The mission of the San Francisco Unified School District is to provide each student with equal opportunity to succeed by promoting intellectual growth, creativity, self-discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence and physical and mental health so that each student can achieve to his or her maximum potential...

San Francisco Unified School District

2015 - 2016

To achieve the District Mission, the Board of Education has adopted the following goals:

**Access and Equity**
Make social justice a reality.

**Student Achievement**
Engage high achieving and joyful learners.

**Accountability**
Keep our promises to students and families.
August 2015

Dear Students and Families,

We foster a safe, healthy and joyful learning environment that promotes intellectual growth and creativity. To that end, it's important that we all are aware of the SFUSD policies, regulations and guiding principles that shape our students’ well-being and support student achievement.

I encourage you to review this handbook and understand the rights and responsibilities for you and your student. There are also forms at the back that you need to review, fill out and send in to your child’s school so we better understand the needs of your child.

I want you to know that we are thinking about your child long beyond this school year. In a city and world that is constantly changing, SFUSD now has an ambitious vision to ensure that we prepare our graduates to live, thrive and succeed in San Francisco and beyond.

The Graduate Profile serves as the anchor for our vision and identifies the knowledge, skills, dispositions and behaviors required by our 21st-century world.

Respectfully yours,

Richard A. Carranza
Superintendent of Schools
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The SFUSD Graduate Profile

**Content Knowledge.** Mastery of the core knowledge, critical thinking skills, and competencies outlined by the Common Core State Standards (CCSS).

**Career and Life Skill.** The knowledge, skills, and experience to navigate the "real world" and solve problems that arise in everyday life and in the workplace.

**Global, Local and Digital Identity.** The ability to navigate and engage in a 21st-century global society that is more inclusive and interconnected.

**Leadership, Empathy and Collaboration.** Strong interpersonal skills and the ability to positively influence and collaborate with others.

**Creativity.** The freedom, confidence and ability to express their unique selves.

**Sense of Purpose and Sense of Self.** The sense of being filled with purpose and value.

*More information on the Graduate Profile, SFUSD’s Vision 2025, and Strategic Plan at [www.sfusd.edu/vision2025](http://www.sfusd.edu/vision2025)*

---

### Parent/Guardian/Caregiver Acknowledgment Form

*Please review, sign, detach this form, and return it to your child's school.*

By signing below as the parent/guardian/caregiver, I acknowledge receiving the 2015-2016 Student and Family Handbook, which includes the annual parent/guardian/caregiver notifications.

---

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade/School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Parent/Guardian/Caregiver Name (please print)  Signature
Dear SFUSD Families

Welcome back to school. This handbook is meant to help you with important information that you will need to have a successful school year.

The Board of Education passed the Safe and Supportive Schools Resolution in February 2014. Elements of this resolution such as the Behavior Matrix, Restorative Practices, Positive Behavior Incentives and Supports, (PBIS) are now included in the handbook, and will help us to better support all students.

Have a great school year and please send us your feedback on how we can make this handbook work better for you in years to come.

Thomas H. Graven
Executive Director
Student, Family and Community Support Department
San Francisco Unified School District
727 Golden Gate Ave
San Francisco 94102
(415) 241 - 3030
GUIDING PRINCIPLES FOR ALL SFUSD SCHOOL COMMUNITIES

The San Francisco Unified School District is committed to creating safe and caring school communities where all students and families feel welcomed, valued and respected. We strive to provide all students with fair and clear academic and behavioral expectations as well as the supports needed to achieve success.

SFUSD asks that all students commit to the following Guiding Principles:

1. **Respect**
   - I treat others the way I want to be treated
   - I respect laws, rules and school authority
   - I treat people fairly and respect their rights
   - I respect private and public property

2. **Responsibility**
   - I take responsibility for my actions
   - I am responsible for how I respond to others
   - I return what I borrow in a timely manner

3. **Appreciation of Differences**
   - I look for the good in others
   - I respect each person’s right to be different
   - I see cultural diversity as an opportunity to learn

4. **Honesty**
   - I am honest with others and myself
   - I act with integrity
   - I avoid spreading rumors or gossip

5. **Safety**
   - I engage in safe activities
   - I keep my body and mind healthy
   - I choose things that help me become my "best self"

6. **Life-Long Learning**
   - I come to school prepared to learn
   - I give my best in everything I do
   - I am open to new skills & positive solutions

---

When we live by the Guiding Principles, we:

- Treat others with respect
- Find peaceful solutions
- Listen to each other
- Are drug free
- Keep our school clean
- Have healthy friendships
- Produce our own work
- Maintain honesty and integrity
- Show empathy and compassion
- Defend others’ rights
- Appreciate differences
- Respect the property others
- Engage in safe activities

And we DO NOT accept:

- Bullying and intimidation
- Weapons
- Fights, threats, and violence
- Drug possession and sale
- Graffiti and vandalism
- Gang activity
- Cheating and plagiarism
- Forgery and Falsification
- Sexual harassment and assault
- Blackmail and extortion
- Prejudice and hate crimes
- Robbery and stealing
- Fireworks and firecrackers
Functions of the Board of Education

The Board of Education is comprised of seven elected Commissioners who determine policy for all public schools, Transitional Kindergarten through twelfth grade (TK-12) in the San Francisco Unified School District (SFUSD).

Specifically, the Board of Education is responsible for establishing educational goals and standards; adopting curriculum and the SFUSD budget (which is independent of the City’s budget); confirming the appointment of personnel; approving purchases of equipment, supplies, and services; approving leases, renovation, and new construction; and adopting union contracts.

In order to manage the day-to-day administration of SFUSD, the Board of Education appoints a superintendent of schools, and each year, at its first Regular Meeting in January, it elects a Board president and a Board vice-president. There are four standing committees, each composed of three Board Members appointed by the President. The current committees are: Buildings, Grounds, and Services; Budget and Business Services; Curriculum and Program; and Rules, Policy, and Legislation.

The various Committees may investigate, deliberate, and recommend to the full Board; they cannot legislate or administer. The Board of Education receives community input on decisions by appointing Citizens Advisory Committees to counsel the Board on specific issues.
Functions of the Board of Education

SFUSD Board of Education

District Councils and Committees bring recommendations, feedback and concerns to the Board of Education

School Community

District Councils & Committees

School Councils & Committees

All Regular and Committee meetings are open to the public. Every second and fourth Tuesday of the month at 6:00 p.m. at 555 Franklin Street, in the Irving G. Breyer Board Meeting Room on the First Floor.
1) Key Contacts in SFUSD

SFUSD Contact Numbers

**LEAD: Leadership, Equity, Achievement and Design** 241-6310
Elementary School Operations 241-6310
K-8 Schools
Middle School Operations 241-6607
High School Operations 241-6478
Alternative Support Programs
Early Education Program 750-8500

**Special Education Services** 759-2222

**Student, Family & Community Support** 522-6739
Afterschool for All/ExCEL 750-4500
Athletic Office 920-5185
Family and Community Engagement 241-6185
Families/Youth in Transition (Homeless Services) 241-3030
Nurse of the Day (school year only) 242-2615
Office of Family Voice 241-6150
Pupil Services 241-3030
Registrar's Office/High School Transcripts 241-3030
Translation & Interpretation 241-6081
Work Permits (for minors) 241-3030

**Curriculum and Instruction** 379-7715
ELA Core Curriculum/Humanities/Curriculum Resources/Textbooks/Libraries 469-4000
English Learner Support Services/Multilingual (ext. 1129) 379-7729
Gifted & Talented Education Office (GATE) (ext. 1045) 379-7645
Mathematics & Science (ext. 1144) 379-7767
College and Career Readiness 379-7744
Secondary Programs (ext. 1167) 379-7767
Visual and Performing Arts 695-2441
Physical Education 241-6219

Extending Learning and Support 379-7760

**Policy & Operations** 241-6121
Public Outreach & Communication 241-6565
Educational Placement Center (enrollment) 241-6085
Facilities (ext.1500) 355-6979
Human Resources 241-6101
Student Attendance 241-6206

Student Nutrition Services 749-3604
Transportation Department 695-5505
Superintendent's Office 241-6121
Achievement Assessments Office (testing) 241-6400
Security 695-5665

---

**Safe School Line**
safeschool@sfusd.edu 241-2141

The Safe School Line aims to make our school community safer by providing three ways for students to report incidents of harassment, violence, and intimidation – via e-mail, telephone, or an on-line form.

Most importantly, the line allows students to report incidents anonymously to reduce fears of retaliation and avoid any perceived stigma of speaking up. All callers will remain anonymous unless you choose to give us your information.

*This number does NOT replace 911 or calls to your school regarding non-safety issues.*

---

[www.sfusd.edu](http://www.sfusd.edu) (Main Website of the SFUSD)
[www.healthiersf.org](http://www.healthiersf.org) (Student, Family and Community Support Department)
[web.sfusd.edu/partners/ops](http://web.sfusd.edu/partners/ops) (Office of Pupil Services)
### TK-12 Instructional Calendar

#### 2015 FALL 2016

<table>
<thead>
<tr>
<th>JUL - 15</th>
<th>OCT - 15</th>
<th>DEC - 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>M T W T F</td>
<td>M T W T F</td>
<td>M T W T F</td>
</tr>
<tr>
<td>1 2 3</td>
<td>5 6 7 8 9</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6 7 8 9 10</td>
<td>11 12 13 14 15</td>
<td>6 7 8 9 10</td>
</tr>
</tbody>
</table>

- Jul 4 – Independence Day (Holiday)
- Oct 12 – Columbus/Indigenous People’s Day/El Dia de La Raza (Holiday)
- Nov 11 – Veterans Day (Holiday)
- Nov 25 – Paraprofessional Paid Floating Holiday
- Nov 25-27 – Thanksgiving Recess
- Dec 21 – End of Fall Semester
- Dec 21-31 – Winter Break
- Jan 18 – New Year’s Day (Holiday)
- Jan 19 – Martin Luther King Day (Holiday)
- Mar 28-31 – Spring Break

#### 2015 SPRING 2016

<table>
<thead>
<tr>
<th>APR - 16</th>
<th>MAY - 16</th>
<th>JUN - 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>M T W T F</td>
<td>M T W T F</td>
<td>M T W T F</td>
</tr>
<tr>
<td>4 5 6 7 8</td>
<td>9 10 11 12 13</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>11 12 13 14 15</td>
<td>16 17 18 19</td>
<td>6 7 8 9 10</td>
</tr>
<tr>
<td>18 19 20 21 22</td>
<td>23 24 25 26 27</td>
<td>13 14 15 16 17</td>
</tr>
<tr>
<td>25 26 27 28 29</td>
<td>30</td>
<td>27 28 29 30</td>
</tr>
</tbody>
</table>

- Apr 1 – Cesar Chavez Day Observance (school Sites and EES Closed – District Offices Open)
- Apr 1 – Paraprofessional Paid Floating Holiday
- May 26 – End of Spring Semester
- May 26 – Last Work Day for Paraprofessionals
- May 30 – Memorial Day (Holiday)
- Mar 28-31 – Spring Break

**Instructional Days by Month**

<table>
<thead>
<tr>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>11</td>
<td>21</td>
<td>21</td>
<td>17</td>
<td>14</td>
</tr>
</tbody>
</table>

- Fall Semester – 84 days
- Spring Semester – 96 days
- Total Instructional Days - 180
- Total Work Days - 180
- Professional Development Days – 3
- Total Service Days - 184
3) Academic Guidelines & School Activities

a) Academic Guidelines

Academic Honesty

All students are expected to complete their own academic assignments and examinations. Any type of academic dishonesty, including but not limited to cheating, plagiarism, submitting work done by another as your own, or using unauthorized technology is prohibited. A student violating the academic honesty policy is subject to disciplinary action which can include but is not limited to point deduction or zero points on the assignment; lowered grade; “U” citizenship grade; detention; Saturday school; teacher may decline to write letter of recommendation or report dishonesty in a letter, or rescind a recommendation letter already submitted.

Citizenship

The citizenship grade will reflect the student’s behavior. The academic grade will reflect only the student’s academic achievement.

Dropping Courses

A student may drop a five credit high school course without penalty up to six weeks after enrolling in the class with the approval of their parent/guardian/caregiver, counselor, and teacher.

Excused Absences/Tardies

Students with excused absences/tardies shall be given the opportunity to make up all missed assignments and tests that can be reasonably provided. Students will receive full credit for assignments that are satisfactorily completed within a reasonable period of time. It is the student’s responsibility to arrange with the teacher to make up missed work. It is the teacher’s responsibility to determine which tests and/or assignments are reasonably equivalent to those missed during the absence. In the event of excessive excused absences/tardies (in excess of 10%) the administrator may request medical verification of the need for absence.

(See MAKE-UP WORK on page 98 33)

Grading Period

There are 18 weeks in a semester. If a particular school is on a 6-week reporting period, a report card will be mailed to the student’s home after the 6th week, the 12th week, and the 18th week (final report). If the school is on a 9-week reporting period, the report card will be mailed to the student’s home after the 9th week and the 18th week (final report). Only final grades are posted on the scholarship record and determine the grade point average for the semester. (Progress and/or interim reports will be issued upon request through the school site staff and at the site administrator’s discretion. Many sites post progress reports on School Loop.)

Grading Policy

Student grades are determined by the teacher of the course. Student grades are final unless there is a finding of clerical or mechanical mistake, fraud, bad faith, or incompetency. To challenge a student’s grade, the parent/guardian must submit a written request to the Assistant Superintendent for the school. This request will be determined within 30 days of its receipt. If the grade is not changed, the parent/guardian may submit an appeal to the Board of Education within 30 days of the refusal to change the grade. (Education Code 49066, 49070)

What to do in the case of an error –

In cases where the student or parent believes that a technical error has been made in a semester grade that was issued, the student/parent should see the student’s counselor to ask that a “Change of Grade Form” be initiated. The form must be signed by the counselor, teacher, and principal before any grade may be changed.

Middle and High School Grades

A student earns 5 credits for every course that s/he completes with a grade of “D” or better provided s/he attended the full semester or transferred to a new school with “grades in progress” from the former school. There may be courses designated by the school that are less than 5 credits. Most of these are courses that meet for only 9 weeks or meet for fewer hours each week.

A high school student may not take more than 45 credits per semester. Appeals for exceptional circumstances should be addressed to the principal. All schools may assign variable credit, also known as partial credit, to those students who do not fulfill or complete the requirements. The variable credit is based on the number of minutes in a class to a one-credit ratio.

SFUSD uses letter grades as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Grade Point Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
<td>4.00</td>
</tr>
<tr>
<td>B</td>
<td>80 - &lt;90%</td>
<td>3.00</td>
</tr>
<tr>
<td>C</td>
<td>70 - &lt;80%</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>60 - &lt;70%</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0 - &lt;60%</td>
<td>0.00</td>
</tr>
</tbody>
</table>

The letter grade for each class has the grade point equivalent assigned as per the above chart. At the
end of the semester, a Grade Point Average (GPA) is automatically calculated for each student by multiplying the grade points by the number of credits attempted for the course, totaling the grade points, and dividing by the total number of credits attempted.

**Example:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Letter Grade</th>
<th>Grade Point Equivalent</th>
<th>Multiply by</th>
<th>Credits Attempted</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Lit. 1</td>
<td>A</td>
<td>4.0</td>
<td>x</td>
<td>5.0</td>
<td>20.0</td>
</tr>
<tr>
<td>Algebra 1</td>
<td>C</td>
<td>2.0</td>
<td>x</td>
<td>5.0</td>
<td>10.0</td>
</tr>
<tr>
<td>PE 1</td>
<td>F</td>
<td>0.0</td>
<td>x</td>
<td>5.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td>15.0</td>
<td><strong>30.0</strong></td>
</tr>
</tbody>
</table>

30 (total grade points) ÷ 15 (total credits attempted) = 2.00 (GPA)

**Graduation Activities Participation**

Four or more unsatisfactory (“U”) citizenship marks obtained in the 8th or 12th grades shall deny a student the right to participate in promotion/graduation ceremonies. For the purpose of determining the number of unsatisfactory marks, only the final marks given at the end of the Fall and Spring semesters shall be used.

In addition, students whose social behavior disrupts educational activities or who have failed to return District property may jeopardize their rights to participate in the graduation ceremony and activities.

Appeals will be reviewed by the school site’s graduation committee and the principal. High school students who have not earned the required credits or completed the required courses by the end of the spring semester shall not participate in the June graduation ceremony. These students shall attend summer school and receive their diplomas through the summer school graduation ceremony upon earning the necessary credits and/or completing the necessary courses.

Students who have satisfied all requirements above but who have not passed the California High School Exit Exam may participate in the graduation ceremony if the student has completed the requirements to obtain a Certificate of Completion, as described on page 1915 of this Handbook.

**Homework**

Each school shall have a homework policy which ensures that a student will be assigned homework on a regular basis. So that students gain maximum benefit from their efforts, homework should relate directly to classroom instruction.

Parents/guardians/caregivers may be given materials prepared by the school district which will assist them in helping their children with the basic skills in reading and mathematics. Middle schools may employ such educational tools as “learning contracts” to involve students, parents/guardians/caregivers, and teachers in cooperatively building an individualized learning program.

**K - 5 Schools:** Homework is scheduled as part of the instructional program at each grade level. The time required to complete such teacher-assigned work should not exceed 20 minutes per day in grades K - 3 and 30 minutes per day in grades 4 - 5. Specific information regarding homework shall be planned at each site involving staff and parents/guardians/caregivers.

Parents/guardians/caregivers will be informed of this policy at the start of each school year. (Board of Education Policy 6136)

---

**ExCel After School Programs (Academic, Enrichment, & Recreation)**

ExCEL After School programs are in nearly 90 SFUSD schools—elementary, middle, and high schools. The programs are funded through competitive grants from the California Department of Education. Enrollment is required to participate, and space is limited.
Priority enrollment is given to students who attend the program every day after school, until at least 6pm. Students participate in:

**Academics:** Students complete their homework and study reading, writing, math, science, social studies, and technology. High school students also work on college and career preparation, credit earning options, and prepare for the California High School Exit Exam.

**Enrichment:** Students choose classes such as art, cooking, music, and life skills that are fun and broaden their experiences.

**Recreation:** Students participate in sports, dance, games, and other physical activities to stay healthy.

Every program involves teachers from your child’s school to make sure that after-school academics are aligned with the school-day curriculum.

Contact the ExCEL after school program at the school site for specific enrollment information. Visit the ExCEL website at [http://www.healthiersf.org/ExCELafterschool/About/ab-schoolsites.php](http://www.healthiersf.org/ExCELafterschool/About/ab-schoolsites.php) for a contact list.

**Independent Study**

(Board of Education Policy 6102.6)

The Board of Education authorizes Independent Study as an optional alternative instructional strategy by which students may reach curriculum objectives and fulfill graduation requirements. Three types of Independent study are offered within SFUSD:

**Short-term Independent Study** may be undertaken at the student’s regular K-12 school site under the supervision of the regularly assigned teachers when the student’s particular circumstances require him/her to participate in independent study for a period of up to two weeks. Circumstances that may warrant participation in short term independent study include: (1) a temporary disability or illness that prevents the student from attending school; (2) a death in the family or other family emergency that requires the student to travel. Independent study is not intended for vacation travel.

**Physical Education Independent Study** is available only for students enrolled in JROTC programs. The parent and school staff shall sign a current written agreement prior to the student’s participation in Independent Study.

**Independence High School** is for high school aged students who have earned a minimum of 60 credits. Please see page 79 for additional information.

**School/Home Contacts**

A minimum of two yearly contacts will be required for parents/guardians/caregivers and teachers, K - 12 levels. These contacts may include: Open House, Conferences, and Phone Conferences.

In addition, high schools will notify parents/guardians/caregivers of 12th graders by mail, no later than the first six (6) week spring grading period, and again after the second six (6) week grading period, if the 12th grade student is in jeopardy of not graduating because of academic performance. For 12th grade students who do not improve their performance within two (2) weeks after the initial parent/guardian/caregiver notification, an additional parent/guardian/caregiver conference will be required.

**Advanced Placement (AP) Test Fee Reimbursement Program**

Advanced Placement (AP) is a rigorous high school course that prepares students for college coursework and allows them the opportunity to earn college credit. SFUSD offers over 30 different AP courses. To earn college credit, students take the AP exam in the appropriate subject. The Gifted and Talented Education Program (GATE) facilitates the Advanced Placement Test Fee Reimbursement Program for low-income high school students. The district is interested in removing the financial barriers that prevent many
low-income students in comprehensive high schools
from taking the Advanced Placement course tests.
Low-income students who are enrolled in an Advanced Placement (AP) class and plan to take the end-of-course AP exam are eligible to participate in the AP Test Fee Reimbursement Program. The State of California offers this program to encourage low-income students to take the end-of-year course tests.
To participate in this program a family must meet the low-income levels as indicated on a list titled “Federal TRIO Program,” Form A, and a “Student Eligibility Form B,” that the AP Coordinator will distribute. The Coordinator from each high school will let you know the reduced fee amount you must pay for the exam.
Private and Charter schools are not eligible for this program.
The District GATE Office facilitates the payment of these fees for each school. If you have any questions, first ask the AP Coordinator at your school or call the GATE Office at 379-7645.

Extended Learning and Support
Credit recovery and credit earning options are offered to high school students who:
1. Need credit recovery (Grade of F in original course)
2. Want to retake a course to improve grade (Grade of D in original course)
3. Have not taken a required course for graduation
Current credit recovery and credit earning options (listed below) include:
• Evening High School
• Online Learning
• Summer School (including Senior Graduation Summer School)
• Superintendent’s Mission Zone And Bayview Sig Schools
• Summer School at Woodside Learning Center and Log Cabin Ranch
• City College of San Francisco’s Transitional Studies

For additional information please contact the Office of Extended Learning and Support at 415-379-1160 or visit http://www.sfusd.edu/en/services/credit-recovery-program.html

b) Retention and Acceleration
No student may be retained solely on the basis of a disabling condition, as defined by State and Federal Special Education laws, without Individualized Education Program (IEP) recommendation.

Guidance
Guidance and academic counseling will be provided District-wide, with the parent/guardian/caregiver required to attend a review conference in the case of retention at all levels (K - 12). Students and their parent/guardian/caregiver will have direct input in the instructional program planned for the student in the retention year (K - 12).

Kindergarten
Students who have spent a full year in Kindergarten may not be retained if the parent/guardian/caregiver does not consent to retention. (Education Code 48011)
A student enrolled in Kindergarten may be accelerated to first grade at the discretion of the Superintendent or designee if the student is at least 5 years old and with the parent/guardian’s consent, upon a determination that the student is ready for first grade work in accordance with rules developed by the District and the State Board of Education. (Education Code 48011, 5 CCR 200)

Elementary and Middle School
When the classroom teacher and the principal agree that a student should be accelerated or retained, a conference shall be held with the parent/guardian to advise him/her of the proposed action. If a question exists, a referral should be made to the supervisor of the school. (Board Policy 5123)
Parents/guardians/caregivers shall receive notification as early as practicable when a pupil is identified as being at risk of retention, and will have an opportunity to consult with the teacher responsible for the decision to promote or retain the child.
Parents/guardians/caregivers do not have the right to unilaterally make the decision to promote or retain their child, but do have the right to appeal the teacher’s decision. The appealing party bears the burden of showing why such decision should be overruled. (Education Code 48070.5)

Eighth Grade Promotion/Retention
If a student fails four (4) or more of 12 classes as an eighth grader, the student may be promoted to ninth grade after the completion of summer school with satisfactory attendance and grades if the school principal determines one or more of the following four conditions applies to the student:
1. Student has demonstrated social maturity.
2. Student has satisfactory attendance.
3. Student has satisfactory scores on the California Standards Tests and/or other assessments.
4. Recommendation from school site staff.

High School Promotion Minimum Requirements

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>&lt;50 credits</td>
</tr>
<tr>
<td>Grade 10</td>
<td>50 Credits</td>
</tr>
<tr>
<td>Grade 11</td>
<td>110 Credits</td>
</tr>
<tr>
<td>Grade 12</td>
<td>170 Credits</td>
</tr>
<tr>
<td>To Graduate</td>
<td>230 Credits</td>
</tr>
</tbody>
</table>

9
3) Academic Guidelines & School Activities

c) High School Graduation Requirements – Credits and Courses

In order to obtain a high school diploma, a student must complete the credits and courses required by the San Francisco Unified School District, and must pass the California High School Exit Exam (CAHSEE).

The credit and course requirements for SFUSD students are described in Section A below. There are five credit and course plans described in Section A. These include: Plan 1 (All Students); Plan 2 (Foreign Born Students Age 15 Or Older); Plan 3 (Foster/Probation/Homeless Students Transferring after their second year of high school); Plan 4 (Students enrolled in schools or programs governed by San Francisco County Office of Education

Section B below describes the requirement to pass the California High School Exit Exam (CAHSEE). Section C below describes the Alternatives to the High School Diploma.

**SECTION A: CREDIT AND COURSE REQUIREMENTS**

Students must complete a minimum of the following numbers of courses in the subjects specified, each course having duration of one year, unless otherwise specified. These credits may be achieved through traditional classes or alternative means such as dual enrollment in a community college, approved on-line courses, summer school, adult education, proficiency tests, and other SFUSD or accredited institutions. The requirements to obtain credit through these alternative means shall be outlined in an Administrative Regulation approved by the Superintendent.

Commencing with Fall 2010’s incoming 9th grade class, the graduating class of 2014, the prescribed course of study for students shall include the following:

**Plan 1: All Students**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Semesters</th>
<th>Number of Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. College Preparatory English (Courses approved by the University of California Office of the President, which prepare students to take college level courses; only one year of approved ELD is calculated as a “b” English.)</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>c. Mathematics (Three years of approved UC math, typically Algebra 1, Geometry, and Algebra 2.)</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>d. Laboratory Science (One year each from biological and physical sciences. A third year of science is recommended by UC. Please consult with your counselor for the current requirements of the University of California and California State Universities and the current list of UC-D accepted courses.)</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>e. World Languages (Two years of the same language other than English required.)</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>*See additional notes at the end of Section A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Visual and Performing Arts (One year of the same discipline: Dance, Drama/Theater, Music or Visual Art.)</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Physical Education *See additional notes at the end of Section A.</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Health Education</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>College &amp; Career Course</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>g. Electives (Advanced one year courses in Math, Arts, English, Lab Sciences, Foreign Language, Social Sciences, Ethnic Studies, or other course. At least 2 semesters or 10 credits of electives must be a-g approved courses as required by the University of California and California State University System.)</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Credits Required</strong></td>
<td><strong>230</strong></td>
<td></td>
</tr>
</tbody>
</table>

Students with disabilities intending to earn a regular high school diploma must complete the District’s credit and course requirements. Students with disabilities may receive accommodations and/or modifications in these required courses, as specified in the IEP or 504 Plan.
## Plan 2: Foreign Born Students 15 or Older

Foreign born students who enter the District and are at least 15 years of age by December 2nd of their entering year will be placed in the 10th grade. Students in this category may obtain a diploma by meeting the following course and credit requirements:

<table>
<thead>
<tr>
<th>Category Description</th>
<th>Semesters</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. History/Social Science (including US History, World History and American Government/Economics)</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>b. English (3 years)</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>c. Mathematics (including Algebra 1, Geometry, and Algebra 2)</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>d. Laboratory Science (one year each from biological and physical sciences,)</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>e. World Languages (Two years of the same language other than English required.)</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>f. Visual and Performing Arts (Dance, Drama/Theater, Music or Visual Art)</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Physical Education* See additional notes at the end of Section A.</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Health Education</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>College &amp; Career Course</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>g. Electives (Advanced one-year courses in Math, Arts, English, Lab Sciences, Foreign Language, Social Sciences, Ethnic Studies, or other course. At least 2 semesters or 10 credits of electives must be a-g approved courses as required by the University of California and California State University System.)</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>180</strong></td>
</tr>
</tbody>
</table>

1Students who are 14 by December 2nd of their entering year will be placed in 9th grade, and will be required to meet Plan 1 graduation requirements. Students with less than 8 years of schooling will be placed in the 9th grade.

### Requirement to Sign a Waiver:
In order to utilize Plan 2, the eligible student and the parent/guardian must sign a written waiver to acknowledge that Plan 2 does not satisfy a-g requirements, and may affect the pupil’s ability to gain admission to a post-secondary institution. The student shall also receive information about transfer opportunities available through the California Community Colleges. The counseling and waiver process for utilizing Plan 2 shall be further outlined in an Administrative Regulation approved by the Superintendent.
Plan 3 – Foster, Probation-Involved, and Homeless/Transitional Youth Transferring After Their Second Year of High School

Foster, Probation-Involved, and Homeless/Transitional youth that transfer between schools any time after completion of their second year of high school are not required to complete courses beyond state requirements, unless the district makes a finding that the pupil is reasonably able to complete the additional requirements in time to graduate by the end of the pupil's fourth year of high school.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>SEMESTERS</th>
<th>NUMBER OF CREDITS REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. History/Social Studies (3 years including U.S. History, World History, and American Government/Economics)</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>b. English (3 years)</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>c. Mathematics (2 years including Algebra 1)</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>d. Science (2 years including biological and physical sciences)</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>e. Visual and Performing Arts or World Language* (1 year) See additional notes at end of Section A</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>f. Physical Education* (2 years) See additional notes at end of Section A</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Total Credits Required</td>
<td></td>
<td>130</td>
</tr>
</tbody>
</table>

Requirement to Sign a Waiver: In order to utilize Plan 3, an eligible student (and, as appropriate, the person holding the right to make educational decisions for the pupil) must sign a written waiver to acknowledge that Plan 3 does not satisfy A-G requirements, and may affect the pupil's ability to gain admission to a post-secondary institution. The student shall also receive information about transfer opportunities available through the California Community Colleges. The counseling and waiver process for utilizing Plan 3 is further outlined in an Administrative Regulation approved by the Superintendent.

Potential Fifth Year: If the school district determines that the foster/probation/homeless student is reasonably able to complete the school district’s graduation requirements within the student’s fifth year of high school, the district shall inform and counsel the student about this right, as further outlined in an Administrative Regulation approved by the Superintendent.

Accepting Previous Work Completed by Foster/Probation/Homeless Youth and Partial Credits: Foster/Probation/Homeless students shall receive credit for coursework satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall receive full or partial credit for the coursework completed. When partial credit is awarded in a particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. The foster/probation/homeless student shall not be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California. The issuing and acceptance of partial credits is further outlined in an Administrative Regulation approved by the Superintendent.
Plan 4 – For Students Enrolled in Schools or Programs Governed by the San Francisco County Office of Education

<table>
<thead>
<tr>
<th>Category Description</th>
<th>Semesters</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. History/Social Science (including US History, World History and American Government/Economics)</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>b. English (4 years)</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>c. Mathematics (including Algebra, Geometry, and Algebra 2)</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>d. Laboratory Science</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>e. World Languages</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>f. Visual and Performing Arts (Dance, Drama/Theater, Music or Visual Art)</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Physical Education*</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Health Education</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>College &amp; Career Course</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>g. Electives</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>220</td>
</tr>
</tbody>
</table>

**ADDITIONAL NOTES:**

**World Languages**

- An approved course in American Sign Language shall be deemed as meeting this requirement.

- Students studying a World Language in a private school at the same time they are enrolled in a district high school may qualify to receive high school course credit for their instruction. Up to 20 credits, at a maximum of 10 credits per year, will be granted to students who meet the criteria listed in the Administrative Regulation regarding alternative means for meeting credit and course requirements.

- English Learner (EL) students who can demonstrate proficiency in their primary language that is equal to or exceeding what is expected of students after two years of classroom World Language study may be exempted from the World Language requirement. The purpose of this exemption is to provide secondary EL students the opportunity to take additional ELD courses and to give recognition to the primary language skills that they have already acquired. In no way is the intent of the exemption to discourage English Learner students from taking World Language courses. All students planning to attend college should investigate the foreign language requirement.

**Physical Education**

Students must pass 5 of 6 sections of the Fitnessgram by the end of 10th grade to be eligible for a 2 year exemption from Physical Education. Students who fail to pass the Fitnessgram by the end of 10th grade will be required to re-enroll in PE until s/he passes the Fitnessgram or meets other exemption criteria outlined in Board Policy. Failure to pass the Fitnessgram is not grounds for withholding a diploma.

Swimming proficiency test: It is recommended that each student pass the SFUSD Swimming Proficiency test.

At least two years of Physical Education are required to graduate unless otherwise exempted pursuant of Board Policy.
SECTION B: CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)

All students must successfully pass the CAHSEE to receive a high school diploma. Students must earn a scale score of 350 or higher on each part of the CAHSEE (English/Language Arts and Mathematics) in order to pass the exam.

The CAHSEE will be administered at the school site during regular school hours. As required by state law, Grade 10 students may take the CAHSEE only during the spring administration. Grade 10 students who do not pass the exam will have several opportunities in grades 11 and 12 to retake the part(s) not passed.

Permissible testing variations for students shall be described in an Administrative Regulation approved by the Superintendent.

1. English Learners (EL)

EL students are to receive at least six months of instruction in reading, writing and comprehension in English within their first 24 calendar months of enrollment in the California public school system. During this period, LEP students shall take the CAHSEE in order to maximize their opportunities to take and pass the examination. EL students must pass the CAHSEE in English in order to obtain a diploma.

Permissible testing variations for EL students shall be described in an Administrative Regulation approved by the Superintendent.

2. Students with Disabilities

Students with disabilities are required to take the CAHSEE in grade 10 as part of the census administration for compliance with No Child Left Behind. Students with disabilities intending to earn a regular high school diploma must meet the CAHSEE requirement and complete all state and district graduation requirements, as specified above. For students with disabilities, the CAHSEE requirement can be met in the following ways:

1. Take the exam without accommodations or modifications and earn a score of 350 or more.
2. Take the exam with accommodations pursuant to the student’s IEP or 504 plan and earn a score of 350 or more.
3. Take the exam with modifications pursuant to the student’s IEP or 504 plan, earn a score of 350 or more, and be granted a waiver of the requirement to pass the CAHSEE by the Board of Education. (See “Waiver for Students with Disabilities,” below.)

In the alternative, students with disabilities who meet the relevant eligibility criteria will not be required to pass the CAHSEE as a condition of receiving a high school diploma of graduation or of graduation from high school. (See “Exemption for Students with Disabilities,” below.)

(i) Exemption for Students with Disabilities

The district shall not require a student with a disability to pass the CAHSEE as a condition of receiving a high school diploma of graduation or of graduation from high school if all of the following criteria are satisfied:

1. The student has an IEP or Section 504 plan in place. (It is prohibited by law to adopt an IEP or 504 Plan for the sole purpose of exempting the student from the high school exit exam requirement. A student who reaches 19 years of age and has not already been found to be eligible for special education services may not be found to be a student with a disability for purposes of developing an IEP.)

2. The IEP or 504 plan states that the student is scheduled to receive a high school diploma, and that the student has satisfied or will satisfy all other state and district graduation requirements for the receipt of a high school diploma on or after July 1, 2009.
Note: This exemption is provided pursuant to Education Code Section 60852.3, and shall last until the state board makes a determination that the alternative means by which an eligible pupil with disabilities may demonstrate the same level of academic achievement in the portions of, or those content standards required for passage of, the high school exit examination are not feasible or that the alternative means are implemented.

(ii) Waiver for Students with Disabilities

When a student with disabilities has taken any section of the exit exam with one or more modifications and has received the equivalent of a passing score, his/her parent/guardian may request that the student receive a waiver of the requirement to successfully pass the exam. Upon receipt of such request, the principal shall submit a request for a waiver to the Governing Board. The Board may waive the requirement to successfully pass the exit exam if the principal certifies that the student has all of the following: (Education Code 60851)

1. An IEP or Section 504 plan in place that requires the accommodations or modifications to be provided to the student when taking the exit exam

2. Sufficient high school level coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the exit exam

3. An individual score report showing that the student has received the equivalent of a passing score on the exit exam while using a modification that fundamentally alters what the exam measures as determined by the State Board of Education

Permissible accommodations/modifications for special education students shall be described in an Administrative Regulation approved by the Superintendent.

SECTION C: ALTERNATIVES TO HIGH SCHOOL DIPLOMA

Certificate of Completion: Students who have passed all of the District’s course and credit requirements by the end of their senior year but are unable to pass the CAHSEE may receive a Certificate of Completion from the District if they have taken advantage of the supplemental interventions offered at their school site to pass the CAHSEE, and have taken the February CAHSEE. This certificate will acknowledge the student's completion of SFUSD credit and course requirements, but is not the equivalent of a high school diploma. In order to receive such a certificate, the student and parent/guardian must sign an acknowledgment that the Certificate of Completion is not a high school diploma, and is not the equivalent of a high school diploma. The acknowledgment shall also inform students and parents of the options available to obtain a diploma or a diploma equivalent. Students receiving a Certificate of Completion will be able to participate in graduation ceremonies.

Document of Educational Achievement. Instead of a high school diploma, a student with disabilities may be awarded a document of educational achievement if the student has met one of the following requirements: (i) satisfactorily completed a prescribed alternative course of study approved by the governing board of the District in which the student attended school or the District with jurisdiction over the student as identified in his/her IEP, (ii) satisfactorily met his/her goals and objectives during high school as identified in his/her IEP, (iii) satisfactorily attended high school, participated in the instruction as prescribed in his/her IEP, and met the objectives of the statement of transition services.

A student who obtains a Document of Educational Achievement shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate. The right to participate in graduation ceremonies does not equate a document of educational achievement with a high school diploma.
3) Academic Guidelines & School Activities

**d) California State University and University of California Admission Requirements**

Students applying for admission to a California State University (CSU) or University of California (UC) campus must complete the 15 high school course sequence listed below. Students who complete the High School Graduation Requirements AND receive a C or better in these classes meet minimum course requirement for UC/CSU eligibility. Every SFUSD high school has a list of eligible CSU and UC courses; students should consult the school counselor for verification or www.ucop.edu/doorways/.

In addition, both CSU and UC have qualifying eligibility requirements based upon the Grade Point Average (GPA) and Scholastic Assessment Test (SAT) / American College Test (ACT) scores. For details on CSU admission, go to the website www.csumentor.edu. For details on UC admission, go to the website www.universityofcalifornia.edu/admissions.

**15 course sequence: a-g Subject Requirements**

a. **History/Social Science**: 2 years required
   Two years of history/social science, including one year of world history, cultures and geography; and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.

b. **English**: 4 years required
   Four years of college preparatory English that include frequent and regular writing and reading of classic and modern literature. Not more than two semesters of ninth-grade English can be used to meet this requirement. Only one year of approved ELD English may count towards English credits.

c. **Mathematics**: 3 years required (4 years recommended for UC)
   Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.

d. **Laboratory Science**: 2 years required (3 years recommended for UC)
   Two years of lab science providing fundamental knowledge in two of these three core disciplines: biology (which includes anatomy, physiology, marine biology, aquatic biology, etc.), chemistry and physics.

e. **Language Other Than English**: 2 years required (3 years recommended for UC)
   Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition, and culture.

   Courses in a language other than English taken in the seventh and eighth grade may be used to fulfill this requirement if your high school accepts them as equivalent to its own courses.

f. **Visual and Performing Arts (VPA)**: 1 year required
   One year of the same discipline of visual and performing arts chosen from the following: dance, drama/theater, music or visual art.

g. **College Preparatory Electives**: 1 year required
   One year (two semesters) required from an approved A-G course.

