. **Common Core State Standards** will supplement current standards in social science, science and technical subjects. The goal of these rigorous standards is to instill the 21st century, higher-thinking skills that prepare all students for college and their careers - as well as to succeed in a global economy and society.

### 6 ways Common Core State Standards will challenge your student:

1. **Thinking and writing:** Students will need to show the evidence and reasoning that supports their thinking - not just memorize and repeat facts. They’ll have to demonstrate this through clear, convincing writing.

2. **Not just worksheets:** Because students will be expected to demonstrate deep reasoning, homework assignments might be thinner but could take longer, as they require more analytical thinking and writing.

3. **Fact AND fiction:** Students will be reading a much greater proportion of nonfiction writing to supplement their work with fiction as they practice analyzing evidence to formulate arguments.

4. **Teamwork is key:** Collaboration is vital for success; no one works in isolation anymore. Students must learn how to express ideas, listen to each others’ thoughts and integrate and evaluate information.

5. **Tests will challenge all students:** Computer-adaptive testing adjusts the difficulty of tests depending on which questions students answer correctly, getting progressively harder. This personalizes learning and pushes all to grow academically.

6. **Some struggle is good:** Common Core State Standards measure academic growth in all students, regardless of their starting points. That means all students will be challenged to stretch their learning.
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Elementary School Choices

All San Juan Unified schools offer the same excellent curriculum for core subjects (English, history, math and science), and all require students to follow the same behavior standards. In addition, all schools welcome parent involvement.

Beyond these similarities, each school has developed special programs and teaching strategies to meet the needs of its students. Parents may enroll their students in any school where space is available. The best time to apply is during Open Enrollment.

Below are some of the special programs offered in elementary schools. Further information is offered in the School Accountability Report Cards (Ed. Code § 35256) available on the District website at www.sanjuan.edu/sarc.

Open Attendance Schools

The following seven district-wide open attendance schools do not have neighborhood attendance boundaries; admission is through Open Enrollment:

- Carriage K-6 Elementary School 971-5241
- Cowan Fundamental School 575-2312
- Dewey Fundamental School 867-2020
- Green Oaks Fundamental School 986-2209
- Cambridge Heights Open School 867-2000
- Mission Avenue Open School 575-2362
- Orangevale Open K-8 School 867-2067

Each school has a unique focus. Parents are encouraged to research the programs and visit the school prior to Open Enrollment.

Parents who choose to have students attend these schools are asked to participate in program activities.

Grade Level Groupings

Most elementary schools serve students in kindergarten through 5th grade, however, there are options of K-6 and K-8 environments. Our middle schools serve a 6-8 population.


Grades K-8 - Gold River Discovery Center, Kingswood, Lichen, Orangevale Open, Sierra Oaks, Starr King, Thomas Edison Language Institute, and Woodside. For more information about what these schools offer, see the schools website.

Programs

Transitional Kindergarten (TK) is the first year of a two-year kindergarten experience for students who will reach the age of five after Sept. 1.

The Kindergarten Readiness Act gives California an opportunity to ensure that children are better prepared to succeed in kindergarten and beyond. This new law also impacts the traditional kindergarten program by changing the kindergarten birthday cut-off date for enrollment (i.e., reaching the age of 5) from Dec. 2 to Sept. 1.

The following 13 sites: Carmichael, Citrus Heights, Cottage Montessori, Coyle Avenue, Earl LeGette, Howe Avenue, Oakview Community, Skycrest, Del Dayo, Thomas Edison Language Institute, Thomas Kelly, Twin Lakes, and Whitney Avenue, are designated as TK sites based on the projected number of eligible students.

Dual Language Immersion Program is available at Thomas Edison Language Institute. It is a unique education program that builds student bilingualism and bi-literacy in English and Spanish. Instruction is provided by highly trained and caring teachers. Students continue to learn standards-based content while they become fluent in two languages; linguistically and academically.

The Montessori Program is available at Cottage Elementary School. With the Montessori method, students receive a broad academic education in the context of a carefully planned, stimulating community and environment. The goal of Montessori education is to prepare children for a lifetime of creative thinking and learning. Montessori teachers at Cottage Elementary are highly trained having both California state teaching credentials and Montessori teaching certificates.

Intermediate Baccalaureate (IB) Primary Years Program (PYP) Candidate School

Thomas Kelly Elementary School is an International Baccalaureate (IB) Primary Years Program (PYP) candidate school. All students enrolled in the school strive to be open-minded inquirers and thinkers utilizing 21st century skills. The program:

• encourages international mindedness
• encourages a positive attitude to learning by engaging students in inquiries and developing their awareness of the process of learning so that they become life long learners
• reflects life by encouraging learning beyond traditional subjects with meaningful, in-depth inquiries into real issues
Middle School Choices

All San Juan schools offer the same excellent curriculum for core subjects (English, history, math and science), and all require students to follow the same firm behavior standards. In addition, all schools welcome parent involvement. Each middle school has developed special programs and teaching strategies to meet the needs of their students. Further information is offered in School Accountability Report Cards (Ed. Code § 35256) available on the District website at www.sanjuan.edu/sarc.

Program Options

Encina Preparatory High School offers a community-based program emphasizing individualized instruction supported by multiple community resources for students in grades six through 12. In the fundamental and open programs, parents use the open enrollment process to request enrollment except for Pasteur Middle School which has a neighborhood attendance boundary. Upon enrollment at an open attendance school, parents are asked to participate in school activities. Arcade and Pasteur Middle schools offer a fundamental program focusing on core educational concepts. Orangevale Open K-8 offers an open structured program designed to encourage creativity and problem solving.

Grade Level Groupings

District middle schools offer the following grade-level grouping options:

Grades 6-8 – Arcade, Arden, Barrett, Carnegie, Churchill, Pasteur, Sylvan and Will Rogers offer 6th, 7th, and 8th grade programs.

Grades K-8 – Orangevale Open K-8, Starr King K-8, Gold River, Kingswood, Lichen, Sierra Oaks, and Woodside allow students to stay in the same school from kindergarten through 8th grade.

Encina Preparatory High School Grades 6-12 - allows students to stay in the same school from 6th through 12th grade.

Middle School Honors

Honors courses are available at all Middle Schools except Churchill. Courses include Honors science, social studies and English classes. Students who have demonstrated high achievement, interest, and/or potential in one or more academic areas may be ready to take Honors classes. Enrollment in Honors classes takes place in the spring during the course selection process. At that time, sites assist students in choosing which science, English and/or social studies Honors classes will best meet their academic needs.
School Programs / Choices

International Baccalaureate

The IB Middle Years Program at Churchill Middle School is available to students in grades 6-8 based on District criteria which are also on the District Website. Students will be notified of their eligibility for the program in the fall. Students accepted into the program do not participate in the Open Enrollment process. Placement at Churchill for IB students accepted into the program is guaranteed. This program, which begins in grade 6 and ends in grade 10, will prepare students for a smooth transition to the 11th and 12th grade IB diploma program at Mira Loma High School.

High School Choices

All San Juan Unified schools offer the same excellent curriculum for core subjects (English, history, math, and science), and all require that students follow the same behavior standards. All high schools provide a comprehensive college preparatory sequence of classes.

Each high school has developed special programs and teaching strategies to meet the needs of its students. All high schools offer honors and advanced placement classes. Below are some of the special programs offered in high schools. Further information is offered in the School Accountability Report Cards (Ed. Code § 35256) available on the District website at www.sanjuan.edu/sarc.

AdvancePath Academy -- Now at Three Locations

The AdvancePath Academy is now located on three campuses within San Juan Unified School District: Encina Preparatory High School (grades 9-12) New San Juan High School (grades 9-12) and La Entrada Continuation High School (grades 11-12 only).

This program offers an alternative learning environment for students who are struggling or have become credit deficient at the traditional high school setting. Students study in a safe, modern and comfortable learning center, with new computers, furniture and instructional materials.

At the Academy, students work at their own pace, at their own computer work-station, with the support of a highly qualified teacher. Students enrolled in the Academy will take two courses at a time consisting of:

- Self-paced online learning accessible to students 24/7
- Individualized one-on-one instruction
- Small group instruction

Students are able to complete courses at their own pace and receive high school credit upon completion of each course. Students attend the academy four hours per day, five days per week in either a morning or afternoon session.

For more information please contact the AdvancePath Academy at (916) 760-0322 (Encina campus), (916) 248-4355 (New San Juan campus), (916) 971-5060 (La Entrada Continuation campus) or visit: www.sanjuan.edu/advancepath.

Academies and Career Pathways

Career pathways provide a three-year sequence of training in a specific career or technical field. This training can lead directly to jobs in these fields or can provide a transition to higher-level training in a variety of settings.

- Bella Vista - Sports Therapy
- Casa Roble Fundamental High School - Health Careers and Sports Careers & Opportunities in Recreation
- Del Campo High School - Business and Law Enforcement
- El Camino Fundamental High School - Pre-Engineering Academy
- Encina Preparatory High School - Health Careers
- Mesa Verde High School - Business Academy, Banking & Finance
- Mira Loma High School - Natural Resource
- San Juan High School - Culinary Art/ Hospitality Management, Media Arts, Transportation Technology and Construction Technology

International Baccalaureate

The International Baccalaureate program offered at Mira Loma awards a special diploma to students who complete a rigorous academic program; this diploma is recognized by some of the world’s best universities. Call 971-7465 for more information. Students accepted into the IB program at Mira Loma do not need to participate in Open Enrollment.

Alternative Schools

San Juan Unified School District offers various alternative schools and programs to assist students in completing their high school education. La Entrada Continuation High School (grades 11-12) AdvancePath Academy 426-4088

El Sereno Independent Study Program (grades 10-12) 971-5060

Visions in Education Charter School 971-7037

Choices Charter School (grade 6-12) 979-8378
Graduation Requirements

The chart on this page is a brief summary of San Juan Unified School District graduation requirements and entrance requirements for colleges in the University of California (UC) and California State University (CSU) systems.

High school counselors are available to meet with students during the school day as well as before and after school. Students may schedule an appointment in the counseling office at their school. The list of courses at each school site that meet the UC and CSU admission requirements is available in the counseling office or at https://doorways.ucop.edu/list/app/home/.

To receive a high school diploma, students must:
Pass all courses required for graduation, and
• Pass English language arts and mathematics sections of the California High School Exit Exam (CAHSEE) and
• Earn a minimum of 220 course credits at traditional schedule schools and 280 credits at block schedule schools and
• Satisfy additional school board approved site-determined graduation requirements such as a senior project or community service.
Check with your school counselor for complete information.

Certificate of Completion

Students who meet all course and credit requirements but do not pass the high school exit exam will receive a Certificate of Completion.
Students can continue to test as adults to earn a diploma.
AVID

AVID is primarily a middle and high school system that prepares students in the academic middle for four-year college eligibility. AVID stands for Advancement Via Individual Determination. AVID is based on the idea that “effort creates ability” and it has proven to bring out the best in students and in closing the achievement gap.

In San Juan Unified School District, AVID is available at four K-8 schools, all middle schools and eight comprehensive high schools. Three elementary schools participate in AVID elementary.

The mission of AVID is to ensure that ALL students and most especially the least served students who are in the middle will: succeed in rigorous curriculum; complete a rigorous college preparatory path; enter mainstream activities of the school; increase their enrollment in four-year colleges; and become educated and responsible participants and leaders in a democratic society.

The AVID Student

AVID targets students in the academic middle — B, C, and even D students — who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college, and many are from low-income or minority families. AVID pulls these students out of their less challenging courses and puts them on the college track: acceleration instead of remediation.

The AVID Elective

Not only are students enrolled in their school’s toughest classes, such as honors and advanced placement, but also in the AVID elective. For one period a day, they learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable. Their self-images improve, and they become academically successful leaders and role models for other students.

The AVID Curriculum

The AVID curriculum, based on rigorous standards, was developed by middle and high school teachers in collaboration with college professors. It is driven by the WICR method, which stands for writing, inquiry, collaboration, and reading. AVID curriculum is used in AVID elective classes, in content-area classes in AVID schools, and even in schools where the AVID elective is not offered.

The AVID Faculty

One key to a successful AVID program is a site coordinator/teacher who is a respected site instructional leader, works well with secondary school personnel, college students and faculty, who can organize curriculum as well as activities, and who is committed to serving the needs of target students. The coordinator works with colleagues to implement AVID methodologies school wide, place students in college preparatory curriculum, and to work with counselors to guide students through the college application process. In addition, Del Campo High School and Will Rogers Middle School both hold the prestigious title of being an AVID National Demonstration School.

The AVID Tutor

Tutors are essential to the success of the AVID elective class, where they facilitate student access to rigorous curriculum. As students from colleges and universities, tutors receive formal training and also serve as role models. AVID students who continue their education in college often return to the program as tutors.

The AVID Parent

AVID parents encourage their students to achieve academically, participate on an advisory board and in AVID parent and site team meetings, and maintain regular contact with the AVID coordinator. Many parents and students participate in AVID family workshops.

Results

Nationwide, independent research, together with AVID’s own data, validate that the AVID college-readiness system works. Consider: AVID students are more likely to take AP classes, complete their college eligibility requirements, and get into four-year colleges than students who don’t take AVID. In addition, 85 percent of all AVID graduates complete the "a-g" course requirements necessary for four-year college acceptance. AVID also helps ensure that students, once accepted to college, possess the higher-level skills they need for college success. Spring 2014, the San Juan Unified School District celebrated 235 AVID graduating seniors. Out of those 235 AVID seniors, 176 were enrolled in a four year college, 58 were enrolled in a two year college at the time of graduation and 2 students enlisted into the military. AVID students had a 3.3 grade point average.

Some examples of college acceptances over the past few years are Stanford, UC Berkeley, UC Los Angeles, Cal Poly, and UC San Diego. Over the years, prestigious scholarships have been awarded to San Juan Unified AVID seniors, examples being the Bill and Melinda Gates Scholarship (1 out of 1,000 given nationwide), the Buck Scholarship, and the Dell Scholarship.
Professional Development

The AVID elective class is led by a teacher who has been trained in the program's methodologies. AVID's professional development, however, goes further than that. Teachers and administrators from throughout the school and District attend AVID's Summer Institutes, where they all learn techniques for bringing out the best in average students. Many of our teachers have leading roles in AVID training on a state level.

Community

Colleges demonstrate their support of AVID programs in many ways. They may provide class speakers, offer college credit courses to AVID high school students, include AVID students in residential, academically-oriented summer bridge programs, and follow and support the progress of AVID students during their college careers. The community supports AVID by providing speakers and summer apprenticeships for AVID students.

Where is AVID?

All San Juan AVID is implemented at middle schools and at the following high schools: Bella Vista, Casa Robles, Del Campo, El Camino, Mesa Verde, Rio Americano and San Juan. Additionally, AVID strategies are implemented at the following schools: Sierra Oaks K-8, Woodside K-8, Kingswood K-8, Lichen K-8 Elementary.

Who Pays for AVID?

AVID is a free program to San Juan Unified School District students and families. There is no cost to participate.

For more information:

For individual school information, please contact your student’s middle or high school campus. For District information, please call 971-7163.

Enrollment Options

Information on all schools in the San Juan Unified School District is available in the School Accountability Report Cards (Ed. Code § 35256), which are located on the District's website at www.sanjuan.edu. In addition, individual site information sheets are available at San Juan Central and school sites.

Registration Options (Ed. Code § 48200)

State law requires parents to send their children to school unless otherwise provided by law. To register, parents are required to bring:

- Two proofs of residence
  1. Current mortgage/property taxes or rental/lease agreement
  2. Current utility bill (SMUD, PG&E, Water) with correct name and address
- Proof of birth - Original COUNTY ISSUED birth certificate
- Immunization Records for each child that will be enrolled

Children who will be 5 years of age by Sept. 1, 2014, may enroll for kindergarten for the 2014-2015 year. Since good health is crucial to a child’s success in school, the District also recommends that each entering student have a physical and dental examination. Please see the health requirements on pages 17-20.

Children may enroll at San Juan Central, the District’s centralized enrollment center, now located at: 3700 Garfield Avenue, Carmichael, CA 95608. 916-SAN-JUAN (916-726-5826), www.sanjuan.edu/sjcentral.

Parents or guardians may go to neighborhood schools to pick up enrollment paperwork. Parents should call (916) SAN-JUAN to make an enrollment appointment. An appointment is not required, walk-ins are welcome.

Open Enrollment

San Juan Unified families have the opportunity to enroll students in any of the District’s schools if:

• Space is available in the appropriate program; and
• The family is willing to provide transportation.