**CSU Note:**
All required courses (regardless of when taken) must be passed with a C or better.

Admission requirements may change from year to year. Please check current information on admission forms or CSU websites. For details on CSU admission, go to the website www.csumentor.edu.

**UC Note:**
Alternative ways to gain admission to UC campuses can be discussed with your high school counselor. For details on UC admission, go to the website http://admission.universityofcalifornia.edu
e) College and Career Readiness
SFUSD prepares and supports all students for post-secondary education and a competitive, fulfilling career. All students including individuals at-risk, and those students with special learning, physical, or language needs should prepare for a career and for post-secondary education. SFUSD offers a variety of courses and programs to prepare all students to complete requirements for UC/CSU enrollment. All high school students are required to take a one semester College & Career Course in the 9th grade. This course, using the Plan Ahead curriculum, introduces students to the career planning process, resources available to explore careers, career options, and educational requirements for a variety of careers. This course also helps students plan for post-secondary education, which may be a four-year university, a two-year college, technical certification or an apprenticeship.

The Curriculum & Instruction Department coordinates several Career Academies. SFUSD Academies connect learning in the classroom with real-world applications outside of school. These courses integrate rigorous academic instruction with a demanding technical curriculum and field-based learning set in the context of one of California’s 15 major industry sectors. Academy programs introduce interested students to basic skills required in career areas, opportunities to learn in-depth about a specific career area, field trips, professionals working in the field, and Dual Enrollment and internship opportunities. Students/parents need to consult the SFUSD enrollment guide or their school counselor for more information about career academies.

Nondiscrimination/Harassment Policy
It is the policy of the San Francisco Unified School District to provide each student with equal opportunities to succeed in all College and Career Educational Programs, activities, and practices, which are conducted on a non-discrimination basis in regard to race, color, creed, national origin, religion, age, gender, sexual orientation, gender identity, or disabling condition. The lack of English skills will not be a barrier to admission and participation in any program. Complaints of non-compliance regarding students should be directed to the Office of Equity, Title IX Officer, 555 Franklin Street, San Francisco, CA 94102 (see page 86 of this Handbook for “Uniform Complaint Procedures”).

f) Health Education Programs

Health Education Curriculum
Health Education is part of the required instructional program at all grade levels in San Francisco schools. The goals of health education are to supplement and reinforce discussions about health in the home and to teach knowledge and skills necessary for youth to make health-promoting decisions. Classroom lessons and supplementary programs promote: 1) personal responsibility for lifelong health, 2) respect for and promotion of the health of others, 3) understanding of the process of growth and development, and 4) informed use of health-related information, products, and services.

The following section describes age-appropriate concepts and supplementary programs presented at elementary school, middle school, and high school levels. The written and audiovisual educational materials used in comprehensive sexual health education or HIV/AIDS prevention education is available for inspection.

Elementary School
Curriculum: Actions for Health (ETR, 1994); Healthy Classroom, Healthy Schools (Michigan Fitness Foundation, 2011); Too Good For Drugs and Too Good for Violence (Mendez Foundation, 2003), Tell Me About AIDS (American School Health Association, 2007), LGBT Family Diversity literature books and lessons; SFUSD Developed HIV/AIDS, Sexuality, and Diversity lessons (SFUSD, 1994); A Boy’s Guide to Growing Up and A Girl’s Guide to Growing Up (Film Ideas/ Marsh Media); Family Life and Sexual Health – Puberty Day 1 and 2 (Seattle King County, 2009); iMatter – Puberty, Gender, and Fairness – A Grade 5 Curriculum (The Population Council, 2014).

Policy: 20 class lessons per grade per year. Recommended implementation:
5 lessons of violence prevention, self-esteem, mental/emotional health, and personal/social skills;
5 lessons of HIV prevention, and puberty for 3rd, 4th, and 5th grades;
3 lessons of substance use prevention;
2 lessons of nutrition;
2 lessons of family diversity;
3 remaining lessons based on student needs/concerns such as hygiene, dental health, fitness, etc.

Middle School
Curriculum: Lifetime Health (Holt, 2009) for all topics except Growth, Development and Sexuality; Positive Prevention: HIV/STD Prevention for CA Youth (American Red Cross, 2011); Understanding HIV and AIDS (Human Relations Media, 2006); Family Life and Sexual Health – Puberty Day 1 and 2 (Seattle King County, 2009); It’s All One! (Population Council, 2011); Personal and Social Skills, Level 1 (ETR); Project Alert drug education (BEST Foundation, 2000); Second Step violence prevention education (Committee for Children, 2008); Peer to Peer: Stop, Think, Be Safe (Human Relations Media, 2003); The
New Dietary Guidelines (Human Relations Media, 2005); The Ten Signs of Relationship Abuse (Human Relations Media, 2008). (Bold are research-validated curricula.)

Policy: 30 class periods per grade per year. Recommended for implementation:
- 5 periods of self-esteem, mental/emotional health, and personal/social skills;
- 6 periods of family life, sexuality education, STD/HIV and pregnancy prevention;
- 6 periods of substance use prevention;
- 7 periods of diversity and violence prevention;
- 4 periods of nutrition and physical activity promotion;
- 2 remaining periods based on student needs/concerns such as personal health, consumer health, injury prevention, etc.

High School

Curriculum: Towards No Drug Abuse (Project TND, 2002); Health (Holt, 2009); Health Smart (ETR, 2004); The Teen Files (AIMS, 1998-2000); Personal and Social Skills Level 2 (ETR, 2000); Be Real. BE Ready. Smart Sexuality Curriculum (SFUSD/AHWG, 2014);

Safe Dates (Hazelden, 2005); Sexuality and Society Holt textbook supplement: Chapter Six: Diversity of Relationships, Section 1 & 2; Peer to Peer: Stop, Think, Be Safe (Human Relations Media, 2003); The New Dietary Guidelines (Human Relations Media, 2005); The Ten Signs of Relationship Abuse (Human Relations Media, 2008); Bloodlines HIV video (2005); Binge Drinking Blowout: The Extreme Dangers of Alcohol Abuse video (The Health Connection). (Bold are research-validated curricula.)

Policy: 90 class periods of health education. Recommended for implementation:
- 15 periods of self-esteem, mental/emotional health, and personal/social skills;
- 15 periods of family life, sexuality education, STD/HIV and pregnancy prevention;
- 15 periods of substance use prevention, including 6 of tobacco prevention;
- 8 periods of violence prevention;
- 2 periods of sexuality diversity;
- 10 periods of nutrition and physical activity promotion;
- 25 remaining periods based on student needs/ concerns such as personal health, consumer health, injury prevention, relationships, etc.

Health Education District-Wide Resources

High school students can secure condoms from licensed health care professionals or agencies at their school sites supported by health education. As part of the condom availability program, students receive information stressing abstinence as the safest method of preventing sexually transmitted disease, HIV infection, and pregnancy.

Student participation in the program is voluntary and falls under the state mandate allowing students to seek confidential reproductive health services. Several community agencies which offer classroom presentations that address topics related to sexuality have been approved to give classroom presentations in San Francisco for elementary grades, middle school and high school. A list of the organizations that have been approved can be found on the Student, Family & Community Support Department website: www.healthiersf.org.

For more information regarding Support Services for LGBTQ Youth, Foster Youth Services, and ExCEL After School Programs, just follow the links found on the same website.

Per California Education Code 48980 and 51938, parents/guardians/caregivers are to be notified (1) that written and audiovisual educational materials used in comprehensive sexual health education and HIV/AIDS prevention education are available for inspection, (2) whether this educational material will be taught by district personnel or by outside consultants, (3) that the parent/guardian may request a copy of Education Code Sections 51937 et seq., and (4) that the parent/guardian may request in writing that his or her child not receive comprehensive sexual health education or HIV/AIDS prevention education without penalty. This handbook fulfills this requirement.

If the District uses outside consultants or guest speakers, the parent/guardian shall be provided with notice at least 14 days before the instruction with (1) the date of the instruction; (2) the name of the organization or affiliation of each speaker; and (3) information about the right to request a copy of Education Codes 51937, 51933 and 51934.

If you want your child excluded from any portion of the health education program, please submit the request in writing to your child’s teacher of health education at his/her school site.

Additional information about your child’s health education program can be obtained by contacting your child’s teacher of health education and/or principal.
Monthly Health Awareness Themes

There are monthly health awareness themes supported by the health curriculum. Schools receive resources and activity ideas to promote the themes and conduct school-wide events.

- Aug/Sept: Build a Healthy Community
- October: Be Drug Free
- November: Violence Prevention — Stand Up for Peace and Safety
- December: HIV/AIDS Prevention — Be Responsible, Be Aware, Be Safe
- January: Healthy Friendships and Relationships
- February: Physical Activities Awareness
- March: Nutrition Awareness
- April: LGBTQ Pride Month (Lesbian, Gay, Bisexual, Transgender, and Questioning)
- May: Summer Health

Each month, an Asset Building focus is also featured.

**g) Activities & Athletics**

**Eligibility for Co-Curricular Activities**

For students in grades 6-12 to be eligible for co-curricular activities, students must maintain an overall grade point average of 2.00 (C) in all course work attempted. They must do so in the grading period prior to the start of their participation and during each grading period at the time of participation in the activities.

A co-curricular activity is defined as those which are not part of the regular school curriculum, do not offer credit, and do not take place during classroom time. The C average applies to all activities where an academic grade is not required. Students will be allowed to participate in activities such as band for which evening performances are required as part of the grade. (Resolution #73-10Sp1)

Co-curricular activities include afterschool band, choral, drama, yearbook, cheerleading, student government, journalism, all clubs, drill team, and drum corps.

**Athletic Eligibility Requirements**

A student must have an overall 2.0 (C) grade point average in the most recently concluded marking period in order to be eligible for interscholastic athletic participation. A student must also have been enrolled in a full-time academic course load in the previous marking period and be currently enrolled in a full-time academic course load in the current marking period.

Middle school and high school students must also meet the athletic eligibility requirements set out in their respective athletic manuals. High school students are governed by the California Interscholastic Federation (CIF), and must comply with all CIF regulations. Middle and high school students who transfer must meet the transfer requirements set out in their respective athletic manuals, and high school students must meet CIF transfer requirements (see also Student Transfers - Athletic Eligibility in the following section).

**Student Transfers - Athletic Eligibility**

High school students who transfer are ineligible for athletic participation at their new school for one calendar year after the date of entry at the new school. This one year of ineligibility may be waived if the student meets the exceptions established by the California Interscholastic Federation.

Middle school students who transfer are ineligible for athletic participation at their new school for one calendar year after the date of entry at the new school. Middle school students may gain an exception to this one year period of ineligibility where they transfer from a non-SFUSD school to an SFUSD school. Middle school students also may gain athletic eligibility after their first transfer from an SFUSD school to another SFUSD school. After this transfer, a student...
must demonstrate a personal safety issue, a verified family move, or another hardship reason for a transfer in order to be eligible for athletic participation. Students who receive a disciplinary transfer are ineligible for participation in District Athletic Programs for one calendar year after the date of entry at the new school. A foster child who changes residences pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850(a)(2)).

Fees and Deposits
No pupil enrolled in the San Francisco Unified School District shall be required to pay any fee or deposit not specifically authorized by law. Fees or deposits charged by student organizations in which the membership is entirely voluntary are in themselves voluntary assessments, and they shall not be the cause of denying any pupil the right to participate in any of the organized activities of the school. (Board Policy 5132.1)

h) Work Permits
Students ages 14 through 17 are required by law to possess a Work Permit in order to be employed. Work Permits for SFUSD students are issued by the Office of Pupil Services at 727 Golden Gate Avenue, Bungalow 1, 241-3030, 8:00 a.m. to 4:30 p.m.


Theatrical Permits for students working in the entertainment industry can be obtained at 455 Golden Gate Avenue, Bungalow 1 (415) 703-5300. To obtain a Work Permit, all four items below must be provided:

1. **Completed Application**: with parent/guardian’s signature at the bottom, and employer signature in the completed employer section.

2. **Social Security Card**: photocopy acceptable OR verification letter from Social Security Administration Office.

3. **Proof of Age**: birth certificate, passport, alien registration card, OR California Identification Card/ driver’s license.

4. **Proof of School Attendance**: current report card OR dated and signed verification letter with current grades on official school stationery from the school administrator.

Incomplete forms will not be processed. For individual applications, please allow 2-3 days to process. For large groups or organization applications, please allow 2 weeks to process. Persons 18 years of age, who have graduated from high school, or who have passed the California High School Proficiency Examination do not need Work Permits. Also, a student shall not be required to obtain a work permit if he/she is self-employed; is working at odd jobs such as yard work and babysitting in private homes where he/she is not regularly employed; is a self-employed news carrier delivering newspapers to consumers on a regular route; is employed by his/her parent/guardian in domestic labor on or in connection with premises the parent/guardian owns, operates, or controls; or is otherwise exempted by law.

PLEASE NOTE: Work permits are required, but they are a privilege, not a right. Students who are referred to the Student Attendance Review Board for poor attendance may have their permits withheld or revoked if attendance isn’t improved following SARB hearing. Information on federal and state labor laws for young workers is available online at: www.dir.ca.gov/dlse/DLSE-CL.htm (California Department of Industrial Relations).
4) Family and Community Engagement

SFUSD welcomes and encourages our students’ parents, guardians and caregivers to be directly involved in your children’s education. We know that families are the first and most influential teachers, and consistent family involvement helps all children to do better in school.

The District’s strategic plan identifies implementing SFUSD’s Family Engagement Standards as one of our six priorities to support student success. These standards aim to ensure that families are welcome in our schools, have the information they need to be partners in their children’s education, and are included in decision-making at their children’s schools. You can find these Standards on district’s website on the page for the Office of Family and Community Engagement.

Office of Family and Community Engagement: The Office of Family and Community Engagement provides guidance to school sites and District staff, to implement our Family Engagement Standards and facilitate partnerships with community-based organizations and agencies. Our office helps implement these programs and services:

- Family Liaisons working at 39 schools
- Professional learning workshops and PD Series for Family Liaisons, other District staff and community partners
- Leadership development opportunities, including workshops for School Site Council members, the annual Family Empowerment Conference, and School Planning summits
- Opportunities for families and community members to help shape District policy, through community meetings and online surveys
- Updating District systems for community agencies to provide services to students.

In addition to volunteering and participating at your school, there are many valuable ways to be involved and support your children’s education! To learn more, see the information below; speak with your school’s teachers, family liaison, parent leaders or principal; call the Office of Family and Community Engagement (415-241-6185); or visit us at www.sfusd.edu.

Office of Family Voice
555 Franklin St 1st Floor SF CA 94102
Contact: Ramon Martinez or Christina Mok
Phone: 415-241-6150 fax-415-241-6149 or email: martinezr@sfusd.edu & mokc@sfusd.edu

SFUSD’s Strategic Plan explicitly states as Goal 3 that we will hold ourselves accountable and “keep our promises to students and their families.” In an effort to enhance the process for families to ask questions and voice concerns, we established the: Office of Family Voice.

Parents and families should contact this office for the following:

- to report a concern about any district policy or procedure (e.g. placements, transfers, graduation requirements, A-G policy, budget allocations, etc.)
- to inquire about district procedures for disciplinary actions (e.g. suspensions, expulsions, etc.)
- to report a concern about an incident at a school
- to request an investigation or to file a formal complaint

Thank you for your support in encouraging your families to have their voices heard!

a) Parent Leadership Opportunities

We have ambitious goals for the public school students of San Francisco. We believe that the collective and collaborative work of all stakeholders will achieve academic success for all students. School Site Councils (SSCs) and parent/community advisory committees such as the School Advisory Committees (SACs) and English Learner Advisory Committees (ELACs) play a critical role in raising expectations for student achievement. SSCs, SACs, ELACs, and other parent/community groups bring diverse ideas to produce a more comprehensive shared plan for school improvement. The most effective councils and committees use data and direct experience with their schools to guide decision-making, make a concerted effort to achieve authentic participation of staff and families, work closely with their principals, seek consensus with the staff, develop innovative solutions that are monitored for effectiveness, and use policies and procedures that ensure common understanding and strong communication.

School Site Council: The School Site Council (SSC) represents the whole school community, including parents, teachers, the principal, other school staff, and (in secondary schools) students. California law requires that a School Site Council develop a “single plan for student achievement” if a school receives state or federal supplemental funding. Since all schools in SFUSD receive such funds, SSCs at every school in our district must approve the plan,
recommend it to the local governing board for approval, monitor its implementation, and evaluate the effectiveness of the planned activities at least annually.

SSC members are elected by their peers to represent all members of a school community. Their primary role is to guide the site planning process to ensure that the needs of all students are specifically addressed in the school's Balanced Score Card (SFUSD's current single plan for student achievement) and budget use of supplemental funding (e.g., Title I).

**School Advisory Committee**: Schools that receive state Economic Impact Aid-School Compensatory Education (EIA-SCE) funding must have an elected group of parents and staff representing students with high academic needs on a School Advisory Committee. The SAC may also include the principal, teachers, other staff, and/or community representatives elected by the parents of students identified as “educationally disadvantaged youth” per data indicating great academic need. The SAC provides advice to the principal and the SSC on how to address the needs of these students in the Balanced Score Card and the best use of EIA-SCE funding to aid students requiring academic assistance.

**English Learner Advisory Committee**: Schools with 21 or more English Learner (EL) students must hold an election voted by the parents of EL students to form an English Learner Advisory Committee (ELAC). The ELAC must include a percentage of parents of EL students equal to, or greater than, the percentage of EL students of the school population. Others on the ELAC may include the principal, teachers, other staff, and/or community representatives elected by the parents of EL students.

The ELAC is responsible for advising the principal and staff on how to address the issues of EL students in the Balanced Score Card. An ELAC should also advise the SSC on the best use of EIA-LEP (Limited English Proficient) and other targeted English Learner funds (e.g., English Language Acquisition Program funds), including the use of Title I funds in schools where applicable.

**District-level advisory committees**: The SF Board of Education creates advisory committees for the purpose of meeting legal requirements and/or for providing advice and involvement in matters of interest to the District.

Advisory committees in SFUSD have included the Bilingual Community Council (BCC), District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), Community Advisory Board for KALW, Community Advisory Council for PEEF (Public Education Enrichment Fund), Community Advisory Council for Special Education, Parent Advisory Council (PAC), and Student Advisory Council (SAC), among others. Please visit www.sfusd.edu for more information.

**b) Parent Rights**

Under state law, parents/guardians of enrolled students have the right to be included in the educational process and to have access to the system on behalf of their children.

These rights are outlined in the Education Code, Chapter 864, Statutes of 1998, and include: Classroom observing; Teacher conferencing; Volunteering; Student attendance; Student testing; School selection; Safe school environment; Curriculum materials; Student academic progress; Student records; Standards; School rules; Psychological testing; Councils and committees; Policy development.

The Family-School Partnership Act is a law that allows parents, grandparents, and guardians to take time off from work from some employers to participate in their children's school or childcare activities. More information about Parents’ Rights can be found at www.sfusd.edu and www.cde.ca.gov/ls/pt/pf/.

**School Accountability Report Cards**

The SARC is a state mandated document. Its purpose is to inform parents of California public school children about the make-up of their children's schools and the school's rank on California's annual Academic Performance Index (API). The Comprehensive School Safety Plan, including a description of its key elements, is included as part of the SARC. SARCs are also available online at www.sfusd.edu. If you should need a written copy of a SARC, you can obtain one from your school principal or contact the Research, Planning and Accountability Department at (415) 241-6454.

**c) Volunteers and Visitors**

All visitors to a school, including parents, must sign in at the main office and receive proper authorization to be in the school. Visitors may be asked by the school site staff to display their passes as requested.

The school site principal has the authority to prohibit conduct or activity that may interfere with student safety, interfere with instruction, or otherwise disrupt normal school activities. The following types of restrictions shall apply to minimize disruptions and safety concerns at school sites. However, this list is not exhaustive and the principal may develop additional reasonable restrictions:

1. Visitors should make advance arrangements to meet with school staff to minimize the interruption of instructional time and work responsibilities. UESF Teachers Contract Section 14.2.5 requires 24 hours advance notice.
prior to a classroom observation unless agreed to otherwise by both parties.

2. School and classroom observations must be limited to 30 minutes to avoid disruption (including observations by parents or parent-invited assessors), unless alternative arrangements have been made. Note that all non-parent observers must be accompanied by school staff for observations and this must be pre-arranged.

3. Students visiting another school must have prior authorization from the home school principal as well as the site principal before entering the school site during school hours.

4. Dogs or other pets are not permitted on campus. This restriction does not apply to service animals.

The school site administrator/principal may deny or withdraw access to the school if the visitor willfully disrupts the orderly operation of the school; commits an act likely to interfere with the peaceful conduct of school activities; or reasonably appears to have entered the school for the purpose of committing any such act. (Penal Code 626.4, 626.7)

No electronic listening or recording device may be used in a classroom without the prior consent of the teacher and principal of the school, given to promote an educational purpose. This prohibition applies to all persons, including students.

d) Special Education

SFUSD Department of Special Education offers assessment for students suspected of having a disability and provides services for those students identified as individuals with exceptional needs. This includes Early Intervention Services for infants and toddlers, pre-school for students starting at age three, services for school age children in grades K-12, and transition services for eligible students up to age 22.

Problem Solving

Federal and state laws provide several mechanisms for resolving issues with the local school district. You can find these on the Notice of Procedural Safeguards and Parents Rights provided at your Individualized Educational Plan (IEP) meeting. To obtain more information about dispute resolution, including how to file a complaint, contact the California Department of Education (CDE), Special Education Division, Procedural Safeguards Referral Service, by telephone at (800) 926-0648; by fax at 916-327-3704; or by visiting the CDE Web site at www.cde.ca.gov/sp/se.

While the law establishes formal methods for dispute resolution, SFUSD has established a system of internal, less formal resolution, which you are encouraged to use whenever you believe a problem is developing.

Here are some suggestions:

1. **Discuss the problem with your child’s classroom teacher and/or other school staff member who knows your child’s needs.** This can include your child’s resource teacher, counselor, hearing or language specialist, or other specialist helping your child. You may also speak with the special education program content specialist assigned to your school.

2. **Review your child’s IEP and determine if the plan is being implemented or if it should be revised.** Does it need to change to meet any changing needs of your child? You may request a review of the IEP at any time in writing. A meeting must be held within 30 days of your request, not counting days between regular school sessions or vacation days in excess of five school days.

3. **If there is no resolution, discuss the problem with the school principal.** Your principal may ask the assistant principal with responsibility for special education to help. You may also contact Special Education at 759-2222 or the appropriate Assistant Superintendent.

Special Education Complaints - Any parent, citizen, or organization may use the complaint process when there is a belief that the District is not following special education laws or regulations.

The Uniform Compliance Complaint – This is a formal complaint that is filed with the Uniform Complaint Compliance Officer, Office of Equity, 555 Franklin St, Room 306, San Francisco, CA 94102. Information can be obtained by calling the Office of Equity at 415-355-7334. More detailed information about this process is provided in the Complaint Procedures Section of this Handbook.
**e) Free Translation & Interpretation Services**

Parents/guardians may request free individual translation or interpretation services at their school and/or a District department. To request services, fill out the Primary Language Assistance Request forms (pages 123-125 in this Handbook).

The forms can be completed in your home language and you must return the completed form to your child’s teacher or school staff.

If you have a complaint about translation/interpretation services, you may complete a complaint form in your home language and return it to your child’s school.

All of these forms can be obtained at school sites, SFUSD Central Office, Student, Family & Community Support Department, on the “Free Translation and Interpretation Services” section of www.sfusd.edu, or on page 124 of this Handbook. For more information or assistance, please leave a message at (415) 522-7343.

Non-District qualified interpreters (including students and other children) may not be used for interpretation, except in emergency situations.

**f) School Loop**

School Loop is an easy-to-use web-based tool for communication between parents and teachers. It gives parents and students online access to assignments, grades, lesson plans, and attendance.

Parents/caregivers can use School Loop to:
- Email their student’s teachers
- View progress reports and grades
- Follow school and class news
- Post news, events, and discussions
- Keep track of assignments and upcoming tests
- Receive email alerts about assignments and tests (information about assignments and tests may also be available via a phone messaging system, TeleParent, in up to 22 different languages)

**How many schools are using School Loop?**

School Loop is available to all schools. Individual teachers have the option to use School Loop for their classes. When parents register in School Loop, they will be able to see which of their student’s classes are online.

**How do I access School Loop?**

Step 1: Go to http://www.sfusd.edu/.

Step 2: Click the “School Loop” button at the top of the page.

Step 3: Find your child’s school and click the link.
g) National School Lunch, Breakfast and Supper Program

SFUSD provides healthy lunches for students every day. All schools also offer a healthy breakfast. Your children may be eligible to receive these meals for free or a reduced price.

Application for Free & Reduced Price Meals

Now Apply Online:
https://schoolmealapp.sfusd.edu

Applications are available in multiple languages. If applying online, do not fill out a paper application. Every year, parents/caregivers must complete an application form to sign up their students.

A paper “Application for Free and Reduced Price Meals” form is distributed to all students at the beginning of each school year, and can be obtained at any school site. Please complete and return the form promptly every year. Meal Application Forms are accepted year round but the sooner you get your form in, the more funding SFUSD will receive.

All Families Should Fill Out a Meal Application Form Every Year

SFUSD requests that all families complete the Meal Application Form, even if you do not qualify for free meals or if you do not plan to eat the cafeteria food.

Even if your child does not plan to eat a cafeteria breakfast or lunch, you can still help SFUSD. Please fill in your child’s first and last name, school, and simply check the box “No, we do not want to apply for meal benefits” box.

School funding is directly related to the total number of Meal Application Forms approved at each school.

More Forms Completed = More School Funding

How does a completed Meal Application Form help my family?

Helping Children – A hungry child cannot learn! Kids who eat a healthy breakfast and lunch can concentrate better, work faster, and score higher on tests.

Helping Parents – A completed Meal Application Form is needed to qualify for a Free or Reduced price school breakfast and lunch.

School Breakfast and Lunch offer nutritionally balanced meals at an affordable price. Research shows that skipping meals can lead to over-eating and obesity.

How does a completed Meal Application Form help my school?

More Money! School funding from the federal government (Local Control Funding Formula, Title 1, E-Rate), city/county, and private grants are based on the total number of Meal Application Forms we approved.

Better Quality Meals! The more forms we approve, the better quality meals we can offer.

Is the Meal Application Form Confidential?

YES! The Meal Application form is absolutely confidential and is not shared with ICE or any outside agency. The Meal Application Forms are processed and filed at SFUSD Student Nutrition Services only.

What if we are not citizens or legal U.S. residents?

Free and reduced price meals are available for all children regardless of their citizenship status. If you do not have a Social Security Number, simply write “none” in that space.

Eligibility During First 30 Days of School

From August 17 to September 24, SFUSD Student Nutrition Services is required by state & federal law to use the student’s eligibility status as of June 30, 2015 (the end of the last school year). Therefore, if a student was not eligible for a free or reduced price meal at the end of last year, that student must pay for meals during these first 30 days or until a new application has been processed and approved as eligible.

Additionally, after September 24, SFUSD Student Nutrition Services will set all students who have not submitted a 2015-2016 Meal Application Form (or have not been qualified as eligible through Direct Certification) to a Full Pay/Paid status.

All students should turn in a meal application before September 11 to ensure the prior year’s eligibility status is not interrupted.

Meal Pricing for 2015-2016

<table>
<thead>
<tr>
<th>Grades K-12</th>
<th>Regular Price</th>
<th>Free &amp; Reduced Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>$1.50</td>
<td>$0.00</td>
</tr>
<tr>
<td>Lunch</td>
<td>$3.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

Student Meal Accounts & Charging of Meals

Families must not assume they qualify for free meals until they receive a Notification of Eligibility letter stating so for the new school year.

The San Francisco Board of Education recognizes that on emergency occasion, students may forget to bring meal money to school. To ensure that students do not go hungry, but also to promote responsible student behavior and minimize the fiscal burden to SFUSD,
the Board will allow students to "charge" the cost of meals, of which will be paid back at a later date subject to the terms of this policy.

District meal charge system goals are:
- To treat all students with dignity and respect;
- To maintain a positive experience for your child during meal service;
- To establish practices that are age appropriate;
- To promote parents' responsibility for meal payments and self-responsibility of the student;
- To ensure no student is sent away hungry.

Payment in advance for meals enables SFUSD to achieve these goals. See below for pre-payment options.

Below are the notification steps Student Nutrition Services will take to alert students and families money is owed:

After a family's Meal Application has been processed, Notification of Eligibility Letters are sent home to each student indicating if eligible for free meals.

If the family receives a Notification of Eligibility Letter and believes the result is not correct, the family must contact Student Nutrition Services immediately. The family is responsible for paying any meal charges.

For non-eligible families, prepayment of meals is encouraged.

Families can register online at www.MyPaymentsPlus.com and receive email notifications for low or negative balances.

If a student accrues a negative balance, a bill will be sent home indicating the amount owed.

Prepaid Student Meals (Mypaymentsplus.com)

To make meal times more efficient for students and cafeteria staff, and also easier for parents to manage, SFUSD has a payment system that allows students to access their prepaid accounts in the cafeteria and serving counters.

Prepay Online: If you would like to use a credit card, debit card, or electronic check, pay online at www.mypaymentsplus.com. Parents can track their child’s account balances and get low balance notifications by e-mail. To create a new account, you must have your child’s student ID number, which can be found on a previous report card or on the class schedule (middle and high schools), which is issued to your child on the first day of school. For elementary schools, please contact your school’s office if you don’t have a report card handy.

Prepay At School: If you prefer to pay in cash or by check, submit payment directly to the cafeteria manager. There are no fees to pay directly. For convenience and efficiency, we encourage payments monthly, every other week, or once a week. Make checks payable to SFUSD Student Nutrition Services and remember to include your child’s name and school. Families may also pay by mailing a check to our office: 841 Ellis St., San Francisco, CA 94109.

View What Your Child Is Eating! Additional Features Available Free Online! View your student’s purchase history to see if they ate breakfast and lunch.

For help with MyPaymentsPlus
Parent Support Hotline: 1-877-237-0946
www.mypaymentsplus.com

Visit Student Nutrition Services on the SFUSD website for the full documents and policies outlined above. For more information, please call Student Nutrition Services at 749-3604 or email schoollunch@sfusd.edu.
**FREQUENTLY ASKED QUESTIONS ABOUT THE MEAL APPLICATION PROCESS**

**What does a completed Meal Application Form mean to SFUSD?**

It means children receive two or three nutritionally balanced meals, which allows them to learn better, work faster, and score higher on tests. It also means our schools qualify for much needed Grant Funding, which is directly related to the percentage of applications returned from qualifying students.

**Should everyone fill out a Meal Application Form?**

Yes!* In addition to the nutritional benefits of the Meal Program, the School District relies on the total percentage of free, reduced and paid applications collected to qualify for additional grant funding to be re-invested into our schools. Our schools need the funding!

**Why do I have to complete the same form every year?**

Currently, Federal Law requires the district to re-certify all students for the School Meals Program each year. Even if you qualified last year for a free lunch, the district will not receive reimbursements for your child if you do not fill out a new application this year.

**Do I have to complete the entire form if I know we do not qualify or if we aren’t interested?**

NO!* If you do not want to apply for the School Meals Program, you can still help SFUSD by filling in your child’s FIRST and LAST NAME, SCHOOL and check the box “We DO NOT want to apply for meal benefits”.

**Do non-citizens/non-residents qualify for school meal programs?**

Yes! Since the School Meals Program is an entitlement program, all children in the United States, regardless of their citizenship status, may receive a meal at no cost or at an affordable price. Information on the Meal Application Form is confidential and is not shared with ICE or any outside agency. If you do not have a social security number, simply write “none” in that space.

**Do I have to fill out an application if we already qualify for food stamps or other public assistance?**

NO!* Every year SFUSD receives a file from the Department of Human Services identifying those families qualified for food stamps or another public assistance program. All children identified in that file are categorically “Free.”

**What if I don’t want others to know my child receives free meals?**

We are requesting applications from ALL students, qualifying or not, so returning the application won’t identify your child as receiving a free lunch. The District does NOT single out or publicly identify children who qualify for School Meal Programs.

Support SFUSD Schools!
Please complete and return a Meal Application Form every year! Our students need the support!

* A completed Meal Application Form is preferred but not mandatory.
h) Resources for Families & Students – Health, Wellness, Academic Success

Families can find a wealth of resources at SFUSD schools to support their children’s health, development, safety, and academic success.

By helping children improve their health and wellness, we create strong learners who attend school regularly and succeed in and out of the classroom.

At your child’s school, families can contact the School Social Worker, School District Nurse, or Wellness Program for more information about health programs.

Families can also contact SFUSD Student, Family & Community Support Department, Office of School Health Programs, directly at 242-2615 or www.healthiersf.org for more information. You will be connected to the right staff member to answer your questions.

Many of these resources are listed below.

Nutrition and Physical Activity Resources

Wellness Policy

SFUSD has banned the sale of soda and unhealthy snack foods at all school sites. The SFUSD Wellness Policy requires that all food sold and offered during the school day meet nutritional standards.

This policy pays attention to nutrition in many aspects of school life—from parties to bake sales to vending machines.

The SFUSD Wellness Policy includes:

- nutrition guidelines for all foods available on the school campus during the school day;
- guidelines for fundraising/food sales on campus;
- nutrition guidelines for foods in classroom celebrations, rewards, and projects;
- goals for nutrition education, physical activity, and other activities to promote student wellness.

The SFUSD Wellness Policy was created by the SFUSD Food and Fitness Advisory Committee, to address the Board of Education Resolution No. 211-12A8 (Healthy School Nutrition and Physical Exercise Policy for San Francisco Unified School District, January 14, 2003) and the Child Nutrition Reauthorization Act of 2004 (Public Law 108-265, June 30, 2004). This committee is composed of SFUSD parents, nurses, staff, administration and students, community based organizations, public health personnel, and healthcare professionals.

For further information, please visit www.healthiersf.org.

Physical Education Policy

All students in grades K-9 participate in physical education (PE) classes. SFUSD policy and the California Education Code require:

California Education Code section 51210(g) requires that all students in grades 1 through 6 receive a minimum of 200 minutes of Physical Education instruction every ten days—that is, 100 minutes per week—in addition to their recess and lunch periods. The San Francisco Unified School District is committed to assuring that all students receive the required minutes of Physical Education instruction.

Every elementary school class in the District has established a Physical Education schedule, showing the days, times, and duration of PE instruction each week. Copies of those PE schedules are available in each class, and in the school office.

If you would like a copy of the PE schedule, please contact your child’s principal. If you have questions or concerns about your child’s PE schedule or instruction, please talk with the child’s teacher or principal. If you are not satisfied with the information the teacher or principal are able to provide please feel free to contact: the Director of the Office of Equity at 415-355-7334.

For middle school students: 400 minutes of PE every 10 days (e.g., 40 minutes every day).

For high school students: All 9th grade students are required to take PE, and all students must participate in a total of 2 years of PE with 400 minutes every 10 days.

Physical Activities in ExCEL After School Programs

Recreation is a required component of all ExCEL after school programs. Students participate in at least 40 minutes per week of structured physical activities (e.g., 20 minutes twice per week, or a shorter activity every day). These activities include team sports (soccer, basketball, and volleyball) as well as individual exercises (dance, yoga, martial arts).

Positive Alternatives (Middle Schools)

Most SFUSD middle schools have a Positive Alternatives program. Backpacking, ropes courses, and sailing trips are provided as a special opportunity for students as a positive alternative to risky behaviors.

Healthy School Environment Resources

Support Services for LGBTQ Youth

To create a safe environment for LGBTQ (lesbian, gay, bisexual, transgender, and questioning) youth and families, every SFUSD middle and high school has a LGBTQ Support Liaison. Every elementary school’s Health Advocate also brings supportive programs into their school.

LGBTQ-inclusive curriculum is mandated K-12, per the Board of Education and FAIR Education Act. Lessons
and resources can be found at www.healthiersf.org/LGBTQ

Transgender Youth
The District implements a non-discrimination policy that enforces transgender students’ rights to be addressed by a name and pronoun corresponding to their gender identity as expressed by the student; to have access to the restroom, locker room or other facilities consistent with their gender identity as expressed by the student; to participate in the dress code, gym class, athletics, competitions or any other circumstances where students are separated by gender in school activities or programs (i.e., class discussions, field trips) in accordance with their gender identity as expressed by the student. For the full text of the regulation, visit: http://www.healthiersf.org/LGBTQ/GetTheFacts/poli-transgender.html. Call School Health Programs at 415 242-2615 if there are further questions.

Violence-Prevention Education and Events
Every SFUSD student participates in classroom lessons that teach the skills to resolve conflicts and avoid fights. All schools also conduct health awareness events that promote safety: Safety and Violence Prevention Month, Increase the Peace events, and LGBTQ Pride Month.

SFUSD supports schools by providing a research-based violence prevention curriculum, staff training, and materials for educational bulletin boards, poster contests, videos, and theater presentations.

Anti-Slur Policy
SFUSD has a formal Anti-Slur Policy (Policy P5162): “Students should treat all persons equally and respectfully and refrain from the willful or negligent use of slurs against any person on the basis of race, color, creed, national origin, ancestry, sex, sexual orientation, gender identity, or disability.”

Consequences for slurring others include suspension, detention, and community service.

Student Mentor Program
The SFUSD Student Mentor Program (Mentoring for Success) matches children with caring adult mentors at school. The program focuses on children with academic and behavioral needs. A stable relationship with a caring adult can help children build personal and social skills and avoid risky behaviors.

Mentors include school staff such as teachers, counselors, and principals. Each child meets with his or her mentor at least once per week, for 30 to 60 minutes.

Health Services
School District Nurses and Nurse of the Day
School District Nurses are trained to recognize and respond to a wide range of health and behavioral concerns that may affect a child’s academic achievement and attendance.

Some SFUSD schools have an on-site School District Nurse, two to five days per week, to provide students and families with direct services and linkages to community health services and programs.

All schools have access to the Nurse of the Day, a School District Nurse who is available by phone from 8:30am to 4:30pm to address health and behavioral questions.

Wellness Programs (High Schools)
SFUSD sponsors Wellness Programs with health and mental health services on-site at most high schools. The Wellness Programs include mental health and substance abuse counselors, social workers, school district nurses, and other support staff.

School Health Center (for ages 5 to 11)
The SFUSD School Health Center provides comprehensive screenings to elementary school students for problems that may be interfering with their learning. Preschool and elementary school students may also be eligible for free physical exams and immunizations. To be eligible, children must qualify for Medi-Cal or Healthy Kids insurance, or have a family income in the low to moderate range. Children with private insurance are not eligible for physical exams or immunizations. Services are provided by appointment. Call 242-2615 and ask to schedule an appointment for the School Health Center.

Tools for Schools (Elementary Schools)
SFUSD assists elementary schools in improving their indoor air quality in order to reduce asthma and other health problems. The Tools for Schools program assists school staff in conducting inspections at school sites to identify environmental issues that may contribute to respiratory problems. Appropriate district staff are contacted to correct the identified problems.

Tobacco-Free Campus
The San Francisco Unified School District requires its campuses to be tobacco-free. SFUSD prohibits the use of tobacco products, any time, in district-owned or leased buildings, on district property and in district vehicles.

Smoking Cessation (High Schools)
Students who smoke (and who are ready to quit) can enroll in an on-site diversion and cessation program in every SFUSD high school.
Counseling, Psychological & Social Services

Counseling and Support Groups

SFUSD School Social Workers, School Nurses, and Wellness Programs provide counseling and student support groups for children and youth who are having trouble with depression, anxiety, grief, or other risk factors for violence and/or substance use.

School Social Workers (SSWs) (Elementary and Middle Schools)

School social workers, counselors with a PPS credential, and/or and licensed mental health professionals help children and youth who are having trouble with depression, anxiety, grief, and other emotional or behavioral issues. They conduct support groups for students, and provide outreach to families and the community.

SSWs also provide a mental health perspective to other school staff to help assess the school’s learning environment and design behavior plans.

Professional School Counselors

School Counselors are employed in elementary, middle and high school settings. School Counselors assist students to be successful academically, vocationally, and personally.

They are specialists in human behavior and relationships who provide assistance to students through counseling (individual and group); large group guidance; consultation; and coordination.

Elementary Advisors (Elementary Schools)

Elementary Advisors are assigned to STAR sites to improve attendance issues and overall student/caregiver success.

Collaborative Care Teams

For students with academic, behavior, attendance, or health concerns, three collaborative “care teams” work at every SFUSD school to provide early identification, referrals, and follow-up.

Student Success Team (SST): An individualized SST is formed for students with academic, behavior, attendance, or health concerns. The SST includes the student’s parents/caregivers along with school staff and support services providers, to ensure that the family’s perspective is included when creating academic and behavior plans.

Student Assistance Program (SAP): Every school has an SAP, a group of school staff and support services providers who meet regularly to address the needs of students with academic, behavior, attendance, and health concerns. Members include the school dean, counselor, LSP, teachers, and School District Nurse, as well as other providers such as nonprofit mental health counselors or county social workers.

Student Attendance Review Team (SART): Services for truant students and their families may include on-site counseling services, adult mentors, truancy workshops, and referrals to appropriate support agencies.

Emergency/Crisis Response Team

SFUSD helps every school form a team ready to respond to emergencies and crises. SFUSD Student, Family & Community Support Department provides team manuals and annual trainings, plus support as needed when responding to on-site crises.
Health Insurance Options

You may contact your school social worker, school district nurse, or high school Wellness Program for help connecting with community health services and health insurance, including Medi-Cal (information in this section is gathered from SF Human Services Agency (for more information, visit http://www.sfhsa.org/102.htm), and the SF Mayor’s Office (http://sfmayor.org/index.aspx?page=961).

Students and their families may qualify for free or lower cost health insurance due to The Affordable Care Act. Enroll now online at www.CoveredCA.com.

For one-on-one assistance, call Covered CA at (800) 300-1506. M-F 8am-9pm, Sat., 8am-6pm or visit SF BenefitsNet at 1440 Harrison St., SF, CA, Mon-Fri, 8am-5pm.

Helpful Links:

San Francisco Department of Public Health (SFDPH)
Website: http://www.sfdph.org/dph/
Application for medical, food, and cash assistance Website: https://www.mybenefitscalwin.org/

No Insurance?

Healthy San Francisco
Healthy San Francisco is a program for those 18-64 designed to make health care services available and affordable to uninsured San Francisco residents who are not eligible for Covered California or Medi-Cal.
Website: http://www.healthysanfrancisco.org/
Phone Number: 415-615-4588

The Community Health Network (CHN)
The San Francisco CHN encompasses a wide array of services across a continuum of care. You do not have to have insurance for some of these services. Major service components include primary care (provided at sites throughout the City), specialty care, acute care, home care, long-term care, and emergency care. If you need a TB shot or child’s physical, visit one of the city’s Health Centers for free or low cost care. Call SF General Hospital at 415-206-8000 for inquiries about any medical situation.

You can also call 311 from within the 415 area code to speak with the San Francisco’s customer service center to locate the health center nearest you.
5) Attendance Guidelines

a) Introduction
California law requires that children between the ages of 6 and 18 attend school every day. While the law does not currently apply to children below the age of six, research shows that early education (pre-school and kindergarten) are essential for future academic success. It is the parent/caregiver’s responsibility to ensure that his/her child gets to school every day.

For support in keeping your child in school, or if you have any questions about District Attendance Policy, please call Pupil Services at: 241-3030, or visit www.healthiersf.org.

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Tips for Parents/Caregivers: Getting to School on Time

Make sure your child goes to bed early and gets a good night’s sleep.

Develop a morning routine (get dressed, eat breakfast, brush teeth) and stick with it.

Talk with your child about the importance of attending school every day for academic success.

Arrange a time every night without interruptions for your child to do homework.

Regular Attendance is Essential!
National and local research has shown that students with frequent absences, whether excused or unexcused, have lower literacy levels, lower grades and higher drop-out rates than students who attend school regularly.

In 2010 the San Francisco Board of Education passed Resolution No. 106-8A2, “Early Chronic School Absence Prevention”, to address the need for improved attendance at elementary school, particularly in the early grades (K-3). Absence in excess of 10% or more days of school, whether those absences are excused or unexcused, will be considered Chronic Absence. Parents will receive official notification of excessive excused absences. School and District staff will work with all parents to achieve satisfactory attendance, which is missing 5% or less of school in an academic year.

b) What Parents/Caregivers Should Do When a Student Will Be Absent

If a student will remain at home, the parent/guardian/caregiver must do one of the following:

1. Call the attendance clerk at the school on the day of the absence. Identify yourself as the parent/guardian/caregiver of your student. Give the reason for the absence and the anticipated dates of absences.
2. Write a note to the principal and send it with the student when he/she returns to school. The note should include the student’s name, the date of the absences, the reason for the absence, the signature of a parent/caregiver, and the date. Notes seeking to have an absence excused should be submitted to the school within 72 hours (3 days) of the absence.

If the parent/caregiver does not do one of the above, the student will receive an Unexcused Absence.

c) Excused and Unexcused Absences

Valid Excused Absences

Absences excused by State law
Verification of student absences is accepted only from parents/guardians/caregivers, or the student if s/he is 18 years old or older.

State Education Code 48205 states that a pupil shall be excused from school when the absence is:

(1) Due to his or her illness.
(2) Due to quarantine under the direction of a county or city health officer.
(3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.
(4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
(5) For the purpose of jury duty in the manner provided for by law.
(6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
(7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, or a visit to a college or university, when the pupil’s absence
has been requested in writing by the parent or guardian and approved in advance by the principal or a designated representative pursuant to uniform standards established by the governing board.

(8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

(9) For the purpose of spending time with a member of the pupil’s immediate family, who is an active duty member of the uniformed services, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

In our effort to promote satisfactory attendance, parents may receive calls after any absence, and can expect calls or written notification if "excused" absences become in excess of 10% of the school days

Make-Up Work
A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit. The teacher of any class from which a pupil is absent shall determine the tests and assignments which shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

Make-up work submitted within the school’s specific time limits for excused absences will be corrected and graded and will receive credit. It is the responsibility of the student’s parent/guardian to request, pick up, and return said assignments to the school/teacher.

In the event of excessive excused absences or tardies (in excess of 10%) the administrator may request medical verification of the need for absence.

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

Unexcused Absences

Definition of Unexcused Absence: Missing a full day of school or being tardy or absent for 30 minutes or more without a valid excuse. It should be noted that being tardy in any amount of minutes beyond the bell is unacceptable and may result in loss of some school privileges or eligibility for attendance incentive recognitions.

Unexcused Absences Include:
1. Missing class or school without an excused or approved reason, whether the absence is student or parent/guardian care-initiated (e.g., for childcare or household shopping).
2. Absences for which advance approval is necessary and was not obtained before the absence.

When a student has 3 unexcused absences, SFUSD sends the parent/guardian a letter informing them that the student has been classified as a truant.

The school may request a meeting with the student and parent to agree on action steps.

Definitions of Truancy

Legal Truant: A student who has three full-day unexcused absences in a school year, or three unexcused tardies or absences of 30 minutes or more in a school year, or any combination thereof. Patterns of habitual tardiness (more than 10 days) may, in combination with other unexcused absences, form the basis for a referral to the School Attendance Review Board (SARB).

Habitual Truant: A student who has been reported as truant on three or more occasions in the same school year; provided that the District has made a conscientious effort to hold at least one conference with the parent/guardian and pupil after filing the truancy reports described below.

Chronic Truant: A student who has been absent from school without a valid excuse for 10% or more of the school days in one school year, from the date of enrollment to the current date.

d) What Happens if a Student has Many Unexcused Absences?
(State Education Code 48260.5)

If a student has unexcused absences, the school will send letters home, call the student’s home, and request meetings with the parent/guardian to develop an action plan and identify any support services the family needs to help the student get to school. Here is what families can expect after an unexcused absence (please see the Flow Chart on page 36 for complete detail):

After the 1st and 2nd unexcused absences, the school will call the student’s home.

After 3 unexcused absences (as defined above), the District will send the student’s parent/caregiver a “1st Declaration of Legal Truant” letter and call home.

The school may request a meeting with the parent/guardian to agree on an Attendance Contract
and identify any support the family needs to improve attendance.

If the **unexcused absences continue** during the same school year, the District will send the student’s parent/caregiver a “2nd Declaration of Legal Truant” letter. The school will refer the student to the Student Success Team (SST) and continue to offer support the family may need.

If the unexcused absences continue during the same school year, the student will be classified as a Habitual Truant. Habitual Truants or students with irregular attendance (per State Education Code 48263) may be referred to the **School Attendance Review Board (SARB)**. See below.

Students who continue to have unexcused absences during the same school year may be referred to the **District Attorney’s office** to be prosecuted for violation of California’s Compulsory Education law (Penal Code Section 272, Education Code Section 48293). See below.

Penal Code Sec. 270.1 makes it a misdemeanor for parents of students age 6 or over in kindergarten through grade 8, to not send their child to school on a regular basis.

**e) District Attorney Mediation Workshops**

If unexcused absences continue, the student’s parent/guardian may be asked to attend a “District Attorney Mediation” group workshop after school at their child’s school. Parents/guardians will usually receive this notice addressed from the District Attorney’s office.

This one-hour workshop/assembly helps parents/guardians understand the legal consequences of truancy and offers many type of support from schools and community resources. The goal of the meeting is to improve your child’s attendance.

After hearing from a representative of the District Attorney’s office about compulsory education laws, parents will hear from community-based organizations, the school principal, and other members of the counseling and student support services staff. Many schools will also hand out current attendance records so parents may identify patterns. Finally, many schools will ask parents/guardians and students to sign a school attendance review team contract to make a commitment to return to school every day, on time.

This workshop is an excellent opportunity to avoid court proceedings and get some real and sustained help to improve your child’s school attendance.

**f) School Attendance Review Board (SARB)**

**What is SARB?**

SFUSD School Attendance Review Board (SARB) is comprised of representatives from the school district, District Attorney, social services, probation, law enforcement, and other community agencies and individuals. SARB meets with students and families to collaboratively identify persistent attendance issues, and to develop solutions to resolve these issues.

**When are students referred to SARB?**

Students referred to SARB have been identified as Habitual Truants (reported as truant 3 or more times in the school year) or are irregular in attendance (per State Education Code 48263). This may include students with chronic excused absences.

Before referring a student to SARB, the school will help the student and family to remedy his/her attendance issues. Resources may include counseling, mentoring, tutoring, after school program referral, behavioral support, Wellness Program referral, DA Mediation workshop/assembly, and home visits. The school’s Student Assistance Program (SAP), Student Success Team (SST), and Student Attendance Review Team (SART) will reach out to the student and parent/guardian to offer support.

**What happens at the SARB?**

SARB works to address the needs of the student and the family so the student can attend and be successful at school.

At a meeting with the SARB, the student, his/her parent/guardians, and school representatives will collaboratively identify solutions and resources for resolving the issues that are affecting the student’s attendance.

**What happens if the student or parent fails to respond to SARB interventions?**

Parents/guardians who fail to attend or fail to follow SARB directives may be guilty of an infraction and referred to the District Attorney (DA) for prosecution. See below.

Students who fail to follow SARB directives may be referred to the DA, have their driver’s license or driver’s permit suspended or withheld until age 21, or have their work permit revoked. See below.

**g) District Attorney Referrals**

Parents/guardians and students who fail to follow SARB directives or attend SARB meetings may be referred to the District Attorney’s office to be prosecuted for violation of California’s Compulsory Education law (Penal Code Section 272, Education Code Section 48293). The California Education and
Penal codes provide for serious consequences if convicted. A violation of Penal Code 272 is a misdemeanor and can result in up to a year in county jail and/or a fine of up to $2,500 for contributing to the delinquency of a minor.

A violation of Education Code 48293 is an infraction and provides for fines of up to $500.

**h) San Francisco Truancy Assessment Resource Center (SF TARC)**

The San Francisco Truancy Assessment Resource Center (SF TARC) is a citywide one-stop location allowing police to connect truant youth to SFUSD and community-based organizations.

SF TARC is primarily a collaboration between SFUSD, Urban Services YMCA, Huckleberry Youth Programs, SF Juvenile Probation Department, SF Police Department, and the SF Department of Children, Youth, and Their Families. This innovative public/private partnership provides resources to specifically target young people who are habitually or chronically absent from school.

SF TARC, staffed by an SFUSD Counselor and Urban Services YMCA Case Managers, assesses referred youth to determine the best next steps to reengage the student and family into the educational process, and to connect the student and family with services in the community. For more information, call TARC at: 437-1700, or Pupil Services at: 241-3030.

**i) Attendance Policies**

The SF Board of Education has established the following policies:

**Board Policy P5113**

A. Students shall attend school regularly and punctually.

B. Students shall not leave school premises during school hours without prior authorization from their parent/guardian/caregiver and consent of the principal by obtaining a Permit to Leave form from the office.

**SF Board of Education Resolution No. 106-8A2, “Early Chronic School Absence Prevention”,**

Absence in excess of 10% or more days of school, whether those absences are excused or unexcused, will be considered Chronic Absence. School and District staff will work with all parents to achieve satisfactory attendance, which is missing 5% or less of school in an academic year.

The legislature of the State of California has established that it is the parent/guardian/caregiver’s legal responsibility to ensure that his/her child/children attend school. Further, it has authorized penalties which may be assessed against the parent/guardian/caregiver for failure to do so.

The California Education Code requires student attendance as follows:

**Ages 6 to 15:** Students must attend school full time.

**Ages 16 and 17:** Students must attend regular school, continuation high school or a District alternative program.

**Ages 18 and over**: No student shall be automatically dropped because he/she has reached the age of 18, and, for reasons other than the student’s fault, has not completed a full course of study. (Board Resolution #011-25A6)

Upon reaching 18 years of age, a pupil who has a record of unsatisfactory scholarship, citizenship, or attendance may be discontinued from school by the site principal after a parent/student conference has been held.

**Special Education Students** may stay in school through their 21st birthday, in order to complete their course of study for a diploma or a document of educational achievement.

Attendance is the means by which the State of California pays the school district for the education of students. Each day a child comes to school, the school district receives revenue. If a student is absent for any reason, the school district does not receive any money.
SFUSD Flow Chart of

School-Based Truancy Interventions

<table>
<thead>
<tr>
<th>Number of Unexcused Absences</th>
<th>Required and Suggested Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Unexcused Absence</td>
<td>- Call the student’s home (personally or auto-dialer). REQUIRED</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Unexcused Absence</td>
<td>- Call the student’s home (personally or auto-dialer). REQUIRED</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Unexcused Absence</td>
<td>- Send the 1&lt;sup&gt;st&lt;/sup&gt; Notification of Truancy letter to parent/guardian. REQUIRED</td>
</tr>
<tr>
<td></td>
<td>- Call the student’s home personally. Attempt to reach a parent/guardian at all available numbers.</td>
</tr>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt; Unexcused Absence</td>
<td>- Send the 2&lt;sup&gt;nd&lt;/sup&gt; Notification of Truancy letter to parent/guardian. REQUIRED</td>
</tr>
<tr>
<td></td>
<td>- Call the student’s home personally. Attempt to reach a parent/guardian at all available numbers.</td>
</tr>
<tr>
<td></td>
<td>- Refer the student to Student Success Team (SST) School Attendance Review Board (SART), Student Assistance Program (SAP)</td>
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<tr>
<td></td>
<td>- If student is Special Education, revisit the IEP with the family. Prepare a SART Contract for student and parent/guardian to sign</td>
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<tr>
<td></td>
<td>- Assign the student to additional support services within the school’s behavioral health and/or appropriate community-based organizations</td>
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<td></td>
<td>- Hold an Attendance Assembly or DA workshop</td>
</tr>
<tr>
<td>10&lt;sup&gt;th&lt;/sup&gt; Unexcused Absence</td>
<td>- Send the 3&lt;sup&gt;rd&lt;/sup&gt; Notification of Truancy letter to parent/guardian. REQUIRED</td>
</tr>
<tr>
<td></td>
<td>- Call the student’s home personally. Attempt to reach a parent/guardian at all available numbers.</td>
</tr>
<tr>
<td></td>
<td>- Insist parent/guardian come to the school site for a meeting.</td>
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<tr>
<td></td>
<td>- School to conduct Home Visits and/or Wellness Checks.</td>
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<tr>
<td></td>
<td>- Continue to contact and offer support to parents/guardians</td>
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<tr>
<td></td>
<td>- Refer to community-based organizations and support services within SFUSD. (RTI, mentoring, Wellness)</td>
</tr>
<tr>
<td></td>
<td>- Submit student to the School Attendance Review Board (SARB) REQUIRED</td>
</tr>
<tr>
<td>11&lt;sup&gt;th&lt;/sup&gt; Unexcused Absence</td>
<td>- Submit student to the School Attendance Review Board (SARB) REQUIRED</td>
</tr>
<tr>
<td></td>
<td>- Continue to track attendance and document interventions REQUIRED</td>
</tr>
<tr>
<td></td>
<td>- Call the student’s home personally. Attempt to reach a parent/guardian at all available numbers.</td>
</tr>
<tr>
<td></td>
<td>- School to conduct Home Visits and/or Wellness Checks.</td>
</tr>
<tr>
<td></td>
<td>- Continue to implement School Based Interventions (RTI)</td>
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<tr>
<td></td>
<td>- Possible referral to Truancy Court through SF District Attorney’s Office</td>
</tr>
</tbody>
</table>

**Definition of Truancy:**
- **EC Section 48260(a)** A pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant.
Dear Parents/Guardians:

The new school year has begun. Truancy remains an alarming problem in San Francisco schools. Please remember: truancy is a crime. There are available resources if you need help getting your child to school.

Most of you are getting your child to school every day – and school attendance is increasing in San Francisco. Unfortunately, some children continue to miss far too many school days. Last year, approximately 3,500 San Francisco students were habitually or chronically truant and approximately 1,200 of those students were in elementary school.

It is estimated that 75% of all chronic truants will eventually drop out of school. Children who do not graduate from high school are far less likely to find a living wage job. They are more likely to be arrested for crime or to become victims of violence. Since 2003, 94% of our City’s homicide victims under the age of 25 have been high school dropouts. Everyone in the community suffers when children do not go to school.

My office works with the San Francisco Unified School District, parents and students to resolve attendance problems when they arise. However, when these attempts fail, we must use other tools, including prosecution, to ensure children are in school. The California Education Code and Penal Code outline serious consequences for truancy. A student is a “habitual truant” in violation of the law if s/he has five or more days of unexcused absences, and a “chronic truant” if s/he misses more than 10% (18 days) of the school year.

Parents can be criminally liable for truancy and punished by up to a year in county jail or a fine of $2,500. Truant students can also face legal consequences, including loss of driver’s license and work permit, community service and court supervision. If you are facing problems getting your child to school, I urge you to resolve the issues before they become serious. Help is available from the school district at 241-3030, or at the Truancy Assessment and Referral Center at 437-1700.

Even if your child is not experiencing truancy problems, keeping children in school is the responsibility of all San Franciscans. Please make this issue a priority for you and for your PTAs. Please join me in ending truancy so all of our children can learn and thrive.

Sincerely,

George Gascón
District Attorney

850 BRYANT STREET, THIRD FLOOR • SAN FRANCISCO, CALIFORNIA 94103
RECEPTION: (415) 553-1752 • FACSIMILE: (415) 553-9054
6) Guiding Principles and Behavior Expectations

a) Introduction
The foundation of SFUSD's Guiding Principles for All School Communities is the belief that all students, staff and families deserve to be treated with dignity and respect. The fundamental goal of the guiding principles and behavior expectations is for students to learn to be responsible for themselves and their actions, and to make genuine, positive contributions to their community.

SFUSD is committed to providing a positive school environment where young people feel connected and safe and where learning is maximized. All SFUSD staff are encouraged and expected to model the guiding principles and behavioral standards and to teach/reinforce those skills needed to build and maintain positive relationships, to resolve conflict, and to strengthen pro-social behavior.

b) Essential Components of Learning/Reinforcing Successful Behaviors
All SFUSD schools commit to:

1. **Academic Rigor: Engaging Curriculum, Instruction, and Assessment**
Students who are engaged in learning are less likely to engage in misconduct. To support positive behavior, our curriculum is rigorous, standards-based, and inquiry-based. Lessons are built around essential questions, with culturally relevant and responsive content that connects to students' lives.

2. **Positive Behavior Support**
Positive behavior support is defined as positive expectations and responses to student behaviors. In SFUSD schools, positive values and behaviors are explicitly taught, modeled, and practiced daily.

3. **Restorative Practices**
Restorative Practices (RP) is the preferred approach to address student behavior issues in SFUSD school communities. Restorative Practices are based on principles and processes that emphasize the importance of positive relationships as central to building community, and repairs/restores relationships when harm has occurred. RP reflects the importance SFUSD places on relationships – among students, and between teachers and students. This approach provides students with opportunities to develop self-discipline and positive behaviors in a caring, supportive environment. RP views conflict primarily through the lens of the harm caused to people and relationships, and emphasizes the priority to meet the needs of those affected by this harm. A restorative disciplinary paradigm views conflict or misbehavior as an opportunity for students to learn about the consequences of their actions, develop empathy with others, and experience how to make amends in a way that strengthen the community bonds that may have been damaged.

c) Aims
- To promote the physical, psychological, emotional and social wellbeing of students
- To teach children self-discipline and an understanding of the consequences of their behavior
- To provide children with an understanding of the limits of acceptable behavior, the reasons for these limits, and consistency in the management of their behavior
- To provide good role models for acceptable behavior
- To educate students towards self-directed, cooperative and respectful behavior
- To promote, nurture and protect healthy relationships among members of the community
- To enable students to be accountable for the real consequences of their actions
- To encourage respect, healing and restoration both for those who are harmed, and for those who cause harm
- To enable students to build personal responsibility by developing skills of reflection and empathy with others
- To guide teachers in their responses to student behavior
- To inform students and parents about expectations of student behavior.
d) Student Bill of Rights and Responsibilities

Student Bill of Rights (Board Policy 5134)

It is impossible to list all of the rights of students. Therefore, the following list of rights shall not be construed to deny or limit others retained by students on their own campus in their capacity as members of the student body or as citizens.

Students have the right to:

1. a meaningful education that will be of value to them for the rest of their lives.
2. the maintenance of high educational standards. The maximum potential of the student must be developed. Students will have the right to have announced any proficiency tests adopted by the Board of Education.
3. a meaningful curriculum and the right to voice their opinions in the development of such curriculum.
4. physical safety and protection of personal property.
5. safe buildings and sanitary facilities.
6. consultation with teachers, counselors and administrators and anyone else connected with the school.
7. respect from teachers and administrators, which would exclude their being subjected to cruel and unusual punishments, especially those which are demeaning or derogatory, or which diminish their self-esteem or exclude them from their peers.
8. free election of their peers in the student government and the right to seek and hold office.
9. democratic representation on administrative committees affecting students and student rights.
10. participation in the development of rules and regulations to which they are subject and the right to be notified of such rules and regulations.
11. see their own personal files, cumulative folders, transcripts, deans' files, etc., in conformity with provisions laid out in the California State Education Code (Section 49061-49078), and to be notified if adverse comments are placed in such records.
12. be involved in school activities if they so desire without being subject to discrimination on any basis, provided they meet with the reasonable qualifications of sponsoring organizations.
13. present petitions, complaints or grievances to school authorities and to receive prompt authoritative replies regarding the disposition of their petitions, complaints or grievances.
14. not be penalized in any way by the school administration for the beliefs they hold provided they do not violate the rights of others.

15. exercise their constitutionally protected rights of free speech and assembly. Students have the right under state and federal law to free speech, and cannot be punished for their speech unless it is obscene, libelous or slanderous; incites pupils as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations; or causes a substantial disruption to the orderly operation of the school environment. Although students may be disciplined for bullying, students cannot be punished for speech merely on the basis that someone might find it offensive or insulting. California State Education Code Section 48907 states the rights of students to:

A. wear political buttons, armbands or any other badges of symbolic expression.
B. use bulletin boards designated by the Principal without prior censorship requirements or approval by the administration or the Board of Education.
C. distribute political leaflets, newspapers, or other printed matter both inside and outside of school property without prior authorization of, restriction by, school administration or the Board of Education, provided, however, the time of such distribution may be limited to before and after school, during lunch, or other free periods so as to prevent interference with classroom activities.
D. form political and social organizations.
E. determine their own appearances if that appearance is not disruptive to the learning process in the classroom or is unsafe.
F. reasonable use of public address systems in school without prior censorship; however, the time of announcements may be limited to before and after school, during lunch or other free periods so as to prevent interference with class procedures.

Student Responsibilities

It is impossible to list all specific student responsibilities, but it is important for students to do their best to behave in a responsible manner at all times in order to achieve school success and avoid negative consequences.

1. It is your responsibility to:
   - arrive at school and class on time.
   - inform and obtain parent's permission before being absent.
   - ask permission before leaving class.
   - receive permission before leaving the school campus.

2. It is your responsibility to:
   - be prepared for class with appropriate materials.
   - participate in class activities.
6) Guiding Principles and Behavior Expectations

follow classroom procedures.
complete assignments, including assigned homework.
have pride in one’s work, and the work of others.
progress to the best of your ability toward promotion and/or graduation requirements.

3. It is your responsibility to:
demonstrate cooperation and responsible behavior in the classroom and at school activities.
show respect for staff members, teachers, adult supervisors, classified employees, guest speakers, substitute teachers, and other students.
learn and follow the guiding principles and behavior expectations prescribed in the Student and Family Handbook.
use respectful communication to resolve conflicts.
respect the property of others.
be honest.
use respectful language.
show respect for the welfare of the school and student body.
have respect for the differences of others.
avoid the use of rude, defiant, disrespectful words or gestures, or profane/vulgar language.

4. It is your responsibility to:
keep the campus clean and free from litter.
keep the restrooms clean.
keep the walls of your campus free from graffiti.
keep all equipment, lockers, desks, and books free from being defaced or damaged.
help keep the campus safe by reporting outsiders who should not be on campus.
use school property only when permission is granted, and use it properly.
follow check-out procedures for school equipment.
return school equipment promptly and in good condition.

5. It is your responsibility to:
take home all information sheets and printed material intended to be given to your family.
return to school all requested forms.
ask visitors to report to the school office.
dress and groom appropriately.
give true identification when asked.
General Expectations of Behavior

SFUSD recognizes the mutual dependence of rights and responsibilities of staff, students and parents.

### Rights

**Students** have the right to:
- Learn
- Be treated fairly and courteously
- Ask for and received support from teachers, administration, parents, and when appropriate students
- A safe, clean and healthy school environment

**Staff** have the right to:
- Teach
- Be treated fairly and courteously by students, parents and colleagues
- Ask for and receive support from colleagues, administration, parents and students
- A safe, clean and healthy school environment

**Parents/Caregivers** have the right to:
- Be fully informed of their child’s progress
- Have access to their child’s teachers through appropriate channels
- Be provided with information on general school activities

### Responsibilities

**Students** have the responsibility to:
- Respect other’s opinions and be cooperative, committed and engaged
- Care for others and behave in a socially acceptable manner
- Respect property
- Punctually attend all scheduled classes
- Completing all set work conscientiously and to the best personal standard

**Staff** have the responsibility to:
- Maintain a knowledge of the curriculum and how students learn
- Communicate clear expectations
- Model respect, fair treatment and problem solving behaviors
- Model professionalism, participate in meetings, share ideas, support colleagues
- Promote a positive and cooperative school atmosphere

**Parents/Caregivers** have the responsibility to:
- Actively participate in their child’s education by sending them to school daily, and encouraging punctuality
- Maintain close communication with the school and support school programs and policies
- Attend parent teachers conferences and informational sessions
- Assist their child with work and with study habits where appropriate
e) State and Federal Policies

Corporal Punishment
(State Education Code 49000 & 49001)

1. No student shall be subject to the infliction of corporal punishment by any person employed by or engaged in the public schools of the San Francisco Unified School District.

2. A person employed by or engaged in a public school may use an amount of force that is reasonable and necessary to quell a disturbance threatening physical injury to a person or damage to property, for purpose of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the pupil.

Detention After School
(CAC, Title V, Section 353)

Although school staff are highly encouraged to use non-punitive disciplinary method, school staff may utilize after-school detention for disciplinary reasons in dealing with minor school infractions. After school detention is limited to not more than one hour at the end of the school day.

Radios, Cell Phones, Mobile Communication Devices, MP3/Music Players and Other Electronic Signaling Devices

Students may possess electronic signaling devices, including but not limited to pagers, cellular/digital telephones for voice usage, digital imaging or text messaging or other mobile communication devices, MP3/music players, and gaming equipment. Students who possess such devices at school must comply with the following guidelines:

- **“Off and away.”** All personal electronic signaling devices must be turned off during instructional time so as not to disrupt classroom instruction. Such devices may only be turned on when authorized by a teacher to enhance classroom instruction. In this circumstance, electronic signaling devices may only be used within the specific parameters provided by the teacher, for the purpose and time period identified by the teacher.

- Passing period is considered part of the school day and electronic signaling device usage will not be permitted.

- Students may not use personal electronic signaling devices at school to take pictures, film or video of students or school staff (including teachers, administrators or staff), or otherwise infringe on the privacy rights of others, without the prior written consent of the student or staff person.

- Use of these devices, to the extent permitted above, must comply with the SFUSD Acceptable Use Agreement and the Internet Safety Administrative Regulation for Students. (See pages 104-109 and 111-115 of this Handbook).

- Any use that disrupts the educational process or school programs or activities is prohibited.

- Any use that violates SFUSD rules, policies or regulations, or federal or state law is prohibited, including but not limited to cyberbullying or cheating on assignments or tests.

- Students shall not be prevented from using a cell phone in an emergency except where the use inhibits the ability of school district employees to effectively communicate instructions for the safety of students, or if such use is otherwise disruptive or endangers the safety of students or staff.

Use of Electronic Devices for Health Reasons

In addition to the use described above, a student will be allowed to use an electronic signaling device on campus if a parent, guardian, or caregiver of the child provides a written note from a licensed physician and surgeon indicating that such a device is essential for the health of the student. The use of the device must be limited to purposes related to the health of the student.

Violation of Use Guidelines

Students who fail to store their devices “off and away” may be directed to turn off the device and/or staff may confiscate the device and return it to the student later in the period, day or week; or may require the parent to come to school to recover the device. It will be left to the discretion of the staff member to determine the appropriate response depending on the particular circumstances. A student’s right to carry such devices may be revoked for repeated violation of these guidelines except where deemed medically necessary. School staff will take reasonable steps to store confiscated devices in a secure manner, but SFUSD and the school accept no responsibility for replacing lost, stolen or damaged electronic signaling devices.

Students using electronic signaling devices or district-owned equipment to harass, threaten or bully; cheat on tests or assignments; violate privacy rights of others; solicit assistance from people outside of the immediate school campus to commit acts of violence; or any other acts in violation of the law or District Policy will be subject to discipline in accordance with SFUSD restorative disciplinary practices, State Education Code and District Policy.

School Property - Restitution
(State Education Code 48904 & Board Policy 5139)

The San Francisco Board of Education has established as its policy that the following action be taken to recover loaned school district property or to seek restitution:

1. Attendance Guidelines

Federal Policies

CAC, Title V, Section 353

State Education Code 49000 & 49001

State an...
That the school principal shall notify the parent/guardian/caregiver of the student in writing before withholding the student’s grades, diploma, and/or transcript.

That when the student and parent/guardian/caregiver are unable to pay for the damages or return the property, the principal shall offer a program of voluntary work in lieu of payment and be available at the discretion of the principal.

That implementation of this policy shall not be interpreted as denying the student a right to the normal use of texts and other school property while actively enrolled in school. (See Transfer of Records section on page 99.)

**Searches**

School officials may search any individual student, his/her property, or district property under his/her control when there is a reasonable suspicion that the search will uncover evidence that he/she is violating the law, Board policy, administrative regulation, or other rules of the district or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. Mere curiosity, rumor or innuendo do not constitute reasonable suspicion. The types of student property that may be searched by school officials with reasonable suspicion include, but are not limited to, lockers, desks, purses, backpacks, student vehicles parked on district property, cellular phones, or other electronic communication devices.**

Any search of a student, his/her property, or district property under his/her control when there is a reasonable suspicion that the search will uncover evidence that he/she is violating the law, Board policy, administrative regulation, or other rules of the district or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. Mere curiosity, rumor or innuendo do not constitute reasonable suspicion. The types of student property that may be searched by school officials with reasonable suspicion include, but are not limited to, lockers, desks, purses, backpacks, student vehicles parked on district property, cellular phones, or other electronic communication devices.

**Merely possessing a cell phone or other electronic device, or having it on, will not alone justify a search of its contents. However, a student’s cell phone or other electronic device may be searched if there is reasonable suspicion that the phone or device contains evidence of his/her violation of law, Board policy, rules or regulations, and the search is otherwise in accordance with the standards articulated above. For example, any search of a cell phone or other electronic device must be limited in scope to the original justification for the search and not overly intrusive. A cell phone that has been confiscated by staff may only be searched in accordance with the standards articulated herein.

Employees shall not conduct strip searches or body cavity searches of any student.

**Solicitation - Before, During And After School**

(State Education Code 51520)

During school hours, and within one hour before the time of opening and within one hour after the time of closing of school, pupils of the public school shall not be solicited on school premises by teachers or others to subscribe or contribute to the funds of, to become members of, or to work for, any organization not directly under the control of the school authorities, unless the organization is a nonpartisan, charitable organization organized for charitable purposes by an act of Congress or under the laws of the state, the purpose of the solicitation is nonpartisan and charitable, and the solicitation has been approved by the county board of education or by the governing board of the school district in which the school is located.

**Trespassing**

Students leaving assigned school grounds and entering another school campus without the authorization of a school employee is strictly prohibited. Violators will be reported to the police department. (Penal Code Sections 653G and 602).

Any student who brings outsiders onto campus with the intent to cause disruption, fight, theft, assault, etc., is subject to a restorative conference, suspension and/or expulsion.

**f) SFUSD Policies**

**Automobiles on Campus**

**Students Using Automobiles to and from School**

All pupils using automobiles to drive to and from school shall be required to file with the principal of the school written permission from their parent/guardian/caregiver to do so. The automobile must be registered with the principal of the school. The pupil must agree, in writing, to obey all rules and regulations regarding use of automobiles during the school day. Violation of the rules shall constitute cause for appropriate disciplinary action. (Board Policy 5131)

It shall be the policy of the school district to not allow students to drive their cars during lunch period except in extreme emergency with the permission of the school principal or designee.
Bus Safety Rules

Riding the yellow school bus to and from school is a privilege. Students must obey the rules or lose the privilege. Students who ride the bus are expected to:

- Be on time at the bus stop.
- Show good manners at the bus stop. This includes staying near the bus stop area, keeping off private property, not disturbing plants or shrubs. Bus stops are a part of school jurisdiction and all school rules apply.
- Obey the bus driver.

School Bus Rules and Conduct

1. Students must follow safety procedures.
2. Students must not destroy property.
3. Students must not fight, push, or trip.
4. Students must not eat, drink, or litter on the bus.
5. Students must not use unacceptable language.
6. Students must remain seated until the bus driver arrives at the stop, and the bus door is opened.

Consequences

The following consequences will occur for student misconduct on the school bus:

First offense

(A) Conference with the student.  
(B) Parent/guardian/caregiver will be notified.  
(C) Warning citation will be issued.

Second offense

Restorative conference with student and parent/guardian (and others impacted by student behavior).

Third offense

(A) Written notification to parent/guardian/caregiver.  
(B) Student will be denied bus transportation for 3-5 days.

Fourth offense

After notifying the parent/guardian/caregiver, permanent suspension from all SFUSD bus transportation for the remainder of the school year.

Rules on Public Transportation

San Francisco Unified School District students are expected to observe the above rules when riding public transportation. Reported misconduct on public transportation to and from school or from a school-related activity will be grounds for school disciplinary action.

Closed School Campus

By Board of Education policy, all Elementary and Middle Schools have closed campuses for the safety

and welfare of all students. Therefore, students are not allowed off-campus unless they have a Permit to Leave School issued by the Counselor or Head Counselor. High School campuses are closed unless arrangements for open campus have been made by site administration. The Principal will disseminate campus rules to parents/guardians/caregivers. Neither the school district nor any officer or employee thereof shall be liable for the conduct or safety of any pupil during such time as the pupil has left the school grounds during the lunch period.

Dress/Appearance Standards

Students shall dress appropriately for daily attendance at school. Students who attend schools which have a uniform policy are expected to be in uniform every day. If special circumstances in adhering to this policy should arise, please contact the individual school’s principal for assistance. The type and style of clothing (except for schools with uniforms) and hairdo are individual and personal. The school shall be concerned only when these are extreme and could cause school distraction or disruption or be unsafe.

Examples of inappropriate clothing include:

- garments where the torso is exposed, i.e., tube tops, half shirts, halters.
- clothing or buttons which show obscene words or pictures, or sexually suggestive statement.
- clothing related to juvenile gang-related activities.
- garments where the entire thigh is exposed, such as micro minis or short shorts.
- bathing suits or cut-offs.
- the wearing and carrying of tobacco promotional items, or the wearing and carrying of items promoting controlled substances (illegal drugs) and/or alcohol, or sex.
- sagging pants (where undergarment is exposed).

Schools may set their own policies relating to hats, caps and other head coverings, provided that any permitted head coverings may not be obscene or promote illegal activity. There shall be no restriction on student head coverings worn for religious purpose; and students shall be permitted to wear head coverings in the schools’ outdoor spaces, as required by state law.

*Suspension or expulsion shall not be used as a punishment for the violation of a dress code, head covering policy or uniform policy.

Skateboards, Skates, Scooters and Bicycles

To ensure the safety of all students, skateboards, skates, scooters and bicycles may not be used during school hours while on school grounds.
Alternatives to Suspension and Expulsion

a) The Safe and Supportive Schools Resolution

The most effective alternative to suspension is the prevention of concerning behaviors through the intentional creation of a positive, relationship-based school community. In spring of 2014, the Board of Education adopted the Safe and Supportive Schools Resolution (SSSR). Through this resolution, SFUSD has committed to providing staff with tools to positively engage students through full implementation of School-Wide Positive Behavior Intervention and Support (SWPBIS) and Restorative Practices (RP), including Trauma-informed Practices that establish high behavior expectations of students in a bias free and culturally competent school community. These practices are designed to create safe and supportive schools and to address the disproportionate suspension of African American and Latino students, as well as any other group of students that is disproportionately disciplined.