To enroll a student in a school other than a neighborhood school, the parent/guardian (or designee) must participate in Open Enrollment, held once each year for the following school year. Many schools schedule visitations before Open Enrollment. It is important to note that students who are admitted under Open Enrollment may remain at the new school without reapplying each year, but relinquish their resident enrollment status at their neighborhood school. Students who change their resident school through Open Enrollment may return to their neighborhood school through a transfer process if space is available.
Kindergarten-12th Grade Open Enrollment

Open Enrollment for 2015-2016 is currently scheduled from December 8, 2014 through January 16, 2015. Parents simply fill out an Open Enrollment transfer request form and submit it either to their school site or to San Juan Central at 3700 Garfield, Carmichael, CA 95608. Parents also have the option to complete and submit the Open Enrollment transfer online at www.sanjuan.edu/openenrollment. The online submission is only available for currently enrolled students. Parents/guardians will be asked to select one school per student.

The San Juan Unified School District has established priorities for student placement through Open Enrollment. Once priority assignments have been made, if the number of applicants exceeds the space available, student placement will be determined in a random computer lottery. Families will be notified about the results of their Open Enrollment application by mail. Students who are not placed through the Open Enrollment process will be placed on a waiting list for their choice school. Once space becomes available at the requested school, students will be placed off the waiting list. Equal consideration will be given to all applications submitted (it is NOT first-come, first-served).

For resident students who are not currently enrolled in a San Juan school:

Open Enrollment Requests may be submitted during the Open Enrollment window. If your child is placed at the requested school through the lottery process you will have a deadline of March 6, 2015 to enroll your child in the San Juan Unified School District. For more information on Open Enrollment call 916-SAN-JUAN or visit us at: www.sanjuan.edu/openenrollment

Sixth Grade Middle School Open Enrollment

Students attending an elementary school that has a sixth grade, or reside within a K-8 school boundary, requesting to move to sixth grade at a middle school must do so through Open Enrollment or the intra-district transfer process.

Alternative Schools Notice (Ed. Code § 58500)

California state law authorizes all school districts to provide for special schools. Ed. Code § 58500 defines alternative school as a school or separate class group within a school which is designed to:

(a) Maximize the opportunity for students to develop the positive values of respect, responsibility, honesty, caring, cooperation, and courage.

(b) Recognize that the best learning takes place when the student learns because of his or her desire to learn.

(c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interest may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.

(d) Maximize the opportunity for teachers, parents, and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.

(e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located. In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this District, and the principal’s office in each attendance unit have copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district.

Alternative Programs (Ed. Code § 48980)

In addition to our neighborhood schools, the San Juan Unified School District offers several alternative programs and schools for elementary, middle, and high school students. These options include fundamental, open-structured, rapid-learner, high achiever, and honors programs; programs with a special subject or career focus; block schedules, English language development, and special education.
**School Programs / Choices**

### Intradistrict Transfers

The Open Enrollment process is the primary opportunity for placement at another school. However, if a parent misses open enrollment and desires a transfer after the Open Enrollment lottery has closed, he/she will need to complete an intradistrict transfer request. Placements will be made as space is available. The Open Enrollment process should be used to select a school of choice. Transportation is not provided for Open Enrollment or transfer students.

### Bridges After School Program

The San Juan Unified School District’s Bridges After-School/ASSETs Programs operate on 30 campuses across the District; 21 elementary, three K-8, four middle, and two high schools and serves more than 3,000 students daily. Students spend their afternoons engaged in many special activities that help build bridges to student success.

### Interdistrict Transfers

Parents and guardians who do not live within the San Juan Unified District boundaries are not eligible to participate in Open Enrollment. Families may apply for an interdistrict transfer agreement from their home school district. If accepted, parents and students must adhere to the requirements of the agreement.

### What does Bridges After-School offer?

By design, the Bridges After-School Program complements, supports, and enhances the instructional day. The after-school program staff work hard to ensure that academic, enrichment, and recreation time for students is beneficial, fun, and engaging. Activities are designed to promote the skill building and mastery needed for students to meet California State Content Standards. The Bridges After-School Program is a true collaborative effort with strong relationships between the instructional day staff, the after-school program staff, and parents.

Students that regularly participate in the Bridges After-School Program demonstrate a stronger connection to school, higher regular day attendance rates, better quality and completed homework assignments, and higher test scores. One of the most important benefits of after-school programs is the safety they provide to our young people. The time of day associated with the highest risk behaviors for youth is between 3-6 p.m. After-school programs provide a safe and positive environment that transforms the hours between 3-6 p.m. into one of the most beneficial and rewarding learning experiences for young people.

The Bridges After-School Program is an important resource that provides a safe environment while assisting students to improve academic performance. The Bridges After-School Program provides learning experiences that appeal to children with a wide range of abilities and interests, including those who struggle in traditional classrooms.

This extended learning program helps students understand the importance of academics and gives them the tools necessary to be more successful in school. In addition, enrichment activities not found during the regular school day, such as life skills education, disguised learning, pro-social enrichment, and positive team building are offered to complement and enhance instructional day activities. The Bridges After-School Program provides solid academic support and enrichment so students can maximize social and academic success.

The Bridges After-School Program is a service to students at participating SJUSD elementary, middle, and high school campuses.
The program operates Monday through Friday from approximately 2:30 p.m. - 6 p.m. Elementary schools have early dismissals every Thursday, and the program will begin following dismissal. Program times may vary by campus. Parents are responsible for providing transportation for their student at the end of each day. For more information, visit www.sanjuan.edu/bridgesafterschool, call one of the regional offices: Arden/Arcade 979-8414; Carmichael 575-2386; Citrus Heights 725-6499; or the District Office 971-5933.

### Participating Schools

**Arden/Arcade:** Cottage, Del Paso Manor, Dyer-Kelly, Greer, Howe, Edison Language Institute, and Whitney Elementary School, and Encina Preparatory High School

**Carmichael:** Cameron Ranch, Carmichael, Charles Peck, Coyle, Deterding, Pasadena, and Thomas Kelly Elementary Schools; Starr King K-8, Churchill and Will Rogers Middle Schools

**Citrus Heights:** Carriage, Citrus Heights, Grand Oaks, Mariposa, Northridge, Ottoman K-5, Skycrest Elementary School, Kingswood K-8, Lichen K-8; Sylvan Middle School, and New San Juan High School.

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### Discovery Club - Care and Enrichment for K-6th Grade Students

Discovery Club offers full-fee and subsidized child care. Discovery Club is a 12 month program for children, kindergarten through 12 years of age. To attend a specific Discovery Club, children must be enrolled and attend the elementary school on campus. Subsidized (free or reduced) child care is available on a limited basis for those who meet mandated eligibility criteria.

Discovery Club is a before and after school child care, enrichment, and homework assistance program for children in kindergarten through sixth grade who attend a school where a Discovery Club program is located. Our highest priority is to provide a safe and nurturing environment for children to learn and grow.

Discovery Club is staffed by teachers who are certified as Child Development Permit Teachers by the California Commission on Teacher Credentialing. Our classroom environments follow the guidelines for best practices and meet the requirements of the California Department of Education. We are pleased to have an excellent staff who care about children and who work to provide the best possible program.

The ongoing success of the Discovery Club programs is maintained by frequent communication between students, parents, and staff. We value parent participation in parent advisory committees, parent meetings, and general support.

The Discovery Club enrichment program is designed to create an atmosphere which will ensure a child’s continued success and interest in learning. Throughout the day there are planned activities that incorporate all areas of the curriculum. Enrichment activities are specifically designed to foster the development of comprehensive literacy, technology, problem-solving skills, and the appreciation of cultures, and are integrated into the program through art, music, science, social studies, literature, and character education. Physical development needs are met through outdoor sports and games which help to develop muscle and eye-hand coordination. In addition, Discovery Club provides a minimum of 30 minutes of homework time daily during the school year.

### Indian Education

This is a federally funded program, the purpose of which is to provide supplemental educational services, at no cost, to American Indian students who enroll in the program. Services include:

- **Technology Assisted Tutoring**
- **One-on-one tutoring in reading, math, and language arts for students who are below grade level standards.**
- **Enrichment programs**

Activities that recognize and support the unique and educational needs of Indian children and incorporate appropriately qualified tribal elders and seniors.
Several cultural events are planned throughout the year, culminating in a Senior Celebration for graduating seniors who are enrolled in the Indian Education program. For further information or to request services, call the Indian Education Program at (916) 971-5382.

The Early Childhood Education department offers a variety of programs to meet the needs of families and children ages 0-12 in our community. Programs are located on multiple sites throughout the District. We offer fee-based services in a limited number of preschool programs and a majority of our school-age programs, and no-fee services based on income and need in our infant/toddler and preschool programs.

The Infant/Toddler programs serve children ages 0-3 at center based programs or during home visits.

The Preschool programs serve children ages 3-5. Preschool options are part-day, 3/3.5 hour classes Monday – Friday or Monday – Thursday; and Extended day 6.5 hour classes Monday – Friday. All subsidized preschool programs operate for 10 months out of the school year and are closed on all identified holidays. Fee-based preschool classes are offered at two sites, the Early Learning Academy (ELA) at the Billy Mitchell site and Gold River Preschool at Gold River P-8 School. ELA operates on a 12-month calendar and is closed on identified holidays. The School Age programs, including Discovery Club, serve children ages 5-12. For information regarding registration and program philosophy/approach, please contact the Early Childhood Education Department at Marvin Marshall (916) 979-8760 located at 5309 Kenneth Ave., Carmichael, CA 95608.

San Juan Unified School District Adult Education classes are open to all community members ages 18 years and older, current high school students may attend for credit recovery with counselor and administrative approval.

Adult Basic Education programs offer a variety of core services: including reading, writing, oral communication, and critical thinking, math and numeracy, other subjects such as history, social sciences, science and technology.

Adult Education High School Completion, GED preparation and GED testing services.

English as a Second Language (ESL) Leveled instruction from Beginning Low A to Intermediate Low. In addition to the Sunrise Tech Center campus, ESL classes are offered at some San Juan school sites.

Career Technical Education (CTE) classes offered in business, office occupations and allied health. Some programs offered through the CTE department are: medical assisting, medical billing and coding, office assistant, pharmacy technician, & EKG technician. For more information go to www.sanjuan.edu/cte.

Community Based Education offer enrichment classes for the community. These classes are completely supported by student registration fees. Some classes offered through community based education include: art, dance, guitar, and genealogy.

Distance Learning offers an alternative to seat based classes for students. Students meet with a teacher weekly and complete work from home. Resources for students are available on DVD, cable and online. Currently Distance Learning programs are available for students who want to brush up on their academic skills, study for the GED examination or learn English.

Apprenticeship is a partnership between management, labor and public education that is building the skilled workforce California will need for the jobs of today and tomorrow. Currently San Juan Schools for Adults partners with the following apprenticeship programs.

- Western Electrical Contractors Association, Inc. (WECA) WECA offers federal and state approved commercial, residential, and voice-data-video apprenticeship programs, as well as continuing education courses for journeymen and contractors, and exam prep classes for those pursuing state certification in California.

- California Fire Fighter Joint Apprenticeship Committee (CFFJAC) The California Fire Fighter Joint Apprenticeship Committee administers apprenticeship programs for professional firefighters employed by professional fire departments. An individual becomes an apprentice under the direction of the department he/she works for.

- Roofers- United Union of Roofers, Waterproofers and Allied Workers Apprenticeship programs sponsored jointly by labor and management on the local union level supply employers with the highly skilled workers who apply the quality roofing and waterproofing systems that keep America's buildings dry. Apprentices learn their craft by training on the job under proper supervision and by studying technical subjects related to the roofing trade.

For information, call (916)971-7654.
SUPPORT SERVICES

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Good communication is essential to a student’s success. Parents and students are encouraged to ask questions and discuss concerns promptly.

Meetings with Teachers / School Staff

Typically, the principal, teachers, counselor, and other school staff are available before school and after school to provide special assistance, answer questions, and help resolve concerns. It is recommended that you make appointments with school staff when possible. If you have questions or difficulties communicating with school staff, the principal will assist you.

Voice Mail Messages / Homework Hotline

Many schools have a telephone voice mail message and a homework hotline system which can be used by students or parents. Voice mail allows parents to leave private messages for teachers at any time. You may ask your school office for voice mail numbers.

Messages Left at the School Office

Teachers and other staff members have a mailbox at the school where messages may be left.

School Messenger Phone System

You may receive calls and e-mails, or sms/text messages from the District’s automated calling system to let you know about upcoming events, student absences, emergency situations, and important news. Occasionally these messages may also ask you to provide feedback via the phone on an important question. This is an efficient way for schools to ask for your input and help keep you informed.

Internet / Websites

All San Juan Unified schools maintain updated websites. Visit http://www.sanjuan.edu and use the “select a school” drop down to find your school.

E-mail

All school offices and District offices have e-mail. School e-mail addresses are typically (name of school) @ sanjuan.edu or e-mail may be sent to info@sanjuan.edu.

School Newsletters

Each school has a parent newsletter and many also have a student newspaper.

San Juan Parent Portal/Student Portal

The Parent Portal is a secure webpage available on the district website giving parents access to the Student Information System. Parents are easily able to view timely updates of transcript information and grades, progress reports, assignments, immunization information, schedules, attendance information, and much more. Via the Parent Portal, families able to update their own contact information and some information about their students. Additionally, Parent Portal provides interactive tools for communication between parents, teachers, administrators, and students.

To access the Parent Portal visit www.sanjuan.edu and click on the Parent Portal link. You will need a PIN and Password to login. PINs and Passwords are available at the school office, Central Enrollment, or Technology Services. Parents who have a verified e-mail address on file with the school may request their login information via e-mail.

The Student Portal is a secure webpage available on the school website giving students access to the Student Information System. Students are easily able to view timely updates of assignments, progress reports, grades, graduation requirements, schedules, attendance information, and course requests. Student Portal also provides interactive tools for communication between students, teachers, and parents.

To access the Student Portal visit your school’s website and click on the Student Portal link. Students will use their student ID number and a password to login. Students may request their login information from their school.

Accountability

The District as a whole and all San Juan Unified schools are accountable to the community. Published School Accountability Report Cards for each school are available online, at schools, the District office, public libraries, and on the District website at www.sanjuan.edu/sarc. The report cards include a description of the school and its staff and students, community involvement, student achievement, student support services, expenditures, school facilities, class size, textbooks, and staff training and evaluation.

How to Resolve Concerns (Board Policy 1312.1)

Sometimes miscommunication or incomplete information causes concern. Clarifying the situation with the people immediately involved is efficient and creates opportunities to develop successful solutions. A team approach to resolution helps everyone.
Support Services

How to Resolve Concerns (Board Policy 1312.1)

To resolve questions, concerns, or problems successfully, the District asks parents and students to:

- Meet informally with the person(s) involved. Calmly state the facts you are aware of and what you think the problem is.
- Discuss the issue with the school principal.
- If your concern is not resolved at this level, you may request assistance from the Family and Community Engagement Department.
- The Family and Engagement Department will work with you and the school administration to resolve concerns.
- If you are still unsatisfied with attempts to resolve your concerns, the division-level administrator may request that you and the supervisor put your concerns and responses in writing. A review of all written and oral information will take place and a phone call or written response to communicate the final decision will be provided to you within 30 working days from the time the division-level administrator receives the request. The Family and Community Engagement Department can be reached at 916-971-7929.

Counseling

Counseling is available to assist students and their families. All high schools and middle schools have counselors on their school staff. Counselors also work regularly at some elementary schools, and counseling services are available to all elementary schools. Teachers and administrators are also trained to recognize and help troubled students. The district’s unique White House Counseling Center offers free and low-cost counseling to San Juan Unified students and their families.

The White House Counseling Center is a provider through the Sacramento County Department of Mental Health and will serve Medi-Cal eligible San Juan Unified School District students referred through the county mental health process for access to children/adolescent services. Call 971-7640 for information or to request counseling.

The district’s Pupil Personnel Services department responds to schools with grief counseling, bullying prevention or other services as needed.

The Prevention Programs Office serves students K-12 and provides information and resources to reduce risk factors, promote protective factors and increase asset development in youth. The Prevention Program staff provide ongoing training and support in the areas of alcohol, tobacco and other drug education, bullying prevention, as well as supporting Strategy Six, Character Traits and school-wide campaigns such as Red Ribbon Week, Don’t Buy the Lie and Silent on the Sidelines. Please call 979-8601 for more information.

Curriculum

The California Department of Education develops state frameworks and standards recommending what students should be learning in each subject area. The state also develops an assessment and accountability program that measures student progress toward the standards. Student progress is reflected in the Academic Performance Index (API) for individual schools. The state also provides a list of approved textbooks and other materials for use in classrooms.

In the San Juan Unified School District, staff members and a citizens’ committee review state-approved textbooks and classroom materials and make recommendations to the school board about which materials should be purchased and used in San Juan Unified schools. The final decisions are made by the school board at public meetings.