SWPBIS is a research-based, highly-effective behavioral framework that is defined within SFUSD as the Response to Intervention (RTI) framework for teaching and reinforcing students’ social, emotional, and academic learning skills in order to sustain academic achievement, as well as support the mental and emotional well-being of all students. Restorative Practices is integrated into the SWPBIS framework at all levels and engages staff and students in creating safe spaces for developing supportive relationships, establishing class and school community agreements, and building social and emotional skills. When school staff understand the impact of trauma as they implement SWPBIS and Restorative Practices, they are better able to depersonalize student reactions and behaviors and deescalate incidents, support students’ social and emotional development, and prevent re-traumatization. Our mission is to ensure these strategies are implemented with a culturally responsive lens that looks at the individual strengths of students and families and respects their cultural background and heritage.

The District is committed to supporting students through behavior interventions and alternatives to dismissal, suspension or other sanctions that require removal from the educational setting in all cases except those where the immediate safety of students or staff is threatened or the behavior in question is such that the disruption to the educational environment can only be remedied by removal. Some of the most significant policy changes adopted by the SSSR include the requirements to:

- Implement School Wide Positive Behavior Interventions and Supports (SWPBIS) and Restorative Practices (RP) in all schools by fall 2017;
- Provide training and support for schools in the areas of trauma informed practices, behavior de-escalation support, implicit bias and stereotype, Lesbian, Gay, Bisexual, Transgender, Queer sensitivity and other cultural competency training;
- Develop a Tiered Behavioral Discipline Matrix that provides positive and supportive interventions that must be exhausted and documented prior to issuing a suspension (except in limited circumstances involving safety);
- Prohibit suspension or recommendation for expulsion solely on the basis of willful defiance/disruption under CA EC 48900(k);
- Prohibit “undocumented suspensions,” which means that students cannot be sent home for disciplinary reasons without the required suspension documentation;
- If a student is suspended, allow him/her to serve out of school suspension at the Counseling Center to the extent feasible; provide a re-entry conference after suspension to develop an intervention plan; and create a process for appeal of suspension.
- Provide credentialed intensive supervision, behavioral counseling and schoolwork completion for students who receive a teacher suspension;
- Collect and analyze discipline data to inform disciplinary practices and procedures, and report aggregate data to the school community on the District website and in the Student and Family Handbook;
- Provide extra support and intervention to schools with significantly greater disproportionate suspension, and require that principals consult with their Assistant Superintendent to ensure that alternative interventions in the Matrix have been
exhausted and documented prior to suspension of an African American students (or other student group identified by data as the most disproportionately disciplined group);

- Develop a process for students and parents to appeal for redress if SWPBIS or RP have not been implemented at their school site by fall 2017.

b) SFUSD Behavior Supports and Interventions

Many school-wide programs and interventions are already in place in SFUSD that enhance a sense of positive community within the schools, teach conflict resolution, and build skills that foster positive student behavior. Examples of these programs and interventions include:

Behavior Intervention Plan: A formalized plan to support students based on the results of a Functional Behavior Assessment typically performed by a school psychologist, behavior specialist, or board certified behavior analyst (BCBA).

Behavior Intervention Services (BIS) Counseling: Brief Intervention is a mandatory counseling intervention delivered by counselors or school social workers consisting of 2-3 one-on-one sessions that focus on why students are using drugs or alcohol. It supports students to set goals and make better informed choices relating to their drug or alcohol use.

Behavioral Response to Intervention (BRTI): A framework of multi-tiered systems of support used to respond to student needs for behavioral intervention. This includes universal Tier 1 supports for all students, Tier 2 individualized interventions for students who need more support, and more intensive individualized Tier 3 supports for students who demonstrate high level need.

Check In, Check Out: A mentor based behavioral intervention which entails pairing a student with a mentor who will check in and check out with the student at the beginning and end of each day to review the goals on a daily behavior point sheet. The behavior sheet with success criteria will be provided to teachers by the SAP team.

Class Pass: The class pass intervention allows a student to have a predetermined amount of break passes decided by the SAP team to be used for immediate breaks in an area designated by the SAP team or teacher throughout a school day or a week. Students earn an incentive provided by the school for each pass they are able to preserve or based on a set criteria of passes saved at the end of the school day or school week.

Cultural Competency or Cultural Responsiveness: Using knowledge of the various cultural backgrounds of the students we serve to inform our interactions, practices, and interventions.

De-Escalation aka Crisis Prevention and Intervention: The process of supporting students in avoiding or completing the cycle of escalation more quickly by appropriately responding to student levels of need.

Environmental Observation: The process of identifying factors in the environment that may be contributing to student target behavior.

Functional Behavior Assessment (FBA): An assessment of student behavior and the environmental factors that occasion student behavior in order to determine the function of the behavior and provide appropriate intervention based on the science of Applied Behavior Analysis if necessary.

Home Visit: A visit to the residence of a student in order to make contact with parents if other methods have not been successful, when parents do not have the means to reach the school site, or upon parent request.

Peer Mediation: Conflict between students is resolved through a restorative conversation led by peers.

Positive Behavior Contract with Incentives: The SAP team along with a student agree to a criteria for success on a daily behavioral chart over a negotiated amount of time in order for the student to earn a desired incentive that can be provided by the school.

Positive Behavior Interventions and Supports (PBIS): An ideological framework which focuses on the use of positive support and teaching as a means of decreasing problem behavior as opposed to traditional punitive consequences. To review research on PBIS and other interventions, visit www.PBIS.org

Positive Peer Reporting: A Tier 2 behavioral intervention whereby a student is “randomly” selected
as a recipient of positive comments from peers for a day. Positive comments serve as a means of earning an incentive for the entire class. A new student would be chosen each day to receive positive comments with the target student being selected more often as needed.

**Restorative Practice (RP) Conference:** A restorative conflict mediation used to repair emotional or psychological harm to individuals, families or the school community as well as support involved parties in creating solutions to prevent conflict in the future.

**Self-Monitoring:** This intervention requires student to have a daily behavior chart to assign themselves points at the end of each designated period (i.e. class period or academic subject). Teachers may also conduct periodic check-ins to support students in making appropriate assessments of their behavior when assigning points. Students earn an incentive provided by the school for reaching the point criteria for success determined by the SAP team.

**Student Assistance Program (SAP):** A site-based team consisting of an administrator, teacher, wellness support (may be represented by a counselor, social worker, restorative practices coach, etc.), and other sources of student academic and behavior information convene to make data-based decisions about how to intervene when students present a need for increased academic or behavioral support.

**School Home Note:** A behavior chart where teachers give students points throughout the day. The behavior chart is then sent home to the parent(s)/guardian(s) to deliver incentives (e.g. extended time or access to preferred home activities) if the student reaches the point criteria for success set by the SAP team. The SAP team may also determine the incentives based on the student’s interests, and the incentives can be provided by the school.

**Skills Group or Intensive Skills Group:** A series of group lessons targeting specific areas of behavioral skill deficits. Students should have an opportunity to both learn and practice new skills with peers.

**Therapeutic Behaviors Support (TBS):** Advanced behavioral support services provided by community-based organizations.

**Wrap Around Services:** Advanced behavioral support that is utilized to not only provide assistance for students but their families and may include supports both at home and in the school environment.

For more information on these programs and initiatives, please visit SFUSD Student, Family & Community Support Department website at [http://healthiersf.org](http://healthiersf.org).

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**Positive Behavior Intervention and Support Discipline Matrix**

The District has worked with school and community stakeholders to develop three Tiered Behavioral Matrices that provide evidence-based supports and interventions that can be used to address unwanted student behaviors in a productive and educational manner. The Matrices provide suggested interventions, but do not limit school site development of their own additional interventions and strategies that prove effective in building community and addressing unwanted student behaviors without resorting to removal from the educational environment. Successful disciplinary practices should ensure that students have the opportunity to continue to be engaged in their school community and to reflect upon and learn from their mistakes.

The Matrices are also a tool for all stakeholders (students, families, certificated and non-certificated staff, and community) to share a common understanding of the District’s high behavior expectations and responses for adults and students. Finally, the Matrices were also designed to address disproportionate suspension of African American and Latino students, by helping school sites to identify appropriate and effective alternative approaches to punitive discipline, and to build in consistency in school site disciplinary responses to similar types of behavior.

**Intersection of Matrices and Student Discipline**

To achieve these goals, there are aspects of the Matrices that are MANDATORY. If a principal or site administrator determines that a particular student behavior warrants suspension, the school is required to EXHAUST AND DOCUMENT the recommended interventions listed in the Matrix before issuing such a suspension.
In summary, suspensions are generally a last resort and shall not be utilized except in the following circumstances:

- A student may be suspended on a first offense if the principal determines that the student violated 48900(a)-(e) or that the student’s conduct causes a danger to persons.
- Immediate suspension and expulsion referral are mandatory for offenses listed under Education Code 48915(c) (possession of gun or explosive, brandishing a knife, selling drugs or a sexual assault or battery).
- Suspension is otherwise only permissible if the school team has exhausted and documented the mandatory interventions listed in the relevant Matrix and determines that suspension is the appropriate response. Additionally, the SSSR requires that prior to suspension of an African American student [or any other group that District data identifies as the most disproportionately referred for discipline] under this provision, the school must contact the Assistant Superintendent or designee, who will ensure that the Matrix interventions have been exhausted and documented. The Asst. Superintendent will work with the site to identify available supports and interventions for the student.

**Organization of the Matrices**

There are 3 different Matrices included in this Handbook. The Matrices are organized based on the types of student behavior being addressed, and those behaviors that warrant a similar menu of interventions and supports have been grouped together. The three Matrices include the following:

- Behaviors Involving Defiance/Disruption
- Primary Matrix: Behaviors Involving Property; Harassment/Bullying/Hazing; Threats; Drugs, Alcohol or Tobacco; Violence or Weapons
- Behaviors Requiring Intensive Intervention

**Using the Matrices**

To use the Matrices, the administrator and/or Student Assistance Program (SAP) team would locate the Matrix that addresses the specific student behavior at issue, and follow the instructions depending on whether the behavior is a first, second or third or more out-of-class referral. For example, the following will occur:

- The principal or designee will hold a restorative conversation with the student’s parent/guardian in person or by phone to discuss the incident and next steps; AND

- The principal or designee will contact the SAP Coordinator to place the student on the agenda for the next available SAP meeting to review BOTH academic and behavioral data to determine the need for intervention or modification to current interventions, as guided by the Matrix menu. (Note: Relevant teacher/teachers should be invited to SAP meeting for affected student); AND

- The SAP Team will choose at least two interventions from the appropriate Matrix Menu based on the category of behavior and the number of office referrals in the current school year in that category and document the plan/interventions into BASIS with an alert to the teacher(s) to review the plan/interventions if not at the SAP meeting.

Schools that have failed to exhaust and document the MANDATORY interventions cannot subsequently decide to suspend a student for the behavior. [This does not apply to mandatory offenses under EC 48915(c) or situations where the principal determines there is a danger to persons]. A parent or guardian’s unwillingness to participate in a restorative conversation or other interventions will not prevent the team from moving forward with interventions and support.
Behaviors Involving Disruption

(48900 (k) (disruption/defiance), (i) (obscenity, profanity, vulgarity)

This Matrix includes a section with suggested classroom interventions for the teacher, because these offenses include behaviors that may be addressed in the classroom without removing the student from the educational setting, as well as behaviors that may result in out of class referral, such as when the safety of students or staff is threatened, or the disruption to the educational environment can only be remedied by referral to counselors or administrators. This Matrix therefore provides suggested interventions for both the classroom teacher and for counselors, administrators, School Social Workers, or SAP Team. The ORANGE matrix focuses on classroom interventions, while the interventions beginning at the GREY row are suggested for after students are referred out of class.

**STUDENTS CANNOT BE SUSPENDED FOR DEFIANCE/DISRUPTION**

<table>
<thead>
<tr>
<th><strong>SUGGESTED INTERVENTIONS FOR TEACHERS TO TRY BEFORE MAKING AN OUT OF CLASS REFERRAL</strong></th>
<th><strong>SOCIAL-EMOTIONAL SUPPORTS</strong></th>
<th><strong>BEHAVIORAL RTI AND RESTORATIVE PRACTICES</strong></th>
<th><strong>ENVIRONMENTAL</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Potentially disruptive classroom behaviors may include: Failure to follow directions Being off task Talking back Use of profanity Graffiti on desk or in books Being out of seat Late arrival to class Not having materials or supplies</td>
<td>- Request in class support from social worker/counselor with conflict resolution - Refer to peer mediation (Grades 6-12) - Start after-school skills group: conflict resolution/anti-violence - Enroll in positive after-school activities - Refer for support from counselor or social worker</td>
<td>- Corrective Feedback: De-escalate, teach/ reteach appropriate skills, and facilitate reentry - Restorative practices circle in class - School home note - Class pass as incentive - Positive Behavior contract with incentives - Positive peer reporting - Self-monitoring system</td>
<td>- Check for fidelity of BRTI Tier I universal intervention implementation - Make modifications that take into account known student triggers of problem behavior (consult with on-site SAP team members for assistance) - Assess academic skill set</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>OUT OF CLASS REFERRALS</strong></th>
<th><strong>SOCIAL-EMOTIONAL SUPPORTS</strong></th>
<th><strong>BEHAVIORAL RTI AND RESTORATIVE PRACTICES</strong></th>
<th><strong>ENVIRONMENTAL</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>First Time Referral Restorative Conversation with principal/designee and Parent/Guardian, AND SAP team to review data and develop plan, selecting at least 2 interventions from YELLOW row menu and document interventions/plan in BASIS and alert teacher.</td>
<td>- Conflict resolution - Peer mediation (6-12 Grade) - Skills group: conflict resolution and social emotional learning - Individual counseling - Enroll in positive after-school activities</td>
<td>- Corrective Feedback: De-escalate, teach/ reteach appropriate skills, and facilitate reentry - Restorative practice conference at school with affected students/staff - Skills group: conflict resolution and social emotional learning - Saturday school</td>
<td>- Check for fidelity of RTI implementation - Meet with teacher to review student academic and behavioral data to develop a classroom plan and potentially differentiate instruction - Make modifications that take into account known student predictors of problem behavior - Staff/Teacher training</td>
</tr>
</tbody>
</table>
### Second Time Referral

Restorative Conversation with Parent/Guardian and SAP Coordinator. Consult with BAT Support Team, AND SAP Team to select at least 2 interventions from GREEN row menu and document interventions/plan in BASIS and alert teacher.

- Mentor
- Peer mediation (6-12 Grade)
- More intensive skills group: conflict resolution/anti-violence
- Refer to outside agency for mental health, mentoring, or other supports
- Enroll in positive after school activities
- Restorative Practice conference with family/families
- School home note
- Class pass
- Positive Peer Reporting
- Self-Monitoring
- Check-in, Check-Out
- Check fidelity of established intervention plan and make modifications if necessary
- Saturday school

### Third/Repeated Referral(s)

In Person Restorative Conference with Parent/Guardian and SAP Coordinator. Consult with BAT Support Team, AND SAP Team to select at least 2 interventions from BLUE row menu and document interventions/plan in BASIS and alert teacher.

- Peer mediation (6-12 Grade)
- Intensive small skills group: conflict resolution and social emotional learning
- Contact DPH for wrap around services or TBS
- Mentor with progress monitoring
- Home visit
- Onsite School Social Worker to coordinate and case manage multiple student and family services
- Corrective feedback
- Restorative practice conference with family/families and outside agencies
- Direct teaching and practice of functionally equivalent replacement behavior
- Behavior Intervention Plan
- Saturday School

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FOR SPECIAL POPULATIONS (SPECIAL EDUCATION, PROBATION, FOSTER/HOMELESS, ENGLISH LEARNER, AFRICAN AMERICAN OR OTHER MOST DISPROPORTIONATELY DISCIPLINED: See Additional Recommended Interventions and Supports on page 54).
### PRIMARY MATRIX

**Property:** (48900(e) (robbery/extortion), (f) (damage to property), (g) (stealing), (l) (receiving stolen property)

**Harassment/Bullying/Hazing** (48900(q) (hazing), (o) (intimidating witness), (r) bullying, 48900.2 (sexual harassment), 48900.4 (harassment, intimidation)

**Threats** (48900.7 (terroristic threats), 48900.4 (harassment, threats or intimidation))

**Violence or Weapons (Non-Mandatory)** (48900(a) (1), (2) (caused, attempted or threatened physical injury), (b) (possession of weapons or dangerous objects NOT firearm), (m) (imitation firearm), 48900.3 (hate violence)

**Drugs, Alcohol or Tobacco** (48900(c) (under the influence, possession of drugs—NOT sale), (d) (sale or furnish look-alike alcohol or drugs), (h) (tobacco or nicotine), (j) (selling drug paraphernalia), (p) (sale of Soma)

<table>
<thead>
<tr>
<th>MANDATORY</th>
<th>SOCIAL-EMOTIONAL SUPPORTS</th>
<th>BEHAVIORAL RTI AND RESTORATIVE PRACTICES</th>
<th>ENVIRONMENTAL PRACTICES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Time Out of Class Referral</strong></td>
<td>• Conflict resolution</td>
<td>• Corrective Feedback: De-escalate, teach/re-teach appropriate skills, and facilitate reentry</td>
<td>• Check for fidelity of RTI implementation</td>
</tr>
<tr>
<td>Restorative Conversation with principal/designee and Parent/Guardian, AND SAP team to review data and develop plan, selecting at least 2 interventions from YELLOW row menu and document interventions/plan in BASIS and alert teacher. FOR DRUG/ALCOHOL TOBACCO BEHAVIORS ONLY: Instead of SAP Team selecting 2 interventions: SAP Team selects 1 intervention from YELLOW menu row and document interventions/plan in BASIS and alert teacher AND Referral to Behavior Intervention Services (BIS) counseling. (Mandatory for this behavior only)</td>
<td>• Peer mediation (6-12 Grade)</td>
<td>• Restorative practice conference at school with affected students/staff</td>
<td>• Meet with teacher to review student academic and behavioral data to develop a classroom plan and potentially differentiate instruction</td>
</tr>
<tr>
<td><strong>Second Time Out of Class Referral</strong></td>
<td>• Skills group: conflict resolution and social emotional learning (for Property Behaviors)</td>
<td>• Individual counseling</td>
<td>• Make modifications that take into account known student predictors of problem behavior</td>
</tr>
<tr>
<td>Restorative Conversation with Parent/Guardian and SAP Coordinator. Consult with BAT Support Team, AND SAP Team to select at least 2 interventions from GREEN row menu and document interventions/plan in BASIS and alert teacher. FOR DRUG/ALCOHOL TOBACCO BEHAVIORS ONLY:</td>
<td>• Skills group: peace/respect/dignity/anti-violence (for Harassment/Bullying/Hazing Behaviors)</td>
<td>• Enroll in positive after-school activities</td>
<td>• Staff/Teacher training</td>
</tr>
<tr>
<td></td>
<td>• Skills group: conflict resolution/anti-violence (for Threats and Violence or Weapons Behaviors)</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• Skills group: drug/alcohol and social emotional learning (for Drugs, Alcohol or Tobacco Behaviors)</td>
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<tr>
<td></td>
<td>• Individual counseling</td>
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<tr>
<td></td>
<td>• Conflict resolution</td>
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<td></td>
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<td></td>
<td>• Peer mediation (6-12 Grade)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• More intensive skills group: conflict resolution/social emotional learning (for Property Behaviors)</td>
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<td></td>
<td>• More intensive skills group: peace/respect/dignity/anti-violence (for Harassment/Bullying/Hazing Behaviors)</td>
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<tr>
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<td>• More intensive skills group: conflict resolution/anti-violence (for Threats and Violence or Weapons Behaviors)</td>
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</tbody>
</table>

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1 A school site is free to utilize additional interventions and alternatives that are not listed in the Matrix. However, this column lists Mandatory items that must be exhausted and documented prior to issuing a suspension, except in cases where there is a danger to persons or suspension is required by law.
7) Restorative Practices

Instead of SAP Team selecting 2 interventions: SAP Team selects 1 intervention from GREEN row and document interventions/plan in BASIS and alert teacher, AND Referral to outside drug and alcohol counseling. (Mandatory for this behavior only).

- More intensive skills group: drug/alcohol and social emotional learning (for Drugs, Alcohol or Tobacco Behaviors)
- Peer mediation (6-12 Grade)
- Intensive small skills group: conflict resolution and social emotional learning (for Property Behaviors)
- Intensive small skills group: peace/respect/dignity/anti-violence (for Harassment/Bullying/Hazing Behaviors)
- Intensive small skills group: conflict resolution/anti-violence (for Threats and Violence or Weapons Behaviors)
- Contact DPH for wrap around services or TBS
- Mentor with progress monitoring
- Home visit
- Onsite or outside School Social Worker to coordinate and manage multiple student and family services.

FOR SPECIAL POPULATIONS (SPECIAL EDUCATION, PROBATION, FOSTER/HOMELESS, ENGLISH LEARNER, AFRICAN AMERICAN OR OTHER MOST DISPROPORTIONATELY DISCIPLINED: See Additional Recommended Interventions and Supports on page 54)

Behavior Requiring Intensive Intervention

The SAP Team will convene as soon as possible after an incident to create a long term plan based on data review and utilizing research-based interventions. Some of these offenses require mandatory suspension and expulsion referral. These include possession of a firearm or explosive, brandishing a knife, selling drugs or sexual battery or sexual assault. (EC 48915(c)). Additionally, if the principal determines that there is a danger to persons, s/he may suspend on a first offense. Notwithstanding suspension or expulsion referral, the school or county community school serving the student should still refer to this guide to identify appropriate interventions and supports.

CA EC 48915(a) (causing serious physical injury, possession of knife or other dangerous object, robbery or extortion, assault or battery of a school employee); 48900 (b) (possession, use or sale of firearm, knife
or other dangerous object), (c) (drug sales); (n) (sexual assault/battery); (q) (hazing), 48900.3 (hate violence); or 48900.7 (terroristic threats). The principal must use his/her discretion to determine whether a particular offense that does not require mandatory suspension (such as hazing, robbery or extortion or possession of knife or other dangerous object) is an actual safety risk that requires intensive intervention, or can be handled under the Primary Matrix, depending on the particular circumstances.

<table>
<thead>
<tr>
<th>Items listed below are MANDATORY</th>
<th>SOCIAL-EMOTIONAL SUPPORTS</th>
<th>BEHAVIORAL RTI AND RESTORATIVE PRACTICES</th>
<th>ENVIRONMENTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Time Out of Class Referral</td>
<td>• Intensive skills group</td>
<td>• Direct teaching and practice of functionally equivalent replacement behavior</td>
<td>• Environmental Observation</td>
</tr>
<tr>
<td>Restorative in person conversation with Parent/Guardian and SAP Coordinator</td>
<td>• Individual counseling</td>
<td>• Check fidelity of intervention implementation and consider a modification or change</td>
<td>• Teacher coaching</td>
</tr>
<tr>
<td>Consult with BAT Support Team.</td>
<td>• Contact DPH for wrap around services or TBS</td>
<td>• Behavior Intervention Plan</td>
<td>• Consider change of classroom placement.</td>
</tr>
<tr>
<td>SAP Team to select at least 2 interventions from RED row and document in BASIS.</td>
<td>• Mentor with progress monitoring</td>
<td>• Corrective feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Home visit</td>
<td>• Restorative practices conference with family/families and outside agencies</td>
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FOR SPECIAL POPULATIONS (SPECIAL EDUCATION, PROBATION, FOSTER/HOMELESS, ENGLISH LEARNER, AFRICAN AMERICAN OR OTHER MOST DISPROPORTIONATELY DISCIPLINED: See Additional Recommended Interventions and Supports on page 54)

Important Resource and Contact Information for Administrators and LEADs:

- Contact school site for additional resources.
- Contact the Behavior Action Team (BAT) within Student Services at 415-241-3030 for a full list of agencies to provide free or low-cost services and for professional development, support and coaching related to:
  - Positive Behavior Interventions and Supports (all tiers of intervention)
  - Restorative conference or circle support
  - Training in de-escalation strategies
  - Trauma informed practices
  - Functional Behavior Analysis and Behavior Intervention Plans (primarily students with special needs and/or Section 504 Plan)
  - Intensive social skills building groups and mental health counseling
## Additional Recommended Interventions and Supports: Special Populations

<table>
<thead>
<tr>
<th>Category</th>
<th>Interventions</th>
</tr>
</thead>
</table>
| **Students with IEPs** | • Convene IEP or Section 504 team and consider conducting a functional behavior assessment (FBA), developing a Behavior Intervention Plan and assess all positive behavior strategies and related services and placement.  
• Contact sped case manager at school site. |
| **Foster and Homeless Youth** | • For foster youth, contact Foster Youth Services office (415-242-2615). Foster youth additionally have a social worker and dependency attorney that may be able to access court or outside resources, help develop a plan, or check for full implementation of AB 420/1933/1909.  
• For homeless youth, call Families of Youth in Transition Office at 415-241-3030. |
| **Students on Probation** | • There may be additional resources and programs available to students on probation, through Juvenile Probation, the Public Defender’s Office, or other sources. Contact the BAT Support Team to coordinate determination and access of such services. |
| **African-American Students/Students with Disproportionate Suspension** | • Mandatory call to the Assistant Superintendent for the relevant school to verify exhaustion of alternatives in Matrix or support for interventions prior to issuance of a suspension for African-American or other most disproportionately impacted students identified by the District. |
| **English Learner Students** | • Contact Multilingual Department at 415-379-7706 to ensure student and family receive appropriate interpretation services and reach out to appropriate Community Based Organizations who support population. |

- Contact the Behavior Action Team (BAT) within Student Services at 415-241-3030, with parent/family permission to request **Therapeutic Behavior Support and Wrap-around team interventions.**
- Contact Pui Ling Tam for referral to peer mediation program 415-241-3030
- Contact the Behavior Action Team (BAT) within Student Services at 415-241-3030 for referral to **Behavior Intervention Services** (BIS) counseling and **drug education and AA or rehabilitation program**, or for a list of other agencies. Additionally, resources are available at [http://www.healthiersf.org](http://www.healthiersf.org)

**Contact Information for Parents/Guardians:** Please contact your school site principal for support. Alternatively, parents may contact the Office of Family Voice at 415-241-6150 or [martinezr@sfusd.edu](mailto:martinezr@sfusd.edu) for additional support and to connect to appropriate departments and resources.
8) Disciplinary Guidelines

Alternatives to Suspension

Both California law and the Safe and Supportive Schools Resolution (SSSR) adopted by the Board of Education in 2014 provide that suspension is a last resort and may only be utilized when other means of correction fall to bring about proper conduct, except in the following circumstances:

- A student may be suspended on a first offense if the principal determines that the student has violated Education Code section 48900(a), (b), (c), (d), or (e), or that the student’s conduct causes a danger to persons.
- Immediate suspension and expulsion referral are mandatory for offenses listed under Education Code 48915(c)(possession of gun or explosive, brandishing a knife, selling drugs or a sexual assault or battery).

Suspension is otherwise only permissible if the school team has EXHAUSTED and DOCUMENTED the mandatory interventions listed in the relevant Behavior Intervention and Support Discipline Matrix (See Section 7, subsection (c) above) and determines that suspension is the appropriate response.

Additionally, the SSSR requires that prior to suspension of an African American student [or any other group that District data identifies as the most disproportionately referred for discipline], the school must contact the Assistant Superintendent or designee, who will ensure that the Matrix interventions have been exhausted and documented. The Asst. Superintendent will work with the site to identify available supports and interventions for the student.

a) Definitions of Prohibited Behaviors

Behaviors Involving Violence or Weapons

Caused, attempted to cause, or threatened to cause physical injury to another person (EC 48900(a)(1)); or Willfully used force or violence upon the person of another, except in self-defense (EC 48900(a)(2))

Examples: Verbally threatening bodily harm; throwing punches or kicks without contact; Mutual fighting; pushing/shoving (i.e. minor scuffle); hitting or kicking without mutual fighting. Additionally, a student who aids or abets the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion. A pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline under 48900(a).

Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object (EC 48900(b))

Weapons may include but are not limited to the following: gun, knife, stun gun, switchblade, BB gun, pellet gun, slingshot, metal knuckles, studded hand apparel, mace, pepper spray, metal pipe, fireworks, firecracker; or other objects not designed to be weapons but that are dangerous and not reasonably brought to school without written permission from the principal such as a screwdriver, Leatherman tool, Swiss army knife, butter or steak knife, laser pointing device. Examples: Student having a weapon in a pocket or backpack; selling or giving a weapon to another student.

Possession, sale or furnishing a firearm at school or at a school activity off school grounds will result in immediate suspension and expulsion referral.

Possessed an imitation firearm (EC 48900(m))

An “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 the replica is a firearm. Examples: Student having an imitation firearm on their person or in a place under their control, such as a backpack or locker.

Caused, attempted to cause, threatened to cause or participated in hate violence (Only applies to students in grades 4-12) (EC 48900.3)

“Hate violence” means to willfully injure, intimidate, or threaten another person in their free exercise or enjoyment of their rights by force or threat of force, because of the person’s actual or perceived race, religion, ethnicity, national origin, disability, sex, sexual orientation, or gender identity. This includes destruction or damage to a person’s property to threaten or intimidate them as described above. Examples: Damaging a student’s locker or other personal property with threats to harm the student based on sexual orientation or gender identity; hitting a student or threatening harm based on their national origin or race.
Behaviors Involving Threats

**Harassed, threatened or intimidated a complaining witness** (CA EC 48900(o))
Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
Examples: Verbal or written threats to a victim or other witness to prevent them from submitting a written statement or testifying in an expulsion hearing; retaliating against a witness who provided a statement or testimony.

**Terroristic threats (Only applies to students in grades 4-12)** (EC 48900.7)
“Terroristic threat” shall include any written/oral statement, by a person who willfully threatens to commit a crime which will result in death, great bodily injury, or property damage in excess of $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, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened a gravity of purpose and an immediate prospect of execution of the threat and thereby causes that person reasonably to be in sustained fear for his/her safety, his/her family's safety, or the safety of school property. Examples: Making a bomb threat or threatening injury via phone call, email, or text.

Behaviors Involving Drugs, Alcohol or Tobacco

**Unlawfully possessed, used, sold, or otherwise furnished or been under the influence of drugs, alcohol or an intoxicant of any kind.** (EC 48900(c))
Examples: Being drunk or high; having drugs or alcohol on the student's person, in their backpack, locker or other place under their control; providing drugs or alcohol to another student; selling drugs or alcohol. Some examples of drugs or intoxicants include marijuana, hashish, prescription drugs, spray cans, nitrous oxide, etc.

**Unlawful sale of controlled substances will result in an immediate suspension and expulsion referral.**

**Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind and either sold, delivered, or otherwise furnished a look-alike substance.** (EC 48900(d))
Examples: Offering or arranging to sell marijuana or prescription drugs and selling/delivering/furnishing oregano (instead of marijuana) or over-the-counter non-prescription pills (instead of prescription drugs).

**Possessed or used tobacco or any products containing tobacco or nicotine** (EC 48900 (h))
Examples: Student using the following products or having them on their person, in their backpack or locker, or elsewhere under their control: cigarettes; vapor/electronic cigarettes; cigars; miniature cigars; clove cigarettes; smokeless tobacco; snuff; chew packets; betel.

**Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia** (EC 48900 (j))
“Drug paraphernalia” includes all equipment, products and materials of any kind which are designed for use, or marketed for use, in planting, propagating, cultivating, growing, harvesting, manufacturing... packaging, re-packaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance in violation of this division.” (CA HSC Section 11014.5) Examples: Possessing or arranging to sell products such as Zit-Zag papers; roach clips; syringes; needles; chamber pipes; bongs.

**Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma** (EC 48900 (p))
Examples: Offering, arranging to sell or selling Soma, which is a muscle relaxer that works by blocking pain sensations between the nerves and the brain.

Behaviors Involving Harassment/Bullying/Hazing

**Sexual Harassment (applies only to grades 4-12)** (EC 48900.2)
 Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the educational setting, under any of the following conditions:
(a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s academic status or progress.
(b) Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.
(c) The conduct has the purpose or effect of having a negative impact upon the individual’s academic performance, or of creating an intimidating, hostile, or offensive educational environment.
(d) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

The conduct described above 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 educational environment. Examples: Inappropriate verbal comments, gestures, pictures or written materials of a sexual nature.

Harassment, threats or intimidation (Only applies to students in grades 4-12) (EC 48900.4)

For purposes of this offense, there must be intentional 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 class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

Examples: Verbal threats, written notes or electronic messages threatening physical harm; or communications that seek to intimidate or harass.

Hazing (EC 48900 (q))

For purposes of this offense, “hazing” means a method of initiation or pre-initiation 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.

Examples: Requiring a student to eat or drink disgusting food/material; endure physical abuse or engage in physically dangerous or humiliating activities as an initiation to join a student club or team.

Bullying/Cyberbullying (EC 48900 (r))

For the conduct to meet the definition of bullying for purposes of this offense, it must be “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 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(s) in fear of harm to themselves or property, or causing a reasonable pupil to experience

(B) A substantially detrimental effect on his/her physical or mental health,
(C) Substantial interference with his/her academic performance,
(D) Substantial interference with his/her ability to participate in or benefit from the services, activities, or privileges provided by a school.

Students should treat all persons equally and respectfully and refrain from the willful or negligent use of slurs against any person on the basis of race, color, creed, national origin, religion, ancestry, age, sex, sexual orientation, gender identity, or disability. (Board Policy 5162)

Examples: Cyberbullying through messages, texts, sounds or images that originate on or off of the school site; bullying in person or through written materials. Making verbal comments or sending written or electronic messages that bully based on sexual orientation or perceived orientation, ethnicity, race or physical or mental disability; comments, messages, texts, sounds or images that are sexually harassing (under 48900.2), threaten hate violence (under 48900.3), harass, threaten or intimidate (under 48900.4); sending, forwarding and/or receiving sexually explicit messages, texts, sounds or images; posting to or creating a burn page; creating a credible impersonation or false profile with the purpose to bully the pupil impersonated.

Behaviors Involving Property

Committed or attempted to commit robbery or extortion (EC 48900 (e))

Robbery is the taking of personal property (such as hats, jackets, shoes, clothing, etc.) in the possession of another person, from his/her person or immediate presence, taken against the person’s will by means of force or fear. Extortion is getting money or property from someone through the use of force or threats.

Examples: Grabbing money, phone or other property from another student’s hand or pocket; threatening to cause physical harm or harm to someone’s property or reputation if the person does not turn over money or other personal property.

Caused or attempted to cause damage to school or private property. (EC 48900 (f))

Examples: Defacing school facilities/materials; writing graffiti in instructional materials, on desks or walls; committing or attempting to commit arson/set fire to school property.

Stolen, or attempted to steal, school or private property. (EC 48900 (g))
Examples: Stealing or attempting to steal school instructional materials, keys, passwords, testing materials, computers, laptops, cell phones, or other personal electronic devices or money from school, employees, or other students. Possession, duplication, or use of school keys without authorization from school authority is prohibited and will be grounds for disciplinary action.

Knowingly received stolen school or private property (EC 48900 (l))
Examples: Receiving stolen school laptops, testing materials, or keys; or personal property such as student cell or smart phones, laptops or money.

Behaviors Involving Disruption

Committed an obscene act or engaged in habitual profanity or vulgarity. (EC 48900 (i))
Obscene is defined as: relating to sex in an indecent or offensive way; offensive or disgusting by accepted standards of morality and decency. Vulgarity is defined as an act or expression that offends good taste or propriety. Examples: Making obscene gestures or movements; regularly or repeatedly using profanity toward a school employee or other student(s); regularly or repeatedly making vulgar comments or gestures.

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. (EC 48900(k))
Examples: Being off task, out of seat, talking out of turn, talking back, using profanity, failing to complete assignments, failing to follow instructions, coming into class late, failing to bring supplies or materials.  
Important Note: STUDENTS CANNOT BE SUSPENDED OR EXPELLED FOR DEFIANCE/DISRUPTION

Behavior That May Require Intensive Intervention

This list does not include descriptions of some potential intensive intervention offenses that have already been defined above, including EC 48900 (b) (possession, use or sale of knife or other dangerous object); 48900(e) (robbery or extortion); (q) (hazing); 48900.3 (hate violence); or 48900.7 (terroristic threats)

Possessing, selling, furnishing a firearm (not an imitation weapon) (EC 48915 (c) (1))

“Firearm” is defined as an instrument used in the propulsion of shot, shell, or bullets by the action of gunpowder exploded within it. The word firearm includes a pistol, revolver or rifle, or any other device designed to be used as a weapon from which a projectile may be expelled by the force of any explosion or other form of combustion. Examples: Having a gun on a student’s person; in their backpack, locker or other area under their control; selling a gun; furnishing/providing a gun to another person.

Possession, sale or furnishing a firearm at school or at a school activity off school grounds will result in immediate suspension and expulsion referral.

Brandishing a knife (blade greater than 2.5 inches and locks) (EC 48915 (c) (2))
As used in this offense, “knife” means any of the following: dirk, dagger, other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade. “Brandishing” means to wave threateningly, as a weapon; to display ostentatiously; or a threatening or defiant gesture. Examples: Holding a knife and waving it angrily toward other student(s) or school staff.

Possession of an explosive (EC 48915 (c)(5))
Examples: For purposes of this offense, explosive means “any explosive, incendiary, or poison gas (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses; or any type of weapon (other than a shotgun or a shotgun shell) by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and any combination of parts either designed or intended for use in converting any device into any destructive device described above and from which a destructive device may be readily assembled. (18 USC 921)

Possession of an explosive at school or at a school activity off school grounds will result in immediate suspension and expulsion referral.

Unlawfully selling a controlled substance (EC 48900 (c)/EC 48915(c)(3))
Examples: Selling marijuana, cocaine, methamphetamine, hashish, heroin, PCP, LSD, prescription drugs or other controlled substances.

Unlawfully selling a controlled substance at school or at a school activity off school grounds will result in immediate suspension and expulsion referral.

Committed or attempted to commit a sexual assault or sexual battery (EC 48900 (n), 48915(c)(4))
Examples: Sexual assault includes committing or attempting to commit the following offenses: (1) rape, (2) sodomy, (3) lewd or lascivious act upon a child under 14 years old; (4) oral copulation, (5) sexual penetration accomplished by force, duress, menace, or fear of immediate and unlawful bodily injury; and (6) sexual intercourse, penetration, oral copulation, or sodomy where consent is obtained by fraud or false pretenses or by pretense that induces fear. Sexual battery is defined as “[a]ny person who touches an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse, is guilty of misdemeanor sexual battery.”

Committing or attempting to commit sexual assault or sexual battery at school or at a school activity off school grounds will result in immediate suspension and expulsion referral.

Causing serious physical injury (EC 48915(a)(1)(A))
Examples: Stabbing a student with a knife; causing physical injury that required hospitalization; causing physical injury that caused extreme physical pain or prolonged impairment of bodily function.

Assault or battery of a school employee (EC 48915(a)(1)(E))
An assault is an unlawful attempt, coupled with a present ability, to commit a violent injury on another person. A battery is any willful and unlawful use of force or violence upon another person. Example: Swinging a fist in an attempt to hit a teacher, administrator or other staff; slapping, punching or kicking a teacher, administrator or staff.

b) Prohibited Suspensions

1. Disruption or Willful Defiance
No student shall receive a suspension or recommendation for expulsion or be expelled solely on the basis of disruption or willful defiance under 48900(k). (Safe & Supportive Schools Resolution)

2. Truancy, Tardiness or Absence

Suspension and expulsion may not be imposed for truancy, tardiness, or absence. Alternatives to suspension or expulsion shall be used with students who are truant, tardy, or otherwise absent from assigned school activities. (EC 48900(w))

3. Dress Code/Uniform
Suspension or expulsion shall not be used as a punishment for the violation of a dress code, head covering policy or uniform policy.

4. Undocumented Suspensions
All undocumented suspensions are prohibited and unlawful. Students shall not be removed from one or more class periods or sent home before the end of the school day for disciplinary purposes without complying with the required due process documentation outlined below.

c) Suspension Due Process
Suspension removes a student from his/her classroom and/or the school campus, and results in the student losing important academic time. Students are urged to seek assistance and support from a staff member with whom they have a positive relationship, in order to avoid making a behavior choice that could result in a suspension being issued. Staff are encouraged to intervene and provide support and/or a restorative process in order to assist the student(s) to de-escalate behavior and resolve any conflicts or misbehavior that could result in suspension and/or referral for expulsion.

Jurisdiction for Suspension
(State Education Code 48900(s))
No pupil shall be suspended or expelled for any of the acts enumerated above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district.
A pupil may be suspended or expelled for acts which are enumerated in State Education Code 48900 and related to school activity or attendance which occur at any time, including but not limited to, any of the following:

a. While on school grounds.
b. While going to or coming from school.
c. During the lunch period, whether on or off the campus.
d. During, or while going to or coming from, a school sponsored activity.
8) Disciplinary Guidelines

**Length of Suspension**
*(State Education Code 48910 & 48911)*

**Suspension by Teacher**
Any teacher or substitute teacher may suspend from his/her classroom for the day of suspension plus the following day for any of the acts described in State Education Code 48900.

**Suspension by Principal**
The duration of a suspension by the Principal is limited to 5 consecutive school days for any one incident, up to a maximum of 20 school days during the school year.

If a pupil is transferred for purposes of adjustment to another school, opportunity school or class, or a continuation education school or class, the total number of school days for which the pupil may be suspended shall not exceed 30 days in any school year. *(State Education Code 48903)*

**Suspension by a Teacher**
*(State Education Code 48910)*
Any teacher or substitute teacher may suspend a student from his/her classroom for the day of suspension plus the following day for any of the acts described in State Education Code 48900.

The teacher who issued the suspension shall immediately report the suspension to the principal of the school and send the pupil to the principal for appropriate action.

The teacher shall ask the parent/guardian/caregiver of the pupil to attend a parent/guardian/caregiver-teacher conference regarding the suspension.

A teacher may request, when reasonable, a parent/guardian/caregiver to attend the classroom from which his/her child was suspended by the teacher for offenses, which involve defiance, disruption, committing an obscene act, and/or engaging in habitual profanity or vulgarity. If a teacher wishes to have the parent/guardian/caregiver visit the classroom, the principal shall send a written notice to the parent/guardian/caregiver stating that attendance by the parent/guardian/caregiver is pursuant to law *(State Ed. Code 48900.1)*. This requirement shall apply only to a parent/guardian/caregiver who is actually living with the student.

The teacher shall ensure the principal or designee meets with the parent/guardian/caregiver after completing the classroom visitation and before leaving the school site. The principal or designee shall contact parents/guardians/caregivers who do not respond to the teacher’s request to attend school. The principal or designee shall follow procedures pursuant to this section. *(State Education Code 48900.1)*

Consistent in-school options must be available to students who have been suspended by a teacher, with appropriately credentialed intensive supervision, behavioral counseling, and completion of schoolwork as required by Education Code 48911.1.

**Suspension by the Principal / Required Due Process**
*(State Education Code 48911)*

**Maximum Days of Suspension:**
The principal or his/her designee may suspend a student from class, classes, or the school campus for a period not to exceed five school days. The recommendation to expel should be made no later than the fifth day of suspension.

**Informal Conference:**
Before suspending the student, the principal or designee shall have an informal conference with the pupil and when practicable, the teacher, supervisor, or school employee who referred the pupil to the principal. At the informal conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him/her, and shall be given an opportunity to present his/her version and evidence in his/her defense.

**Emergency Situation:**
A student may be suspended without a conference if the principal or designee determines that an emergency situation exists. Emergency situation means a situation determined by the principal, the principal’s designee, or the superintendent, to constitute a clear and present danger to the life, safety, or health of pupils or school personnel.

If a pupil is suspended without a conference prior to suspension, both the parent/guardian/caregiver and the pupil shall be notified of the pupil’s right to such a conference, and the pupil’s right to return to school for the purpose of a conference.

The conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall then be held as soon as the pupil is physically able to return to school for the conference.

**Notice of Suspension:**
At the time of suspension, a school employee shall make a reasonable effort to contact the pupil’s parent or guardian in person or by telephone. If the parent/guardian/caregiver cannot be reached, the student is to remain on campus until the parent/guardian/caregiver is contacted or to the end of the school day. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing of the suspension.
Re-Entry Conference:
Every student who is suspended from school shall receive a re-entry conference and an intervention plan to be developed with the student and guardian/parent(s) that shall include clear documented behavioral and academic expectations for the student, and any additional services or support that school staff will provide to assist the student in meeting those expectations. The parent/guardian shall respond without delay to any request from school officials to attend a re-entry conference, but a parent/guardian’s failure to participate shall not prevent the student from returning to school after the suspension, nor will it prevent the school and student from holding the conference or developing the intervention plan.

Suspension Pending Expulsion:
In a case where expulsion from any school is being processed, the Superintendent or designee may extend the duration of the suspension until the Board has rendered its final decision in the action.

An extension of the suspension pending the Board’s decision regarding the expulsion may be granted only if the Superintendent or designee (Student, Family & Community Support Department) has determined, following a meeting in which the pupil and the parent/guardian are invited to participate, that the presence of the pupil would cause a danger to persons or property or a threat of disrupting the instructional process.

Foster Youth: If the extension of suspension concerns an offense that does not require mandatory suspension, the foster youth’s attorney and child welfare agency representative must be notified of the expulsion proceedings and invited to participate in the extension of suspension meeting. (EC 48853.5, 48911). This Notice also may be provided to the student’s attorney/child welfare agency representative for mandatory offenses.

Counseling Center
To the extent feasible, students shall be permitted to serve out of school suspension at the SFUSD Counseling Center located at Pupil Services Counseling Center, 44 Gough Street, Suite 107, San Francisco, CA 94103 Phone: (415) 241-6024 or (415) 241-6038 Fax: (415) 621-1567 instead of serving the suspension at home.

Homework/Assignments:
The teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension. (State Education Code 48913)

Community Service:
As part of or instead of disciplinary action, the principal of a school or designee may require that a student perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil’s non-school hours. It is advisable that this approach be combined with a Restorative Practices approach such as a conference in which the student and other affected members of the school community delineate the harm done, develop a plan to promote future positive behavior, and reintegrate the student into the school and classroom.

“Community service” may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915.

Special Education Students:
Please refer to “Suspension and Expulsion Procedures for Special Education Students” on page 64 for additional rights.

Parent/Guardian/Caregiver Request to Meet to Discuss a Student’s Suspension
In accordance with State Education Code 48914, if a suspension is ordered by a principal pursuant to Education Code 48900, the parent/guardian/caregiver may request a meeting to discuss:
1. The cause for suspension,
2. The duration of the suspension,
3. The school/district policy involved, and
4. Other matters pertinent to the suspension.

Suspension Appeals:
You can appeal a suspension on one or more of the reasons outlined below:
- Your child did not actually do what s/he was alleged to have done;
- The suspension was issued based on unsubstantiated personal conclusion or inference;
- The suspension was issued based on conclusion or inference outside of the observer's area of competence;
- There were no individuals who actually personally observed your child committing the violation;
- The suspension was issued in violation of any rights of your child, such as the right to be free from discrimination.
8) Disciplinary Guidelines

• The suspension was not appropriate under the Safe and Supportive Schools Resolution (e.g., suspension solely for defiance/disruption, for suspensions that are not mandatory or allowed by law for a first offense, the suspension was issued prior to documentation and use of alternatives to suspension).

If the suspension is overturned all records of the suspension will be removed from your child's file. Your child will still need to serve the suspension while the appeal is being heard. To file an appeal, you can write a letter to the Assistant Superintendent for your school with your child's name, birthdate and school; the suspension date and reason for the suspension; and an explanation of the reason(s) above support your appeal. Alternatively, you can fill out an Appeal of Suspension form that can be obtained on the SFUSD website or can be mailed or emailed to you by your school. The Asst. Superintendent will contact you within 30 days of submission of your letter/form, and will then decide whether to uphold or overturn the suspension. You will have the right to appeal this decision to the Board of Education within 30 days of the decision if you are not satisfied with the resolution.

e) Expulsion Regulations and Procedures

Expulsion Chart (State Education Code 48915)

Mandatory Suspension and Expulsion Referral
California State Education Code mandates that any students who commit the following offenses be immediately suspended from school and referred for expulsion:

Possessing, selling, or furnishing a firearm. This section applies to possession of a firearm only if the possession is verified by an employee of a school district (possession of an imitation firearm does not require mandatory suspension/expulsion, but may form the basis of a discretionary suspension or expulsion) – 48915 (c)(1).

Brandishing a knife at another person – 48915 (c)(2).

Unlawfully selling a controlled substance – 48915 (c)(3).

Committing or attempting to commit sexual assault or sexual battery – 48915 (c)(4) & 48900 (n).

Possession of an explosive – 48915 (c)(5).

Upon a finding that the pupil committed one of the offenses above, the Board shall order the pupil expelled for one year from the date of the expulsion.

Mandatory Expulsion Referral (Unless Principal Determines Inappropriate)
California State Education Code mandates that any students who commit the following offenses must be referred for expulsion unless the principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

Caused serious physical injury to another person, except in self-defense – 48915 (a)(1).

Possession of any knife or other dangerous object of no reasonable use to the pupil – 48915 (a)(2).

Unlawful possession of any controlled substance (except for the first offense for possession of not more than an ounce of marijuana, other than concentrated cannabis, or the possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician) – 48915 (a)(3).

Robbery or extortion – 48915 (a)(4) & 48900 (e).

Assault or battery upon any school employee – 48915 (a)(5).

A decision to expel for one of these offenses must be based on a finding of one or both of the following:

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

Discretionary Expulsion Referral
Expulsion referrals for all other offenses listed in State Education Code Section 48900, 48900.2, 48900.3, 48900.4, 48900.7, may be made at the principal's discretion. (See e) State and Federal Policies for full list of these offenses). However, a student cannot be referred for expulsion or expelled solely on the basis of 48900(k).

A decision to expel for one of these offenses must be based on a finding of one or both of the following:

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

A. Hearing Date:
The expulsion hearing shall be held within thirty (30) school days of the date that the principal or the superintendent determines that the student has committed any acts that require expulsion.

1. The student, parent/guardian/caregiver are entitled to one (1) postponement not to exceed thirty (30) calendar days upon written notice from the parent/guardian/caregiver.

2. If parent/guardian/caregiver/student does not respond to notice requesting an expulsion hearing, the hearing may be held irrespective whether the pupil, parent/guardian/caregiver chooses to attend.

B. Notice of Hearing:
Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days prior to the date of the hearing.

The notice will include:

1. Date and place of hearing.
2. Statement of the specific facts and charges upon which the proposed expulsion is based.
3. Copy of the disciplinary rules of the district which relates to the alleged violation.
4. The opportunity for the student, the parent/guardian/caregiver to appear in person or employ and be represented by an attorney. Parent/guardian/caregiver may also designate a representative (a relative, friend, or community agency personnel) to be present at the hearing to advocate on their behalf.
5. The opportunity to inspect and obtain copies of all documents to be used at the hearing.
6. Confront and question all witnesses who testify at the hearing and to question all evidence presented.
7. Student may present oral and written evidence, including witnesses.
8. Inform the student and parent/guardian of their obligation to notify future school districts of an expulsion per Education Code 48915.1(b).
9. If the student is a foster youth or homeless youth being referred for a non-mandatory offense, the District must inform the student’s attorney and child welfare agency representative (for foster youth) or Homeless Youth Liaison (for homeless youth) of the hearing 10 calendar days prior to the hearing date. The notice may be provided by mail, email or telephone call. This notice also may be provided to the student’s attorney/child welfare agency representative/homeless liaison for mandatory offenses.

C. Upon completion of the expulsion hearing:

1. Parent/guardian/caregiver and student will be notified within three (3) school days as to the decision reached by the Administrative Panel. The Administrative Panel does not make the final decision about whether to expel, but they do provide a recommendation to the Board of Education about whether or not the pupil should be expelled.

2. If the Administrative Panel decides not to recommend expulsion, then the expulsion proceedings will stop and the pupil shall be immediately reinstated and permitted to return to a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs. Placement in one or more of these programs shall be made by the Superintendent of Schools or the Superintendent’s designee after consultation with school district personnel and the pupil’s parent/guardian/caregiver. The decision not to recommend expulsion shall be final.

3. If the Administrative Panel recommends that the student be expelled, the student will receive an immediate assignment to a county community school or other appropriate program and the Superintendent and the Board of Education will be notified.

4. Within 40 school days of the pupil’s initial removal from school for the incident for which the expulsion referral was made, the Board of Education shall decide whether to expel the pupil based on the recommendation of the Administrative Panel, unless the pupil requests in writing that the decision be postponed.

5. If the student and parent/guardian/caregiver wish to speak to the Board before they make their final decision about whether to expel, they will have the opportunity to do so at the public comment portion of the closed session of the Board of Education on the Thursday before a regularly scheduled meeting on the second or fourth Tuesday of the month. However, the Board of Education will not re hear the case. The Board will only ask why the student should not be expelled or if there is any new evidence.

Parent/Guardian/Caregiver’s Right to Request an Appeal of the Board of Education’s Order To Expel

If the student and the parent/guardian/caregiver do not agree with the Board of Education’s decision, they may appeal to the Appeals/Reconsideration Panel.

Procedures

A. The student and parent/guardian/caregiver must complete the Notice of Appeal/Reconsideration
f) Suspension & Expulsion Procedures for Special Education Students

Suspension

Generally, school officials may suspend a student who qualifies for special education using the same procedures as with general education students. Special education students are not exempt from the disciplinary standards that apply to all students.

When a special education student violates California Education Code 48900(a) through (q), (s), 48900.2, 48900.3, 48900.4, or 48900.7, the student may be suspended for no more than 10 consecutive days. Likewise, the student may be suspended for no more than 10 cumulative days in a series of shorter suspensions that constitutes a pattern. (A pattern is present where the suspensions stem from substantially similar conduct.) 34 CFR § 300.536 (2006).

A suspension of 10 or fewer consecutive or cumulative school days does not trigger the need for a manifestation determination. 34 CFR § 300.530(e) (2006). A suspension of more than 10 consecutive school days, or a series of shorter suspensions that totals more than 10 cumulative school days and which

to the parent/guardian/caregiver by personal service or certified mail.

Scope of Review by the Appeals/Reconsideration Panel

The review of the appeal by the Appeals/Reconsideration Panel shall be limited to the following questions:

A. Whether the Administrative Hearing Panel acted without or in excess of its jurisdiction.

B. Whether there was a fair hearing before the Administrative Hearing Panel.

C. Whether there was a prejudicial abuse of discretion in the hearing.

D. Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Appeals/Reconsideration Panel.

Contact Kevin Truitt, Associate Superintendent, Student, Family & Community Support Department, 522-6739, to obtain more information about the Appeals/Reconsideration process and procedures.

Readmission after Completion of Expulsion

A. An expelled student will be reassigned to a district school after having completed the term of expulsion. A conference will be held with the parent/guardian/caregiver, student, and Pupil Services staff prior to reassignment to a district school. This conference will be Restorative in nature and will be the first step in reintegrating the student into a new school community.

B. The Board of Education’s rules and regulations concerning readmission procedures may include a rehabilitation plan for the student, including recommendations for counseling, employment, community service, or rehabilitative programs. Upon assessment of the student’s progress under such a rehabilitation plan, the Board may decide not to readmit the student.
constitutes a pattern, triggers the need for a manifestation determination. \textit{Id.} \\

\textbf{Expulsion} \\
When a special education student violates California Education Code 48900(a) through (q), (s), 48900.2, 48900.3, 48900.4, or 48900.7, the student may be expelled if a manifestation determination is held and it is determined that the student’s conduct was not a manifestation of his or her disability. 34 CFR § 300.530(c) (2006).

A student’s conduct is a manifestation of his or her disability if either of the following applies:

1. It was caused by or had a direct and substantial relationship to the disability, or
2. It was the direct result of the school district’s failure to implement the IEP.

34 CFR § 300.530(e) (2006).

\textbf{Foster or Homeless Youth}: If the manifestation determination is held for a foster or homeless student for a non-mandatory offense, the student’s attorney and child welfare agency representative (for foster youth) or the Homeless Youth Liaison (for homeless youth) shall be invited to participate in the meeting. The invitation may be made by mail, email or telephone call. This Notice also may be provided to the student’s attorney/child welfare agency representative/homeless liaison for mandatory offenses.

\textbf{Interim Alternative Educational Setting}: If the violation committed by the student includes possession of drugs or a weapon, or infliction of serious bodily injury as defined by law, the school district may unilaterally move the student to a 45-school-day interim placement regardless of the result of the manifestation determination. 34 CFR § 300.530(g) (2006).

No expulsion hearing shall be conducted for an individual with exceptional needs until the following have occurred:

1. A manifestation determination was held and found that the student’s conduct was not a manifestation of the disability.
2. Due process hearings and appeals, if initiated, have been completed.

Please refer to the SFUSD Special Education Parent Handbook
Interactions with Law Enforcement

a) Mandatory Reports to Police by School Site Administrator or Designee

The principal or designee is required to notify law enforcement in the following circumstances:

1. The principal or designee is required to notify law enforcement regarding any acts of a student that may involve the possession or sale of narcotics or a controlled substance. (Education Code 48902(c)).

2. The principal or designee is required to notify law enforcement regarding the possession of a firearm in a school zone, which includes inside school, on school grounds, or within 1,000 feet of a school. (Education Code 48902(c), Penal Code 626.9).

3. The principal or designee is required to notify law enforcement regarding possession of the following items in school or on school grounds: a dirk, dagger, ice pick, knife with a blade longer than 2 ½ inches, folding knife with blade that locks in place, razor with unguarded blade, tazer/stun gun, bb or pellet gun, spot marker gun. (Education Code 48902(c), Penal Code 626.10(a)).

4. Whenever a District employee is attacked, assaulted or physically threatened by any student, both the employee and the employee’s supervisor who has knowledge of the incident are required to promptly make a report to law enforcement. (Education Code 44014).

5. Within one school day after suspension or expulsion, the principal or designee is required to notify law enforcement regarding a student’s possession, use, sale, furnishing, or being under the influence of a controlled substance, an alcoholic beverage or intoxicant; or the unlawful sale or negotiation to sell a look-alike substance purported to be a controlled substance, alcoholic beverage or intoxicant. (Education Code 48902(b), 48900(c), (d)).

6. The principal or designee must notify law enforcement prior to suspending a student for assault on another person with a firearm, a deadly weapon or instrument other than a firearm, or by any means likely to produce great bodily injury. (Education Code 48902(a), Penal Code 245).

7. Notify law enforcement regarding a sexual assault in addition to filing a CPS report as discussed below.

8. The principal or designee is required to notify the police and school security or the School Resource Officer (SRO) for 1) Possession, sale, or furnishing a firearm on a school site by a student or nonstudent; 2) Possession of an explosive on a school site by a student or nonstudent. (Education Code 48902(c))

b) Notification of Parents Upon Removal by Police

Upon presentation of proper identification to the principal or designee, police officers have the authority to remove students from school premises. Principals shall take immediate steps to notify the parent/guardian/caregiver or relative of the minor regarding the release of the minor to the officer, and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse. In those cases, the school official shall provide the police officer with the address and telephone number of the minor’s parent/guardian/caregiver. (Education Code 48906)

c) Police Contact and Intervention

(Summary of SFUSD Board of Education Resolution No. 92-23A6, Adopted June 22, 1999 and 2014 Memorandum of Understanding Between SFUSD and SFPD)

The San Francisco Unified School District wishes to continue its successful collaboration with the San Francisco Police Department to ensure safety in our schools, enhance the education of the SFUSD staff and its students, and to strengthen the relationship of trust between schools and students’ families. Moreover, SFUSD recognizes the serious potential consequences for youth of juvenile court involvement and wishes to avoid unnecessary criminalization of our students. Therefore, Board resolution and/or SFUSD/SFPD MOU require the following:

A. Requesting Police Assistance/Police Do Not Handle School Discipline. Staff members and site administrators shall only request police assistance when (1) necessary to protect the physical safety of students or staff; (2) required by law; or (3) appropriate to address criminal behavior of persons other than students. Police
are not to act as school disciplinarians and police involvement should not be requested in a situation that can be safely and appropriately handled by the District’s internal disciplinary procedures.

B. Procedure to Request Police Assistance.  (1) Call 911, SRO or any police officer in an emergency or crisis situation, and notify site administrator as soon as possible; (2) if there is no immediate danger to students or staff, a staff member should contact a site administrator to make the decision about whether to request police assistance for an incident involving potentially criminal behavior by a student, based on criteria in Section A; (3) notify Leadership, Equity, Achievement and Design (LEAD) Office and prepare a written incident report the same day to detail police response to incident. Disproportionate use of police intervention in inappropriate situations shall be cause for corrective action by the District.

C. Duties Performed by Officer. Staff and site administrators should encourage informal contact between police officers and students in counseling, educational programs or other school related activities. (Officers should not be requested to interview students or collect evidence for expulsion hearings unless the employee believes that such an investigation would pose a danger to themselves or others.)

D. Police Interrogations. Except in situations where the student is a suspected victim of child abuse, the school must immediately call the student’s parents. Efforts to contact parents must include calling all numbers listed on an emergency card, including work numbers, pager numbers, and any number supplied by the student. Parents must be given reasonable opportunity to come to the school and be present for any police interrogation. If a parent cannot be found, the school site should offer the student the option of having an adult of his or her choice from the school available during an interrogation.

E. Arrests at School. Prior to making an arrest, the police officer will consider the reasonableness of making the arrest at school by considering various factors (whether it is a school-related offense; the seriousness of the offense; whether there is an imminent threat to public safety; legal requirements; whether the arrest can be accomplished by other means). If the officer determines that arrest is necessary, s/he should coordinate with the principal or designee to find a private location out of sight and sound of other students, to the extent practicable and absent exigent circumstances. (Memorandum of Understanding between SFUSD and SFPD)

F. Graduated Response. When SFPD officers make a school based arrest they should use a graduated response system and make every effort to not refer a student to San Francisco County Juvenile Probation's Community Assessment and Referral Center (“CARC”) for the commission of a low-level school-based offense, defined as an offense involving battery, battery on school property, battery against a school employee, attempt to resist arrest, disturbing the peace, or possession of marijuana for personal use, unless the student has committed his or her third or subsequent similar offense during the school year. Notwithstanding this graduated response system, the officer has the discretion to refer to CARC.

In collaboration with the San Francisco Police Department and the San Francisco Youth Commission, a two-page brochure titled “Know Your Rights for Youth in San Francisco” is included on pages 155 and 42. This brochure gives students an idea of what to expect when encountering/interacting with police. The brochure is also available in other languages at this website:  http://www.sf-police.org/index.aspx?page=3535

d) Feedback Regarding Compliance with the SFPD MOU

The District welcomes feedback on the collaboration with the San Francisco Police Department and on the District and SFPD’s implementation of the standards and expectations outlined above (i.e., removing students from school, police interrogations). Please use the “SFPD/SFUSD MOU Compliance Feedback Form” on page 159 to give us your feedback.
9) Enrollment

SFUSD is a choice enrollment process. Students may choose to attend any school within the district. When there is more demand than seats available at a school, grade or program, assignments are determined by a process of tie-breakers that vary in elementary, middle and high schools and by language programs. For a more detailed description of the enrollment process, please refer to the SFUSD Enrollment Guide.

a) Enrollment Procedures

The Educational Placement Center (EPC) is the first stop on the road to education in SFUSD. EPC has a number of Placement Counselors who can help you with the entire enrollment process whether your child is new to SFUSD or already attending a SFUSD school. Language testing and Foreign Transcript Evaluation Services are also provided. We can help you any time of the year.

We are open from 8:00am to 4:30pm. The EPC is located at 555 Franklin Street, First Floor, Room 100. The phone number is 241-6085.

What documentation is needed when my application is turned in?

New students will need to provide the following original documents with the enrollment application:

A. Parent/Guardian’s Picture ID
B. Proof of birth to include birth certificate or official hospital record. If the document does not contain the parent/guardian name, additional guardianship verification is required.
C. Two (2) proofs of home address that include the name and address of the parent/guardian. Any two (2) of the following original documents dated within the last 45 days need to be provided:
   One to two (1-2) utility bill(s) from different agencies such as PG&E, water, cable or garbage. No cell phone bills will be accepted.
   Both automobile registration and auto insurance.
   Homeowner’s or renter’s insurance policy.
   Property tax statement.
   Official letter from a social service/government agency.
   Grant deed, Title of property, or rental/lease agreement with property owner’s documentation.
   Section 8 agreement
   Affidavit of residency executed by the parent or legal guardian
   Pay stubs, within 45 days
   Voter registration, must be current

Current students who have recently moved will need to complete a Change of Address form and provide the same two (2) proofs of address to the EPC within 14 days of a move.

Immunizations

All students under the age of 18 must be immunized against specific communicable diseases. Immunization records must be presented to the school prior to admission, unless provisions for exemptions have been made. (Health and Safety Code 120335, 120340, 120345, 120365, 120375)

Please refer to “Guide To Immunizations Required For School Entry” on page 148 (back of the School Health Form). AB2109 requires that health care providers sign the Personal Belief Exemption to Required Immunization Form (CDPH 8262) to document specific requested exemptions.

A student who fails to obtain the required immunizations within the time limits allowed shall be excluded from school unless the student is exempt. (Health and Safety Codes 3385, 3386 and 3389)

Please refer to the exceptions related to foster youth and homeless youth on pages 69 and 73.Tuberculosis Screening

The San Francisco Board of Education requires a Tuberculin Skin Test within 12 months prior to admission to school, unless provision for exemption has been made or there is a health examiner signature attesting to no risk factors for TB. (Resolution No. 44-23-S-p3). A subsequent chest X-ray is required if the skin test is positive.

Kindergarten/First Grade Health Examination

A completed physical exam is required upon initial entry to either Kindergarten or first grade. The physical examination must be done after March 1st of the same year that the child enters Kindergarten. For first graders, the examination must be done no more than 18 months prior to entry. Lack of evidence of a physical examination will result in denial of enrollment.

School Health Forms are available at the Student, Family & Community Support Department’s website at www.healthiersf.org and on page 148 of this Handbook.

Resources for Immunizations and Physical Exams

The following are public health clinics and low cost/free clinics for immunizations, tuberculin skin tests, and physical exams:

Castro/Mission Health Center
3850 - 17th Street at Noe & Sanchez
934-7700

Chinatown Public Health Center
1490 Mason Street above Broadway Tunnel
364-7600

Hip Hop to Health Teen Clinic
446 Randolph Street
337-4719
b) Enrollment & Rights of Foster Youth

Children residing in out of home placement, as ordered by the Dependency section and the Delinquency section of the Juvenile Court, who wish to enroll in SFUSD will enroll at the following locations:

- Students with an assignment of General Education and Resource Specialist Program (RSP) enroll at the Educational Placement Center (EPC) at 555 Franklin Street, Room 100. 241-6085.
- Students with an assignment of Special Day Class (SDC), Day Treatment, or Non Public School (NPS) will be directed to the Special Education Placement Unit located at EPC for appropriate school placement. 355-6995.

Enrollment Chart for Foster Youth

Please see page 69 for full information on the documents required and/or requested for foster youth to enroll in SFUSD.

This chart also has provides information on who to contact with any questions about enrollment.

SFUSD will enroll a foster child immediately even if the foster child is unable to produce records or clothing normally required for enrollment, such as previous academic records, medical records, proof of residency, other documentation, or school uniforms. To ensure a student’s appropriate school placement, we encourage all relevant documents be provided at the time of enrollment.

When a home placement change occurs, a foster child is allowed to remain in his/her school of origin while under the jurisdiction of the court. If a foster child exits foster care mid-year they are allowed to remain in his/her school of origin for the duration of the school year. High school students whose court jurisdiction terminates while they are in high school, can remain in their School of Origin through graduation. A change of address form must be completed with EPC and emergency card updated at the school site. If the home placement is out of county, an inter-district transfer is required; however school placement will not be delayed.

A foster child who changes residences pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

To find out more information about foster youth resources including free tutoring, contact SFUSD’s Foster Youth Services Program (FYSP) Coordinator Maya Webb, SFUSD Student, Family & Community Support Department, 415-242-2615 x3310, webbm1@sfusd.edu. Or visit www.healthiersf.org/fys.

The Educational Liaison for the San Francisco Human Services Agency (HSA) is Gloria Anthony-Oliver at 415-401-4438, Gloria.Oliver@sfgov.org.

Assembly Bill 490 Provisions

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

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

- **Timely Transfer of Records**
  - Makes LEAs and county social workers or probation officers jointly responsible for the timely transfer of students and their records when a change of schools occurs.
Requires an LEA to deliver the pupil’s education information and records to the next educational placement within 2 business days of receiving a transfer request from a county placing agency or LEA.

**Protection for Grades and Credits**

The District must accept credit for full or partial coursework satisfactorily completed by the foster student and earned while attending a public school, juvenile court school, or non-public, non-sectarian school. Foster students will not be required to retake a course if the student has satisfactorily completed the entire course in a public school, a juvenile court school, or a nonpublic, nonsectarian school or agency; nor will the student be prohibited from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California. (51225.2)

Ensures that foster youth will not be penalized for absences due to placement changes, court appearances, or related court ordered activities.

For more information on AB490 Roles and Responsibilities, please refer to the San Francisco County AB490 Intergency and Community Agreement (available at healthiersf.org/fys).

**Assembly Bill 1933 Provisions**

Assembly Bill 1933 (AB 1933) allows a foster child to remain in his/her school of origin for as long as the child is in foster care. This means the foster child can remain in his/her school of origin and/or school feeder pattern even if:

- The child changes school levels, or
- The child moves out of the school area or district while in foster care.

If the foster child’s case is closed prior to the end of an academic year, the foster child must be allowed to continue to attend the school of origin through the “duration of the academic school year.” Cal. Ed. Code § 48853.5(d)(2).

**Senate Bill 1568**

Senate Bill 1568 (“SB 1568”) allows a former foster child to continue in his/her School of Origin through graduation if the jurisdiction of the court is terminated while the foster child is in high school. Education Code (EC) § 48853.5.

**School of Origin**

School of origin can either be the school that the foster child attended when he/she was permanently housed or the school in which the foster child was last enrolled while in foster care. If there is another school that the foster child is connected to and attended in the last 15 months, that school may also be deemed the school of origin. Cal. Ed. Code § 48853.5(e).

**Educational Rights**

Parents have the right to make educational decisions for their children unless their child is in a legal guardianship, their child has been freed for adoption (parental rights terminated), or the juvenile or other court has limited their educational rights. At the same time the court limits educational rights, it must appoint a responsible adult to make educational decisions for the child. Only if the court limits the parent/guardian’s rights and cannot find a responsible adult, the court will refer the case to the SFUSD Educational Surrogate Coordinator for appointment of a surrogate parent.

**Assembly Bill 643 Provisions**

Assembly Bill 643 (AB 643) allows access to student records to an agency caseworker or other representative of a state or local child welfare agency that has legal responsibility, in accordance with state law, for the care and protection of the student. Student records can be provided to the above without written parental consent or under judicial order. Cal. Ed. Code § 49076(L)(i)

The agency case worker or representative may disclose student records, or identifiable information, to agency authorized persons that are providing related educational assistance. The records, or identifiable information contained in those records, shall not otherwise be disclosed by that agency, except as provided under FERPA. Ed. Code § 49076(L)(ii)

**Assembly Bill 1909 Provisions**

Assembly Bill 1909 governs the duties and rights related to foster students in school disciplinary proceedings. The key provisions of AB 1909 are as follows:

**Extension of Suspension**

If a foster youth is referred to an extension of suspension meeting for an offense that does not require mandatory suspension/expulsion referral, the foster youth’s attorney and child welfare agency representative must be notified of the proceedings and invited to participate in the extension of suspension meeting. This Notice also may be provided to the student’s attorney/child welfare agency representative for offenses that do require mandatory suspension and expulsion. (EC 48853.5, 48911).

**Manifestation Determination**

If a manifestation determination is held for a foster student for an offense that does not require mandatory expulsion referral, the student’s attorney and child welfare agency representative shall be invited to participate in the meeting. The invitation may be made by mail, email or telephone call. This Notice also may be provided to the
Notice of Expulsion

If a foster student is being referred for expulsion for an offense that does not require mandatory expulsion referral, the District must inform the student’s attorney and child welfare agency representative of the hearing 10 calendar days prior to the hearing date. The notice may be provided by mail, email or telephone call. This notice also may be provided to the student’s attorney/child welfare agency representative for offenses that do require mandatory expulsion referral.

Increasing School Stability & Community Support:

“Our Children, Our Community”
Foster/Adopt Our SF Youth

It is a proven fact that youth in stable homes and with stable supports do better in school. SFUSD and partnering agencies have launched the “Our Children, Our Community” Foster/Adopt Our SF Youth campaign.

Room in your heart for one more? SF Foster Youth are in need of mentors, respite providers, foster parents, and adoptive parents.

If you’re interested in becoming a permanent support for a foster youth, please contact Foster Youth Services at (415) 242-2615, webbl1@sfusd.edu, or visit www.healthiersf.org/FYS.
# San Francisco Unified School District
## 2015-2016 Enrollment Chart for Foster Youth

### ASSEMBLY BILL 490/ASSEMBLY BILL 1933/SENATE BILL 1568

Effective January 1, 2004, Assembly Bill (AB) 400, Chapter 882, imposed new duties and rights related to the education of children and youth in foster care (dependents and wards of the court). Assembly Bill 1933 ("AB 1933"), effective January 1, 2011, allows a foster child to remain in his/her school of origin for as long as the child is in foster care. Education Code (EC) § 48850(a). Effective January 1, 2013, Senate Bill 1568, allows a former foster child to continue in his/her School of Origin through graduation if the jurisdiction of the court is terminated while the foster child is in high school. Education Code (EC) § 48850.5.

All educational and school placement decisions for foster youth shall be made to ensure that each foster pupil has the opportunity to meet the same academic achievement standards to which all pupils are held, included in the least restrictive educational programs, and has access to the academic resources, services, extracurricular and enrichment activities as all other pupils. Education Code (EC) § 48850(a).

The new school shall immediately enroll the foster or transitional child even if the foster or transitional child has outstanding fees, fines, textbooks, or other items or moneys due to the school last attended or is unable to produce records or clothing normally required for enrollment, such as previous academic records, medical records, proof of residency, other documentation, or school uniforms. Education Code (EC) § 48850(b).

<table>
<thead>
<tr>
<th>Enrollment Groups</th>
<th>Documents</th>
<th>Registration Site</th>
<th>SFUSD Contacts/Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Students, including Resource Specialist Program (RSP) and Inclusion (INC)</strong></td>
<td>Required: 1. SFUSD Application &amp; New Student Questionnaire <strong>Requested: 1. Foster Care Agreement 2. 2 Proofs of Address 3. 1 Proof of Birth 4. School records 5. Immunizations</strong></td>
<td>(Drop in Accommodation) Please call for Questions Educational Placement Center 555 Franklin Street, Room 100 San Francisco, CA</td>
<td>Placement Counselors Main Line: (415) 241-6085 Darlene Lim (AB490 Liaison) <a href="mailto:LimD1@sfsud.edu">LimD1@sfsud.edu</a> Phone: 241-6271 Fax: 241-6087</td>
</tr>
<tr>
<td><strong>Students with Probation Officers</strong></td>
<td>Required: 1. SFUSD Application &amp; New Student Questionnaire <strong>Requested: 2. Foster Care Agreement 7. 2 Proofs of Address 8. 1 Proof of Birth 9. School records 10. Immunizations</strong></td>
<td>Pupil Services Department 727 Golden Gate Ave. San Francisco, CA</td>
<td>John Zamora <a href="mailto:ZamoraJ@sfsud.edu">ZamoraJ@sfsud.edu</a> Phone: 241-3038 x13004 Fax: 241-6213</td>
</tr>
<tr>
<td><strong>Students with Special Education Services</strong></td>
<td>Required: 1. SFUSD Application &amp; New Student Questionnaire <strong>Requested: 1. Foster Care Agreement 2. 2 Proofs of Address 3. 1 Proof of Birth 4. School records 5. Immunizations 6. Individualized Education Plan</strong></td>
<td>(Drop in Accommodation) Please call for Questions Educational Placement Center 555 Franklin Street, Room 100 San Francisco, CA</td>
<td>Adriana Esquer <a href="mailto:EsquerA@sfsud.edu">EsquerA@sfsud.edu</a> Phone: 355-6995 Fax: 241-6087</td>
</tr>
<tr>
<td><strong>Request for Student Records</strong></td>
<td>SF-HSA Protective Services Worker/SF-JPD Probation Officer completes 1144 &amp; 1145 forms to request student records once school placement has been confirmed. Fax forms to Foster Youth Services (FYS) Program in corresponding school districts.</td>
<td><strong>FYS Coordinators:</strong> <a href="http://www.cde.ca.gov/ls/pffy/contacts.asp">http://www.cde.ca.gov/ls/pffy/contacts.asp</a> Foster Youth AB490 Liaisons: <a href="http://www.cde.ca.gov/ls/pffy/ab490_contacts.asp">http://www.cde.ca.gov/ls/pffy/ab490_contacts.asp</a></td>
<td>Jettey Buford-Levels, SFUSD FYS <a href="mailto:Levels1@sfsud.edu">Levels1@sfsud.edu</a> Phone: 242-2615, Ext. 3204 Fax: 242-2618 Maya Webb, SFUSD, FYS <a href="mailto:Webm1@sfsud.edu">Webm1@sfsud.edu</a> Phone: 242-2615x3310 Shira Andron, SFUSD FYS <a href="mailto:AndronS@sfsud.edu">AndronS@sfsud.edu</a> Phone: 242-2615, Ext. 3055</td>
</tr>
</tbody>
</table>

**To ensure a student’s appropriate school placement, we encourage all relevant documents be provided at the time of enrollment.**
c) Enrollment & Rights of Families & Youth in Transition (Homeless Students)

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

**Definition of Homelessness**
Any student that lacks a fixed, regular, adequate nighttime residence, and:

A. has a primary nighttime residence that is a shelter designated to provide temporary living accommodations such as shelters, motels/hotels, domestic violence shelters, and transitional housing.

B. lives in a car, park, abandoned building, or public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

C. lives temporarily in a trailer park or camping area due to the lack of adequate living accommodations.

D. lives "doubled-up" with another family, due to loss of housing, stemming from financial problems.

E. is abandoned at a hospital.

F. resides in a home for school-aged, unwed mothers or mothers-to-be, if there are no other available living accommodations.