Textbooks and other curriculum materials, including titles, descriptions, course objectives, and academic standards are available at schools and at the District office for review by parents (Ed. Code § 49091.14). These standards describe what students are expected to know and be able to do at each grade level and in each subject. In addition, information on academic standards and assessment of student achievement is available from schools or the District office.

Facilities Maintenance

The San Juan Unified School District’s Maintenance and Operations Department is responsible for maintaining and repairing school facilities and systems. Throughout the District, the department provides school custodians; cleans facilities; maintains electronic equipment (including fire and intrusion detection systems, intercoms, clocks, bells, office machines, television systems, and other audiovisual equipment); performs routine maintenance and electrical, plumbing, and structural repairs; controls asbestos and other hazardous materials; performs grounds maintenance; re-roofs and paints schools as scheduled and funded in the maintenance program; and coordinates with governmental agencies including fire officials, utilities, air quality agencies, environmental protection agencies, and worker safety agencies. Major repairs are underway at most District schools, funded by voter-approved state and local bonds.

Additional information on repairs is available from your school office. For information about the District’s asbestos management plan see page 55-56 or contact the principal at your school. There is a “self-help” process through which community groups can assist with school maintenance and beautification. For more information, call 971-5740.
Health

Immunization Requirements
(Ed.Code §§ 49403 and 48216; Board Policy 5141.3)

State law requires that for unconditional admission to school, all students under 18 must be fully immunized according to requirements of the state Department of Public Health.

Immunizations required for admission to kindergarten:
- Polio - 4 doses
- DPT--Diphtheria / Pertussis / Tetanus - 5 doses
- MMR–Measles / Mumps / Rubella (3-day measles) - 2 doses
- Hepatitis-B - 3 doses
- Varicella (Chicken Pox) - 1 dose

Immunizations required for admission to 7th grade:
- MMR – two injections, if not received at a younger age
- Hepatitis-B–series of three injections, if not received at a younger age

Immunizations required for admission to 7th-12th grades:
- Tdap - one dose on or after 7th birthday

All other entering students not fully immunized according to District policy and the schedule provided by the state Department of Health Care Services may be admitted only on the condition that they obtain any additional immunization(s) within specified time periods. Students may be exempted from the immunization requirement for medical reasons or for personal beliefs. Parents/guardians must sign a waiver to obtain this exemption. A physician must submit verification for medical reasons. In the event of an outbreak of a disease for which the student has not been immunized, he or she will be excluded from school for the period of communicability.

Students who do not comply with the requirements shall be excluded from school. If you have questions about your student’s immunization record and/or admission status, please contact your student’s school.

Support Services

Nutrition Services

The Nutrition Services Department provides fuel for learning through meals served in the District’s schools under the National School Lunch Program and National School Breakfast Program. Menus are planned by the District’s Registered Dietitian to meet federal and state standards for good health.

Free and Reduced-Priced Meals
(Ed. Code § 49510; Board Policy 3553)

To improve student access to healthy school meals, free or reduced-priced meals are available to all students who are eligible. Confidential applications for free or reduced-priced meals are available after July 1 at http://nutrition.sanjuan.edu/ (English and Spanish only). The paper applications are available in English, Spanish, and Russian at the Nutrition Services Department, Admissions and Family Services, and at school cafeterias and offices. Applications are accepted year round, renewed annually, and only one application is needed for all students in your family. Your child will not be overtly identified, and their meal eligibility will remain confidential.

Nutrition

The Nutrition Services Department believes that students learn nutrition education through their mouths and through their minds. All meals follow high nutrition standards through the National School Lunch Program. All elementary and middle schools feature a salad bar with a variety of fresh fruits and vegetables offered daily. We have developed the Nutrition Education SHAPE Team (NEST) program for the Nutrition Services Department to partner with schools to facilitate nutrition education. This partnership offers a quarterly newsletter and free grade appropriate nutrition resources/lesson plans, events, and assemblies to over 900 teachers for hands-on learning to integrate math, writing, and science skills with nutrition.

Meal Prices

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Middle</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast – Full Paid</td>
<td>$1.75</td>
<td>$2.00</td>
<td>$2.00</td>
</tr>
<tr>
<td>Breakfast Reduced-Priced</td>
<td>$0.30</td>
<td>$0.30</td>
<td>$0.30</td>
</tr>
<tr>
<td>Lunch – Full Paid</td>
<td>$2.75</td>
<td>$3.25</td>
<td>$3.25</td>
</tr>
<tr>
<td>Lunch – Reduced-Priced</td>
<td>$0.40</td>
<td>$0.40</td>
<td>$0.40</td>
</tr>
</tbody>
</table>

Go Green Get E-mail Menus

Sign up to have your student’s menu e-mailed each month along with the monthly Nutrition Newsletter. Visit www.nutrition.sanjuan.edu and choose “Going Green! Menus”. Menus are mailed on the first of each month at midnight.

For more information about the Nutrition Services Department visit http://nutrition.sanjuan.edu/ or call our office at (916) 979-8966.
## Support Services

### Contagious or Infectious Disease
*(Ed. Code 49451), Board Policy 5112.2*

A student may be sent home if, for a good reason, he or she is believed to be suffering from a recognized contagious or infectious disease. The student shall not be permitted to return until school authorities are satisfied that the student is no longer contagious or infectious.

### Health Examination Requirements
*(Health and Safety Code § 124105)*

State law requires parents/guardians of first grade students, upon enrollment, to provide a certificate of health examination or sign a waiver for a health exam. The health exam may be given up to 18 months before or within 90 days after entering first grade. Parents/guardians are encouraged to obtain the health exam simultaneously with immunizations.

### Exemption from Physical Examination
*(Ed. Code §§ 49403, 49450-49451)*

The District will cooperate in measures necessary for the prevention and control of communicable diseases. A physical examination will not be given to a student whose parent/guardian requests this exemption in writing.

### Administration of Medication
*(Ed. Code §§ 49423-49425; Board Policy 5141.21)*

A designated school employee may administer medication (prescription and over-the-counter) during the school days only upon written request of both the physician and parent(s) or guardian, detailing the method, amount, and time the medication is to be taken.

Medication will be administered only to students whose parent/guardian and physician deem it necessary for potentially life-threatening medical conditions or for those who need medication administered during the school day in order to interact appropriately at school. Authorization forms for medication are available in each school office, and on the District’s website. Authorization forms must be renewed annually, and are in effect from August 1 to July 31 of the following year.

Medications must be brought to the school office in their original container. Parents/guardians are encouraged to ask the student’s physician to prescribe long-acting medication, if possible, so that medication does not need to be given at school.

### Continuing Program of Medication
*(Ed. Code § 49480)*

State law requires that parents/guardians notify the school when their student is on continuing medication for a non-episodic condition (such as asthma, hyperactivity, diabetes, epilepsy).

### Evaluation of Vision
*(Ed. Code §§ 49450-49457)*

Tests to evaluate the vision of each student, including tests for visual acuity and color vision, will be performed upon first enrollment and at least every third year thereafter, for students in grades 1, 3, 6, and 8. The evaluation may be waived upon parent/guardian request and/or presentation of an appropriate certificate from a physician or optometrist. Parents/guardians will be notified if their student fails the vision screening test.

### Evaluation of Hearing
*(Ed. Code §§ 49452 and 49454)*

Students in grades 1, 2, 5, 8, and 10 are evaluated for adequate hearing by an authorized individual or agency. The evaluation may be waived upon parent request. Parents/guardians will be notified if their student fails the hearing screening test.

### San Juan Central Immunization Clinic

San Juan Central, the District’s centralized enrollment center will provide immunizations to families who do not have health insurance. The clinic is located at 3700 Garfield Avenue, Carmichael, CA 95608 in room 4. The cost is $10 per visit, per student. Parents/guardians may call 916-726-5826 to schedule an immunization appointment. Walk-ins are welcome. Please refer to www.sanjuan.edu/sjcentral for clinic dates.

### Dental Screening *(Ed. Code § 49452.8)*

Students at some district schools may receive a dental exam in conjunction with a dental education program. A dental exam will not be given to any student whose parent/guardian requests an exemption in writing.

To make sure your student is ready for school, California law now requires students to have an oral health assessment by May 31 in either kindergarten or first grade, whichever is his or her first year in public school. Assessments occurring within the 12 months before your student enters school also meet this requirement. The law specifies that the assessment must be done by a licensed dentist or other licensed or registered dental health professional.
San Juan Unified School District is aware that anaphylactic reactions, most often caused by exposure to substances to which a student is allergic, can be life threatening. The sources of these allergens are typically food, medicines, insects, and latex. The risk of accidental exposure to these allergens can be reduced in the school setting when school staff, students, parents/guardians, and physicians work together to minimize risks and provide a safe environment.

When a student has a life-threatening allergy, it is the responsibility of the parent/guardian to inform the school staff of the student’s allergic condition. The student’s physician will establish specific treatment procedures and provide these to the school. School staff will be made aware of these procedures and be knowledgeable about the location of necessary medications and their administration. Training shall be provided to school site staff to recognize the reactions, follow the written procedures, and be aware of the District’s guidelines regarding life-threatening allergies.

District staff will work with parents/guardians on an individual basis to accommodate the needs of the student with allergies/potential anaphylactic reactions. The goal for these students is to diminish the risk of accidental exposure to their specific allergens.

San Juan Unified School District, in cooperation with the California Departments of Health Care Services and Education, has a program to allow the District to be reimbursed with federal Medicaid dollars for selected health services (such as health treatments and health assessments) provided to eligible students at school. In accordance with Local Education Agency rules and guidelines, we are notifying you that eligible student records may be forwarded to the District’s billing agency. These records will be forwarded in a confidential manner. Our vendor holds a contract with the District that contains a specific confidentiality clause to ensure information is not disclosed inappropriately; further, our vendor is HIPAA compliant (Federal Health Insurance Portability & Accountability Act). School health services currently provided to all students will not be changed by this program. Students will not be denied services they require to attend school, and parents will never be billed for services by the San Juan Unified School District.

Health Services personnel (school nurses, LVNs, or health assistants) are not generally available on school campuses. Nurses are available on an itinerant basis to assess the health needs and supervise the health care of special-needs students, and to administer health screenings (vision, hearing, and scoliosis).

It is imperative that parents fully inform the office staff and each teacher who works with their student(s) regarding any significant health problems. If your student requires specialized health care during the school day, you will need to meet with a school administrator, Health Services personnel, and other school staff to design an individual plan. It may be helpful for you to establish a “buddy system” for your student by informing a classmate about his/her condition and how to react in an emergency. For more information on emergencies and completing emergency cards, please see page 48.

The San Juan Unified School District is aware that the incidence of diabetes is increasing in the school age population. Safe and appropriate management of a student’s diabetes during the school day and school sponsored activities can be accomplished when school staff, parents/guardians, students, and physicians work together to promote optimum diabetes management, minimize risks, and provide a safe environment.

When a student has diabetes, it is the responsibility of the parent/guardian to inform the school staff of the student’s condition. The student’s physician will establish specific treatment procedures and provide these to the school.

School staff will be made aware of these procedures and be knowledgeable about the location of necessary medications and their administration. Training shall be provided to school site staff to recognize possible emergency situations, understand blood
glucose monitoring, follow written procedures, and be aware of the District’s guidelines regarding management of diabetes at school.

District staff will work with parents/guardians on an individual basis to accommodate the needs of the student with diabetes. Beginning July 1, 2010, California Education Code 49452.7 requires that all school districts notify parents and guardians of students entering the 7th grade about Type 2 Diabetes. This disease is becoming more common, especially in overweight teens. In fact, one in three American children born after 2000 will develop Type 2 Diabetes in his or her lifetime. The disease is related to obesity and inactivity, develops slowly, and there may be no symptoms initially, but it is treatable and preventable.

If you have any questions, please contact your School Nurse or the SJUSD Health Programs office at (916) 971-7643.

This information is available in over 25 languages on the California Department of Education website:  www.cde.ca.gov/ls/he/hn/type2diabetes.asp

### Support Services

#### Parent Education

Parent education classes are also offered through the Family and Community Engagement Department at (916) 971-7929. The District offers parent conferences with special parenting workshops and information. To review Board Policy 6020 see page 57.

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Target Audience</th>
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</thead>
<tbody>
<tr>
<td><strong>Parent Leadership Academy</strong>&lt;br&gt;(6 sessions)</td>
<td>Classes empower families to become actively involved at school sites by gaining a greater understanding of the educational system, District initiatives, and parent leadership opportunities available within San Juan Unified</td>
<td>Elementary Families Middle School Families High School Families</td>
</tr>
<tr>
<td><strong>Parent University Workshops</strong>&lt;br&gt;(6 sessions or individual sessions)</td>
<td>Workshops are tailored to the needs of the participants. Topics can include, but are not limited to: Homework strategies, preparing for parent-teacher conferences, how to use technology, attendance, ways to get involved on campus, and understanding standardized assessments.</td>
<td></td>
</tr>
<tr>
<td><strong>School Smarts Parent Academy Program</strong>&lt;br&gt;(7 sessions)</td>
<td>Classes are designed to foster family engagement in education and create parent leaders who will promote a quality and complete education that includes the arts in their schools. (A program of the California State PTA)</td>
<td>Elementary Families</td>
</tr>
<tr>
<td><strong>Loving Solutions</strong>&lt;br&gt;(7 sessions)</td>
<td>Loving Solutions is a parent-training program designed specifically for parents raising difficult younger children and early adolescents. Using a behavioral model, Loving Solutions is structured with group learning activities in a workbook format to maximize learning and interest. The “Steps of Success” (S.O.S.) home practice assignments create a solid foundation for change in the home.</td>
<td>Elementary Families Middle School Families</td>
</tr>
<tr>
<td><strong>Parent Project Sr.</strong>&lt;br&gt;(10 sessions)</td>
<td>Facilitators share strategies to improve relationships with children along with ways to recognize and prevent involvement in drugs, alcohol and gangs.</td>
<td>Middle School Families High School Families</td>
</tr>
<tr>
<td><strong>Latino Family Literacy Project</strong>&lt;br&gt;(6 week sessions)</td>
<td>The Latino Family Literacy Project establishes a support and family reading routine to improve English language skills and Spanish literacy skills; it also strengthens parent/child interaction. English &amp; Spanish classes available.</td>
<td>Elementary Families</td>
</tr>
</tbody>
</table>
Family and Community Engagement

The San Juan Unified School District welcomes the participation and partnership with parents/guardians, staff, students, and community members in developing, implementing, and evaluating core and categorical programs. The district ensures the participation of parents on advisory councils and committees to discuss district issues.

In support of improving student academic achievement, a district committee including parents from representative subgroups along with district personnel jointly developed the district’s parent involvement policy. The district’s parent involvement policy describes the district’s expectations for parent involvement and explains how the district will involve parents in specific parent involvement activities that will support student achievement. The district will annually conduct an evaluation of the content and effectiveness of the parent involvement policy.

The district’s parent involvement policy is included in the district’s plan to improve student achievement and school performance. The policy has been adopted by the Board of Education and is available at school sites and the district office or on the district’s website at www.sanjuan.edu. The policy is available in Spanish, Russian, Romanian, and Ukrainian.

Each school in the district works with its parents to jointly develop its own school parent involvement policy. Each school policy describes how the school involves parents in the planning, review, and improvement of school programs in a timely manner. The policy describes how the school provides parents with an explanation of the curriculum, academic assessment, and proficiency levels that students are expected to meet, and about opportunities to participate in decisions relating to the education of their children. The school parent involvement policy is reviewed annually and approved by its Site Council and the Board of Education as a part of a school’s improvement plan.

In addition, each Title I school conducts annual meetings to inform parents of participating students about the requirements of Title I; their rights to be involved in the planning, review, and improvement of the Title I programs; and about the parent involvement policy.

As a part of its parent involvement policy, each Title I school has a parent compact that has also been jointly developed and approved by each school’s Site Council as a part of the school plan. The compact is distributed to the parents of participating students describing the school’s responsibility to provide a high-quality curriculum and instruction; the parent’s responsibilities to monitor, support, and improve their children’s learning; and the importance of ongoing communication between parents and teachers through annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.

The district supports the following activities and groups:

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Volunteers

The District values the assistance of parent and community volunteers in such roles as classroom assistants, art docents, and reading tutors. Use of volunteers in service to the school District must comply with laws and other rulings, including tuberculosis testing and fingerprinting. Volunteers also may be asked to complete a volunteer information form or driver form. The District welcomes volunteer improvement projects (self-help projects) that enhance the classroom or school, meet a specific need, comply with safety and building codes, do not significantly increase District maintenance requirements, and do not conflict with employee labor agreements. If you are interested in volunteering in any capacity, please contact your school principal.