G. is awaiting foster care in limited circumstances but does not include placement in a foster family, foster family agency or group home.

H. is placed by the state in an emergency shelter due to lack of alternative housing.

I. is an abandoned, runaway, or throwaway youth or migratory child living in any of the circumstances described above.

**School Selection / Student Rights**
A homeless student can attend the last school of enrollment, if feasible, or attend the school in the area where the family is temporarily residing.

The student can remain at the selected school site throughout the duration of homelessness. The school site is considered the school of origin.

If the family gains permanent housing, the student can remain at the current school for the duration of that academic year.

Homeless students who are not attending their school of residence do not have the right to attend the next matriculating school. The student must attend the school in the area in which he/she is temporarily residing.

**Enrollment**
Schools must immediately enroll homeless students, regardless of the lack of:

Academic Records

Proof of Residency
Medical Records
Immunization Records*
*A 30 day conditional enrollment is granted if immunization records are not provided.

Families & Youth in Transition (homeless students) who wish to enroll in SFUSD for the first time will enroll at the Educational Placement Center (EPC) located at 555 Franklin Street, Room 100 (241-6085 or 241-6136). Families who are already enrolled in SFUSD and subsequently meet the eligibility requirements listed above should contact Pupil Services at: 241-3030.

**Dispute Resolution Process**
Local educational agencies (LEAs) must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool program, as other children and youths. Following are the components for resolving disputes:

If a dispute arises over school selection or enrollment, the child/youth must be immediately enrolled in the school in which he/she is seeking enrollment, pending resolution of the dispute (PL 107-110, Section 722(g)(3)(E)(iv)).

Enrollment is defined as "attending classes and participating fully in school activities."

The school must refer the student, parent, or guardian to the District Liaison to carry out the dispute resolution process as expeditiously as possible. The District Liaison must ensure that the dispute resolution process is also followed for unaccompanied youths.

A written explanation of the school's decision regarding school selection or enrollment must be provided if a parent, guardian, or unaccompanied youth disputes such a school selection or enrollment decision, including the right to appeal (PL 107-110, Section 722(g)(3)(E)(iii)). The written explanation shall be complete, as brief as possible, simply stated, and provided in a language that the parent, guardian, or unaccompanied youth can understand.

If the dispute remains unresolved at the district level or is appealed, then the District Liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office of education (COE). The COE liaison is the Executive Director of Student, Family & Community Support Department. The Executive Director will review these materials and determine the school selection or enrollment decision within five (5) working days of receipt of the materials. The Executive Director will notify the District Liaison and parent of the decision.

If the dispute remains unresolved, the Executive Director of Student, Family & Community Support Department shall forward all written documentation and related paperwork to the State Homeless Coordinator. Upon the review of the LEA, COE, and parent information, the California Department of Education will notify the parent.
of the final school selection or enrollment decision within ten (10) working days of receipt of materials. You may reach the State Homeless Coordinator, Leanne Wheeler, by phone at (916) 319-0383 or by e-mail at lwheeler@cde.ca.gov.

**Grades and Partial Credits**

The District must accept credit for full or partial coursework satisfactorily completed by the homeless student and earned while attending a public school, juvenile court school, or non-public, non-sectarian school. Homeless students will not be required to retake a course if the student has satisfactorily completed the entire course in a public school, a juvenile court school, or a nonpublic, nonsectarian school or agency; nor will the student be prohibited from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California. (51225.2)

**Discipline/Manifestation Determination**

*If a manifestation determination is held for a homeless student for an offense that does not require a mandatory expulsion referral, the Homeless Liaison shall be invited to participate in the meeting. The invitation may be made by mail, email or telephone call. This Notice also may be provided to the Homeless Liaison for offenses that require mandatory expulsion referral.* (48915.5(e))

**Notice of Expulsion**

If a homeless student is being referred for expulsion for an offense that does not require mandatory expulsion referral, the District must inform the Homeless Liaison of the hearing 10 calendar days prior to the hearing date. The notice may be provided by mail, email or telephone call. *This Notice also may be provided to the Homeless Liaison for offenses that require mandatory expulsion referral.* (48918.1(b))

**Interscholastic Sports or Extracurricular Activities**

A homeless child or youth shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

**Services**

Muni Fast Pass to attend school daily
Backpack with school supplies
School uniform
Tutoring

To obtain these services, please contact the Families & Youth in Transition Liaison at 241-3030.

**d) California English Language Development Test (CELDT)**

State law and federal law require that school districts administer a state test of English language proficiency (A) to newly enrolled students whose primary language is not English and (B) to students who are English learners as an annual assessment.

For California public school students, this test is the California English Language Development Test (CELDT). The CELDT has three purposes: (1) To identify students who are limited English proficient; (2) To determine the level of English language proficiency of students who are limited English proficient; (3) To assess the progress of limited English proficient students in acquiring the skills of listening, reading, speaking, and writing in English.

All students in K-12 whose primary language is not English, based on the Home Language Survey (HLS), must take the CELDT within 30 calendar days after they are enrolled in a California public school for the first time to determine if they are English learners. The HLS is completed by parents or guardians when they first register their children for school. The CELDT must be given to students identified as English learners once a year as per the school district’s evaluation process until they are reclassified as fluent English proficient (RFEP).
e) School Transfers / Change of Program

Eligibility
Transfers during the school year are disruptive for students and schools and will generally not be accepted. Transfers are not permitted after the first week of September except in limited circumstances:

1. Change of address
2. Disciplinary action
3. Safety concerns
4. IEP Team-approved transfers for special education students

1. Change of Address
Parents/guardians who move within San Francisco may be allowed to transfer their children to a school closer to the new residence depending on space/program availability and, for special education, depending upon the student’s unique needs as set forth in the student’s IEP. EPC may refer the parent/guardian of the special education student to the student’s IEP Team. (See “IEP Team-Approved Transfers” below.)

Parents/guardians may submit a request for transfer by completing a Change of Address form and submitting it to the Educational Placement Center (EPC) at 555 Franklin Street, Room 100, telephone: 241-6085. A change of address must be submitted within 14 days of a move.

A picture ID of the parent/guardian and two proofs of the new address must accompany the Change of Address form. The two address proofs must contain the name and address of the parent/guardian and must be dated and current. Any two of the following are acceptable documents: a utility bill dated within 45 days, or a current automobile insurance policy and vehicle registration, homeowner’s or renter’s insurance policy, property tax statement, lease, Section 8 agreement, pay stubs, voter registration, or a letter mailed to parent/guardian by a governmental agency (e.g. social services) dated within 45 days. These transfers will not be approved after April 15th.

2. Disciplinary Action
Students may be transferred through SFUSD Pupil Services as a result of an expulsion hearing or counseling conference. If a special education student is transferred through Pupil Services as a result of an expulsion hearing or counseling conference, Pupil Services and the sending school will ensure that a copy of the student’s current IEP is faxed to the receiving school and that education records are forwarded promptly to the receiving school. If needed, the sending school will participate in an IEP at the receiving school within 30 days.

3. Safety Concerns
Transfer requests based on student safety concerns may be initiated at the school site by a parent/guardian by submitting a Child Welfare Attendance Referral and

Transition (CWART) Form with a copy of the police report related to the safety issue, and copies of any supporting documentation from the school or parent/guardian.

School staff will submit completed forms to Pupil Services at 727 Golden Gate Avenue, 2nd Floor, telephone: 241-3030.

Transfer requests based on student safety concerns such as threats of bodily harm or threats to emotional stability of the student may be initiated at the school site. The parent/guardian must submit a CWART form and attach a written statement regarding the safety issue that is from a representative of the appropriate state or local agency, including, but not necessarily limited to, a law enforcement official or a social worker, or properly licensed or registered professionals, including, but not necessarily limited to, psychiatrists, psychologists, or marriage and family therapists; or a court order, including a temporary restraining order and injunction, issued by a judge. In addition to the required written statement, parents may also include any other supporting documentation. Completed forms should be submitted to the school, which will forward the forms to Pupil Services. Pupil Services will determine whether a safety transfer is appropriate. If so, the student will be transferred to a school with space/program availability. If the student is a special education student, Pupil Services may refer the parent/guardian to the student’s IEP Team. (See “IEP Team-Approved Transfers” below.)

4. IEP Team-Approved Transfers (Special Education)
For special education students, placement is determined through the IEP process. Change of placement for special education students may occur during the school year if the student’s IEP Team determines this to be appropriate for the student and if the level of services cannot be met at the current site. Parents/guardians seeking a mid-year change of placement due to special education needs should request an IEP Team meeting through their child’s teacher. The special education department should convene an IEP meeting within 30 calendar days of the request (not including holiday breaks exceeding five school days), and contact their child’s teacher.

Other Transfers
Change of Program (Language Immersion and Biliteracy Programs). Parents/guardians who wish to change their child into or out of a language program (e.g. change from the Spanish Biliteracy program to the general education program or vice versa), may submit a transfer request to EPC through the appropriate enrollment cycle process. A request for transfer is based on space/program availability, student’s grade level, and student’s language proficiency and/or needs.
Parents/guardians may submit a request for transfer based on Change of Program (Language Immersion and Biliteracy Programs) by completing a transfer request form and submitting it at the appropriate key dates in the enrollment cycle to the Educational Placement Center (EPC) at 555 Franklin Street, Room 100, telephone: 241-6085.

**Probation Transfers.** Juvenile Probation Department completes a “Request for Student School Placement or School Transfer” form, which is submitted to SFUSD Pupil Services, 727 Golden Gate Avenue, 2nd Floor; to the designated Program Administrator, with the exception of probation youth in out-of-home (Foster Youth) placement, who will be referred directly to EPC.

**Exit/Withdrawal Procedures**

Any student who will be transferred within SFUSD schools should not be withdrawn by the school site. EPC will enter in all internal SFUSD transfers that involve Special Education students, change of program, inter-district transfers, or change of address.

Transfers for safety or disciplinary action will be determined by the Pupil Services.

Any student who has withdrawn and is requesting re-enrollment into SFUSD within the same semester will be returned to the previous school of enrollment if there are openings and if the openings have not been filled in the enrollment cycle.

**Residency Requirement for Students**

**Residency**

A minor’s residence is presumed to be the legal residence of the parent(s) or guardian(s) who have physical custody of the minor. In order to be enrolled in SFUSD, the student’s parent/legal guardian must continually reside in San Francisco at the time of application and for the entire period of enrollment in SFUSD.

This residency policy does not apply to homeless students.

**Definition of Residency**

For the purpose of this policy, a resident is an individual who is a full-time occupant of a dwelling located in San Francisco and who, on any given day, is likely to be at their stated address when not at work or school. In determining the place of residence the following rules shall be observed:

a. It is the place where one remains when not called elsewhere for labor or other special or temporary purpose, and to which he/she returns in seasons of repose.

b. There can only be one residence.

c. A residence cannot be lost until another is gained.

d. The residence of the parent/guardian with whom an unmarried minor child maintains his/her place of abode is the residence of such unmarried minor child.

e. The residence can be changed only by the union of act and intent.

If the parents are separated and live at different addresses, the pupil must physically reside with the parent in San Francisco for at least 50% of the time during the regular school year.

Temporary residence in San Francisco, solely for the purpose of attending a SFUSD school, shall not be considered residency. A person who owns property in San Francisco, but does not reside in San Francisco, is not considered a resident.

**Required Documents**

The Superintendent is directed to develop an Administrative Regulation to outline the documents necessary to establish residency to apply for or enroll in a San Francisco public school.

These documents also will be required for any change of address and may be requested for transitional students entering 6th or 9th grade.

**Special Situations**

A student may also establish residency by providing official documentation deemed sufficient to the District to show that s/he is an emancipated minor living in SF; is in the court-appointed care of a licensed foster home, family home or licensed children’s institution within SF; is confined to a hospital or residential care in SF for treatment of a temporary disability; lives with a caregiving adult; or has obtained an interdistrict permit. Enrollment in a particular school may be denied if District staff determines that the student resides with a caregiver rather than the parent solely for the purpose of attending a particular school.

The Superintendent is directed to outline the types of documentation that will be considered sufficient in an Administrative Regulation.

**Undocumented Students**

Any child whose family resides in San Francisco is guaranteed access to a free public education in SFUSD. No family will be denied access to school because of their immigration status.

**Verification of Residency**

The Superintendent or designee may annually verify, at the Superintendent’s discretion, the student’s residency and retain a copy of the document(s) offered as
verification of residency in the student’s mandatory permanent record.

If the Superintendent or designee reasonably believes or has a reasonable suspicion that the parent/guardian of a student has provided false or unreliable evidence of residency, the Superintendent or designee is authorized to make reasonable efforts to determine whether the student meets District residency requirements.

In order to verify residency, SFUSD reserves the right to request additional documents and/or to conduct an investigation. Because residency can change for students and their families during the school year, SFUSD may verify residency at any time, or may require proof of continued residency at such intervals (e.g. monthly, quarterly, annually) as may be deemed appropriate, including in transitional grades. The Director of the Education Placement Center is the designee charged with overseeing residency fraud investigations. The EPC Director may utilize District staff or private investigators to conduct residency investigations as the EPC Director and/or designee deems reasonably appropriate.

Students Who Move

If the parent/guardian who has physical custody of the student(s) moves to a new address at any time after submitting the application for enrollment, s/he must submit a Change of Address form to the Education Placement Center within 14 days following the move. Students who move out of San Francisco but wish to remain in a SFUSD school shall apply for an interdistrict permit from the new district of residence. Interdistrict permits shall be processed in accordance with District procedures.

If the parent/guardian fails to submit a Change of Address form within 14 days of their move, the student’s enrollment may be revoked.

Revocation of Enrollment

If the Superintendent or designee reasonably determines in their discretion that a student’s enrollment and/or school placement is based on a false claim of residency, address, guardianship/caregiver, or any other false information, the student’s enrollment will be revoked.

Non-Residents

If the District finds that the student is not a resident of San Francisco, the student will be dropped from enrollment in the District and required to enroll in school in the student’s actual district of residence. For one year after the revocation, the pupil will not be eligible to apply for an interdistrict permit to any oversubscribed school.

However, the student will be immediately eligible to apply for an interdistrict permit to attend an undersubscribed school that has space at the time of application, including their original school if it is undersubscribed. Such applications will be processed in accordance with District procedures.

Residents

If the District finds that the student is a San Francisco resident, but has obtained a particular school assignment based on other false information or moved to San Francisco after the District’s discovery of their non-residency, the student will be dropped from the assigned school that was obtained with false information and will be re-enrolled in an undersubscribed school that has space at the time of re-enrollment. * Residents who have had their enrollment revoked due to violation of this policy shall not be eligible to participate in any choice placement process into an oversubscribed school for one year after revocation.

*One exception to this rule is that residents found to be in violation of this policy may remain in their assigned school if (1) it is an undersubscribed school, (2) there is space and no outstanding choice requests at the time of revocation.

“Undersubscribed school” is defined as a school that was not full and did not have outstanding choice requests at the beginning of the current school year. “Oversubscribed school” is defined as a school that was full and had outstanding choice requests at the beginning of the current school year.

Families who are determined to have violated this policy shall be charged for the time and expenses that the District incurs to complete its investigation. If enrollment has been revoked, an interdistrict permit to attend school in San Francisco will not be granted for one year after revocation.

In addition to recovering investigation costs, the District reserves the right to pursue additional civil and criminal legal action against individuals who have submitted false information to the District to obtain enrollment in an SFUSD school, including without limitation prosecution of a claim for violation of Government Code § 12650 et seq. for false claims violations. The Board delegates to the General Counsel the authority to settle false residency claims.

The Education Placement Center shall send the parent/guardian a letter notifying them of the District’s preliminary determination that the student does not reside
in San Francisco. The letter shall inform the parent/guardian that the student is suspected of living outside of San Francisco; shall list the suspected address outside of San Francisco; and will notify the parent/guardian of their right to challenge this preliminary determination within 7 days.

**Challenge of Revocation of Enrollment**

If the parent/guardian feels that the District's determination regarding residency was made in error, s/he may submit a letter and supporting evidence to the Educational Placement Center Director within 7 days to challenge the decision. The parent/guardian will receive an informal meeting with the EPC Director or other Superintendent's designee to discuss the parent’s challenge.

The meeting is the parent/guardian’s opportunity to present their evidence of residency, and to respond to the District’s questions and evidence regarding the student’s residency. The EPC Director or other Superintendent’s designee may request that the parents submit additional information and residency documentation after the meeting to substantiate their claim.

The EPC Director or other Superintendent’s designee will respond within a reasonable amount of time to notify the parent/guardian of whether the decision to revoke enrollment has been sustained or reversed. This decision shall be final.

In enforcing this policy, the EPC Director acts under the discretion of the Superintendent. The student may remain in school until the challenge is exhausted.

If the parent/guardian fails to submit a challenge letter within 7 days after receipt of the notification letter, the student’s enrollment shall be terminated on the 8th day after receipt of the notice. This decision shall be final.

**g) Interdistrict Permit Requests (State Education code 46600 et seq.)**

A parent/guardian who is a resident of San Francisco and wishes for his/her child to attend a public school outside of San Francisco must submit an interdistrict permit to the Educational Placement Center (EPC). The parent/guardian should bring a current verification of the San Francisco home address. Beginning in January 2016 permits are processed and approved or disapproved on a weekly basis and forwarded to the requested district. Final approval is made by the requested district.

If a student wishes to attend a San Francisco public school and the parent/guardian does not live in San Francisco, the parent/guardian must obtain an interdistrict permit from the current public school district of residence. The interdistrict permit is required for anyone living outside of San Francisco who wishes to attend or continue attending a San Francisco public school. In accordance with any valid and current interdistrict transfer agreement between SFUSD and the district of residence, the interdistrict permit is an annual permit and must be on file for each school year. Interdistrict transfer request students cannot be guaranteed enrollment in SFUSD.

Interdistrict attendance permits may be approved for any of the following reasons:

- To meet the child care needs of the student.
- The parent/guardian is employed within the city of San Francisco.
- When the student has a sibling attending school in the receiving district, to avoid splitting the family’s attendance.
- To allow the student to complete a school year when his/her parents/guardians have moved out of the district during the year.
- When there is a valid interest in a particular educational program not offered in the district of residence.
- A pupil who has been determined by personnel of either the district of residence or the district of proposed enrollment to have been the victim of an act of bullying, as defined in subdivision (r) of Section 48900, committed by a pupil of the district of residence shall, at the request of the person having legal custody of the pupil, be given priority for interdistrict attendance under any existing interdistrict attendance agreement or, in the absence of an agreement, be given additional consideration for the creation of an interdistrict attendance agreement.

EPC reviews requests five weeks before the start of the new school year (not earlier). First EPC needs to make school placement offers to students from the city of San Francisco. EPC recommends that students who do not reside in San Francisco enroll in their district of residence in the event that SFUSD is unable to assign the child to a requested school.

EPC can grant interdistrict transfers only on a space-available basis, and EPC reserve the right to determine whether or not to accept interdistrict transfer requests. EPC also reserve the right to limit the number of incoming students and establish priorities according to types of requests.

Also, EPC cannot grant interdistrict transfers to high demand schools, i.e., schools that are filled to capacity at the end of the first placement period or programs that are impacted.

To apply for an interdistrict permit to attend SFUSD, the parent/guardian must first apply in his/her own district of residence. Each school district has individual timelines.
and requirements for interdistrict applications. If and when the permit is approved by the district of residence, it will be forwarded to the EPC for approval. EPC will notify the parent/guardian by mail if any additional documentation, such as employment verification, is needed.

A SFUSD enrollment application, reflecting the out-of-district address, must also be submitted along with all other required documents for enrollment.

Interdistrict transfer students will not be assigned through the regular student assignment process, but will be held until mid-summer when interdistrict placement begins.

Permits for students receiving special education services must be approved by the Special Education Local Plan Area (SELPA) Director or the Assistant Superintendent of Special Education Services, prior to placement.

In accordance with any valid and current interdistrict transfer agreement between SFUSD and the district of residence and/or SELPA the parent/guardian must renew an interdistrict permit each school year. The approval of the interdistrict permit is contingent on factors such as a student maintaining satisfactory standards of academic progress, behavior, and/or attendance. Based on the agreement criteria, principals annually recommend approval and/or denial of interdistrict permits. Interdistrict permits are subject to revocation for falsification of information provided on the permit application, failure to provide the SFUSD Office of Pupil Services with documentation of the specifics of the circumstances leading to the expulsion. An SFUSD Administrative panel within the Office of Pupil Services will hold a meeting to determine whether the SFUSD would expel for this offense, and whether the individual poses a continuing danger to either the pupils or employees of the school district.

**j) Attendance Options: Alternative Schools and Educational Programs**

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

1. Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
2. Recognize that the best learning takes place when the student learns because of a desire to learn.
3. Maintain a learning situation maximizing student self-motivation and encouraging the student in his/her own interest. These interests may result in whole or in part from a presentation on choices of learning projects to his/her teachers.
4. Maximize the opportunity for teachers, parents, and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
5. Maximize the opportunity for student, teachers, and parents to continuously react to the changing world, including, but not limited to the community in which the school is located.

In the event any parent, student, or teacher is interested in further information regarding alternative schools, the County Superintendent of Schools and the administrative office of this district shall 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.

Listed below are the alternatives available:

**Independence High School**, located at 1350 7th Avenue, reflects the culturally rich and diverse population of San Francisco. The high school provides an alternative
educational opportunity for students who have earned at least 60 high school credits. Priority is given to those students who can graduate within the year. Independent study allows students to continue their secondary education toward a high school diploma by attending school on a once-a-week basis for a minimum of 45 minutes per week in a 1:1 teacher/student ratio setting. This program was established to meet the needs of students who need to work full or part-time, care for a child, participate in a professional training program (e.g. ballet), or other circumstances that would preclude them from attending school daily.

All students are expected to complete 35 hours of independent work every week which translates into 7 courses for 5 credits each. The assignments may be completed at home, in the library, or at the school.

Applications are available through the school and at the Office of Pupil Services. In addition to the two-page application, students must submit an autobiography, a copy of a current transcript or scholarship record, a copy of the IEP if the student is eligible for Resource support or has a 504 Plan on file (students needing a Special Day Class setting cannot be served at this site), proof of residence, and a copy of the Immunization Record. For additional information, please contact the principal at 242-5000.

Ida B. Wells High School, located at 1099 Hayes, and Downtown High School, located at 693 Vermont Street, are the District’s two continuation schools for students who are lacking high school credits relative to their age. Students who select to enroll in a continuation high school must be at least 16 years of age at the time of enrollment. Students who are 18 at the time they seek enrollment must obtain the principal’s permission prior to being assigned. Students are expected to attend daily for a full day of instruction. However, students are given an opportunity to earn high school credits at an accelerated pace due to the program structure.

Students who are new to SFUSD should report initially to the Educational Placement Center at 555 Franklin St. Students within SFUSD should discuss admission to a continuation school with their school counselor, or at the Office of Pupil Services. All minors must be accompanied by a parent/guardian. Assignments are made on a space availability basis. The documents required for enrollment are a copy of a current transcript, a copy of the IEP if a student is in special education, proof of residence, and a copy of the Immunization Record.

The California School Age Families Education (CalSAFE) Program is designed to increase the availability of support services necessary for any enrolled expectant/parenting students to improve academic achievement and parenting skills and to provide a quality childcare/development program for their children. Hilltop School, 1325 Florida Street, is an optional, alternative SFUSD program with additional support services including childcare, parenting education, and career vocational education offered on site. Enrollment into the Cal-SAFE program is voluntary, and Cal-SAFE services are available to all SFUSD students described above, whether enrolled at Hilltop or any SFUSD school. For more information contact the Cal-SAFE coordinator through SFUSD Office of Pupil Services at 241-3030.

County Community Schools, administrative offices located at 727 Golden Gate provide a personalized school environment for students in grade 6-12; the school incorporates an integrated academic and behavioral support approach. Besides offering the traditional SFUSD curriculum, County Community Schools offer individualized and unique programming such as on-line learning; social/emotional support groups; and career and job readiness counseling.

Depending on age, placement, and expulsion status, students have the option to remain in these programs or return to District schools or programs. Students are referred and placed by SFUSD Office of Pupil Services and are enrolled for classes at our County Community facility. Documents required for enrollment are the same as those described above. Please contact the Office of Pupil Services at: 241-3030, for additional information.

Homebound Instruction (Temporarily Disabled Program) will be provided if it is anticipated that a student will be unable to attend school temporarily for a period of four weeks or longer; the length and reason for confinement is determined by a licensed physician. During this time of confinement, general education students will receive 2 hours per week of instruction and special education hours will be determined by the IEP team. If it is anticipated that a student will be absent for a period less than four weeks, that student remains enrolled at his/her school of assignment, receiving homework assignments from that school. For more information about specific eligibility requirements for this program, please contact the Homebound Education Program at 759-2895.

Community Home Based Education, located within the Independence High School on 1350 7th Avenue, serves families in SFUSD jurisdiction who are seeking educational alternatives to the regular classroom setting. This program serves students in kindergarten through 8th grade (K-8.) The student and parent/guardian are required to attend a one-hour class per week with the home teacher, and the SFUSD home-based school district teacher. In most cases, the parent/guardian is the home teacher. The student must be taught the same subjects that would be taught at his/her grade level in school. The student uses SFUSD textbooks. After meeting the minimum daily time for using school district curriculum, additional subjects and texts may be added at the parent’s discretion. Under the instruction of the home teacher, the parent/guardian, the student must work the required minimum number of minutes per day based upon the student’s grade. You may request a
Community Home Based Education application and an interview from the teacher by contacting 242-5000. The documents required for enrollment are proof of residence, a copy of the Immunization Record, copies of previous report cards, and samples of the student's work.

A Private Tutor may teach students. The tutor must have a valid California teaching credential for the grade level being taught, and instruction must be in the courses of study required in the public schools. Tutoring must be provided for at least three hours per day, between 8:00 a.m. and 4:00 p.m., and for at least 175 days per calendar year. (See Education Code sections 48200 and 48224.) The affidavit required of a private school is not required of a tutor. If you are thinking that you would like the student to earn a high school diploma from a regular public school, please note that not all public schools will accept transfer credits from a tutor. Most public high schools only accept transfer credits from another accredited high school.

Parents who wish to teach their children at home may establish a private school in their home. However, if the parent is the teacher, he/she should be credentialed or another credentialed person should perform the teaching. The law requires a private school to file a Private School Affidavit online at http://www.cde.ca.gov/sp/ps/. "Home schooling," a situation where non-credentialed parents teach their own children, exclusively, at home whether using a correspondence course or other types of course—is not an authorized exemption from mandatory public school attendance. Furthermore, a parent's filing of the affidavit required of a private school does not transform that parent into a private school (California Department of Education, July 2002.)"

Various Charter Schools specializing in specific areas and grades are open for enrollment. Charter schools are granted charters by the San Francisco Board of Education, but each charter school has its own application and enrollment process. For a list of charter schools, you may call the Office of Charter Schools at 355-7323.

Interdistrict Enrollment is an option if you wish to attend a public school outside of the San Francisco Unified School District. However, the two school districts must agree to this arrangement (releasing the student from San Francisco and accepting the student at another school district).
10) Complaint Procedures

Nondiscrimination Policy

The Governing Board of the San Francisco Unified School District is committed to equal opportunity for all individuals in education and desires to provide a safe school environment that allows all pupils equal access and opportunities in the District's academic and other educational support programs, services, and activities. District programs, activities, and practices shall be free from unlawful discrimination, harassment, intimidation, and bullying of any pupil based on the pupil's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district. (Excerpt from Board Policy 5111.4)

Complaint Procedures Chart

The chart below provides a broad overview of the types of complaint processes available to address concerns. Each process is described in more detail in the sections following this chart. If you have questions about these options or others that may not be on this chart, please contact the Office of Equity at (415) 355-7334.

<table>
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<tr>
<th>Complaint Procedure</th>
<th>What does this cover?</th>
<th>District Office Contact</th>
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<tr>
<td>Americans with Disabilities Act (ADA) Complaint</td>
<td>Discrimination against individuals on the basis of disability.</td>
<td>ADA Office 135 Van Ness Ave, Room 213 SF, CA 94102 (415) 355-6964 Contact Person: Mary Fung School Facilities Planner</td>
</tr>
<tr>
<td>Section 504 of the Rehabilitation Act of 1973 Grievance</td>
<td>Discrimination against individuals with disabilities in programs and activities that receive financial assistance from the U.S. Department of Education.</td>
<td>Level One: Meet with person immediately involved to attempt informal resolution. Level Two: SST Chairperson or School Site Principal Level Three: Section 504 District Coordinator Contact Person: Diane Goldman (415) 242-2615 Level Four: Office of Equity 555 Franklin Street, Room 306 SF, CA 94102 (415) 355-7334 Contact: Ruth Diep Executive Director, Office of Equity and Title IX Coordinator</td>
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<tr>
<td>Complaint Procedure</td>
<td>What does this cover?</td>
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<tr>
<td><strong>Uniform Complaint</strong></td>
<td>Discrimination, harassment, intimidation and bullying, based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any district program or activity that receives or benefits from state financial assistance. Complaints alleging failure to comply with state or federal law in adult basic education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs and special education programs, and noncompliance with laws relating to pupil fees.</td>
<td><strong>Office of Equity</strong>&lt;br&gt;555 Franklin Street, Room 306&lt;br&gt;SF, CA 94102&lt;br&gt;(415) 355-7334&lt;br&gt;Contact: Ruth Diep&lt;br&gt;Executive Director, Office of Equity and Title IX Coordinator</td>
</tr>
<tr>
<td><strong>Williams Uniform Complaint</strong></td>
<td>Complaints alleging: 1. Insufficient textbooks or instructional materials; 2. Emergency or urgent facilities conditions that pose a threat to the health and safety of pupils; 3. Teacher vacancy or misassignment; and/or 4. Failure of SFUSD to provide intensive instruction and services to pupils who have not passed one or both parts of the high school exit exam after the completion of grade 12.</td>
<td><strong>School Site Principal</strong></td>
</tr>
<tr>
<td><strong>Sexual Harassment Complaint/Policy</strong></td>
<td>Sexual harassment</td>
<td><strong>Teacher, School Site Principal, or Office of Equity</strong>&lt;br&gt;555 Franklin Street, Room 306&lt;br&gt;SF, CA 94102&lt;br&gt;(415) 355-7334&lt;br&gt;Contact: Ruth Diep&lt;br&gt;Executive Director, Office of Equity and Title IX Coordinator</td>
</tr>
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a) Americans with Disabilities Act (ADA) Complaint Procedure
(Board Policy 1343)

Policy
The Americans with Disabilities Act prohibits discrimination against individuals on the basis of disability. It is the policy of the District to provide equal access and employment opportunities to qualified individuals with disabilities. The District’s nondiscrimination grievance procedure covers admission and access to District facilities and programs, and employment in the District.

Problems and complaints of alleged discrimination on the basis of disability brought by students, employees, parents, or other members of the community will be resolved in a prompt and equitable manner. Retaliation in any form for the filing of a grievance, the reporting of instances of discrimination, or any participation in the grievance procedure is prohibited. Participation in the grievance procedure shall not in any way affect the status, grades, or work assignments of the complainant.

Complaint Procedure
Student, parents/guardians/caregivers, and members of the public should contact the SFUSD ADA Title II Coordinator at (415) 355-7341, TTY (415) 522-8688, Fax (415) 355-6988, e-mail: radonovy@sfusd.edu as soon as you are aware that an accommodation is needed.

Anyone who believes that s/he, or a specific class of individuals, has been subjected to disability discrimination may file an ADA Grievance within 180 days of the alleged violation. Grievance should be filed with the SFUSD ADA Coordinator who will either investigate the matter or forward it to the responsible Department for further handling. The SFUSD Grievance Form is available at the District’s ADA Office, 135 Van Ness Avenue, Room 213, San Francisco, CA 94102, (415) 355-6964; TTY (415) 522-8688; Fax (415) 355-6988; email ada@sfusd.edu.

A Complainant may appeal the resolution of the ADA Grievance to the SFUSD Disability Advisory Committee at (415) 355-7314, Fax (415) 355-7313, which will review all information submitted and will provide a written response within twenty (20) days.

Complaint Procedure Timeline
An ADA Grievance must be filed within 180 days of the alleged violation. Within 5 business days of receipt of the Grievance, the ADA Coordinator will send the Complainant an acknowledgement letter. Within 15 business days from receipt of the Grievance, the ADA Coordinator will conduct an investigation and issue a Letter of Findings and Proposed Resolution. An additional 20 business days may be used under specified extenuating circumstances.

A Complainant may submit comments or ask for modifications of the proposed resolutions within 15 business days from receipt of the Letter of Findings and Proposed Resolution. The ADA Title II Coordinator has 5 business days from the date of receipt of the Complainant’s comments to complete a Final Resolution.

The Complainant has 20 business days from the date the Final Resolution is issued to submit an Appeal to the SFUSD Chief Administrative Officer.

The Disability Advisory Committee has 20 business days to issue a decision. SFUSD will be as expedient as possible. The entire ADA Grievance process could take between 180 and 300 days to reach final resolution.
b) Section 504 – Disability Discrimination

Section 504 of the Rehabilitation Act of 1973 is a civil rights law that protects students with disabilities from discrimination. The law requires school districts that receive federal funding to provide students with disabilities reasonable accommodations and/or services which allow them to have their needs met as adequately as students without disabilities. The 504 plan details what the school will do to ensure it is meeting a student’s needs at school.

In order to be eligible for a 504 Plan, a student must meet these three requirements:

1) Have a physical or mental impairment that gets in the way of learning or participating in school programs or activities. Examples of impairments: Mental or psychological disorders, including Attention Deficit Hyperactivity Disorder (ADHD); diabetes; cancer; severe asthma; seizure disorder; or a learning disability.

2) The impairment must affect at least one major life activity such as seeing, hearing, speaking, walking, thinking, caring for one’s self, and learning.

3) The impairment must limit the student in a “substantial” way. Generally, having a “substantial” limitation means that a student with a disability is unable to perform a major life activity in the same way as a student without a disability.

If I think my child might need a 504 Plan, what should I do?

Ask to speak to your student’s principal or ask for the 504 coordinator at your school, and request evaluation for a Section 504 plan. Parents/guardians, teachers, and other school staff will generally meet together initially as a Student Success Team (SST) to discuss all relevant information about the student. If the team feels that the student has an impairment that is substantially limiting, they may suggest another meeting to discuss eligibility for Section 504 or may do the evaluation at that initial meeting. 504 services and accommodations are designed to meet the individual needs of each eligible student. An example of an accommodation might be allowing a student with a writing disability to use a computer for written assignments. A service might be nursing services for a student with diabetes.

Grievance Procedure

Pursuant to Section 504, when a complainant has a complaint against the District on disability discrimination, the following procedures will be followed in the handling of such complaint. A complainant will be provided with a copy of these procedures when the complaint is filed with the District.

Level One:

The complainant will first meet with the person immediately involved (e.g., the teacher) in an attempt to informally resolve the complaint. If the complaint is not resolved as a result of that meeting, or if the complainant wishes to bypass the first level, the complainant shall file a grievance. A grievance is a written complaint that states the nature of the alleged 504 violation with sufficient specificity to allow for a suitable response.

Level Two:

The grievance shall be filed in writing with the school site 504 Coordinator or Principal. The complainant shall meet with the appropriate school site representative to discuss the grievance and attempt to informally resolve the complaint. The representative will respond to the complainant in writing within 10 working days, unless extended by consent of the complainant, setting forth the representative’s findings and/or any resolution of the grievance agreed to between the parties.

Level Three:

In the event that a grievance has not been satisfactorily resolved at Level Two, the grievance will be forwarded to the District Section 504 Coordinator at School Health Programs and the complainant shall meet with the District Coordinator. Every reasonable attempt will be made to resolve the complaint in a manner acceptable to all parties. The District Coordinator shall respond to the Complainant in writing within 10 working days of receipt by the District Coordinator, unless extended by consent of the complainant.

The District Coordinator shall conduct any investigation necessary to resolve the grievance. In the event that the investigation necessitates contacting parties other than the complainant and the persons against whom the complaint is filed, the District Coordinator may designate up to 10 additional working days for investigation of the grievance. If the District Coordinator designates additional working days for investigation of the grievance, the District Coordinator will notify the complainant of this in writing on or before the original 10 working day deadline.

Level Four:

In the event that the District Coordinator is unable to resolve the complaint, the complainant shall contact the SFUSD Equity Assurance Office.
The existence of this grievance procedure does not affect the right of an individual or group to file a federal complaint directly with the Department of Education Office for Civil Rights. For the full text of this procedure, see the 504 Resource Guide at www.healthiersf.org/Programs/SHP/Section%20504/forms.php.

c) Uniform Complaint Procedures
(Administrative Regulation 1342)

I. Policy

A. Purpose and Authority
The San Francisco Board of Education recognizes that the District is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The District shall investigate and resolve complaints alleging violations of federal or state laws or regulations governing specific educational programs, the prohibition against requiring students to pay fees, deposits or other charges for participating in educational activities and unlawful discrimination, harassment, intimidation, or bullying in accordance with the District’s uniform complaint procedures. A copy of the Uniform Complaint Form is available in this Handbook.

B. Jurisdiction

1. The District has jurisdiction or the authority to hear complaints that address the following:
   a. Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, in district programs and activities against any person based on his/her actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)
   b. District violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs (5 CCR 4610)
   c. District violation of the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)
   d. District non-compliance with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)

2. The District does not have jurisdiction or the authority to hear complaints that address the issues identified in this section. These complainants must be referred to the agencies or the District departments identified below:
   a. Allegations of child abuse shall be referred to the applicable County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.
   b. Health and safety complaints regarding a Child Development Program shall be referred to the Department of Human Services for licensed facilities and to the appropriate Child Development regional administrator for licensing-exempt facilities;
   c. Complaints of discrimination involving Child Nutrition Programs administered by the Department shall be referred either to the Administrator, U.S. Department of Agriculture, Food and Nutrition Services or to the Secretary of Agriculture, Washington, D.C.
   d. Employment discrimination complaints shall be sent to the State Department of Fair Employment and Housing (DFEH) pursuant to title 22, CCR, section 98410. The complainant shall be notified by first class mail of any DFEH transferal.
   e. Discrimination issues involving Title IX of the Educational Amendments of 1972 may be filed with the Office of Equity as a Uniform Complaint. Title IX of the Civil Rights Act provides that “no person … shall, on the basis of sex, be excluded from participation, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal assistance.” The complainant should be aware that if federal issues are raised in the Uniform Complaint, the Office of Equity may also contact the U.S. Office for Civil Rights. Notwithstanding this provision, any member of the public may always contact the U.S. Office for Civil Rights, before filing a
Uniform Complaint with the District, if they are seeking additional information about Title IX or the U.S. Office for Civil Rights' investigatory powers and its complaint process.

f. Allegations of fraud shall be referred to the responsible Department Division Director.

2. Any Uniform Complaint addressing these issues shall be referred to the specified agencies or in the case of fraud, to the appropriate District department for appropriate resolution no later than five (5) calendar days after the receipt of the Uniform Complaint by the District's Office of Equity.

3. All complainants shall be notified by first class mail or personally no later than five (5) school days after the receipt of the Uniform Complaint by the Office of Equity of the necessity of transferring their Uniform Complaints to a different agency or District department. With the exception of Child Abuse Issues and fraud, the complainants, and not the District, are solely responsible for transferring their Uniform Complaints. However, the Office of Equity will provide them with a list of addresses to effectuate the transfers.

II. Right to Seek Additional Assistance

All complainants have the right to seek additional assistance in the filing and processing of their Uniform Complaints. Complainants may seek help from public or private agencies such as legal assistance agencies, local mediation centers, from private attorneys or from the Categorical Programs Complaints Management Unit. If the complainants elect to seek help and/or retain the services of these public or private agencies, the District shall not bear the costs for these services.

III. Compliance Coordinator

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

B. The Board of Education designates the following compliance officer to receive and investigate complaints and to ensure district compliance with law:
   Ruth Diep
   Executive Director, Office of Equity
   555 Franklin Street, Room 306
   San Francisco, CA  94102
   Telephone:  (415) 355-7334
   Facsimile:  (415) 355-7333

IV. Notifications

A. The Superintendent or designee shall annually provide written notification of the district's uniform complaint procedures to pupils, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

B. The District's uniform complaint procedures policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning uniform complaint procedures shall be translated into that language. (Education Code 234.1, 48985)

C. The Superintendent or designee shall make available copies of the district's uniform complaint procedures free of charge. (5 CCR 4622)

The notice shall:
1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable
3. Advise the complainant of the appeal process pursuant to Education Code 262.3, including the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies
4. Include statements that:
   a. The district is primarily responsible for compliance with state and federal laws and regulations
b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.

c. An unlawful discrimination, harassment, intimidation or bullying complaint must be filed not later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

d. A complaint alleging that the district violated federal or states laws or regulations governing applicable educational programs, including pupil fees, must be filed not later than nine months from the date the alleged violation occurs, or nine months from the date the complainant first obtains knowledge of the facts of the alleged violation.

e. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 days of receiving the district's decision.

f. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision.

V. Procedures

A. The following procedures shall be used to address all complaints which allege that the district has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4631 and 4633.

1. Step 1: Filing of Complaint

a. Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the district. (5 CCR 4630)

b. A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six months from the date when the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying, or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying. (5 CCR 4630)

c. A complaint alleging that the district violated federal or states laws or regulations governing applicable educational programs, including pupil fees, must be filed not later than nine months from the date the alleged violation occurs, or nine months from the date the complainant first obtains knowledge of the facts of the alleged violation.

d. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying, or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying. (5 CCR 4630)

e. A complaint alleging noncompliance with the law regarding the prohibition against requiring students to pay student fees, deposits, and charges may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. (Education Code 49013)

f. The complaint shall be presented to the Office of Equity which shall maintain a log of complaints received, providing each with a code number and a date stamp.

g. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

2. Step 2: Mediation

a. Within ten days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make all arrangements for this process.

b. Before initiating the mediation of a discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.
c. If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

d. The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (5 CCR 4631)

3. Step 3: Investigation of Complaint

a. The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

b. The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint. (5 CCR 4631)

c. A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631)

d. The district's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

4. Step 4: Response

a. Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below, within 60 days of the district's receipt of the complaint. (5 CCR 4631)

5. Step 5: Final Written Decision

a. The district's decision shall be in writing and sent to the complainant. (5 CCR 4631)

b. The district's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

c. The decision shall include:

   i. The findings of fact based on the evidence gathered (5 CCR 4631)
   ii. The conclusion(s) of law (5 CCR 4631)
   iii. Disposition of the complaint (5 CCR 4631)
   iv. Rationale for such disposition (5 CCR 4631)
   v. Corrective actions, if any are warranted (5 CCR 4631)
   vi. Notice of the complainant's right to appeal the district's decision within 15 days to the CDE and procedures to be followed for initiating such an appeal (5 CCR 4631)
   vii. For discrimination, harassment, intimidation or bullying complaints, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies (Education Code 262.3)

d. If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of district expectations. The report shall not give any further information as to the nature of the disciplinary action.

e. If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges is found to have merit, the district shall provide a remedy to all affected students and parents/guardians, which, where applicable, shall include reasonable efforts to ensure full reimbursement to them. (Education Code 49013)
B. All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

VI. Confidentiality
A. The San Francisco Unified School District and the California State Department of Education shall ensure that complainants are protected from retaliation and that the identity of a complaint alleging discrimination will remain confidential as appropriate.

VII. Appeals to the California Department of Education
A. If dissatisfied with the district's decision, the complainant may appeal in writing to the CDE within 15 days of receiving the district's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)
B. Upon notification by the CDE that the complainant has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)
   1. A copy of the original complaint
   2. A copy of the decision
   3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
   4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties and gathered by the investigator
   5. A report of any action taken to resolve the complaint
   6. A copy of the district's complaint procedures
   7. Other relevant information requested by the CDE
C. The CDE may directly intervene in the complaint without waiting for action by the district when one of the conditions listed in 5 CCR 4650 exists, including cases in which the district has not taken action within 60 days of the date the complaint was filed with the district.

VIII. Civil Law Remedies
A complainant may pursue available civil law remedies outside of the district's complaint procedures under state or federal discrimination, harassment, intimidation or bullying laws. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For complaints alleging discrimination, harassment, intimidation or bullying based on state law, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief or complaints alleging discrimination, harassment, intimidation or bullying based on federal law, and is applicable only if the district has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.
d) Williams Uniform Complaint Procedures

Policy
Complaints related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, and teacher vacancies and misassignment shall be investigated pursuant to the district's Williams uniform complaint procedure. The Williams Uniform Complaint Procedures will also be used to address complaints related to the failure to provide intensive instruction and services to pupils, including English Learners, who have not passed one or both parts of the high school exit examination by the end of the 12th grade.

Complaint Procedures
The district shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred: (Education Code 35186; 5 CCR 4681, 4682, 4683)

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

2. Teacher vacancy or misassignment
   a. A semester begins and a teacher vacancy exists.
   b. A teacher who lacks credentials or training to teach English learners is assigned to each a class with more than 20 percent English learner pupils in the class.
   c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester. (Education Code 35186; 5 CCR 4600)

Beginning of the year or semester means the first day classes necessary to serve all the pupils enrolled are established with a single designated certificated employee assigned for the duration of the class, but not later than 20 working days after the first day pupils attend classes for that semester. (5 CCR 4600)

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (Education Code 35186; 5 CCR 4600)

3. Facilities
   a. A condition poses an emergency or urgent threat to the health or safety of pupils or staff.

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

   b. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5.

Clean or maintained school restroom means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, or paper towels or functional hand dryers. (Education Code 35292.5)
Open restroom means the school has kept all restrooms open during school hours when pupils are not in classes and has kept a sufficient number of restrooms open during school hours when pupils are in classes. This does not apply when the temporary closing of the restroom is necessary for pupil safety or to make repairs. (Education Code 35292.5)

4. High school exit examination intensive instruction and services
A pupil, including an English learner, who has not passed the exit exam by the end of grade 12 was not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254(d)(4) and (5) after completion of grade 12 for two consecutive academic years or until the pupil has passed both parts of the exam, whichever comes first. (Education Code 35186)

Filing of Complaint
A complaint alleging any condition(s) specified in items #1-3 in the section entitled "Types of Complaints" above shall be filed with the principal or designee at the school in which the complaint arises. The principal or designee shall forward a complaint about problems beyond his/her authority to the Superintendent or designee in a timely manner, but not to exceed 10 working days. (Education Code 35186; 5 CCR 4680)
A complaint alleging any deficiency specified in item #4 in the section entitled "Types of Complaints" above shall be filed with a district official designated by the Superintendent. Such complaints may be filed at the district office or school site and shall be immediately forwarded to the Superintendent or designee. (Education Code 35186)

Investigation and Response
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. (Education Code 35186; 5 CCR 4685)
Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to the 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. If a response is requested, the response shall be made to the mailing address of the complainant as indicated on the complaint form. At the same time, the principal or designee shall report the same information to the Superintendent or designee. (Education Code 35186; 5 CCR 4680, 4685)

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code 35186)
If a complainant is not satisfied with the resolution of a complaint, he/she has the right to describe the complaint to the Governing Board of Education at a regularly scheduled meeting. (Education Code 35186; 5 CCR 4686)
For any complaint concerning a facilities condition that poses an emergency or urgent threat to the health or safety of pupils or staff as described in item #3a in the section entitled "Types of Complaints" above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the Superintendent of Public Instruction within 15 days of receiving the district's response. The complainant shall comply with the appeal requirements specified in 5 CCR 4632. (Education Code 35186; 5 CCR 4687)
All complaints and written responses shall be public records. (Education Code 35186; 5 CCR 4686)

Reports
The Superintendent or designee shall report summarized data on the nature and resolution of all complaints to the Board and the County Superintendent of Schools on a quarterly basis. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting. (Education Code 35186; 5 CCR 4686)

Forms and Notices
The Superintendent or designee shall ensure a Williams complaint form is available at each school. However, complainants need not use the District's complaint form in order to file a complaint. (Education Code 35186; 5 CCR 4680)
The Superintendent or designee shall ensure that the district's complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes. (Education Code 35186; 5 CCR 4680)
The Superintendent or designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Education Code 35186. (Education Code 35186)
e) Sexual Harassment Policy (Board Policy 5166)

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

I. Complaint Procedure

The sexual harassment complaint may be filed with the Principal or his/her designee or a teacher at the school site. If the individual feels uncomfortable, the complaint may be filed with the Title IX Coordinator. Each school site will have Harassment/Discrimination Complaint Forms available. However, the complaint may also be verbal. The Title IX Coordinator is located in the Office of Equity at 555 Franklin Street, Third Floor, San Francisco, CA 94102. The phone number is (415) 355-7334.

School staff or the Title IX Compliance Coordinator must complete his or her investigation within ten (10) working days of receipt of the complaint. The investigation and the final report are confidential.

Additional information can be found below.

II. Prohibited Sexual Harassment

1. Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when: (Education Code 212.5)
   a. Submission to the conduct is explicitly or implicitly made a term or condition of an individual’s academic status or progress.
   b. Submission to or rejection of the conduct by an individual is used as the basis for academic decisions affecting the individual.
   c. The conduct has the purpose or effect of having a negative impact on the individual’s academic performance, or of creating an intimidating, hostile or offensive educational environment.
   d. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.

2. Types of conduct which are prohibited in the District and which may constitute sexual harassment include, but are not limited to:
   a. Unwelcome sexual flirtations or propositions
   b. Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
   c. Graphic verbal comments about an individual’s body, or overly personal conversation
   d. Sexual jokes, notes, stories, drawings, pictures or gestures
   e. Spreading sexual rumors
   f. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
   g. Touching an individual’s body or clothes in a sexual way
   h. Purposefully cornering or blocking normal movements
   i. Limiting a student’s access to educational tools
   j. Displaying sexually suggestive objects

III. Notifications

A copy of the District’s Sexual Harassment Policy shall:

1. Be sent to all schools through the WAD process with instructions that the Sexual Harassment Policy must be posted in the Main Offices, Teacher Offices, Parent and Counseling Centers;

2. The Sexual Harassment Policy will be distributed at the Principal Meetings (High School, Middle School, and Elementary School and the Child Development Centers) with instructions that it must be posted in the Main Offices, Teacher Offices, Parent and Counseling Centers.

3. Each year the Sexual Harassment Policy will be printed in the Handbook which is distributed to all parents.
4. The Sexual Harassment Policy will be posted on the SFUSD Website under the Office of Equity and Charter Schools.
5. The Sexual Harassment Policy shall be included in any other notifications that are sent to parents/guardians at the beginning of each school year. (Education Code 48980)
6. The Sexual Harassment Policy shall be displayed in a prominent location near the school principal's office. (Education Code 212.6)
7. The Sexual Harassment Policy shall be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session. (Education Code 212.6)
8. The Sexual Harassment Policy shall appear in any school or district publication that sets forth the schools' or District's comprehensive rules, regulations, procedures, and standards of conduct. (Education Code 212.6)
9. The Sexual Harassment Policy shall be provided to employees and employee organizations.

IV. Enforcement
The Superintendent or designee shall take appropriate actions to reinforce the District's sexual harassment policy. As needed, these actions may include any of the following:
1. Removing vulgar or offending graffiti
2. Providing staff in-service and student instruction or counseling
3. Notifying parents/guardians
4. Notifying Child Protective Services
5. Taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment that he/she knew was not true.

V. Instruction/Information
The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:
1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender
2. A clear message that students do not have to endure sexual harassment from any individual
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the person(s) to whom a report of sexual harassment should be made

VI. Complaint Process
1. All students shall be advised of the existence of Administrative Regulation 5166, Harassment/Discrimination Complaint Procedures. Students shall be provided by the Principal or Designee with a copy of the Administrative Regulation upon request.
2. Any student who feels that he or she has been the object of sexual harassment may verbally file a complaint with his/her principal, designee, teacher or the Title IX Compliance Coordinator in compliance with Administrative Regulation 5166.
3. Any school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the student's principal or designee. This report shall be made regardless of whether the victim files a complaint.
4. 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. This report shall be made regardless of whether the victim files a complaint.
5. The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with Administrative Regulation R5166. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.
VII. Disciplinary Measures
1. Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.
2. The District will also take any appropriate action against any employee who engages in sexual harassment/discrimination.

VIII. Record-Keeping
The Superintendent or designee shall maintain a record of all reported cases of sexual harassment Complaints and allegations of sexual harassment will be kept confidential except when to enable the district to monitor, address and prevent repetitive harassing behavior in its schools except when disclosure is necessary to further the end of the investigation or other needed remedial action or ongoing monitoring.
On June 30 of each school year, a log of sexual harassment complaints shall be forwarded to the Superintendent.

IX. Confidentiality
All complaint allegations shall be kept confidential to the greatest extent possible under the law.

X. Retaliation
The San Francisco Board of Education prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination, or participation in complaint procedures. Such participation shall not in any way affect the status, work assignment of the complainant or the grades of a student/complainant.
11) Notifications

a) Mandatory Reports

Juvenile Court Probation

Satisfactory school attendance and school behavior are typically conditions set forth by the court as a condition of probation. When required by the court, Probation Officers will be notified by the Student, Family & Community Support Department or the site staff whenever a student on probation violates State Education Code 48900.

Mandatory Reports to Child Protective Services by School Site Administrator or Designee

School personnel are mandated reporters, and are therefore required to file a report with Child Protective Services (CPS) if they have knowledge of or observe a child whom the reporter knows or reasonably suspects has been the victim of child abuse or neglect. The report must be made immediately or as soon as is practicably possible by telephone, and the reporter must prepare and fax or electronically transmit a written report of the incident within 36 hours of receiving the information about the incident.

CPS Hotline: (415) 558-2650 or (800) 856-5553.

Child abuse and neglect includes (1) physical injury inflicted upon a child by other than accidental means; (2) sexual abuse or assault; (3) neglect (negligent treatment or maltreatment of a child by person responsible for their welfare indicating harm or threatened harm to the child’s health or welfare), (4) willful harming or injuring of a child or the endangering of the person or health of a child, and (5) unlawful corporal punishment or injury.

Child abuse or neglect does not include a mutual affray between minors; an injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment as a peace officer; or reasonable and necessary force used by a school employee to quell a disturbance threatening physical injury to another person or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the pupil.

Child Abuse Investigations

Police and/or Child Protective Services workers have the authority to interview children at school regarding allegations of child abuse if they have (1) a court order or warrant, (2) parental consent, or (3) exigent circumstances.

b) Pupil Records

1) Access to Pupil Records

Full access to pupil records is granted to: a) Parents/guardians/caregivers of students age 17 and younger. b) Parents/guardians/caregivers of students age 18 and older if student is dependent. c) Students age 16 or older eligible students enrolled in post-secondary institutions.

Maintenance of Records. A log shall be maintained for each student's record which lists all persons or organizations requesting or receiving information from that record. Requests for access to the log should be directed to the school principal. (State Education Code 49064)

Grades. The grade given to each student shall be determined by the teacher, and in the absence of mistake, fraud, bad faith, or incompetency, shall be final. Failure to wear standardized physical education apparel shall not adversely affect the student’s grade, if the failure to wear such apparel is beyond the student’s control. (State Education Code 49066)

Pupil Progress. Each school district shall prescribe regulations requiring the evaluation of each student's achievement for each grading period requiring a conference with or a written report to the parent of each student when it becomes evident to the teacher that the student is in danger of failing a course. The refusal of the parent to attend the conference or to respond to the written report shall not preclude failing the pupil at the end of the grading period. (State Education Code 49067)

Transfer of Records. Any school district requesting transfer of a pupil's record for the purpose of enrollment shall notify the parent/guardian/caregiver of his/her right to receive a copy of the record or to challenge the content of the request. (State Education Code 49068)

Inspection of Records. Pupil records are available for review during regular school hours. Requests for access should be directed to the school principal and must be granted within five (5) days from the date of the request. (State Education Code 49069)

Directory Information includes: Student’s name, address, telephone number, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and public and private school most recently attended. (State Education Code Section 49061(c)).

Recipients of Directory Information: Directory Information may be released to the school-sponsored
parent organization; prospective employers; military recruiters; law enforcement agencies; or private schools or colleges/universities. Directory Information may also be released to community based organizations with District MOUs that are providing support services to students, or local, state or federal government agencies that are providing or offering support services to students and families, including agencies that can use such information to directly certify families for participation in the National Free and Reduced Price Lunch program such as the San Francisco Human Services Agency and the California Department of Education.

A separate subset of directory information includes the following school publications that will be accessible to the recipients listed above or any members of the public who are present at school activities/events and thereby obtain copies of the listed documents:

- A playbill, showing the student’s role in a drama production;
- Annual school yearbook, which may include the student’s photograph, activities or field of study;
- Honor roll or other publically posted recognition lists;
- Graduation programs, which may include student names, degrees awarded and honors;
- Sports activity sheets, which may include student names, height, and/or weight.

Finally, the District may provide members of the media with information about awards and honors received by students, including the name of the award/honor, the student’s name, and the school location.

**Opting Out:** A parent/guardian/caregiver who does not want Directory Information released regarding their child must submit their request in writing to their student’s school principal. The written request should be submitted within the first 2 weeks of school. Directory information will not be released concerning a student once the parent/guardian/caregiver notifies the principal in writing that such information shall not be released to any or all of the recipients listed above. However, failure to submit such notice in a timely manner may prevent enforcement regarding school publications if the student’s information has already been included in printed school publications.

**California School Information Services.** San Francisco Unified School District is participating with the California School Information Services (CSIS) Program in the electronic transfer of student data for state reporting to the California Department of Education and to districts and/or public postsecondary institutions to which the student is transferring or applying for admission. All data maintained by the CSIS Program is in compliance with federal and state privacy and confidentiality requirements. The benefits of participation to the student and parent are that student records can be transferred much more promptly, and that information about student assessment and academic placement will be available at the time of transfer. Schools and districts will benefit from the streamlining and reduction of required state reporting. Parents have the right to inspect student information maintained by the CSIS program. Contact your school site principal to initiate this procedure.

**Statistical Data.** The district may, in its discretion, provide statistical data from which no pupil can be identified, to a public agency or entity, or a private nonprofit college, university or educational research and development organization when such action would be in the best educational interest of pupils and that no pupil may be identified. (State Education Code 49074) If you believe the district is not in compliance with federal regulations on privacy of records, you may file a complaint with the U. S. Secretary of Education, 50 United Nations Plaza, San Francisco, 556-4120. Parents/guardians/caregivers and eligible students will be notified prior to the destruction of special education records.

Upon written request, the district will withhold directory information. Requests must be submitted within 30 days of receipt of this notification. Parents/guardians/caregivers must be informed upon enrollment that the district fingerprinting program is available to parents/guardians/caregivers if they so request. Information is available from school site principals.

2) **Notification of Rights Under FERPA and PPRA for Elementary and Secondary Schools**

The Family Educational Rights and Privacy Act (FERPA) affords 1) Parents of students 17 and younger; and 2) Parents of students 18 and older if the student is dependent for tax purposes certain rights with respect to the student’s education records. These rights are:

1. **The right to inspect and review the student’s education records within 45 days of the day the school receives a request for access.**

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. **The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading.**

Parents or eligible students may ask the school to amend a record that they believe is inaccurate or
These include the right to:

1. Inspect, upon request and before administration or use -
   a. Protected information surveys of students;
   b. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
   c. Instructional material used as part of the education curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

San Francisco Unified School District (SFUSD) has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure or use of personal information.
information for marketing, sales, or other distribution purposes. SFUSD will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. SFUSD will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. SFUSD will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of specific activities and surveys covered under this requirement:

Collection, disclosure, or use of personal information for marketing, sales or other distribution. Administration of any protected information survey not funded in whole or in part by ED.

Any non-emergency, invasive physical examination or screening as described above.

Parents 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, D.C. 20202-5901

3) California Local Educational Agency (LEA) Billing Option Program

San Francisco Unified School District (SFUSD), in cooperation with the California Departments of Health Services and Education, has a program to allow the District to be reimbursed with federal Medicaid dollars for selected health services (such as, but not limited to, appropriately defined special education 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 and will be forwarded in a confidential manner. Our vendor holds a contract with the District, and this contract has a specific confidentiality clause to ensure information is not disclosed inappropriately. The contract also requires that any health or medical information that is disclosed is fully compliant with the Federal Health Insurance Portability & Accountability Act (HIPAA).

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.

4) Transfer of Records

Pupil records shall not be withheld from the requesting district/school because of any charges or fees owed by the pupil or his/her parent/guardian/caregiver. (California Code of Regulations Title 5, Section 438c)

4) Other Annual Notifications

1) Annual Parent/Guardian/Caregiver Notifications

At the beginning of the school year, the District provides notification to parents/guardians/caregivers regarding various rights and responsibilities. These notice requirements are embedded throughout this Handbook and/or are listed below:

1. Rules on student discipline are included on pages 48 to 65 of this Handbook. (Education Code 35291)
2. Students may be excused from regular class time to receive religious or moral instruction away from school property, provided that the parents/guardians/caregivers file with the school a written request for the students to receive such instruction. Students must attend at least the minimum school day, and absences for this purpose shall not exceed 4 days per month. (Education Code 46014 and District Policy 6301)
3. The definition of an excused absence is provided on page 32 of this Handbook. (Education Code 48205)
4. Pupils with temporary disabilities who are in a hospital or other residential health facility shall be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located. (Education Code 48207)
5. Students who are deemed residents due to their presence in a hospital with a temporary disability may be eligible to receive individualized instruction. It is the primary responsibility of the parent/guardian to notify the school district regarding the student’s presence in a qualifying hospital. (Education Code 48208, 48206.3)
6. This Handbook provides notice regarding the control of communicable diseases and immunization of pupils on page 148. (Education Code 49403)
7. This Handbook provides notice regarding the administration of prescribed medication to a pupil on page 135. (Education Code 49423)
8. Parents/guardians/caregivers may file with the principal a written request for exemption of the student from immunization and/or physical examination; however, students will be excluded from school attendance when good reason exists that:
   A. the student is suffering from a contagious disease; or
   B. the unimmunized student is in danger of exposure to a communicable disease.  
   (Education Code 49451)

9. This Handbook provides the required notice regarding sexual health education and the right to excuse your child from such instruction on page 17.  (Education Code 51938).

10. This Handbook provides a schedule of minimum days and staff development days on page 5.  
   (Education Code 48980(c)).

11. Investing for future college or university education is of vital importance to your child’s success.  
    Parents should consider the appropriate investment options, which could include but not be limited to United States savings bonds.  
    (Education Code 48980(d)).

12. This Handbook explains the requirement that a pupil must pass the California High School Exit Exam in order to graduate from high school on page 14.  
    (Education Code 49091.18)

13. This Handbook provides the SFUSD sexual harassment policy relating to pupils on page 93.  
    (Education Code 48980(g)).

14. The SFUSD Enrollment Guide provides a summary of existing attendance and programmatic options and residency requirements for school attendance.  
    (Education Code 48980(h)).

15. This Handbook provides an explanation of the right to make up work after an excused absence on page 33.  
    (Education Code 48980(j)).

16. This Handbook provides notice of the availability of state funds to cover AP test costs on page 8.  
    (Education Code 48980(k)).

17. This Handbook provides the University of California and California State University admission requirements and web sites on page 16.  
    (Education Code 51229)

18. This Handbook provides a brief description of career technical education (Career Academies) and an internet address for more information on page 17.  
    It also provides information about how pupils may meet with school counselors to help choose courses that will meet UC/CSU college admission requirements, or to enroll in career education.  
    (Education Code 51229).

19. Latex condom availability - As part of a more comprehensive effort to prevent infections with HIV (Human Immunodeficiency Virus), the cause of AIDS (Acquired Immune Deficiency Syndrome), students at all San Francisco Public High Schools will be able to obtain latex condoms at their school sites.  
    Staff from a licensed health care agency in the community will provide information about how to reduce personal risk of exposure to HIV infection and other sexually transmitted diseases and make condoms available.  
    Topics of information will include the choice of abstaining from sexual intercourse and the failure rate of condoms.  
    Student participation in the program is voluntary and falls under the status mandate allowing students to seek confidential reproductive health services (see Student Excuse For Confidential Medical Services section on the next page).

20. Summary of curriculum – A summary of the curriculum and academic standards is available upon request for review at each SFUSD school.  
    (Education Code 49063 k).

21. English Language Education – State law requires that all students be taught English in English.  
    However, this requirement may be waived by parents with prior written informed consent, which shall be provided annually, under specified circumstances.  
    See your school principal for further information.  
    (Education Code 305, 310).

22. Non-Mandatory Programs for Parental/Pupil Participation – Schools may not require a student or student’s family to participate in:  
    a) any assessment, analysis, evaluation or monitoring of the quality or character of student home-life; b) 
    parental screening or testing; c) non-academic home-based counseling program; d) parent 
    training; or e) prescribed family educational service plan.  
    (Education Code 49091.18).

23. Sex Equity in Career Planning – Parents shall be notified in advance of career counseling and course selection commencing with course selection in Grade 7, to promote sex equity and allow parents to participate in counseling sessions and decisions.  
    (Education Code 221.5(d)).

24. Right to Refrain from Harmful Use of Animals – 
    Pupils may choose to refrain from participating in educational projects involving the harmful or destructive use of animals.  
    (Education Code 32255-32255.6).

2) No Child Left Behind (NCLB) Act of 2001

Under NCLB, parents/guardians/caregivers have the following rights:

Information regarding Professional Qualifications of Teachers, Paraprofessionals and Aides: Upon request, parents have a right to information regarding the professional qualifications of their student’s classroom teachers, paraprofessionals, and aides.
This includes whether the teacher meets the state qualifications and licensing criteria for the grades and subjects s/he teaches, whether the teacher is teaching under an emergency permit or other provisional status because of special circumstances, the teacher’s college major, whether s/he has any advanced degrees and the subject(s) of those degrees, and whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications. Districts shall also notify parents if their child has been assigned to or has been taught for 4 or more consecutive weeks by a teacher who is not highly qualified.

**Information regarding Individual Student Reports on statewide assessments:** Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

**Limited English Proficient Students:** The Act requires prior notice be given to parents of limited English proficient students regarding the limited English proficiency programs, including the reasons for the identification of the student as limited English proficient, the need of placement in a language instruction educational program, the student’s level of English proficiency, how such level was assessed, the status of the student’s academic achievement, the methods of instruction used in the programs available, how the recommended program will meet the student’s needs, program performance, parent options to remove student from a program and/or decline initial enrolment, and expected rate of transition into classrooms not tailored to limited English proficient students.

**Program Improvement Schools:** Parents shall be notified when their child’s school is identified as a “program improvement” school and the opportunities for school choice and supplemental instruction.

**Non-Release of Information to Armed Forces Recruiters:** Upon written request, parents may direct that their student’s name, address and telephone listing not be released without prior written parental consent.

**3) Health Screenings and Services**

**Student Excuse For Confidential Medical Service**

Commencing in the Fall of the 1986-87 academic year, the governing board of each school district shall, each academic year, notify pupils in grades 7 to 12, inclusive, and the parents/guardians/caregivers of all pupils enrolled in the district, that school authorities may excuse any pupil from the school for the purpose of obtaining confidential medical services without the consent of the pupil’s parent/guardian/caregiver. These services may include treatment having to do with drugs/alcohol, reproductive health, sexually transmitted diseases, and mental health. (Ed. Code 46010.1)

**Vision and Hearing Screening**

A child’s vision and hearing shall be appraised by the school nurse or other persons authorized and licensed to perform vision and hearing screening. A pupil will be excused from vision or hearing screening if the parent/guardian/caregiver states in writing to the principal of the school that compliance with this requirement conflicts with religious beliefs or moral convictions. (State Ed. Code 49455 and 49452)

**California Oral Health Requirement**

All kindergarten or first graders enrolled for the first time must have documentation of a dental assessment performed by a licensed dental professional. Documentation must be submitted no later than May 31st of the year of entrance to public school. Please see more information and forms on page 148 of this Handbook. (Ed. Code Section 49452.8).

**Confidentiality**

Any information of a personal nature disclosed by a pupil 12 years of age or older, or by the parent or guardian of such a pupil, in the process of receiving counseling from a school counselor, is confidential. Such information will not become part of the student’s school record without the written consent of the person that disclosed the information. This information will not be revealed, released, discussed or referred to except in limited circumstances defined by law. The student may discuss these circumstances with the counselor before seeking counseling. (Education Code 49602).

**Wellness Programs** (high schools)

SFUSD sponsors Wellness Programs on-site at most high schools. The Wellness Programs are access points for physical and mental health services. Wellness staff includes School District Nurses, mental health counselors, substance abuse counselors, social workers, and health outreach workers.

**4) Healthy Schools Act of 2000 Pesticide Notification**

The California Healthy Schools Act of 2000 requires all California school districts notify parents and guardians about the use of pesticides in schools. The Act requires that:

1. **Parents and Guardians must be provided with an annual written notification of the pesticides a school district expects to apply during the year including the name of the pesticide and the active ingredients(s).**

As part of the City and County of San Francisco’s West Nile Virus Response Plan, the San Francisco Department of Public Health (DPH), a licensed pest control operator working under the direction of the DPH and the SFUSD, or under limited circumstances,
SFUSD staff will be periodically treating storm drain catch basins and other outdoor locations with stagnant water at all SFUSD sites in order to control disease-bearing mosquitoes:

**Active Ingredients** | **Typical Commercial Products Applied**
---|---
*Bacillus thuringiensis* subspecies *israelensis* (“BTI”) | Mosquito Dunks (10.31% BTI, Summit Chemical, EPA Registration Number 6218-47)
(S)-Methoprene (“methoprene”, CAS #65733-16-6) | Altosid XR Briquets (2.1% methoprene, Wellmark International, EPA Registration Number 2724-42)
 | Altosid Pellets Water Soluble Packets (WSP) (4.25% methoprene, Wellmark International, EPA Registration Number 2724-448)
 | Altosid Pellets (4.25% methoprene, Wellmark International, EPA Registration Number 2724-448)
Petroleum Oil (“hydrotreated light naphthenic distillate”, CAS #64742-53-6) | Golden Bear GB-1111 Mosquito Larvicide (98.7% petroleum oil)

There are no other planned or scheduled pesticide applications in or around SFUSD properties. In case of compelling health and safety needs (typically severe flea or rodent infestations) or the risk of serious structural damage to a SFUSD facility from an active termite infestation, pesticides other than those listed above may however be employed. Parents and guardians at affected sites will be notified in advance of any applications.

2. **A registry must be established for parents or guardians to request written notification prior to individual pesticide applications at a specific school site.**

Requests for written notifications can be made using the form on page 146 151:

**By US Mail**, send your completed request form to:
San Francisco Unified School District
Environmental Health Office
135 Van Ness Avenue
San Francisco, CA 94102
Attention: HSA Notification Request

By **fax**, send your completed request form to:
355-7305. Please indicate “HSA Notification Request” on the fax cover sheet.
By **email**, send the information requested on the form to: hsa2000@sfusd.edu
Please include “HSA Notification Request” on your email subject line, and include all of the information requested on the form.

Depending on the volume of notification requests received, notifications may be handled either individually by US mail or email, or by letters distributed to the entire student body of a school for hand carrying to the parents and guardians.

You can find more information regarding pesticides and pesticide use reduction at the Department of Pesticide Regulation’s Web site at http://apps.cdpr.ca.gov/schoolipm/ (Education Code 17608 et. seq. and Section 48980.3. Food and Agricultural Code 13180 et. seq.)

**5) Notice of Asbestos Inspections**

In compliance with the U.S. Environmental Protection Agency (US EPA) regulations mandated by the Asbestos Hazard Emergency Response Act of 1986 (AHERA), the SFUSD has performed inspections of all District buildings housing K-12 classrooms which were constructed prior to 1986. The purpose of these inspections was to determine the presence and condition of any asbestos-containing building materials (ACBM). Since the initial inspections completed in Fall 1988, the District has been performing periodic surveillance inspections of identified ACBM every six months as mandated by the EPA regulations, and conducted a full reinspection of buildings every three years. All inspections are performed by accredited inspectors.

Site-specific reports of inspection findings, as well as management plans detailing how ACBM should be maintained to prevent asbestos fiber releases are assembled and reviewed by an accredited asbestos management planner. These reports, housed in a recovered binder, are issued to each site and should be available at the site’s administrative office. Duplicate copies of these reports and management plans are maintained at the SFUSD Asbestos Control Program office at 135 Van Ness Avenue, Room 407, San Francisco, CA 94102.

(Code of Federal Regulations, Chapter 40, Part 763, Subpart E)

**6) Public Notice: District Compliance Coordinator for Title IX Regulations**

Title IX of the Civil Rights Act provides that “no person …… shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be
subjected to discrimination under any education program or activity receiving Federal assistance.”
The Title IX Compliance Coordinator provides information about nondiscrimination policy and complaint procedures; ensures that appropriate training is provided on a frequent and regular basis; and monitors District actions in response to allegations of sexual harassment.

For Title IX information, a copy of the Procedures for Complaints and Resolutions or assistance in filing a complaint, call the Title IX Compliance Coordinator at 355-7334.

7) Commitment to Education of All Immigrant Children and Opposition to Recent ICE Raids
(Summary of SFUSD Board of Education Resolution No. 74-24A2)
On April 24, 2007, the Board of Education adopted Resolution No. 74-24A2, Commitment to Education of All Immigrant Children and Opposition to Recent ICE Raids. In the Resolution, the Board of Education stated its commitment to provide a public education, regardless of a child’s immigration status, and set forth the following procedures to be followed by District staff. Absent any applicable federal, state, local law or regulation or local ordinance or court decision, the District shall abide by the following conduct:

1. District personnel shall not treat students disparately for residency determination purposes on the basis of their undocumented status;
2. District personnel shall not inquire about a student’s immigration status, including requiring documentation of a student’s legal status, such as asking for a green card or citizenship papers, at initial registration or at any other time;
3. District personnel shall not make unreasonable inquiries from a student or his/her parents for the purpose of exposing the immigration status of the child or his/her family;
4. District personnel shall not require students to apply for Social Security numbers nor should the District require students to supply a social security number;
5. If parent and or students have questions about their immigration status, school personnel shall not refer them to the Immigration and Customs Enforcement Office (“ICE”);
6. It is the general policy of the District not to allow any individual or organization to enter a school site if the educational setting would be disrupted by that visit. The School Board has found that the presence of ICE is likely to lead to a disruption of the educational setting. Therefore, any request by ICE to visit a school site should be forwarded to the Superintendent’s Office for review before a decision is made to allow access to the site.
7. All requests for documents by ICE should be forwarded to the Legal Office which in consultation with the Superintendent shall determine if the documents can be released to ICE.

All parents must receive copies of this new District policy to fully inform families of their rights. Translated copies must be provided to parents as well. All school sites must have copies of the Resolution and all school sites are required to comply with the general guidelines and principles in the Resolution. Finally, the SFUSD Bilingual Community Council, ELAC – English Learners Advisory Council, BAIRC, Immigrant Legal Education Network, SF Immigrants Rights Commission, the Mayor’s Office, and other immigrant community organizations will be consulted and will be involved in monitoring the successful implementation of this policy.

d) Type 2 Diabetes Information
(State Education Code 49452.7)
Description
Type 2 diabetes is the most common form of diabetes in adults.
Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens.
According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.
Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.
The body turns the carbohydrates in food into glucose, the basic fuel for the body’s cells.
The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
In type 2 diabetes, the body’s cells resist the effects of insulin, and blood glucose levels rise.
Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.
Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

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

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

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

**Family history of diabetes.** Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.

**Inactivity.** Being inactive further reduces the body's ability to respond to insulin.

**Specific racial/ethnic groups.** Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.

**Puberty.** Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

**Warning Signs and Symptoms Associated with Type 2 Diabetes**

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

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

**Type 2 Diabetes Prevention Methods and Treatments**

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

- Eat healthy foods. Make wise food choices. Eat foods low in fat and calories.
- Get more physical activity. Increase physical activity to at least 60 minutes every day.
- Take medication. If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication. The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child’s age, weight, and height. A doctor can also request tests of a child’s blood glucose to see if the child has diabetes or prediabetes (a condition which may lead to type 2 diabetes).

**Types of Diabetes Screening Tests That Are Available**

- **Glycated hemoglobin (A1C) test.** A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test.** A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- **Fasting blood sugar test.** A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- **Oral glucose tolerance test.** A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided here is intended to raise awareness about this disease. Contact the Nurse of the Day at 242-2615 if you have questions.

e) Internet Safety

**Administrative Regulation for Students**

**A. Internet Safety Objectives and Goals**

1. The San Francisco Unified School District ("District") provides computers, computer network and Internet Services to students for the specific and limited purpose of achieving the District’s goals and accomplishing its educational purposes. The District has the right to place restrictions on use to ensure that use of the system is in accordance with its limited educational purpose.

**B. Conditions and Rules for Use**

1. Student users of the District’s telecommunications systems must comply with this Administrative
Regulation, related District and school regulations, and the student disciplinary code as set forth in the Student and Family Handbook. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the District Internet system.

2. The parents or guardians of students, at any time during the school year, have the right to withdraw their consent to the student’s use of the District’s Internet system. Such request must be made in writing and sent to the principal of the student’s school.

3. Students who use the District Internet system will receive instruction regarding the safe, ethical, legal, and responsible use of the Internet and of the District’s Internet system and their rights and responsibilities under this Administrative Regulation.

**C. Unacceptable Use**

The following activities are **not acceptable** to student users of the SFUSD network by users of District computers including students. Users of District computers may not produce, distribute, access, use, or store information or engage in any act on the District computers, computer network and Internet services which includes but is not limited to the following:

1. Is prohibited by any United States or California Laws or regulations. This includes, but is not limited to, engaging in unauthorized access including “hacking,” transmitting copyrighted material, threatening or obscene material, or material protected by trade secret law, District or school rules;

2. Is obscene, pornographic, sexually explicit, harmful as defined in subdivision (a) Penal Code Section 313, or harmful to minors as defined in the Children’s Internet Protection Act (CIPA P.L. 106-554 – Title XVII – Section 1703)3.

3. Cyberbullying, which includes, but is not limited to, transmission of communications or posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.

4. Would subject the District or the individual to criminal, civil or administrative liability for its use, production, distribution, access or storage (e.g., is fraudulent, defamatory, racist, or denigrates persons based upon protected classifications, constitutes sexual harassment, etc.)