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Visitors

Parents and others may visit District schools. However, for the safety of our students, all visitors must check in at the school office when they arrive at the school and wear a school identification badge while on campus.

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Services for Deaf and Hard of Hearing Parents

The District will provide sign-language interpreters to parents who are deaf or hard of hearing for parent conferences and other events. There is no cost for this service. To request a sign-language interpreter please contact your school office two weeks prior to the event/meeting date to allow adequate time for scheduling.

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District Parent Center

San Juan Central, the District’s centralized enrollment center, offers parents access to online information and a computer center for parents. There is a clothes closet located at the site for families who need assistance with clothing. Eligible families receive food support as a result of an agreement with Foodlink. There is also an immunization clinic located at the site. Call (916) SAN-JUAN for information. San Juan Central is located at 3700 Garfield Ave. Carmichael, CA.

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School-Level Involvement

Parent organizations, School Site Councils, gifted, and English Learner Advisory Committees, Parent Advisory Committees, are some of the activities parents can become involved in at the school. These groups provide support and feedback that shape school programs.
Superintendent’s Parent Advisory Council (SPAC)

The superintendent meets with parent representatives from each school throughout the school year, usually on the third Friday of the month at the District office.

Parent Advisory Committee

Parent liaisons from each school are encouraged to attend and participate in the monthly Parent Advisory Committee meetings. Parent liaisons receive information, training, review and recommend policy related to parent involvement. Monthly meetings keep members informed about District programs. Call 971-7929 for information.

Citizens Oversight Committee for Facilities Repair

Voters approved Measure S in 1998, Measure J in 2002 and Measure N in 2012 providing the funding to repair and modernize schools throughout the District. A Citizens Oversight Committee was established to make sure that the bond proceeds are spent wisely and only on facilities. The committee meets quarterly to visit school sites under various phases of construction and to review project and budget status reports. Dates, times, and locations of meetings are posted on the District’s Website www.sanjuan.edu.

Special Education

The Community Advisory Committee for Special Education (CAC) assists the District in coordinating community resources related to special education and advises the District on special education issues. Monthly meetings keep members informed about programs and legislation. Call 971-7953 for information.

School-to-Career

The School-to-Career Advisory Board includes representatives from business, industry, and government as well as parents, teachers, and administrators. For information call 971-7160.

Gifted and Talented Education (GATE)

The District GATE Steering Committee includes parents, administrators, and students. The committee reviews and recommends board policy for planning, implementing, and evaluating the GATE program and serves as a parent advocate group. Call 979-8049 for information.

English Learner Advisory Committee (ELAC)

A school site with 21 or more English learners has a functioning English Learner Advisory Committee (ELAC).

The ELAC advises the School Site Council on the development of the Single School Plan for Student Achievement. They also advise the principal and staff on the school’s program for English Learners. In addition, the ELAC assists in development of the school’s needs assessment, language census (R30LC), and helps to make parents aware of the importance of regular school attendance.

The English Learner Advisory Committee receives training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.

District English Learner Advisory Committee (DELAC)

Whenever 51 or more English Learners are enrolled in a district, the district establishes a functioning District English Learner Advisory Committee (DELAC). Each school that has 21 or more English Learners will elect one representative from their English Learner Advisory Committee to serve on the District English Learner Advisory Committee.

The DELAC meets several times during the school year. The DELAC has the opportunity to advise the San Juan Unified School Board of Education on the master plan, needs assessment, district goals and objectives, development of a plan to ensure compliance with any applicable teacher and instructional aide requirements, administration of language census, review and comment on the reclassification procedure, and review and comment on the written notifications to be sent to parents/guardians.

Training is provided for this committee once a year in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (Ed. Code §§ 62002.5, 52176(a); 5 CCR 11308(d); 20 USC 6312(g)(4)
Student Progress Reporting

San Juan Unified educators use many ways to keep parents informed of their student’s progress. The reporting system includes report cards, assessments of student progress on academic standards, progress notices, and individual and group parent-teacher conferences.

At Back-to-School Night parents are introduced to teachers, class and school rules, policies and procedures, school programs, and personnel. Parents also may be given grade-level student expectations and academic standards by subject.

District Academic Standards

The District will be collecting and reporting to students and parents information about the students’ ability to perform according to state standards describing what students should know and should be able to do. This information is based on student performance on the California Standards Tests, California Modified Assessment, and/or California Alternative Performance Assessment, as well as district and classroom assessments.

Parents may request copies of the academic standards from the school. More information about state standards is available online at www.cde.ca.gov/standards

Promotion and Retention

New laws require school districts to be more strict in retaining students, or not promoting students to the next grade, if the student's skills in reading and math are below grade level. The new laws mean everyone needs to work together—students, teachers, parents, and school staff—to make sure students are mastering basic reading, writing, and math skills in each grade, so students are well prepared to go on to the next grade.

Elementary students who have very low scores in language arts/English or math are in danger of being retained. Progress notices and report cards are early notifications to alert parents of concerns. Specifically, students may be retained if they:

- Have grades of “D” or “F” in English or math
- Are not meeting district adopted grade level standards in either language arts or mathematics determined by:
  - Report card markings of 1’s in core academic areas of reading/standards 1, 2/3 and math number sense and operations
  - District assessments in reading, writing and math

Elementary School Reporting to Parents

(Parents of sixth grade students at middle schools will need to check with their individual school for reporting guidelines.)

Elementary school reporting includes:

First Trimester - Back-to-School Night; individual parent conferences, student report cards;

Second Trimester - Student report card, parent conference as needed if student is working below grade level standards, quality of work is unsatisfactory, or parent requests a conference.

Third Trimester - Student report card, parent conference as needed (see second trimester) or for new students who did not have a fall conference.

Individual parent conferences are used to report student progress to parents. These conferences discuss tests and examples of student work; the student’s report card; each child’s individual strengths, weaknesses, and needs; a cooperative assistance plan for the child; homework; minimum competency and discipline issues; and parent questions and concerns. Student progress is reported in reading, writing, listening/speaking, mathematics, science, social studies, art, music, physical education, work habits, and social skills. Absences or days tardy are noted on the report cards.

In the San Juan Unified School District, our goal is not to retain students, but to help students improve their reading, writing, and math skills so they will not be retained. We are working hard to identify struggling students as soon as possible to provide academic support at school and during the summer through the District Extended Learning Program. The good news is that, with regular attendance, extra support at school, and extra work at home, a student’s skills can improve dramatically.

Teachers can provide written information describing what students are expected to know and be able to do in each grade. Throughout the year, families receive report cards and graded work which indicate a student’s level of achievement.

If a student’s work is “below” grade level, or if a family has concerns about a student’s progress, the family is encouraged to meet with the student’s teacher. Teachers can discuss services our District can provide and things families and students can do at home to help students improve their basic skills. The earlier we start working together, the more quickly a student can progress. For more information, contact your school principal.

A parent/guardian may appeal the decision to retain, but the burden shall be on the appealing party to show why the recommendation of the sending teacher(s) should be overruled. The appeal will be heard by the school principal, and the final appeal will be heard by the principal’s supervisor. Appeals at each level are to be acted upon within 30 days of receiving the written appeal.

Support Services
Although conferences can be requested at any time throughout the school year, all students receive a parent conference at the end of the first trimester.

Conferences after the second trimester can also be held for:
1. Students working below grade level standards.
2. Students who need improvement in areas of effort, social skills, or work habits.
3. Parents/guardians who request a conference.
4. New students who did not have a fall conference.

Report cards are issued to parents/guardians three times a year after each trimester. Check this year’s calendar on page 59 for dates. Throughout the year, students are assessed on the District’s academic standards on a scale of 1 to 4:

4 = achievement “advanced” beyond grade level expectations
3 = achievement “proficient” at grade level expectations
2 = achievement “approaching” grade level expectations
1 = achievement “below” grade level expectations

Progress will also be reported in the areas of classroom effort, social skills, and self-management/work habits. Progress will be assessed using O (outstanding), S (satisfactory), and N (needs improvement).

In addition to report cards, progress notices are issued halfway through the grading period during the first trimester and as needed during the second and third trimesters to parents of a student who is achieving below standards in academics or who needs improvement in classroom effort, social skills, or self-management/work habits. Students, parents, and teachers can work out assistance plans for improving grades and/or behavior before the issuance of the report card. In addition, parents/guardians are encouraged to communicate with teachers through personal notes, e-mails, telephone calls, and/or meetings.

Middle School Reporting

Middle school report cards are issued four times a year. A letter grade from A through F is listed for each class the student attempted. Report cards also indicate a student’s citizenship, using the symbols O (outstanding), S (satisfactory), and U (unsatisfactory) for each class.

High School Reporting

High school report cards are designed to give information on a student’s progress. Semester report cards give letter grades from A through F for each course the student has attempted, and they list the student’s cumulative grade point average and credits earned. Teachers also evaluate the student’s citizenship in class. Progress reports are issued to students on a schedule publicized in the summer mailer or available in the school office.

High school students receive a transcript by mail in January and June, showing courses, grades, and progress toward completing graduation requirements. Students and parents should work closely with counselors throughout high school to make sure graduation requirements are met. Grades can be reviewed online using the student information system.

Contact your students’ school for further information.

Safety

The San Juan Unified School District is committed to providing a safe learning environment for all students. In San Juan Unified, the majority of students attend school with no serious safety or discipline problems.

Safe Schools Partnership with Sheriff’s Department

San Juan Unified has a “Safe Schools” partnership with the Sacramento County Sheriff’s Department. Off-duty deputies (Safe Schools Officers) are on school campuses daily to help with prevention and enforcement. The City of Citrus Heights provides police protection and response to schools within city boundaries including dedicated School Resource Officers at the New San Juan and Mesa Verde high schools.

Safe Schools Plans and Teams

In addition, every school has established Safe School teams that include staff and parents. Safe School plans are updated annually to prevent problems and ensure staff respond effectively in case of an emergency. The District’s Safe Schools Program staff works with representatives from each school and District staff to assess and make recommendations for improved safety measures.

Safety Measures

Other safety measures at the schools include: strong behavior standards and enforcement, closed campuses, campus monitors, conflict resolution programs, counseling, active parent
organizations, student prevention programs, and an emphasis on character education. The District takes all instances of furnishing controlled substances, possession of weapons, bullying and causing physical injury to others as very serious offenses.

District employees and volunteers who work regularly with students are fingerprinted and pass background checks. All school campuses are closed. Students must have permission to leave campus during the school day and all visitors must check in at the office to obtain the principal’s permission to be on campus. All San Juan Unified schools have alarms and security cameras.

Safety Precautions After School

Parents are encouraged to become involved in safety programs at their students’ schools and to discuss personal safety with their students, particularly after school. Students are supervised during the school day and during participation in District-sponsored after-school programs. However, after the school day ends, the San Juan Unified School District opens school campuses for use by the public and community groups.

If your student remains on the school campus after the school day, please talk to him/her about utilizing the same safety considerations recommended in any public facility such as a shopping area or park. Parents/guardians are also encouraged to familiarize themselves with emergency plans and procedures at their students’ schools and to develop emergency plans and procedures for the home.

School Closures

In unusual circumstances, such as severe weather, it may be necessary to close schools for the safety of students and staff. Whenever possible, the decision to close a school is made before school begins. Families will be notified by the District’s automated phone calling system. Additional information will be available on the District website and via local news media. If it is necessary to close school after the school day begins, parents will be contacted and informed on how, when, and where their student can be picked up.

Safety Concerns

If you notice a potentially unsafe condition, please report it immediately to the school principal or to the school District’s maintenance/security operations division at 971-7000. You may call the 24-hour Safety Tip Line at 979-TIPS (979-8477) or send a text message to (916) 243-5552 to leave a message about anything that has caused or could cause a problem for students, staff, or school property.

Reports may be made about safety, harassment, or anything that has contributed or could contribute to a student feeling unsafe and or mistreated, or damage to school property. All calls to the tip line will be kept confidential. Reports can also be made via the district website. Go to www.sanjuan.edu and click the “Safety” dropdown menu; choose “Report Bullying or Other Issues.”

Megan’s Law and Offender Watch

California’s Megan’s Law provides the public with certain information on the whereabouts of sex offenders so that members of our community may protect themselves and their children.

Penal Code section 290 requires convicted sex offenders to register their current addresses. The California Department of Justice’s website (www.meganslaw.ca.gov), provides the public with access to information on registered sex offenders residing in California.

In addition, the Sacramento County Sheriff’s Department utilizes OffenderWatch®, which is a sex offender management and community notification tool. The community can access OffenderWatch® through the Sacramento County Sheriff’s Department’s Internet website (www.sacsheriff.com) If you are a registered sex offender and a parent/guardian of a student currently attending a school in the District, you will not be permitted to act as a volunteer at school or school activities.

Emergency Communication

The District has taken steps to ensure that parents and guardians can stay informed in the event of an emergency at school. The District uses an emergency messaging system called School Messenger to notify parents/guardians of situations at individual school campuses. The system allows the District and schools to contact parents in a matter of minutes. This will usually be the first communication parents receive during an emergency situation. It is vital that schools have correct contact information to be sure these emergency calls can be sent.

In case of an emergency, parents/guardians and members of the community should access the District’s website at www.sanjuan.edu. Updates on critical situations will be placed on the home page.

The District views members of the media as a valuable partner in sharing information with families. Local radio, TV, and newspaper websites will often carry the latest news during critical situations.

Parents/guardians are asked to use caution and good judgment when communicating directly with students via cell phone or text message during an emergency. Students engaged with cell phones may be distracted from critical instructions being given by school staff. Rumors among students are also hard to control during crisis conditions.
Support Services

School Walkability and Bikeability Partnership Program

The District conducts walkability/bikeability audits at elementary, K-8, and middle schools to support safe walking and biking to school, as well as encourage a healthy lifestyle.

Audits include student tallies and parent/guardian school trip surveys that assess current walk/bike travel routes and identify barriers to walking or biking to school. Audits result in an individualized school report that includes recommendations for infrastructure improvement projects, enforcement actions, and educational and encouragement activities. Education and encouragement activities could include: International Walk to School Day, Bicycle Education, Fire up Your Feet classroom activities, Walking School Buses, Bicycle Rodeos and schoolwide incentives that encourage healthy lifestyle choices.

Audits are available to interested schools and conducted as funding allows.
NOTE: This section is an abbreviated summary of the Special Education Parental Placements. Contact the Special Education Field Office (971-7525) for a Parent Rights Handbook which contains complete information.

Support Services

Special Education

Referral and Assessment
(Ed. Code § 56301-56303 and 56321)

The District has programs for any child with special needs, from birth to age 22. The District coordinates efforts with the County Office of Education and local agencies to seek out students with special needs. Anyone in the community who knows of a child with exceptional needs should call their neighborhood school. The Special Education Field Office can be contacted at 971-7525.

Parents who suspect that their child may have special needs should consult with the principal or resource specialist at the child’s neighborhood school about special education and the referral process.

Before a child can receive special education services, an assessment of the child’s needs must be conducted with written parental consent. Staff at the school will assist the parent(s) and the student and determine whether a special education referral, assessment and/or services are necessary.

To schedule an assessment, contact the resource specialist or principal at your neighborhood school.

Individualized Education Program (IEP)

Following assessment of the student, an Individualized Education Program (IEP) team meeting will be conducted to determine the student’s eligibility for special education. Special education services may be provided in the general education classroom, resource room, special education class, or special education school. In rare cases, a non-public placement may be required.

Parents may not seek reimbursement for placing their student in a non-public program unless they provide the District with a minimum of 10 days’ written notice of their intent to do so. However, parents may place their students in a non-public school without seeking reimbursement anytime they wish.

Procedural Safeguards (Ed. Code § 56500)

Parents who disagree with the District’s identification, assessment, or provision of a free and appropriate public education for an individual with special needs have the right to request a due process hearing to determine if the District’s program is appropriate.

Instructions for requesting a due process hearing are included in the Special Education Parent Handbook. This document can be easily obtained at any neighborhood school by asking the principal or resource specialist, or by calling the Special Education Field Office (971-7525). A due process request should be sent in writing to: Special Education Division, Office of Administrative Hearings, 2349 Gateway Oaks Drive, Suite 200, Sacramento, CA 95833.

Complaint Procedures (C.A.C. Title 5, § 3080) - Federal and state laws provide that any individual, public agency, or organization may file a written complaint with the state superintendent of public instruction alleging the District has failed to follow laws governing special education and related services.

If parents believe that their child’s special education program rights may have been violated, they are encouraged to contact the Special Education department at 971-7525. The parent may also contact the California Department of Education Complaint Division at 327-3537. All complaints must be in writing.
Student Testing

Throughout the school year, students at selected grade levels take a variety of achievement tests as well as local assessments. The results of these tests are used by teachers and administrators to improve student learning and by parents to help understand how their students are performing at school.

Assessing student learning is an integral part of the instructional program. Results provide valuable information to teachers, students and parents during and after the learning process. In order to ensure reliable results, access to personal items including electronic devices may be suspended during testing. Approved use of an electronic device as an accommodation or modification is the only exception.

Results from state assessments are distributed to parents by mail. School level results, where available, comprise the major component of the Academic Performance Index (API) used in the state’s accountability system. The API has been suspended for 2013-2014 and 2014-2015 cycles, as state assessments are in transition. Newly enrolling students who need to take the California English Language Development Test (CELDT) will be tested at the Centralized Enrollment Center while their parents complete the enrollment process. Additional information is available from the District’s Assessment, Evaluation and Planning department at (916)971-7200 or at Testing Calendars at http://www.sanjuan.edu/testing.

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<tr>
<td>California FITNESSGRAM®</td>
<td>February – May</td>
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Transportation

The Transportation Office is located at: 3050 Orange Grove Ave. (off Watt Avenue) in North Highlands, California 95660. The telephone number is (916) 971-7076.

Visitor parking is located on the West side of the building. Visitors please check in at the front desk.

Office hours are:
7:00 am - 4:30 pm during the regular school year
6:00 am - 4:30 pm during the summer (Monday through Thursday)

Bus Transportation

Due to budget constraints, San Juan Unified only provides transportation services as mandated by state and federal law. While traditional home-to-school transportation is not available, services are still offered to identified special education students and those exercising school choice options under federal law.

If your student with special needs is new to the District, please contact the Special Education Department Field Office at 971-7525 to arrange transportation services.

In order to ensure the safe transportation of your special needs child, the following procedures have been adopted:

1. Have your child ready five (5) minutes prior to the scheduled pick up time. The driver will stop at the designated stop. If the child is not ready to be transported, the driver will continue on the route. It is your responsibility to watch for the bus.

2. If your child can not be left alone in the afternoon, please be home and ready to receive your child at the school dismissal time. Because of absenteeism, the drop off time will occasionally vary. If no one is home, the student will be returned to school and it will be your responsibility to transport from there.

3. If you should move or have a day care change, please notify the Special Education Field Office at (916) 971-7525 as soon as possible prior to the change request. Changes may take up to five (5) days to implement.

4. Prior to the start of school on Aug. 14, 2014, your child’s school bus driver(s) should contact you with the route number, the AM pick up time and the PM drop time. If you do not receive a phone call by noon on Tuesday, Aug. 14, 2014, please call the Transportation Department for the pick up and drop off times.

5. The bus driver will provide you with a Student Information sheet ("leave alone" authorization) This form allows you to inform the Transportation Department of concerns and requirements in regards to your child.

Additionally, it notifies the department as to whether your child may be left without adult supervision in the afternoon.

If you wish for your child to be left without adult supervision, we must have the form at the transportation office before transportation begins on Aug. 14, 2014. Please return all appropriate paper work to the transportation office at the address stated above.
# Rules & Regulations

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Attendance

Attendance is very important to a student’s success in school. In California most students attend school only 180 days a year, so their attendance matters. A student who misses 10% or more of a school year is considered to be chronically absent regardless if the absences were excused or unexcused. For your convenience, San Juan Unified School District has standardized the attendance policies and procedures for all grade levels.

If you have questions about school attendance or need assistance, contact your student’s teacher or principal, or call the Attendance Improvement Program at 979-8604 for more information.

School Attendance Required by Law
(Ed. Code § § 48200, 48290)

The State of California believes that education is essential for students and for our future. State law requires that parents/guardians of children ages 6 to 18 send their children to school, unless otherwise provided by law. Parents/guardians who fail to meet this obligation may be subject to prosecution.

Reporting Absences

If a student will be absent or tardy, parents or guardians should call the school attendance number before school begins that day and for each day the student is absent or tardy. When the student returns, he or she should bring a written note signed by the parent or guardian which includes the following: notification date, student’s full name, teacher’s name(s), grade, date(s) of absence, reason for absence, and name and relationship of person notifying the school. Absences not cleared within 5 school days will be recorded as truancy by the school.

Confidential Medical Services
(Ed. Code § 46010.1)

By law, a student may be excused from school for the purpose of obtaining confidential medical services without the consent of the student’s parent or guardian, except as provided for by law.

Verification of Illness
(Ed. Code § 46011)

The statewide average absence rate for typical childhood illness is 5 days. San Juan Unified School District allows each parent/guardian to excuse up to 10 days without verification of illness from a medical professional or school employee.

Anytime your child has a doctor’s appointment and/or documentation requiring them to stay home from school, provide this immediately when your student returns to school. These absences will be recorded as verified and will not take away from the 10-day parent excused limit.

Students too ill to attend school after 5 days are required to bring verification of illness from a medical professional on their return to school. If your student is under the regular care of a physician for a serious or chronic condition, or he/she is directed to stay home by a medical professional before the 5 days are reached, you should provide the verification at that time.

Chronic Illness Form

If your student has a diagnosed chronic illness, you may receive a physician’s authorization to excuse absences for your student. The form requires the treating physician to verify the diagnosis and list symptoms that would not necessitate an office visit, but require the student to remain home from school.

With this authorization, the parent/guardian sends a note when the student returns to school listing one or more of the symptoms the physician has identified. These absences will be considered verified. The form is available at your student’s school.

Absences Allowed by Law
(Ed. Code § §46010, 48205)

It is important for parents/guardians to notify the school know whenever their student is absent. However, under state law, an absence is considered “excused” only for these reasons:

1. Illness - A child is too ill to attend school if he or she has a contagious condition, a temperature of over 100, symptoms of vomiting or diarrhea, or written orders from a doctor to stay at home. If the child is ill 10 days or more, the school will require a note from a physician documenting the child’s illness and the necessity of having the child stay home from school.

2. Due to quarantine under the direction of a county or city health officer.

3. For the purpose of having medical, dental, optometrical, or chiropractic services rendered.

4. For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is no more than 1 day if the service is conducted in California and not more than 3 days if the service is conducted outside California.

5. For the purpose of jury duty in the manner provided for by law.
6. Due to illness or medical appointment during the school day of a child of whom the pupil is the custodial parent.

7. For absences, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, or attendance at an employment conference, when the absence has been requested in writing by the parent/guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

8. For the purpose of serving as a member of a precinct board for an election.

A student absent from school for the above excused reasons shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. As the teacher of any class from which a student is absent shall determine, the tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

By law, attendance at religious retreats shall not exceed 4 hours per semester.

Absences are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments. Absences for most other reasons are considered unexcused, even if the parent notifies the school. For some allowed absences, the parent/guardian must request the absence in advance in writing, and it must be approved by the principal. Whether the absence is excused or unexcused, the state only provides daily funding if a student is actually at school or on Independent Study (see below).

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### Independent Study

If a child will be out of school for 5 or more days for an unexcused reason, parents may contact the school principal 5 days in advance about arranging Independent Study. While schools accommodate most requests, certain criteria may lead to the school denying the request, including less than 5 days advance notice; academic, attendance, or behavioral concerns; conflict with testing; or lack of resources required to provide the service.

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### Options for Students Unable to Attend School

(Ed. Code § § 48206.3-48208)

If you know your child must be absent, contact the teacher or principal in advance for assistance. Students who are unable to attend school due to serious injury or illness may be eligible for instruction at home or in a medical facility.

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### Home and Hospital-Bound Students
(Ed. Code § § 48206.3-48208)

Students who are unable to attend school due to serious injury or illness for a period of 4 weeks or more may be provided home instruction. The student’s condition must be verified by a physician. Students with mental health conditions must present authorization from a physician and a treatment plan from their therapist.

A student with a temporary physical, mental, or emotional disability who is hospitalized or receiving care in a residential health facility, excluding state hospitals, may receive individual instruction from the school district in which the facility is located. The parent/guardian is responsible for notifying the school district about the student’s need for educational services. Contact the District to obtain information about other available educational alternatives.

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### Truancy (Ed. Code § § 48260, 48273)

Any student who is absent from school without valid excuse 3 full or partial days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on 3 occasions in one school year or any combination thereof is truant. Truant students and their parents/guardians are in violation of the law and are subject to prosecution and other penalties.

Students may have driving privileges suspended or delayed (Vehicle Code § 13202.7). Habitually truant students may have work permits revoked. Seniors with “cut” periods totaling the equivalent of 6 days may lose graduation commencement privileges.

When school attendance is a problem, state law encourages parents/guardians to accompany their student to school and attend classes with the student.

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### Truancy/Excessive Absence Notification
(Ed. Code § § 48260.5, 46011)

Written notices to parents of truancy and excessive absences are required by law.

Parents/guardians will receive a letter if their student has 3 unexcused absences. A second letter will be sent if the student has 2 additional unexcused absences. The parent will receive a third letter if the student has a 6th unexcused absence. A conscientious effort will be made to hold at least one conference (either in person or by phone) with the parent/guardian and the student to review the student’s status.
An unexcused absence is any absence of more than any 30-minute period during the school day without a valid excuse as noted by law.

If a student has 5 days of excused absences due to illness that are not verified by a medical professional or school employee, the parent/guardian will receive a letter reminding them they have 10 days of parent/guardian verified excused absences due to illness available in one school year.

When 10 days of parent/guardian-verified excused absences due to illness are recorded, the parent/guardian will receive a letter requiring them to provide verification of illness from a medical professional for any day thereafter when the student is too ill to attend school. Thereafter absences due to illness without verification from a medical professional or school employee will be recorded as unexcused. Please call your student’s school site with any questions.

Attendance Meeting
(Ed. Code §§ 48320-48325)

When a student is truant, the parent/guardian and the student may be required to attend a meeting before the School Attendance Review Board (S.A.R.B.). The principal of the school may also attend the meeting. The purpose of the meeting is to discuss the student’s attendance record and develop a plan for the student’s regular participation in an educational program.

Student Drop - Consecutive Days of Absence

A student may be dropped from the school if the student has accumulated 15 days of consecutive absences without any contact from the parent/guardian. School administrators may mail a letter upon the 10th consecutive day of absence in which the parent/guardian has not contacted the school or the school’s attempted calls have not been returned.

The letter will indicate the parent/guardian has 5 school days to contact or meet with school officials to determine student’s attendance status and residency. If the parent/guardian has not contacted school officials by the 15th day of consecutive absence, the school has the authority to drop the student.

Referral to Sacramento County District Attorney

If a student’s school attendance does not improve after a S.A.R.B. meeting, or if the parents fail to attend a required S.A.R.B. meeting, the parent/guardian and the student may be referred to the District Attorney’s Office for prosecution through the court system. Students 12 years of age and older may be referred to the Juvenile Court for adjudication.

School rules protect the rights of all students and promote a safe learning environment. Students must be free to learn and teachers must be free to teach. Students are accountable for their behavior during school and school activities, as well as on their way to and from school and school activities and while on the school grounds at any time. Students may be required to meet academic or citizenship standards in order to participate in extracurricular activities.

Students are expected to:

- follow school rules
- follow the directions of teachers and school authorities
- show respect for the teacher and other students in the classroom
- come to class prepared to work
- stay on task for the class period
- comply with classroom rules as described by each teacher
- wear helmets when riding their bicycles

In general, students may not:

- have any weapon or dangerous object
- have, use, sell, or share drugs or drug paraphernalia, tobacco, alcohol, or other controlled or dangerous substances or intoxicants, including over-the-counter medications
- fight, harm, threaten, harass, bully or intimidate anyone
- damage or take property of others
- act in a way or wear or carry any item that is obscene, profane, offensive, degrades others, or promotes violation of laws or school rules
- defy school authorities
- leave campus without permission
- disrupt a class or school activity
- cheat or falsify documents
- participate in any gambling activity
- use pagers, headsets, or other electronic communication devices disruptive to school activity
- skip school or be late to class

Searches

To ensure the health, safety, and welfare of students, school authorities and law enforcement officers may conduct searches as allowed by law. School lockers may be searched at any time. In addition, District Safe Schools officers (Sheriff’s deputies) may use trained dogs to indicate the presence of drugs in lockers, vehicles, backpacks, and other locations.
Books, School, and Personal Property

Books and other materials or equipment issued to students remain the property of the San Juan Unified School District. All materials and equipment must be kept clean, handled carefully, and returned in good condition. In addition to other penalties, students will be required to pay repair or replacement costs for damaged or lost items.

The San Juan Unified School District is not responsible for the loss, through acts of vandalism or theft, of students’ personal property, including property stored in lockers or vehicles, left at school, or confiscated from students. If students bring personal property to school, they do so at their own risk (see Financial Liability). Copies of school rules and discipline policies are available at each school and at the District office.

When a student is disruptive in the classroom, the teacher will first work with the student to alter that behavior. If the student continues to disrupt the learning process, he or she will be referred to other school authorities for appropriate discipline or corrective measures.

The school will notify parents/guardians, who will be expected to aid in correcting the behavior. If a student's behavior violates school rules, the school may make recommendations, such as:

- Counseling
- A parent/guardian conference
- Evaluation for placement in another school or program
- Written contract describing conditions for improvement
- Referral to a community or law enforcement agency
- Discipline, which may include:
- Restriction from participation in school activities, including recess, field trips, athletics, extra-curricular activities, and graduation
- Detention or Saturday School (students bring school work to do)
- Removal from class and assignment to another school program
- Involuntary transfer to another school or program
- Suspension
- Expulsion
- Transfer to another school or program

(See consequences, page 36; student rights, page 52.)

School officials may confiscate any items not permitted on school grounds.

Suspension (Board Policy 5144.1)

Students may be suspended for violation of school or District rules or if they present a danger to the safety or health of others, or they threaten to disrupt school programs. A suspension can last from 1 to 5 days. During suspension, a student may not participate in regular school classes or activities, including graduation, but may be assigned to an alternative program. A teacher may require the parent or guardian of a suspended student to attend part of the school day and meet with the principal.

A suspended student or his or her parent or guardian has a right to appeal a suspension by following District procedures. If a parent/guardian wishes to appeal a suspension, the parent/guardian has 10 school days from the first day of suspension to make the appeal. The appeal must first be made to the site principal. If a parent/guardian is not satisfied with the decision of the site principal, the parent/guardian must complete the suspension appeal form that can be obtained at the school. A parent/guardian may fax the form to Student Review and Interventions Office (fax 979-8053), or deliver the form to the Student Review and Interventions Office, 3738 Walnut Ave., Carmichael, California 95608.

Upon receiving the completed form, Student Review and Interventions personnel will review the suspension appeal. During the appeal process the student will continue to serve the original suspension given by the school administration pending final disposition of the appeal process. The parent/guardian will be contacted after the decision is completed and a letter will also be mailed to the home address provided.

Expulsion (Board Policy 5144.1)

Expulsion means the student may not attend any San Juan Unified School District school or school activity. Expelled students will be placed in another educational program. Expulsion will be recommended for very serious offenses, such as possession of a weapon or dangerous object, causing physical injury to another person, furnishing or sale of a controlled substance, robbery, extortion, sexual assault, or battery.

If expulsion is recommended, the student will have an administrative hearing or an alternative to an administrative hearing. The Board of Education makes the final decision to expel a student. During the expulsion process, a student may be placed in another school program or be out of school for up to 40 school days.
Weapons / Dangerous Objects
(Ed. Code §§ 48900 and 48915)
Students in possession of a firearm, knife, explosive, or other dangerous object will be recommended for expulsion. State law mandates expulsion for students who knowingly possess a firearm or an explosive.

Controlled Substances
(Ed. Code §§ 48900 and 48915; Administrative Regulation 5144.1)
Students found using or in possession of controlled substances or other intoxicants will be suspended. Students providing or selling controlled substances, or substances represented to be controlled substances, will be recommended for expulsion.

If You Use, You Lose (Ed. Code § 48902)
School authorities may refer students suspended for drug/alcohol offenses to law enforcement. A student convicted in juvenile court of drug/alcohol offenses will have his or her driving privilege delayed for one year.

Over-the-Counter and Prescription Medicines - Upon the request of a parent/guardian and physician, an authorized school employee may administer medications to a student. Otherwise, supplements of any kind, over-the-counter medication, and prescription medication are strictly prohibited and students should never bring these substances to school. Students found with these substances will be subject to discipline.

Parents/guardians are encouraged to talk to their student(s) about never taking any pill, supplement, or medication unless it is given to them by their doctor, parent/guardian, or an authorized school official. Some people, at some time during their life, may have an adverse reaction to a supplement or medication.

Adverse reactions may also result if more than one medication is taken during the day, or if a medication is not taken according to directions or in the proper dosage.

Tobacco
Smoking is prohibited in all District buildings, outside on District property, and during outside activities such as concerts and sporting events on District property. Students who use or are in possession of tobacco products are subject to discipline.

Parental Class Attendance
(Ed. Code § 48900.1)
Schools that suspend a student for committing an obscene act, engaging in habitual profanity or vulgarity, disrupting school activities, and/or defying school authorities may request that the student’s parent/guardian attend the class(es) from which the student was suspended.

Teacher Notification (Ed. Code § 49079)
School administrators are required to notify teachers for three school years of any student who has been suspended or expelled for any reason except tobacco use.

Discrimination and Sexual Harassment
(Ed. Code § 48900.2; Board Policy 5145.7)
The District has strict policies against harassment, discrimination, and sexual harassment. Teachers will discuss these policies with their students in an age-appropriate way. Violations may result in suspension or recommendation for expulsion.

CARING
Treating other people the way one wants to be treated; considering the feelings of all people who will be affected by one’s actions and decisions; modeling good citizenship by promoting peace, freedom and a healthy environment

Character Matters.
Pupil Disciplinary Guidelines

School District Responsibilities

A pupil shall not be disciplined, suspended, or recommended for expulsion unless the superintendent, a designee or the principal of the school in which the pupil is enrolled determines the pupil has violated one or more parts of the California Education Code. A pupil may be disciplined, suspended or expelled for acts enumerated in the California Education Code that are related to school activity or school attendance occurring at any district school or within any other school district, including, but not limited to, any of the following: while on school grounds; while going to or coming from school; during the lunch period whether on or off campus; during, while going to or coming from a school-sponsored activity.

Student Responsibilities

All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the schools (California Education Code section 48908).

Parent/Guardian Home Interventions When Pupil is Suspended

Please make the home suspension a teachable moment for your student. Consider the following strategies: Request homework and missed assignments for the period of suspension (it may take teachers a day or two to put this work together for you). Make sure the pupil completes any missed assignments. During the suspension, try to make this time as boring as possible so they won’t want to be on suspension again. Provide adult supervision on the day(s) of suspension. Limit or restrict access to television, phone, internet, video games, and friends. Help the pupil think of other ways they could have dealt with the situation. Pupils are less likely to get into trouble when they are involved in positive activities. Find something the pupil likes and get them involved (sports, arts, youth groups, drama, etc.). Connect with community resources to help the pupil - see www.211Sacramento.org or ask a school counselor/administrator. The goal of suspension is for the pupil to learn from their mistakes and not repeat them.

Definitions

Suspension: is the removal of a pupil from the classroom for disciplinary reasons for a defined period of time. A principal or designee may suspend a pupil for up to five days. A suspension may be extended under certain conditions. Pupils placed on home suspension are not permitted on or near the school campus, nor are they allowed to participate in any school activities during suspension.

Expulsion: as ordered by the Board of Education, is the removal of a pupil from all schools in the San Juan Unified School District for violating the California Education Code. The expulsion is for a defined period of time not to exceed one calendar year.

Brandishing: is to wave a weapon menacingly.

Assault: is an unlawful attempt, coupled with present ability, to commit a violent injury on the person of another.

Battery: is any willful and unlawful use of force or violence upon the person of another.

Serious bodily injury: means a serious impairment of physical condition, including, but not limited to, the following: loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; and serious disfigurement.

Self-defense: to establish the defense, the person must be free from fault or provocation; must have no means of escape or retreat; and there must be an impending peril.

Terroristic threat: shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

Bullying: any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Education Code section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupil in fear of harm to that pupil’s or those pupils’ person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
**Electronic act:** is the transmission, originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, or image.
2. A post on a social network website including, but not limited to:
   a) Posting to or creating a burn page. “Burn page” means a website created for the purpose of having one or more of the effects listed in the definition of bullying.
   b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of bullying. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.
   c) Creating a false profile for the purpose of having one or more of the effects listed in the definition of bullying. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

Notwithstanding an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet. “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

**Rules / Regulations**

**Responsibility**

Knowing and doing what is expected; having a sense of duty to fulfill tasks with reliability, dependability and commitment; being personally accountable for one’s own actions

**Character Matters.**
The K-12 Pupil Behavior Guidelines are designed to allow school administration to assess incidents on an individual basis, and to issue pupil discipline that is age appropriate and based on a progressive discipline model.

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

School site administrators may use discretion when warranted to provide other means of correction to suspension and/or expulsion.

<table>
<thead>
<tr>
<th>Education Code</th>
<th>Other Means of Correction</th>
<th>May Suspend</th>
<th>May Recommend Expulsion</th>
<th>Contact Safe Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>48900(a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Optional</td>
</tr>
<tr>
<td>• Threats</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Optional</td>
</tr>
<tr>
<td>• Fight</td>
<td></td>
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<tr>
<td>48900(a)(2) Willfully used force or violence upon the person of another, except in self-defense. [Reference: 48915(a)(1)(A) and 48915(a)(1)(E)]</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Required</td>
</tr>
<tr>
<td>48900(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless in the case of possession of an 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 the designee of the principal. [Reference: 48915(a)(1)(B), 48915(c)(1), 48915(c)(2), and 48915(c)(5)]</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Required</td>
</tr>
<tr>
<td>48900(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Optional</td>
</tr>
<tr>
<td>• Under the influence</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Required</td>
</tr>
<tr>
<td>• Possession</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Required</td>
</tr>
<tr>
<td>• Furnishing</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Required</td>
</tr>
<tr>
<td>• Sale [Reference: 48915(a)(1)(C), and 48915(c)(3)]</td>
<td>Not considered</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>Education Code</td>
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<tr>
<td>48900(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Optional</td>
</tr>
<tr>
<td>48900(e) Committed or attempted to commit robbery or extortion. [Reference 48915(a)(1)(D)]</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Required</td>
</tr>
<tr>
<td>48900(f) Caused or attempted to cause damage to school property or private property.</td>
<td>May be considered</td>
<td>Yes</td>
<td>No</td>
<td>Optional</td>
</tr>
<tr>
<td>• Minimal damage</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Required</td>
</tr>
<tr>
<td>• Extensive damage</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Required</td>
</tr>
<tr>
<td>48900(g) Stole or attempted to steal school property or private property.</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Optional</td>
</tr>
<tr>
<td>48900(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.</td>
<td>May be considered</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>48900(i) Committed an obscene act or engaged in habitual profanity or vulgarity.</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Optional</td>
</tr>
<tr>
<td>• Obscene act</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Optional</td>
</tr>
<tr>
<td>• Habitual Profanity</td>
<td>May be considered</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>48900(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Optional</td>
</tr>
<tr>
<td>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.</td>
<td>May be considered</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>8900(l) Knowingly received stolen school property or private property.</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Optional</td>
</tr>
<tr>
<td>48900(m) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.</td>
<td>May be considered</td>
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</tr>
<tr>
<td>48900(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. [Reference 48915(c)(4)]</td>
<td>Not considered</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>48900(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Optional</td>
</tr>
<tr>
<td>48900(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Required</td>
</tr>
<tr>
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<tr>
<td>48900(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, &quot;hazing&quot; means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, &quot;hazing&quot; does not include athletic events or school-sanctioned events.</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Optional</td>
</tr>
<tr>
<td>48900(r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Optional</td>
</tr>
<tr>
<td>48900.2 In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For the purpose of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive education environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Optional</td>
</tr>
<tr>
<td>48900.3 In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233.</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Required</td>
</tr>
<tr>
<td>48900.4 In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonable expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Optional</td>
</tr>
<tr>
<td>48900.7 In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Required</td>
</tr>
<tr>
<td>48915(a)(1)(A) Causing serious physical injury to another person, except in self-defense.</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Required</td>
</tr>
<tr>
<td>48915(a)(1)(B) Possession of any knife or other dangerous object of no reasonable use to the pupil.</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Required</td>
</tr>
<tr>
<td>48915(a)(1)(C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following: The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis. The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Required</td>
</tr>
</tbody>
</table>
## Rules / Regulations

<table>
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</thead>
<tbody>
<tr>
<td>48915(a)(1)(D) Robbery or extortion.</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Required</td>
</tr>
<tr>
<td>48915(a)(1)(E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Required</td>
</tr>
<tr>
<td>48915(c)(1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.</td>
<td>Not considered</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>48915(c)(2) Brandishing a knife at another person.</td>
<td>Not considered</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>48915(c)(3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.</td>
<td>Not considered</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>48915(c)(4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.</td>
<td>Not considered</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>48915(c)(5) Possession of an explosive.</td>
<td>Not considered</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
</tr>
</tbody>
</table>
Computer Use

Except as required, the use of school computers and access to the Internet is a privilege. Students who do not follow the rules may be disciplined, and may lose computer privileges. When students use school computers, they agree to follow:

- the directions of teachers and school staff;
- rules of the school and school district; and
- rules of any computer network they access.

Students also agree to be considerate and respectful of other users and to follow these rules:

- Use school computers for school-related education and research only.
- Do not use school computers and networks for personal or commercial purpose.
- Do not change any software or documents (unless it’s a collaborative project or you have been given explicit permissions to edit or modify).
- Do not produce, distribute, access, use, or store information which:
  - Is prohibited by law, the District or school rules;
  - Violates copyright laws;
  - Is obtained by trespassing in private or confidential files;
  - Would subject the District or individual to liability (such as defamatory information);
  - Is obscene, pornographic, or sexually explicit;
  - Causes delay, disruption, or harm to systems, programs, networks, or equipment;
  - Is otherwise prohibited in the workplace or on a school campus.

The District has Internet safety resources available to students and the public on the District’s website. There is information about appropriate online behavior, including interacting with other individuals on social networking websites, in chat-rooms, and cyberbullying awareness and response.

Dress

Each school establishes its own dress code. Pasteur, Sylvan, and Will Rogers Middle Schools and Cottage, Dyer-Kelly, Howe Avenue and Kingswood Elementary Schools have school uniforms. Parents may contact these principals to discuss assistance with or alternatives to school uniforms. Students must conform to the general dress code policy of the school.

All students are expected to dress appropriately for a K-12 educational environment. Any clothing, hair styles, or hair color that significantly interferes with or disrupts the educational environment, unless protected under the freedom of speech laws, board policy, or administrative regulation (see, e.g., BP and AR5145.2) is unacceptable. Clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) with language or images that are vulgar, sexually suggestive, discriminatory, obscene, or libelous, or that promote illegal or violent content, such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia, indicates membership in or promotion of a gang, or clothing that contains threats, is prohibited. Clothing should fit, be neat and clean, and conform to standards of safety, good taste, and decency. Clothing that exposes cleavage, private parts, the midriff, or undergarments, or that is otherwise sexually provocative, is prohibited.

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. Each school site may adopt rules that specify the types of sun-protective clothing that students will be allowed to wear outdoors and specify the types of clothing and hats that may be “inappropriate.” (Ed. Code § 35183.5)

A clothes closet operated by the PTA at Sylvan Middle School accepts donations of clean, used clothing and provides it to District families upon request or school referral. To donate or request clothing, call 728-3106.

San Juan Central also has a clothes closet located on the site. The San Juan Central Clothes Closet is run by parent volunteers. All clothing donations are accepted and will be provided to district families who have a need for such items. Please call 916-SAN-JUAN (916-726-5826) to confirm the hours open to the public.

Financial Liability

Parents or guardians are responsible and shall be held financially liable for acts of willful misconduct, including vandalism, by their minor children. Students known to be involved may be suspended and/or expelled and subject to criminal charges. In addition, the District may withhold a student’s grades, diploma, and transcript until restitution for damages is made or, if the minor and parents are unable to pay, upon completion of the performance of voluntary work in lieu of payment of monetary damages.

Parents or guardians shall be liable to the District for all property belonging to the District that is loaned to the minor student and not returned upon demand for return.

COOPERATION

Learning and working with others to reach common goals; embracing and valuing opinions and ideas of others; willingly participating with others to reach positive solutions

Character Matters.
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Consent Procedures

Emergency Cards (Ed. Code § 49408)

Your child’s school must have information on file to assist them in contacting the appropriate persons in an emergency. Parents must fill in the cards completely on both sides, including all pertinent health information and telephone numbers to call in an emergency. Please fill out and return the cards to your child’s school as soon as possible.

The information on emergency cards will be treated as confidential, except for student directory information. If there is a change of address or phone number for any person listed on the card during the school year, please notify the school immediately.

Military Recruiters

Federal law permits military recruiters access to the names, addresses, and telephone numbers of secondary school students. Parents may request that this information not be released without prior written parental consent. Such a request is usually made at the point of enrollment, but may also be submitted in writing to the Department of Admissions and Family Services/Records Division. Attention: Custodian of Records.

Health Instruction Which Conflicts with Religious or Moral Beliefs
(Ed. Code §§ 51240-51246)

The educational program in some classes at some grade levels may include instruction about health. If topics covered during this instruction conflict with your religious or moral beliefs, you may advise the principal of your school, in writing, not to include your child in this phase of the instructional program.

Students’ Right to Refrain from Harmful or Destructive Use of Animals
(Ed. Code §32255; Board Policy 5145.8)

Students may, with written parental consent, ask to be excused from participation in activities they feel would constitute the harmful and destructive use of animals. If possible, the teacher will develop an alternate way for the student to obtain the same knowledge, information, or experience.

Legal Notices / Policies

Photos & Media Access to Students

Parents and guardians may opt-out of having their students’ photograph or video recording used in District materials including newsletters, brochures, websites and video used on the Internet or in other venues by completing an opt-out form available online or at school offices. The opt-out form must be filed with the school principal each school year and remains valid through the end of the school year.

If you file an opt-out form, we will also request news media not interview your student or film/photograph your student. While our local news media typically honors such requests, the District does not have the legal authority to prevent your student from talking with media before or after school or dictating who media outlets film or photograph. You are encouraged to have a discussion with your student about your wishes should the media wish to interview them about controversial subjects.

Students and visitors should be aware that public events such as athletic competitions or student performances may be filmed by news media or other parties.

Please refer to the section on student directory information located on page 48 for additional information. You can also find opt-out forms and the District’s policy for photos online at http://www.sanjuan.edu/photopolicy.

Sex Education, Venereal Disease & AIDS
(Ed. Code §§ 51930-51938 and 51202; Board Policy 6142.1)

Family life education programs are offered in grades 4, 5, and 6 at the elementary level, as part of 7th grade science/health and P.E. instruction at middle school, and in health and safety classes in high school. Individual schools determine the time of year that these programs are presented. Prior to providing instruction in the areas of health or sex education, parents will be notified in writing by the school. You have the opportunity to review and evaluate the written and audiovisual materials in advance.

No child in grades 4-6 may attend instruction unless a signed consent form has been received by the school. No child in grades 7-12 may be excluded from instruction unless the parents/guardians have requested in writing that their child not receive sexual health education or HIV/AIDS prevention education.
Movies/Videos

Only approved movies or videos which further learning objectives may be shown in classrooms. No R-rated movies or movies with offensive language, violence, or sexual inference will be shown in elementary schools or middle schools. In high schools, four R-rated movies about historically significant events may be shown to students who have obtained written parent permission: Schindler’s List, Joy Luck Club, Last of the Mohicans, and Glory.

Teachers preview audiovisual materials used in class, select materials that comply with District policies, and submit a movie/video use form, which must be approved by the principal or designee prior to the use of such material.

Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools

The San Juan Unified School District hereby certifies that we do not have any policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the “Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools” which can be found online at http://www.ed.gov/policy/gen-guide/religionandschools/prayer_guidance.html

Computer Network Access

Board Policy 0440.1

This section contains important information about your student’s use of school computers and access to computer networks (see full Board policy below). Please read the information carefully and discuss it with your student(s). The San Juan Unified School District has an electronic network, SanJuan Net, which allows students access to the Internet. The Internet is an electronic highway connecting computer users, computer networks, and information around the world. Students using the Internet may have access to electronic mail (e-mail), public domain software, discussion groups, university libraries, Library of Congress, information and news from research institutions, and more. The Internet opens a world of valuable information to students.

However, some information on the Internet may be considered inappropriate for young people. The San Juan Unified School District has no control over information available on the Internet and is limited in its ability to control access by students to inappropriate information. If you do not want your student to have access to the Internet, you must make that request in writing to the principal of any school your student attends.

Parents or guardians are encouraged to discuss their expectations for appropriate activities on the Internet with their children. Using computer services, it may be possible for a student to purchase goods and services for which the parent may be liable. The District is not responsible or liable for a student's use of or access to the Internet that is in violation of the District's rules, nor for lack of access to the Internet, nor for accuracy of information received.

Except as required, the use of school computers is a privilege which may be revoked at any time. Please refer to page 46 for a list of computer rules. It is important to understand that work on school computers is not private or protected. Use of District computers, computer networks, and the Internet does not create any expectation of privacy.

The District reserves the right to search any information sent, received, or stored in any format. The District is not liable for damage to or loss of students’ work maintained in computer files. Parents have the right to examine their child's files if the information is accessible. We appreciate your assistance in ensuring that students use computers appropriately.

Text of Board Policy 0440.1: The Governing Board recognizes the value of computers, computer networks and Internet services in helping the District achieve its educational purposes. Computer use, computer networks, and Internet services can enhance the educational program and help students develop the knowledge and skills they need to be successful. In addition, computer use, computer networks and Internet services can help staff support the educational program, strengthen district communications and improve operational efficiency.

The District provides computers and computer network and Internet services for the specific and limited purpose of achieving the District’s goals and accomplishing its educational and organizational purposes.

The Superintendent or designees shall develop specific regulations regarding use of District computers, computer networks and Internet services. The regulations shall address access by students to the Internet and on-line sites that contain or make reference to harmful matter as defined in subdivision (a) of Penal Code Section 313.

NOTE: Further legal information on computer policy can be found in Education Code sections 48900, 51006, 51007, and 60044; Penal Code sections 313 (a), and 502; U.S. Code, Title 20, sections 6801-7005; and California Department of Education publications “The California Master Plan for Educational Technology, 1992” and “K-12 Network Technology Planning Guide: Building the Future, 1994.”
Federal and state laws grant rights of privacy and access to students and to their parents/guardians. Full access to all personally identifiable written records maintained by the San Juan Unified School District must be granted to:

1. Parents/guardians of students under the age of 18;
2. Parents/guardians of students age 18 or older if the student is a dependent; and
3. Students who are 16 years and older, have completed 10th grade, or are enrolled in college.

Parents/guardians or eligible students may review their individual records by making a request to the principal. Requests should be made in writing by the person(s) authorized to have access to the student record. Access will be provided not later than five business days following the date of the request. The principal will see that explanations and interpretations are provided, if requested.

Parents/guardians or eligible students may seek to challenge any part of an individual record they believe is inaccurate or for other reasons specified by law. They may receive a copy of the records at the district established cost per page per page. District policies and procedures relating to types of records, logs, kinds of information retained, persons responsible for records, directory information, persons and organizations permitted access to student information, and procedures to challenge records are available through the principal or from the District’s Custodian of Records at 979-8875.

When a student moves to a new district, records will be forwarded upon the request of the new school/school district. At the time of transfer to a California district, the parent/guardian (or eligible student) will be notified by the receiving school district and may review/receive a copy (at the District established cost per page) and/or challenge the records.

Student records are maintained and destroyed in accordance with applicable federal and state laws and District policy and administrative regulations. It is the practice of the District to destroy all student records, except for the high school transcript and immunization records, five (5) years after the student is no longer enrolled in the District.

If you believe the District is not in compliance with federal regulations regarding privacy, you may file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-4605.
1. Teacher Qualifications - At the beginning of each school year, starting in 2002-03, local education agencies receiving Title I funds must inform parents of their right to request information regarding the professional qualifications of their child's teacher including at a minimum:

- whether the teacher has met state credential or license criteria for grade level and subject matter taught
- whether the teacher is teaching under emergency or other provisional status
- the baccalaureate degree major of the teacher and any other graduate certification or degree held
- if a student is provided services by paraprofessionals, information on their qualifications must also be available.

This information is available in the school office.

2. Parents of students attending a Title I school will be notified if their child is taught for more than four weeks by a teacher that has not met the California definition of a highly qualified teacher.

3. Parents of English language learners can expect:

- to have their child receive a quality education and be taught by highly qualified teachers
- to know that their child has been identified and recommended for placement in an English language acquisition program
- to be provided a description of all educational opportunities available to them and to choose a different English language acquisition program, if one is available
- to have their child learn English at the appropriate proficiency level
- to have their child learn other subjects such as mathematics at the same academic level as all other students
- to have their child tested annually to assess their child's progress in English language acquisition
- to receive notification of annual testing results and be provided full descriptions of all educational opportunities available to them, including the opportunity to apply for parental exception waivers
- to receive information regarding their child's performance on academic tests
- to participate in an English Learner Advisory Committee (ELAC) if their child's school has 21 or more English learners.
- to advise school officials and school site council on the needs of English learners.

4. Any Title I school that has been identified for program improvement, corrective action, or restructuring must promptly notify parents as follows:

- an explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary schools or secondary schools served by the local educational agency and the state educational agency involved
- the reasons for the identification
- an explanation of what the school identified for school improvement is doing to address the problem of low achievement
- an explanation of what the local educational agency or state educational agency is doing to help the school address the achievement problem
- an explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement
- an explanation of the parents' option to transfer their child to another public school, with transportation provided, or to obtain supplemental educational services for the child, as applicable.

The law requires that each of the above notifications be provided in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.

5. Protection of Pupil Rights Amendment (PPRA) The PPRA gives parents and eligible students (18 or older, or emancipated minors) certain rights regarding the District's conduct of the surveys, collection and use of information for marketing purposes, and conduct of certain physical exams. These rights include the right to:

a. Consent to federally funded surveys concerning “protected information.” If the United States Department of Education funds any part of a survey, an eligible student or parents must consent in writing before the student may provide information relating to the following categories:

- political affiliations
- mental or psychological problems of the student or -student’s family
- sexual behavior or attitudes
- illegal, anti-social, self-incriminating, or demeaning behavior
- critical appraisals of student’s family members
- privileged or similar relationships recognized by law such as with attorneys, doctors, and ministers
- religious practices, affiliations, or beliefs of the student or student’s parents
- income other than that required by law to determine program eligibility.

b. Opt out of certain surveys and exams: Parents and eligible students will receive notice of any of the following activities and will have the right to opt out of them:
• activities involving collection, disclosure, or use of personal information obtained from students for purposes of marketing or selling or otherwise distributing the information to others
• any protected information survey, regardless of funding
• any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and scheduled by the school, and not necessary to protect the immediate health and safety of a student or of another student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law.

c. Inspect certain material: Parents and eligible students have the right to inspect the following, upon request, before the District uses them:

• protected information surveys of students (including instructional materials used in connection with the survey)
• documents used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
• instructional material used as part of the educational curriculum.

Report Violations: Parents and eligible students who believe their rights have been violated may file a complaint with: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

6. Notice Regarding “Persistently Dangerous” Schools:

A parent/guardian of a student in any school designated as a Persistently Dangerous School under No Child Left Behind may request the transfer of the student to another school within the District.

Persistently Dangerous Schools are designated based on state determined criteria including expulsion rates for certain offenses, gun-free schools violations, and violent criminal offenses committed against an individual student on school property.

No San Juan Unified District school has been designated as a Persistently Dangerous School.

7. Education of Homeless Children. Families living in a shelter, motel, campground, or vehicle, with friends or family due to economic hardship, in a trailer park with substandard housing, a public or private place not designed for sleeping, or children awaiting foster care placement, have rights or protections under the McKinney-Vento Act, Title X, Part C of the No Child Left Behind Act. Children have the right to:

• Immediately enroll in school without the proper documentation or immunization record
• Remain in the school of origin (the school the child last attended) for the duration of the academic year
• Transportation to and from the school of origin
• Enroll without having to give a permanent address or proof of residency.

Call (916) 971-7045 or (916) 979-8024 for more information on options for homeless families.

San Juan Unified is committed to working with parents and guardians to provide a safe and supportive learning environment for our students. The parent/guardian who enrolls a child in school shall be presumed to be the child’s custodial parent/guardian and shall be held responsible for the child’s welfare. School officials shall presume that both parents/guardians have equal rights regarding their child, including, but not limited to, picking the student up after school or otherwise removing the student from school, accessing student records, participating in school activities, or visiting the school, unless the school is given a court order that states otherwise. When a court order restricts access to the child or to his/her student information, a parent/guardian shall provide a copy of the certified court order to the school office upon enrollment or upon a change in circumstances.

In the event of an attempted violation of a court order that restricts access to a student, the school shall contact the custodial parent and local law enforcement officials and shall make the student available only after one or both of these parties consent. Parents are encouraged to work together to support their children’s education.

RESPECT

Understanding that all people have value as human beings; treating one’s self and others with consideration, courtesy and compassion; recognizing similarities and differences in a diverse society

Character Matters.
Implementation of provisions set forth in this policy will depend on the particular facts of each case. School administrators are directed to inform their teaching, coaching, and extracurricular staff of the provisions of this policy and oversee its implementation.

Teachers will work with the student to accommodate the student’s need to be absent without being penalized academically. Accommodation should follow the rule of reasonableness, which will depend on the particular facts of each case. School administrators are directed to inform their teaching, coaching, and extracurricular staff of the provisions of this policy and oversee its implementation.

Where conflicts are unavoidable, care should be taken to avoid scheduling on significant religious holy days activities that would be difficult to make up. Students whose religious beliefs necessitate accommodation in some fashion are expected to inform appropriate school staff, including teachers, coaches, extracurricular advisors, or other appropriate staff, at the outset of the school year and request, in writing, such accommodation.

School staffs should be familiar with the most significant religious holy days and avoid scheduling, to the extent practicable and within their control, important school activities on those days. The Superintendent or designee shall annually provide to all school sites a calendar of major religious holy days. The school calendar should be prepared so as to minimize conflict with these religious holy days.

As a public school district, the District is committed to maintaining neutrality toward religion, neither promoting/encouraging student participation in religious activities nor discouraging students from observing the tenets of their religious faith. To that end, the Board encourages District staff to be sensitive to the accommodation of students’ religious needs so that students are able to participate in school and extracurricular activities without undue burden on the free exercise of their religious beliefs.

District programs and facilities, viewed in their entirety, 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.

School staffs should be familiar with the most significant religious holy days and avoid scheduling, to the extent practicable and within their control, important school activities on those days. The Superintendent or designee shall annually provide to all school sites a calendar of major religious holy days. The school calendar should be prepared so as to minimize conflict with these religious holy days.

Where conflicts are unavoidable, care should be taken to avoid scheduling on significant religious holy days activities that would be difficult to make up. Students whose religious beliefs necessitate accommodation in some fashion are expected to inform appropriate school staff, including teachers, coaches, extracurricular advisors, or other appropriate staff, at the outset of the school year and request, in writing, such accommodation.

Teachers will work with the student to accommodate the student’s need to be absent without being penalized academically. Accommodation should follow the rule of reasonableness, which will depend on the particular facts of each case. School administrators are directed to inform their teaching, coaching, and extracurricular staff of the provisions of this policy and oversee its implementation.
amendments, to afford access to appropriate educational services.

If the parents or guardians disagree with the determination made by the professional staff of the District relating to the identification, evaluation, or placement of a child, there are procedural safeguards available which include the right to an impartial hearing. Information regarding these policies and procedures may be obtained from the District’s Section 504 Coordinator, located at 3738 Walnut Avenue, Carmichael, CA 95608 971-7122.

For complaints of disability discrimination pursuant to Section 504 of the Rehabilitation Act of 1973 and/or Title II of the Americans with Disabilities Act of 1990 and the 2008 amendments, not relating to the identification, evaluation, or placement of a child, parents may file a separate complaint utilizing the uniform complaint procedures, which may be obtained from a school site administrator, or from the District’s compliance officer/General Counsel, located at the District office, 3738 Walnut Avenue, Carmichael, CA 95608 971-7110.

Disability Harassment

Disability harassment is a form of discrimination that is prohibited by Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 and the 2008 amendments. (See the section “Nondiscrimination Policy on Disability,” above).

Disability harassment may include verbal acts and name-calling; graphic or written statements; or conduct that is physically threatening, harmful, humiliating, intimidating, or abusive toward persons with disabilities, or that creates a hostile environment by interfering with or denying a student participation in or receipt of benefits, services, or opportunities in District programs. This behavior is illegal and will not be tolerated. Students and staff found to have committed acts of disability harassment will be subject to disciplinary action.

Parents who become aware of incidents of disability harassment should contact the principal of the school.

Sexual Harassment (Board Policy 5145.7)

The Board of Education prohibits unlawful sexual harassment of or by any student by anyone in or from the District. The Board of Education 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.

Any student who engages in the sexual harassment of another student or anyone from the District may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

Any student who feels that he/she is being harassed should immediately contact the principal or designee or another District administrator in order to obtain a copy of Administrative Regulation 1312.3-Uniform Complaint Procedures. Complaints of harassment can be filed in accordance with these procedures. Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment.

The Board expects students or staff to immediately report incidents of sexual harassment to the principal or designee or to another District administrator. 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 nondiscrimination coordinator or the Superintendent or designee.

The District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned. The District's Title IX coordinator has been identified as the District's General Counsel, 3738 Walnut Avenue, Carmichael, CA 95608, 971-7110.
Dear Parent or Guardian,

The Healthy Schools Act of 2000 requires all California school districts to notify parents and guardians of pesticides they expect to apply during the year. San Juan Unified School District and its pest management contractors practice Integrated Pest Management (IPM) for pest problems occurring on school premises. IPM is a pest management strategy that focuses on long-term prevention or suppression of pest problems. If management of pests is required, treatment methods may include using mechanical, cultural, biological pesticides of the least toxic category.

Due to the low toxicity of most of these pesticides, many are exempt from the reporting process. It is the long-standing practice of the San Juan Unified School District to use the least toxic means available to prevent or eliminate pest control problems. When pest populations are not appropriately controlled with these exempt pesticides, the following non-exempt pesticides may be used. The pesticides listed below are in the least toxic category, category 3, Caution label only:

Name of Pesticide (Active Ingredient)Cy-Kick (Cyfluthrin); Suspend SC (Deltmethrin); Wasp-Freeze (d-trans Allethrin); Merit (Imidacloprid); Premise 75 (Imidacloprid); Termidor (Fipronil); BP-100 (Pyrethrin); Roundup (Glyphosate); Zenith 75 WSP (Imidacloprid) CB 80 Extra (Pyraflavin).

The District will not apply Toxicity Category 1 (Danger) or 2 (Warning) pesticides, organophosphates or carbamates, or those pesticides listed on the Proposition 65 list. A site registry will be established for those students or staff who have a medical condition or require notification prior to the use of the above materials. To receive prior notification about application at your site, please contact the Maintenance & Operations Department at 971-5740 during regular work hours (school hours) and tell us you will need notification of pesticide application.

Except in emergencies, everyone on this registry will receive at least 72-hour notification prior to pesticides being applied at their school. You can find out more information regarding these pesticides and pesticide use reduction at the Department of Pesticide Regulation’s website at http://www.cdpr.ca.gov. If you have any questions, please contact Bill Dunn, the District’s IPM Coordinator at 971-5740.

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**Request for Pesticide Application Notification**

School Name: ___________________________

I understand that, upon request, the San Juan Unified 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 during the 2014-2015 school year.

I prefer to be contacted by (circle one):

- U.S. Mail
- E-mail
- Phone

Parent/Guardian Name: _______________________

Date: ________________

Address: ____________________________________

Day Phone: (_____)____________

Evening Phone: (____)____________

E-mail: _______________________

Return to:

Integrated Pest Management Coordinator
San Juan Unified School District
Maintenance and Operations Department
3738 Walnut Avenue
Carmichael, CA. 95608

E-mail: blewis@sanjuan.edu
Phone: (916) 971-5740
Fax: (916) 481-7825

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**AHERA School Notification / Availability of Management Plans**

The San Juan Unified School District has a District wide asbestos containing building material (ACBM) assessment management plan. This asbestos management plan is in compliance with rules and regulations of the United States Environmental Protection Agency (EPA) and, more specifically, Asbestos Hazard Emergency Response Act (AHERA), enacted October 1987.

The management plan was developed from the physical inspections and surveys conducted from 1988 thru present, of all schools/site facilities within the San Juan Unified School District. All ACBM has been posted with warning labels to alert building occupants and maintenance personnel, who in the course of their work, may disturb the ACBM. The inspection survey and sample data was compiled into a management plan for each individual district school/site location. Each management plan is available for review at the following location:
Uniform Complaint Procedures

Nondiscrimination/Harassment/Intimidation/Bullying/Sexual Harassment/Pupil Fees

The Board of Education is committed to equal opportunity for all individuals in education. District programs, activities and services shall be free from unlawful discrimination, harassment, intimidation, and/or bullying based on actual or perceived sex, race or ethnicity, color, national origin, nationality, religion, age, sexual orientation, sexual preference, ancestry, ethnic group identification, gender, gender expression, gender identity, physical or mental disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or sexual harassment in any district service, program and/or activity that receives or benefits from state financial assistance. The Board shall promote programs which ensure that unlawful discriminatory practices are eliminated in all district activities.

Any student who engages in discrimination, harassment, intimidation, and/or bullying may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in unlawful discrimination, harassment, intimidation, and/or bullying may be subject to disciplinary action up to and including dismissal.

Sexual Harassment

The District has adopted a strict policy containing rules and procedures for reporting sexual harassment and pursuing remedies and is committed to maintaining an educational environment that is free from harassment, including school, or school-sponsored or school-related activities.

The Board of Education prohibits unlawful sexual harassment of or by anyone (including students and employees) in or from the district. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical contact of a sexual nature made by someone from or in the work or educational setting. Any student who engages in sexual harassment of another student or anyone from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

Pupil Fees

The District shall follow uniform complaint procedures when addressing complaints alleging a failure to comply with state or federal law or regulations, including allegations that a student has been required to pay a pupil fee for participation in an educational activity, other than those fees, deposits, or other charges allowed by law.
**To File a Complaint**

The District is primarily responsible for compliance with federal and state laws and regulations, including allegations that a student has been required to pay a pupil fee (as defined in Education Code section 49010), for participation in an educational activity (as defined in Education Code section 49011), other than those fees, deposits or other charges allowed by law. Any student, staff member, or parent who feels that unlawful discrimination, harassment, intimidation, and/or bullying or sexual harassment has occurred should immediately contact a teacher, the school principal, or district Title IX/Compliance Officer. A formal complaint may be initiated at the school or by directly contacting the Title IX/Compliance Officer. Copies of the Uniform Complaint Form may be obtained from the school office or Title IX/Compliance Officer. Copies of the complaint procedures shall be available free of charge.

1. Filing a Complaint: Obtain a copy of the Uniform Complaint Form from the school or Title IX/Compliance Officer. Submit the complaint form to the school principal or Title IX/Compliance Officer.

2. Investigation: The District will investigate the complaint and provide a written report of the investigation and decision within 40 days of when the complaint is filed.

3. Mediation: Mediation is optional. It involves a third party who assists the parties in resolving the dispute. If mediation is used, the time lines are extended by 30 days.

4. Appeals: If the person making the complaint disagrees with the District's decision, he/she has 5 days to appeal the decision to the school district Board of Education; or alternatively, 15 days to appeal the decision to the California Department of Education.

5. A person filing a complaint may also seek civil law remedies, subject to certain time lines.

6. At any time, a complainant has the right to file a complaint alleging violations of federal laws or regulations, prohibiting unlawful discrimination, harassment, intimidation, and/or bullying based on actual or perceived sex, race or ethnicity, color, national origin, nationality, religion, age, sexual orientation, sexual preference, ancestry, ethnic group identification, gender, gender expression, gender identity, physical or mental disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics with the United States Department of Education, Office for Civil Rights, 50 Beale Street, Suite 7200, San Francisco, CA 94105.

Complaints will be kept as confidential as appropriate.

The District prohibits retaliation against any participant in the complaint process. Each complaint shall be investigated promptly and in a way that respects the privacy of all parties concerned.

If you have a complaint, contact a teacher, principal, site administrator, or;

Title IX/Compliance Officer
Linda C. T. Simlick
General Counsel
P.O. Box 477
Carmichael, CA 95609-0477
Telephone: 916-971-7110

Legal Notices / Policies
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The Williams Settlement is a settlement of a class action lawsuit against the State of California claiming the State failed to provide poor and underprivileged pupils with equal educational opportunities. The Williams Settlement applies to all schools in California and addresses sufficiency of textbooks and instructional materials, facility conditions, the vacancy or misassignment of teachers, and interventions for students who have not passed the exit exam by the end of Grade 12.

Complaint Notice - Each classroom has posted the following notice:

NOTICE TO PARENTS/GUARDIANS, PUPILS, AND TEACHERS - COMPLAINT RIGHTS:

Education Code section 35186 requires that the following notice be posted in each classroom:

1. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each pupil, including English learners, must have a standards-aligned textbook or instructional materials, or both, to use in the class and to take home to complete required homework assignments.

Sufficient textbooks or instructional materials means that each pupil, including English learners, has a textbook or instructional materials, or both, to use in class and to take home, but does not require two sets of textbooks or instructional materials for each pupil.

A shortage of textbooks or instructional materials may not be addressed by providing pupils with photocopied sheets from only a portion of the textbook or instructional materials. (Education Code section 60119(c))

2. There should be no teacher vacancies (positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester) or misassignments (placing a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold). (Education Code section 35186(h)(1) and (2))

3. 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.

4. Pupils, including English learners, who have not passed one or both parts of the exit examination by the end of grade 12 are to be provided the opportunity to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.

5. A complaint form may be obtained at the school office, District office or downloaded from the San Juan Unified School District’s website at http://www.sanjuan.edu. You may also download a copy of the California Department of Education complaint form from the following Website: http://www.cde.ca.gov/re/cp/uc/index.asp

Williams Complaints
(Administrative Regulations 1312.4)

Complaints regarding noncompliance with the Williams Settlement provisions are addressed by the District’s uniform complaint process outlined in Administrative Regulation 1312.4. Pursuant to this process, a complaint alleging any condition(s) specified in the Williams Settlement shall be filed with the school principal or designee.

Complaints may be filed anonymously. The principal or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received.

If the complainant has indicated on the complaint form that he/she would like a response to his/her complaint, the principal or designee shall report the resolution of the complaint to him/her within 45 working days of the initial filing of the complaint. At the same time, the principal or designee shall report the same information to the District superintendent or his/her designee.

If a complainant is not satisfied with the resolution of the complaint, he/she may describe the complaint to the Governing Board in open session at a regularly scheduled Board meeting.

For complaints concerning a facility condition that poses an emergency or urgent threat to the health or safety of students as described above, a complainant who is not satisfied with the resolution proffered by the principal, District superintendent or his/her designee, may file an appeal to the Superintendent of Public Instruction. Complaints and written responses shall be public records.
The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to jointly develop meaningful opportunities at all grade levels for parents/guardians to be involved in District and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at school and at home.

Each year the Superintendent or designee shall review and evaluate progress towards the goals of the Strategic Plan and identify specific objectives of the District’s parent involvement program. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, evaluation and revision of both the district and school site parent involvement policies. Education Code 11503

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

(cf. 5145.6 - Notifications Required by Law)

The Board shall expect that all of the District's schools will assist parents/guardians in maintaining consistent communication between the home and the school, show parents/guardians that they can directly affect their children's academic success, and help parents/guardians develop skills and techniques to use at home in support of classroom learning activities.

The Superintendent or designee will provide coordination, technical assistance, and other support to assist schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.

The Superintendent or designee will ensure that teachers and administrators participate in professional development activities which train them to communicate effectively with parents/guardians. The Superintendent or designee will, with the assistance of support staff and parents, educate teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners.

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

Title I Schools

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

(cf. 6171 - Title I Programs)

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

The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the district’s Title I funds will be allotted for parent involvement activities.

(20 USC 6318)

(cf. 3100 Budget)

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

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the District and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

revised: September 24, 2013

Saying and doing what we believe to be right, even in challenging instances; taking bold and positive action to overcome obstacles in life’s experiences; bravely meeting difficulty or danger without giving way to fear

Character Matters.

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### 2014-2015 School Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>First/Last Day of Service</th>
<th>Student First/Last Day</th>
<th>Semester Dates - Secondary</th>
<th>Trimester Dates (Elem &amp; K-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>August 12 - June 4</td>
<td>August 14 - June 4</td>
<td>August 14 - January 5 (84 days)</td>
<td>August 14 - November 12 (12 Weeks)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>January 6 - June 4 (96 days)</td>
<td>November 13 - March 6 (12 Weeks)</td>
</tr>
</tbody>
</table>

#### Holidays
- First/Last Day of Service: August 12 - June 4
- Student First/Last Day: August 14 - June 4
- Semester Dates - Secondary: August 14 - January 5 (84 days)
- Trimester Dates (Elem & K-8): August 14 - November 12 (12 Weeks)

#### Minimum Days

**Elementary:**
Parent Conferences:
- 1st trimester conferences would be Nov. 17-21
- 2nd trimester conferences would be March 11-13

**Middle School:**

**High School:** Varies by school. Families will be notified of minimum days via U.S. mail prior to the start of the school year.
In order to best provide families in the San Juan Unified School District with an efficient enrollment process, all enrollments take place at our centralized enrollment center (San Juan Central). In addition to enrolling students, San Juan Central (SJC) is a one-stop resource to service families seeking resources and information. Families are able submit transfer and open enrollment applications, have questions answered, receive pre-testing services and benefit from our on-site immunization clinic. It is our goal to offer exceptional service and communication to families in the San Juan Unified School District.

Family and Community Engagement (916) 971-7929

The Family and Community Engagement Department. In San Juan, we actively engage parents/guardians, extended family and community members to be valued partners in the education process. Our department assists with, or oversees, the following programs:
- Districtwide family engagement, outreach and education activities
- McKinney-Vento Homeless Education Services
- Problem resolution assistance
- Parent Teacher Home Visit Project
- Latino Family Literacy Classes
- Business partnerships
- Community partnerships
- Volunteer recruitment and training

Food Service Department (916) 971-7026

The Food Services Department is made up of a team of food and nutrition professionals that are dedicated to students' health, well being and their ability to learn. We support learning by promoting healthy habits for lifelong nutrition and fitness practices.

Health Services (916) 971-7643

The Health Services Department believes that healthy children learn better. We serve as advocates for children by assisting families and communities to manage and minimize health concerns, thereby allowing students to achieve educational standards. As members of multi-disciplinary teams, we promote education and knowledge by addressing health care needs that are barriers to school attendance and healthy behaviors.

Bridges After School Program

The San Juan Unified School District’s Bridges After-School/ASSETs Programs provide homework support, enrichment and pro-social recreation in a safe and positive environment. The Bridges After-School/ASSETs Programs currently serve over 3,000 students, grades K-12, at 32 sites. Student success is supported through the implementation of each of the four components of the program: Homework support, enrichment/disguised learning, pro-social skills/recreation, and parent support and empowerment. Strong relationships between program staff, school staff, parents and students are key.

Arden-Arcade Region (916) 979-8414
4425 Laurelwood Way, Sacramento, CA

Carmichael Region (916) 575-2386
5309 Kenneth Avenue
Carmichael, CA 95608

Citrus Heights Region (916) 725-6499
7901 Roswood Dr., Citrus Heights, CA 95621

Transportation (916) 971-7076

Office Hours 7 a.m. - 4:30 p.m. during the school year
6 a.m. - 4:30 p.m. during the summer(Monday - Thursday)

If your special needs student is new to the district, please contact the Special Education Department Field Office at 971-7525 to arrange transportation services.

Safe Schools

You can report bullying, or other safety issues, four ways:

- Text a confidential message to (916) 243-5552
- Leave an anonymous message by calling our TIPS line at (916) 979-TIPS (979-8477)
- Fill out our confidential online “Tell Someone” form; at www.sanjuan.edu
- Call the local WeTip hotline at (800) 78-CRIME - you could get up to a $1000 reward.

It is always recommended that students and parents talk with their school administration or teacher first if possible to report issues/problems.
Early Childhood Education / Preschool

Marvin Marshall 971-7375
5309 Kenneth Ave., C 95608

General Davie,Jr. 575-2430
1500 Dom Way  S 95864

Elementary Schools

Arlington Heights K-5 971-5234
4601 Trenton Wy., CH 95621

Cambridge Heights K-5 867-2000
5555 Fleetwood Dr., CH 95621

Cameron Ranch K-5 575-2302
3433 Hackberry Ln., C 95608

Carmichael K-5 971-5727
6141 Sutter Ave., C 95608

Carriage K-6 971-5241
7519 Carriage Dr., CH 95621

Citrus Heights K-5 971-5230
7085 Auburn Blvd., CH 95621

Cottage K-6 575-2306
2221 Morse Ave., S 95825

Cowan Fundamental K-6 575-2312
3350 Becerra Wy., S 95821

Coye K-5 867-2012
6330 Coyle Ave., C 95608

Del Dayo K-6 575-2323
1301 McClaren Dr., C 95608

Del Paso Manor K-6 575-2330
2700 Maryal Dr., S 95821

Deterding K-6 575-2338
6000 Stanley Ave., C 95608

Deweys Fundamental K-6 867-2020
7025 Falcon Rd., FO 95628

Dyer-Kelly K-5 566-2150
2236 Edison Ave., S 95821

Edison K-7 575-2342
2950 Hurley Wy., S 95864

Gold River Discovery Ctr. K-8 867-2109
2200 Roaring Camp Dr., GR 95670

Grand Oaks K-5 971-5208
7901 Roswood Dr., CH 95621

Green Oaks Fundamental K-6 986-2209
7145 Filbert Ave., O 95662

Greer K-5 566-2157
2301 Hurley Wy., S 95825

Hove K-5 566-2165
2404 Howe Ave., S 95825

Kingswood K-8 867-2046
5700 Primrose Dr., CH 95610

LeGette K-6 867-2054
4623 Kenneth Ave., FO 95628

Lichen K-8 971-5237
8319 Lichen Dr., CH 95621

Mariemont K-5 575-2360
1401 Corta Wy., S 95864

Mariposa K-5 971-5212
7940 Mariposa Ave., CH 95610

Mission K-6 Open 575-2362
2925 Mission Ave., C 95608

Northridge K-6 867-2066
5150 Cocoa Palm Wy., FO 95628

Oakview K-5 986-2215
7229 Beech Ave., O 95662

Orangevale Open K-8 867-2067
5630 Illinois Ave., F.O. 95628

Ottoman K-5 986-2228
9460 Ottoman Wy., O 95662

Pasadena K-5 575-2373
4330 Pasadena Ave., S 95821

Peck K-5 867-2071
6230 Rutland Dr., C 95608

Pershing K-6 867-2076
9010 Pershing Ave., O 95662

Schweitzer K-5 867-2094
4350 Glenridge Dr., C 95608

Sierra Oaks K-8 575-2390
171 Mills Rd., S 9584

Skycrest K-5 867-2098
5641 Mariposa Ave., CH 95610

Star King K-8 971-7320
4848 Cottage Wy., C 95608

Thomas Kelly K-5 867-2041
6301 Moraga Dr., C 95608

Trajan K-5 971-5200
6601 Trajan Dr., O 95662

Twin Lakes K-6 986-2243
5515 Main Ave., O 95662

Whitney K-5 575-2407
4248 Whitney Ave., S 95821

Woodside K-8 971-5216
8248 Villa Oak Dr., CH 95610

Middle Schools

Arcade Fundamental 971-7300
3500 Edison Ave., S 95821

Ardon 971-7306
1640 Watt Ave., S 95864

Barrett 971-7842
4243 Barrett Rd., C 95608

Carmegie 971-7853
5820 Illinois Ave., O 95662

Churchill 971-7324
4900 Whitney Ave., C 95608

Pasteur Fundamental 971-7891
8935 Elm Ave., O 95662

Sylvan 971-7873
7137 Auburn Blvd., CH 95610

Will Rogers 971-7889
4924 Dewey Dr., FO 95628

High Schools

Bella Vista 971-5052
8301 Madison Ave., FO 95628

Casa Roble Fundamental 971-5452
9151 Oak Ave., O 95662

Del Campo 971-5664
4925 Dewey Dr., FO 95628

El Camino Fundamental 971-7430
4300 El Camino Ave., S 95821

Encina Preparatory (6-12) 971-7538
1400 Bell St., S 95825

Mesa Verde 971-5288
7501 Carriage Dr., CH 95621

Mira Loma 971-7465
4000 Edison Ave., S 95821

Rio Americano 971-7494
4540 American River Dr., S 95864

San Juan 971-5112
7551 Greenback Ln., CH 95610

Special High School Programs

El Sereno Independent Study 971-5060
10700 Fair Oaks, F.O. 95628

La Entrada Continuation HS 426-4088
5320 Hemlock St., S 95841

Visions in Education Charter 971-7037
4800 Manzanita Ave., C 95608

Choices Charter School 979-8378
4425 Laurelwood Way  S 95864

Special Education Centers

Laurel Ruff 971-7586
5325 Garfield Ave., S 95841

La Vista 867-2121
4501 Bannister, F.O.

Ralph Richardson 971-7411
4848 Cottage Wy., C 95608

Adult Education

Sunrise Tech Center 971-7654
7322 Sunrise Blvd., CH 95610

San Juan Central

3700 Garfield Ave., C 95608 916-SAN-JUAN 916-726-5826

C=Carmichael  GR=Gold River

CH=Citrus Heights  O=Orangevale

FO=Fair Oaks  S=Sacramento