5. Violates copyright laws;

6. Allows users of the network to gain unauthorized access to any communications systems, network or file;

7. Allows another person without valid authorization access to, confidential information contained in the District computer files or any communications systems, network or file;

8. Intentionally or Negligently discloses of a user’s password or account number to any person who does not have authorization to view that password or account number;

9. Discloses personal identification information regarding minors in violation of Board policies, District rules and regulations and state and federal laws;

10. Use of District computers for personal commercial activities;

11. Disable the Technology Protection Measure in violation of this Administrative Regulation.

**D. Children’s Internet Protection Act**

1. In compliance with the Children’s Internet Protection Act (CIPA P.L. 106-554, Title XVII, Section 1702, et seq., (“CIPA”)), the District maintains a Technology Protection Measure(s) for use with the District Internet system. The Technology Protection Measure is configured to protect against visual access to material that is obscene, child pornography, and material that is harmful to minors, as defined by the Children’s Internet Protection Act (“CIPA”).

2. The Technology Protection Measure may be disabled by an administrator or supervisor for adult use to conduct bona fide research or other lawful purpose.

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3 The following terms are defined by the CIPA and the United States Code: Obscene, as the term is defined in section 1460 of title 18, United States Code.

Child Pornography, as that term is defined in section 2256 of title 18, United States Code.

Harmful to Minors. The term “harmful to minors” means any picture, image, graphic image file or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;

2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

3. Taken as a whole, lacks literary, artistic, political or, or scientific values as to minors.

Sexual Act/ Sexual Contact. The terms “sexual act” and sexual contact” have the meanings given such terms in section 2246 of title 18, Unites States Code.
3. The Technology Protection Measure may not be disabled at any time that students may be using the District Internet system, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection.

4. The District retains control over decision-making regarding the appropriateness of material for students at all times.

5. The District will ensure that the Technology Protection Measure does not unduly restrict the educational use of the District Internet system by teachers or students and the students’ constitutional rights of access to information and ideas. The District will unblock access to sites that may have been inappropriately blocked by the Technology Protection Measure.

6. Any student who believes that the Technology Protection Measure has inappropriately blocked information that he or she is seeking should bring this matter to the attention of their instructor. The Instructional Technology Advisory Group (ITAG) will then review this claim and, if necessary, take action within a reasonable time.

E. Supervision and Monitoring

1. Staff will supervise and monitor usage of the online computer network and access to the Internet in such a manner that is appropriate to the age of the students and circumstances of use and in accordance with Board Policies, District Administrative Regulation, the Children’s Internet Protection Act and all applicable federal, state and local laws and regulations.

2. The District will monitor use of the Internet through a regular analysis of Internet usage.

F. Inappropriate Matter

In addition to the implementation of the Technology Protection Measure Device, the Instructional Technology Advisory Group (ITAG) will review practices and procedures on a continuing basis to ensure continuing compliance by students with the Internet Safety Policy and to assure that access to inappropriate material is blocked.

G. Classroom Use

Information available on computers, computer networks and the Internet which is used in the classroom should be compliance with the Board’s policies and district’s procedures governing the selection of instructional materials. Teachers are expected to use classroom materials and give assignments that are age appropriate and relevant to the course objectives, preview information that will be presented to students, direct students in appropriate research activates, and help students learn to analyze the accuracy of information accessed. Staff will provide developmentally appropriate guidance to students as they use telecommunications and electronic information resources. Students will be informed by staff of their responsibilities as users of district computers, computer networks, and Internet services. Students will be held responsible for complying with all school rules including rules for use of district computers and computer services. School administrators and teachers will ensure that students using computers are appropriately supervised. However, schools cannot guarantee that each student will be directly supervised at all times.

H. Expectation of Privacy

1. The District is the owner of all relevant hardware and software and asserts its right to review and exercise its ownership at any time by search of the system and its equipment, and any information on it. There is no expectation of privacy for users of the network. The District reserves the rights to review, copy, modify, delete or disclose to third parties any material created, saved or accessed under any user account and to monitor, review and inspect any computer files. Files subject to this provision may reside on any file or e-mail server, computer workstation, backup media, removable media, floppy disk or any other file storage physically located on District property to make determinations as to whether specific uses of the network are inappropriate. Users have no privacy expectations in the contents of their personal files and records stored on District property or of their online activity stored on District property while using the District system.

2. The District may conduct searches of the District media used by students.

I. Electronic Communications

1. Student E-Mail. Students may be provided with District shared classroom accounts for instructional purposes or may be allowed to use personal accounts from non-District providers. Students will be supervised appropriately and may be monitored at all times in their use of e-mail by staff.

2. No student user may engage in any of the following illegal activities:
   a. Student users will not attempt to gain unauthorized access to the District Internet system or to any other computer system through the District system, or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's files.
   b. Student users will not make deliberate attempts to disrupt the computer system
c. Student users will not use the District Internet system to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of person, etc.

L. Secured Networks and Confidential Records

Student and employee records on District computers are confidential. Anyone accessing these records agrees to keep all information in the records confidential and to use it only for legitimate purposes. Board policies, District regulations and pertinent federal, state and local laws and regulations govern access to student and employee records.

M. Privacy and Communication Safety Standards

1. Student users will abide by the following privacy and communication safety standards when using the District Internet system, including use of email, chat rooms and other forms of direct communication, and the Web.

a. It is impermissible to disclose, use or disseminate the personal contact information of another minor student without the written consent of the student’s parent/guardian. Personal contact information includes the student’s name together with other information that would allow an individual to locate the student, including, but not limited to, parent's name, home address or location, work address or location, or phone number.

b. Student users will not agree to meet with someone they have met online without their parent's approval and participation.

c. Student users will promptly disclose to their teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable.

d. Student users should not delete such messages until instructed to do so by a staff member.

N. Disclosure of Student Information on District Web Sites

Student information is private and protected. No photographs and/or student work may be posted on the District Web Site with any identifying information that can lead to the identification of the student, unless the parent/guardian has given his/her written consent to the posting of the student information, posting student-created material, and posting pictures of students on the District web site. Such written consent shall be filed with the School Site Administrator by the parent or guardian at the beginning of the school year.
**O. Copyright Management**

1. District staff may post work created by staff on the District Web site to facilitate access by students and/or staff. Notice of such posting and claim of ownership must be provided District Administrators. By posting such work to the District's web site, the staff member will grant a non-exclusive license or permission for any staff or student within the District to freely use such work.

2. The District will provide instruction to staff and students on their rights and responsibilities with respect to the copyright ownership rights of others.

3. No material may be disseminated through the District Internet system or posted on the District Internet site unless that material is original, in the public domain, used in accord with the fair use provisions of the copyright law, or is disseminated or posted with permission of the copyright owner.

**P. Copyright Clearance**

District policies and existing laws on copyright shall govern materials accessed through District computer networks and the Internet. To republish text or graphics on the Internet, the Chief Information Officer or his/her designee for Internet approval must have written permission from the owner to use any copyright protected work. In addition, there must be a notice crediting the original producer and noting how and when written permission was granted or printed evidence must be provided to document the material's public domain status.

**Q. Remote Access**

Access to District secured computer networks from locations other than District schools or offices are available only via District approved secured communication lines and may be authorized only by the Chief Information Officer. Any modem attached to a District computer must be approved by the Chief Information Officer or his/her designee. District public information is available via the Internet. All District policies and procedures shall apply to the District Internet System whether remote or onsite.

**R. Warranties**

The District makes no warranties of any kind, whether express or implied, for the service it is providing. The District will not be responsible for any damages a user suffers. This includes loss of data resulting from delays, no-deliveries, or service interruptions caused by the District’s negligence or by the user’s errors or omissions. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services. All users need to consider the source of any information they obtain.

**S. Limitation of Liability**

For some students, use of a computer may be required by the District as part of the educational program. The District accepts no responsibility or liability for access or lack of access to computers, computer networks, or Internet services. On any computer system, there is a potential for loss of data, interruption of services and inaccurate or unreliable information. The District makes no warranties for computer services or data, and is not liable for damage to or loss of work on District computers. The District will not be responsible for financial or other obligations arising from the unauthorized use of District computers, computer networks, or the Internet.

The Internet opens a world of valuable information to students. However, some information on the Internet may be considered inappropriate for or harmful to young people. Parents and guardians are advised that the District has no control over information available on the Internet and is limited in its ability to control access to inappropriate information. Parent/guardians are encouraged to discuss their expectations for appropriate activities on the Internet with their children.

The District has installed filtering or blocking software that limits access to material that is obscene, pornographic, or harmful to minors however such software may not adequately protect students from accessing such material or other inappropriate materials. Any installation or removal of blocking software is at the District’s discretion and limited by federal law and does not relieve the computer user of his/her personal responsibility not to access inappropriate or harmful materials. Parent/guardians are advised that it may be possible for a student to purchase goods and services through District-owned computers for which the student’s parent/guardian may be liable. The District is not liable for student use of or access to the Internet that is in violation of the District’s rules.

**T. Releasing Your Account**

Upon leaving the District (i.e., transfer, graduation, etc.), all student users must inform their system administrator or the Information Services and Technology Department at (415) 241-6476 immediately. Your account will then be inactive.

**U. Parent/Guardian Rights**

Parents/guardians may specifically request in writing that their children not be given access to the Internet or electronic mail (e-mail). All parent/guardians will be given a Student Acceptable Use Policy/Consent Form at the beginning of the year to be signed by the parent/guardian. At that time, the parent/guardian may elect to withhold their consent to the student’s use of the District’s Internet system. Parents/guardians shall have the right to examine their child’s computer files,
including electronic communications, if the information is accessible by staff.

V. Discipline for Violation of Administrative Regulation

1. The District will cooperate fully with local, state, or federal officials in any investigation concerning to or relating to any illegal activities conducted through the District Internet system.

2. Inappropriate use, including any violation of these conditions and rules, may result in cancellation of the privilege.

3. In the event there is an allegation that a student has violated this Administrative Regulation, the student discipline will be conducted in the manner set forth in the student disciplinary policies and regulations.

SFUSD California Healthy Kids Survey and Youth Risk Behavior Survey Information

SFUSD Student, Family and Community Support Department, in cooperation with the Centers for Disease Control and Prevention and the California Department of Education, will be administering the Youth Risk Behavior Survey (YRBS) in grades 6 through 12, and may administer the California Healthy Kids Survey (CHKS) to 5th to 12th grade students in SFUSD schools during the 2015-2016 school year. Results of these surveys will be shared with administrators, teachers, staff, and parents/caregivers in the 2015-2016 school year.

Survey Content. The survey monitors six categories of priority health-risk behaviors among youth and young adults — behaviors that contribute to unintentional injuries and violence; school safety; tobacco use; alcohol and other drug use; sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) infection; unhealthy dietary behaviors; and physical inactivity; and environmental and individual strengths and assets. Both the YRBS and CHKS are administered every two years.

It is Voluntary. Your child does not have to participate in the survey. Students who participate only answer the questions they want to answer and they may stop taking it at any time. However, it is very important that your son or daughter take the survey so that we can continue to improve health education programs and support services for your child and other students in our district.

It is Anonymous. No names will be recorded or attached to the survey forms or data. The results will be made available only under strict controls to assure anonymity.

Parents/caregivers of children who are randomly selected to participate in the survey will receive additional information before survey administration begins. For parents/caregivers of children in the 5th and 6th grades only, your written permission is required for your child to participate in the survey. For parents/caregivers of children in the 7th through 12th grade, please make your request in writing to your child’s teacher if you wish your child excluded from participating in the survey.

For Further Information. The CHKS and YRBS were developed by WestEd, a public, non-profit educational institution (www.wested.org/hks) and CDC (www.cdc.gov/yrbs). Please contact the SFUSD Student, Family & Community Support Department at 242-2615, if you would like the survey items to be read to you over the phone or if you would like to meet with someone to review the survey.
12) Forms

This handbook contains many of the forms that parents/guardians/caregivers may need while their student is in attendance in SFUSD. You can also obtain these forms from your school or various offices within SFUSD.

**Parent/Caregiver Acknowledgment/Agreement Forms (sign and return these forms to your child’s school)**
- Notice to Parents/Students’ Acceptable Use Agreement .......................................................... 111
- Media and Community Access Opt-Out Form ........................................................................ 113
- California Student Aid Commission Opt-Out Form ................................................................. 116
- Consent Form to Permit District to Use Student Photographs/Images/Schoolwork ..................... 114

**Educational Placement Center Forms**
- Enrollment Process into SFUSD ............................................................................................. 110
- Language and newcomer pathways ....................................................................................... 111
- 2015-2016 Elementary Schools: K-5 and K-8 ...................................................................... 112
- 2015-2016 Traditional Kindergarten Sites ............................................................................... 113
- Application Form 2015-2016 .................................................................................................. 114

**Translation and Interpretation Forms**
- Introduction ............................................................................................................................ 121
- Primary Language Assistance Request Form – School Site ...................................................... 124
- Primary Language Assistance Request Form – Central Office ............................................... 125
- Translation/Interpretation Services Complaint Form .............................................................. 124

**Complaint Forms**
- Uniform Complaint Procedures Complaint Form ................................................................. 125
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**Health-Related Forms**
- Introduction ............................................................................................................................ 132
- Student Emergency Card ....................................................................................................... 134
- Medication Administration Protocol ....................................................................................... 135
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- Seizure Emergency Care Plan Form ...................................................................................... 136
- Emergency Care Plan Form (generic) .................................................................................... 148
- School Health Form ................................................................................................................ 148
- Guide to Immunizations Required for School Entry .............................................................. 148
- Oral Health Assessment Notification Letter ........................................................................... 148
- Oral Health Assessment Form ................................................................................................ 149
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**Miscellaneous Forms**
- Request for Individual Pesticide Application Notification ...................................................... 151
- SFPD/SFUSD MOU Compliance Feedback Form & Procedures ............................................ 151
- Youth Rights brochure .......................................................................................................... 147
Note: Some of the forms included in the Handbook are samples (for information only), and the official form can be obtained from the schools or various offices within SFUSD.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
NOTICE TO PARENTS/STUDENT’S ACCEPTABLE USE AGREEMENT

This Acceptable Use Agreement outlines your responsibilities and required acknowledgments and those of your child if s/he uses the District’s technological resources, including the Internet/World Wide Web and electronic mail (e-mail). Your child’s school may issue your child a District email account or allow your child to use their personal email account for instructional purposes. This Agreement and the Internet Safety Administrative Regulation apply to all of the uses described above. Even without signature, all users must comply with this agreement and Administrative Regulation and report any misuse of the network or internet to a teacher, administrator or appropriate District personnel.

I have read the San Francisco Unified School District’s (“District”) Internet Safety Administrative Regulation for Students (pages 104 to 109 of the 2015-2016 Student and Family Handbook), which is attached hereto and incorporated in this agreement as if set forth in full. I have also reviewed the summary of Unacceptable Uses of District technological resources listed on the back of this form. I understand that if my child violates the rules, the access can be terminated and my child may face other disciplinary measures. I further understand that the District, federal, state or local law enforcement agency may search any files, electronic mail, any data and other information on the District’s network or on the District’s equipment, as set forth in the District’s Internet Safety Regulation for Students, regardless of any personal password I or my child may have.

Please be aware that some materials accessible on the Internet may contain text or images that are inaccurate or offensive. While your child will use the Internet for educational purposes, it is possible by accident or intent that he or she will see objectionable things during his/her or his/her teacher’s use of the internet. Although District teachers and technicians are taking reasonable steps to prevent students from seeing inappropriate things, it is impossible to eliminate all objectionable things all the time. Similarly, while email accounts are expected to be used for instructional purposes, it is not possible for the District to monitor all messages sent between students through email accounts, and the District does not have access to electronically monitor messages sent between students on personal email accounts from non-District providers. Teachers and other responsible adults will appropriately supervise students at school. However, schools cannot guarantee that each student will be directly supervised at all times. Parents and guardians are expected to supervise students at home.

I hereby release and hold harmless the District, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child’s or child’s teacher’s use of, or inability to use, the technological resources discussed above, including, but not limited to claims that may arise from the unauthorized use of the system to purchase products or services; exposure to potentially harmful or inappropriate material or people; violations of copyright restrictions; or users’ mistakes or negligence. I understand that I can be held liable for damages caused by my child’s intentional misuse of the system, and agree to indemnify the district for any damages or costs incurred due to my child's intentional misuse of the system.

Student’s Name: ___________________________ School: __________________

Parent/Guardian Name (printed) ___________________________ Date: ________________

Parent/Guardian signature: ________________________________________________

(Please review summary of Unacceptable Uses on the backside of this form. Additionally, if you do not want your student to use the world wide web and/or electronic email, please sign and return the backside of this form.)
You are responsible to read the full Internet Safety Administrative Regulation on pages 104 to 109 of the 2015-2016 Student and Family Handbook. Below is a summary of Unacceptable Uses of the Internet/Email/Network. By using the Network, users have agreed to comply with these Regulations.

Summary of Unacceptable Uses:

1. Use that is prohibited by United States or California laws or regulations or District or school rules, including but not limited to violating copyright or trade secret laws, sending threatening or obscene material; or engaging in unauthorized access such as “hacking.”
2. Use that is obscene, pornographic, sexually explicit, or harmful to minors.
3. Use that constitutes cyberbullying.
4. Use that would subject the District or the individual to criminal, civil or administrative liability (e.g., is fraudulent, defamatory, denigrates people based on race/ethnicity, national origin, sex, gender, sexual orientation, age disability, religion or political beliefs, constitutes sexual harassment, etc).
5. Use that allows users of the network to gain unauthorized access to any communications systems, network or file; allows someone without valid authorization to access confidential information contained in any District system, network or file, including unauthorized disclosure or use of a user’s password or account number.
6. Use that disables the Technology Protection Measure (filter) for the Internet system; or attempting to disrupt or destroy computer system performance by spreading viruses or by other means.
7. Use that discloses personal information regarding themselves or another minor (such as name together with other information that would allow another individual to locate the student, such as parent’s name, home address or location, work address or location, social security number or phone number), without the prior written consent of the minor’s parent/guardian.
8. Use of the District computers for personal commercial/for profit activities or illegal acts, such as arranging the sale or alcohol or drugs, engaging in criminal gang activity or threatening the safety of any person.
9. Use that could cause damage or a danger of disruption, or that threatens, intimidates, harasses, or ridicules other students or staff.
10. Student users will not agree to meet with someone they have met online without their parent’s approval and participation.

IF YOU DO NOT WANT YOUR CHILD TO HAVE ACCESS TO THE WORLD WIDE WEB OR EMAIL, PLEASE FILL OUT THE FORM BELOW:

I have read the Internet Safety Administrative Regulation for Students and the Acceptable Use Agreement for Students on the previous page. I DO NOT want my child to use the World Wide Web or electronic mail (e-mail) services at his or her present school.

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<th>Student Name</th>
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<tr>
<td>School</td>
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<td>Parent/Guardian name (printed)</td>
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<td>Parent/Guardian signature</td>
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<td>Date</td>
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MEDIA AND COMMUNITY ACCESS
OPT-OUT FORM

Please sign and return the attached form only if you **DO NOT** want your child to be interviewed, photographed, or filmed by the media, community organizations or agencies for use in their print or Internet publications, documentaries, films or video.

Dear Parent or Guardian,

There are times when our school may be featured in various media. News reporters, photographers and/or film crews from TV, radio stations, newspapers or magazines may wish to interview, photograph and/or film your child in relation to a story about our schools or students. Your child’s name, grade, and the name of the school may be included in the report. Our schools are also visited by community organizations or partners who are providing services to students. These organizations or partners may wish to photograph your child participating in their activities or services, and may want to use the photograph and/or your child’s name and the name of the school in their publications and informational materials.

We will make every effort to honor your request, and recognize that some families have special circumstances that require the protection of their child’s identity or location. However, please be aware that there may be circumstances when your child may be interviewed, photographed or filmed beyond our control. Please discuss your wishes with your child so that s/he knows if you do not want your child to be interviewed, photographed, or filmed.

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**PLEASE SIGN AND RETURN TO YOUR CHILD’S TEACHER only if you do NOT want your child to be interviewed, photographed, or filmed for use in various media.**

☐ **I DO NOT** want my child to be interviewed, photographed, or filmed by members of the media, organizations or agencies at school, for use in print or Internet publications, documentaries, films or video, to the extent that the school can prevent such contact.

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<table>
<thead>
<tr>
<th>Child’s Name</th>
<th>Teacher’s Name</th>
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<th>Signature of Parent/Guardian</th>
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<th>Print Name of Parent/Guardian</th>
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SFUSD Student and Family Handbook 2015-2016

CAL GRANT APPLICANT

OPT-OUT FORM
Please sign and return the attached form only if you **DO NOT** want San Francisco Unified School District (SFUSD) to submit your pupil’s grade point average to the California Student Aid Commission (CSAC) to determine financial aid eligibility for college enrollment.

Dear Parent or Guardian,

Each pupil enrolled in grade 12 in a California public school, including a charter school, shall be deemed to be a Cal Grant applicant unless his or her parent or guardian opts out in writing within 30 days of this notice. For pupils who are 18 years of age, only the pupil may opt himself or herself out and if the pupil turns 18 prior to the conclusion of the notice period, the pupil may opt in over the prior decision of a parent or guardian to opt out.

San Francisco Unified School District intends to submit your pupil’s grade point average to the California Student Aid Commission in January of the school year. The purpose of this submission is to allow CSAC to determine Cal Grant eligibility and make appropriate financial aid awards to students who will be attending college. Without the grade point average information verified by the school district, CSAC will not be able to determine your child’s eligibility.

---------------------------------------------

**PLEASE SIGN AND RETURN TO:**

The Office of Counseling and Post-Secondary Success  
20 Cook Street, Room 10  
San Francisco, CA 94118  
Fax 415-750-8653  

*only if you do not want your child’s grade point average to be submitted for financial aid eligibility.*

☐ **I DO NOT** want my 12th grade child’s grade point average to be submitted to the California Student Aid Commission.

________________________________________  
Child’s Name/Student ID#  
High School

________________________________________  
Signature of Parent/Guardian  
Telephone

________________________________________  
Print Name of Parent/Guardian  
D
Please sign this consent form and return it to your school if you are willing to permit the District to use your child’s photograph/image/schoolwork in District publications, materials or websites.

Background: During the school year, your child may be photographed or filmed by District staff while participating in school programs and activities. We would like to have the opportunity to use these photographs/images for publication on the District/school websites, and/or in related SFUSD publications and promotional or training materials, or to feature your child’s school work in these publications.

Consent Form: I hereby consent to the San Francisco Unified School District’s use of my child’s photograph, video image or schoolwork in District publications, materials or websites as described above.

In addition to using my child’s photograph/image/schoolwork, I give the District permission to:
(check one)

____ Use my child’s first name in the publications, materials or websites.

____ Use my child’s first and last name in the publications, materials or websites.

____ I do not want my child’s first or last name in the publications, materials or websites.

I am the parent or legal guardian of the student named below, and hereby fully release and discharge the San Francisco Unified School District and its officers, employees, and agents from any and all debts or liabilities arising out of or in connection with the above described uses of my child’s image/photographs/schoolwork.

_______________________________
Student’s Name

_______________________________
School

_______________________________
Parent/Guardian Signature

_______________________________
Date

_______________________________
Parent/Guardian Printed Name

This consent may be revoked at any time in writing delivered to the school office.
Application Form - School Year 2015-2016

Enrollment Process into SFUSD
Three steps

Step 1. Prepare Documents

Parent/Guardian’s Picture ID: Applications must be submitted in person by the Parent/Guardian.

Proof of birth:
• Birth Certificate
• Hospital record

If the document does not contain the Parent/Guardian name, add the Parent/Guardian’s relationship verification is required.

Proofs of home address:
• Two proofs of home address that include the name and address of the Parent/Guardian
• One to two utility service contract, statement or payment receipts from different agencies such as PG&E, water, cable, or garbage within
  45 days (no cell phone bills will be accepted)
• Both automobile registration and auto insurance policy, must be current (count as one proof)
• Homeowner’s or renter’s insurance policy, must be current
• Property tax statement, must be current assessment year
• Correspondence from a government agency within 45 days
• Grant deed, title of property
• Rental property contract, lease, or payment receipts within 45 days
• Section 8 agreements, must be current
• Affidavit of residency executed by the parent or legal guardian of a pupil
• Pay stubs, within 45 days
• Voter registration, must be current

All documents must be originals

Step 2. Fill Out Form

Pick up forms: Forms are available at the Educational Placement Center office at 555 Franklin Street, Room 100, or at any school

Complete all sections: Incomplete applications turned in by the due date (January 16, 2015) cannot be processed as on-time applications.

Submit forms: Forms must be submitted by January 16, 2015

No Faxed or Mailed Applications

Apply by January 16, 2015

Step 3. Submit

Where: You may turn in your completed application form to the Educational Placement Center, 555 Franklin Street, Room 100.

When: Apply by January 16, 2015

Age Requirements

California law now requires that a child must be five years old on or before September 1, 2015 to be eligible for Kindergarten and six years old on or before September 1, 2015 to be legally eligible for first grade.

Students who will have their fifth birthday between September 2 and December 2, 2015, are eligible for a Transitional Kindergarten program for the 2015-2016 school year.

Definition of Residency

A minor’s residence is presumed to be the legal residence of the parent(s) or guardian(s) who have physical custody of the minor. In order to be enrolled in SFUSD, the student’s parent/legal guardian must continually reside in San Francisco at the time of application and for the entire period of enrollment in SFUSD. A resident is an individual who is a full-time occupant of a dwelling located in San Francisco and who, on any given day, is likely to be at his/her stated address when not at work or school.

In determining the place of residence the following rules shall be observed:

a. It is the place where one remains when not called elsewhere for labor or other special or temporary purpose, and to which he/she returns in seasons of repose.

b. There can only be one residence.

c. A residence cannot be lost until another is gained.

d. The residence of the parent/guardian with whom an unmarried minor child maintains his/her place of abode is the residence of such unmarried minor child.

e. The residence can be changed only by the union of act and interest.

If the parents are separated and live at different addresses, the pupil must physically reside with the parent in San Francisco for at least 50% of the time during the regular school year.

Parents/Guardians should read the SFUSD Enrollment Guide or visit www.sfusd.edu/enroll to review the detailed description of SFUSD residency requirements and the consequences of submitting false information in the Enrollment Application.

Student Placement Tie-Breakers

Students are placed in their highest ranked choice as long as there are openings. Tie-breakers are used to help place students in a requested school where there are more requests for a school than openings.

Transitional Kindergarten (see page 4)

• Has older sibling in Preschool
• Has older sibling in PreK
• Has older sibling in Kindergarten

Kindergarten - Attendance Area Schools

• Has older sibling at requested school
• Lives in attendance area

Kindergarten - City-Wide Schools

• Has older sibling at requested school
• Lives in attendance area

City-Wide Language Pathways

• Has older sibling in language pathway
• Has older sibling in language pathway AND has older sibling in the pathway at requested school
• Enrolled in language pathway
• Lives in attendance area

Placement Policy for twins, triplets and multiples

If placement for twins, triplets or multiples into the same school grade and program is desired, each application must indicate the same school and program choices in the same order.

The parent/guardian must submit the following section on section 6 of the application form:

Do you wish to have your twins, triplets or multiples placed in the same school?

Key Dates in 2015

January 16: Application deadline
March 13: Placement offers mailed to families
March 16-27 and April 8-10: Parents/guardians must register at schools to accept offers.

Any requested school placement will replace your current school assignment (if applicable).

Questions? Want help?

Talk to the students at the SFUSD Educational Placement Center. We’re here to help!

555 Franklin Street, Room 100
San Francisco, CA 94110
Tel: 415.241.6015, Fax: 415.241.6087
Office hours: M-F 8:00AM-4:30PM
www.sfusd.edu, enrollment@sfusd.edu

The information in this Application is accurate at the time of publication (October 2014). However, it is possible that some programs could be moved, eliminated, reduced, modified, or added. Major changes will be publicized as soon as they are known.

Non-Discrimination Policy

San Francisco Unified School District programs, activities, and practices shall be free from discrimination based on age, gender, gender identity, race, national origin, ancestry, color, religious belief, marital status, disability, mental or physical disability, sex, sexual orientation, gender identity, disability, and/or a person’s or group’s association with a person or group with one or more of these characteristics.

If you believe you have been discriminated against, immediately contact the school principal and/or Executive Director of the Office of Equity, Ruth Depa, at (415) 355-7724 or depap@sfusd.edu. A copy of SFUSD uniform complaint policy is available upon request.

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Application Form - School Year 2015-2016

Page 2

Language and newcomer pathways: Descriptions and eligibility requirements

ELEMENTARY

1. DUAL LANGUAGE PATHWAY

A. DUAL LANGUAGE LEARNER PRE-KINDERGARTEN OR KINDERGARTEN (Cantonese, or Spanish)

The Dual Language Learner Pre-Kinder Garten and Transitional Kindergarten Pathways located at early Education sites are designed to ensure that proficient students develop high levels of English and pathway language proficiency and literacy, as well as academic competency.

Eligibility

All students applying for a seat in a Dual Language Learner Pre-Kinder Garten or Transitional Kindergarten Pathway regardless of language proficiency in the pathway language must be tested. Students who participate in the Dual Language Learner Pre-Kinder Garten or Transitional Kindergarten Pathway are not guaranteed a seat in the pathway language.

2. CULTURALLY IMMERSION PATHWAY (Cantonese, Korean, French, or Spanish)

The Dual Language Immersion Pathway is designed to ensure both English learners and English proficient students develop high levels of English and pathway language proficiency and literacy, as well as academic competency.

Eligibility

In order to provide effective and continuos cultural immersion Language Immersion Pathways K-12, the district will institute processes during Kindergarten to discuss test results and enrollment to assign an appropriate balance of students within the pathway.pathway assignment. Students who have not demonstrated proficiency in English will be enrolled in the English-Only assignment. Students who have not demonstrated proficiency in English will be enrolled in the English-Only assignment.

For kindergarten and first grade:

• If the survey indicates that a language other than English is spoken in the home, the student will be enrolled in the pathway language.

For grades 2 to 6, the following students are eligible to apply:

• Students currently enrolled in a 5635A Cantonese Immersion Pathway or Cantonese FLV (Pathway 1 of Cantonese Immersion Pathway) and meet the proficiency level on the cantonese language proficiency assessment.

B. ALICE FONG YU K-6 CANTONES IMMERSION PILOT PROGRAM

In the 2012-13 school year, Alice Fong Yu transcribed to a new "Alice Fong Yu Cantonese Immersion Pilot Program" (hereinafter referred to as the "Pilot") that continues and enhances the school's tradition of providing a comprehensive and challenging academic program as well as a variety of enrichment activities for all students.

Eligibility

Students who meet the eligibility requirements above, his/her request for this language pathway will be considered from their application.

SECONDARY DUAL LANGUAGE PATHWAY (Cantonese, Mandarin or Spanish)

At the secondary level starting at grade 6, the Secondary Dual Language Immersion and Bilingual Pathways will merge into the Secondary Dual Language Pathway for each student, where students will take two academic classes in the pathway language.

Eligibility

For middle and high schools, the following students are eligible to apply:

For grades 6 to 8, the following students are eligible to apply:

• Students currently enrolled in the Cantonese Immersion Pathway or Cantonese FLV (Pathway 1 of Cantonese Immersion Pathway) and meet the proficiency level on the grade level Cantonese Language Placement Test, OR

• Students who are not enrolled in a 5635A Cantonese Immersion Pathway or are new to SFUSD and meet the proficiency level on the Cantonese Language Placement Test, OR

For grades 9 to 12, the following students are eligible to apply:

• Students who are not enrolled in a 5635A Cantonese Immersion Pathway or are new to SFUSD and meet the proficiency level on the Cantonese Language Placement Test, OR

NEWCOMER PATHWAY (Chinese, Spanish and All Languages)

The Newcomer Pathway is designed to help recently arrived bilingual English learner students adapt to the school's language and culture. At the elementary level, if a student has been in the Newcomer Pathway for multiple years as needed. In addition to academic support, Newcomers have access to resources and referrals to student support services, in physical, mental health, housing, and legal services.

Eligibility

Prior to student enrollment in the district, the student’s parents/guardians complete the SFUSD’s Home Language Survey (HLS) on the enrollment application.

An applicant must meet the following eligibility requirements:

• Student listed a language other than English in his/her home language survey.

• Student entered the U.S. within 1 year of requested enrollment.

For more information on Instruction in each language pathway, please refer to the 2015-16 English Learner Program Guide.
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<td>Gen(K-S)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MARY</td>
<td>984</td>
<td>Gen(K-S)</td>
<td>BIS(K-S)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MARY</td>
<td>990</td>
<td>Gen(K-S)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MARY</td>
<td>996</td>
<td>Gen(K-S)</td>
<td>BIS(K-S)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MARY</td>
<td>1002</td>
<td>Gen(K-S)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**

* Each year another grade level will be added until 6th grade contingent on adequate enrollment and resources.

** EEC students are enrolled in the Spanish Bilingual pathway based on the middle school closest to proximity to home.

*** Longfellow students enrolled in the Spanish Bilingual pathway feed into Visitacion Valley MS.

---

**Language Requirements:**

Before applying to a language or newcomer pathway, please review the pathway descriptions and eligibility requirements on page 2.
### 2015-16 Transitional Kindergarten Sites

- | Transitional Kindergarten Site | School Code | General Education Pathways | Dual Language Learner Spanish |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Avenues ES</td>
<td>844</td>
<td>Gen</td>
<td>Gen</td>
</tr>
<tr>
<td>Argonne ES</td>
<td>947</td>
<td>Gen</td>
<td>Gen</td>
</tr>
<tr>
<td>Commonwealth - Hackett ES</td>
<td>814</td>
<td>Gen</td>
<td>Gen</td>
</tr>
<tr>
<td>Dr. Charles S. Drew ES</td>
<td>842</td>
<td>Gen</td>
<td>Gen</td>
</tr>
<tr>
<td>Elite Heritage ES</td>
<td>704</td>
<td>Gen</td>
<td>Gen</td>
</tr>
<tr>
<td>Jamboree-Sunnyview ES</td>
<td>870</td>
<td>DLL</td>
<td>DLL</td>
</tr>
<tr>
<td>Leonard H. Syme ES</td>
<td>890</td>
<td>Gen</td>
<td>Gen</td>
</tr>
<tr>
<td>Leslie M. Hazard ES</td>
<td>950</td>
<td>Gen</td>
<td>Gen</td>
</tr>
<tr>
<td>Magruder ES</td>
<td>722</td>
<td>Gen</td>
<td>Gen</td>
</tr>
<tr>
<td>Mid-Hills ES</td>
<td>870</td>
<td>Gen</td>
<td>Gen</td>
</tr>
<tr>
<td>Milpitas ES</td>
<td>890</td>
<td>Gen</td>
<td>Gen</td>
</tr>
<tr>
<td>Palo Alto ES</td>
<td>840</td>
<td>Gen</td>
<td>Gen</td>
</tr>
<tr>
<td>Ulloa ES</td>
<td>895</td>
<td>Gen</td>
<td>Gen</td>
</tr>
<tr>
<td>Maria T. Regis/Bragaw ES/PTC</td>
<td>895</td>
<td>DLL</td>
<td>DLL</td>
</tr>
</tbody>
</table>

Students who are eligible and who are seeking Transitional Kindergarten will be assigned to the highest ranked request as long as there is space at the school. If there are no students applying then there are openings at a school, choice assignments will be made by looking at all the possible combinations of the students in the following hierarchical order:

1. Students who are enrolled in a SFUSD Early Education School offering TK.
2. Students who have been enrolled in a pre-K program in the 2014-15 school year where TK will be offered in 2015-16.
3. A younger sibling enrolled in a SFUSD TK program and is requesting placement at the same site.
4. In an effort to support families with siblings, the TK student will have a tiebreaker for the site where a younger sibling is already attending a pre-K program. Siblings are defined as students with the same parent(s)/guardians and living at the same address.
5. Must reside within.

If there are no tiebreakers, then ties will be resolved randomly.

Key: ESS – Early Education School, PTC – SFUSD PreKindergarten, TK – Transitional Kindergarten, ES – Elementary School

### 2015-16 Middle Schools

<table>
<thead>
<tr>
<th>Middle Schools</th>
<th>School Code</th>
<th>General Education Pathways</th>
<th>Language Pathways</th>
<th>Newcomer Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFTOS</td>
<td>431</td>
<td>Gen</td>
<td>SDI(8-12)</td>
<td>New(9-12)</td>
</tr>
<tr>
<td>BROWN JR WILLIE L</td>
<td>958</td>
<td>Gen</td>
<td>SDI(8-12)</td>
<td>New(9-12)</td>
</tr>
<tr>
<td>CARRANS JAMES</td>
<td>622</td>
<td>Gen</td>
<td>SDI(8-12)</td>
<td>New(9-12)</td>
</tr>
<tr>
<td>CHESTERFIELD</td>
<td>629</td>
<td>Gen</td>
<td>SDI(8-12)</td>
<td>New(9-12)</td>
</tr>
<tr>
<td>EBOOKS</td>
<td>796</td>
<td>Gen</td>
<td>SDI(8-12)</td>
<td>New(9-12)</td>
</tr>
<tr>
<td>FRIENDS OF WILLOW LAKE</td>
<td>887</td>
<td>Gen</td>
<td>SDI(8-12)</td>
<td>New(9-12)</td>
</tr>
<tr>
<td>HELIOTROPE</td>
<td>788</td>
<td>Gen</td>
<td>SDI(8-12)</td>
<td>New(9-12)</td>
</tr>
<tr>
<td>HOUSTON-TIMBERLAKES</td>
<td>977</td>
<td>Gen</td>
<td>SDI(8-12)</td>
<td>New(9-12)</td>
</tr>
<tr>
<td>NORTHERN VIEW</td>
<td>976</td>
<td>Gen</td>
<td>SDI(8-12)</td>
<td>New(9-12)</td>
</tr>
</tbody>
</table>

With the Board of Education’s recent approval of middle school feederers, every K-8 school in the district is matched with a single middle school, known as their middle school feeder. The middle school feeder for each K-8 school is listed on page three of the application form. While the elementary-to-middle school feeder creates virtual K-8s based on elementary school enrollment, the student assignment process for middle school will continue to be a choice process. This means students enrolled in 5th grade at an SFUSD K-8 school will have to submit an application form ranking their middle school requests to receive a 6th grade assignment.

### Middle School Choice Process: Tiebreakers

Students will be assigned to their highest ranked request as long as there is space at the school. If there are more students applying than there are openings at a school, students will be placed in schools using the following tiebreakers in this order:

1. Recruitment Date
2. Test score: newest
3. Other:

See the Enrollment Guide for more details about WILLEM L. BROWN Middle School Feeder.

### 2015-16 High Schools

<table>
<thead>
<tr>
<th>High Schools</th>
<th>School Code</th>
<th>General Education Pathways</th>
<th>Language Pathways</th>
<th>Newcomer Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy of Arts &amp; Sciences</td>
<td>832</td>
<td>Gen</td>
<td>SDI(10-12)</td>
<td>New(12-12)</td>
</tr>
<tr>
<td>BALBOA</td>
<td>439</td>
<td>Gen</td>
<td>SDI(10-12)</td>
<td>New(12-12)</td>
</tr>
<tr>
<td>BURITON PHILLIP &amp; SARA</td>
<td>764</td>
<td>Gen</td>
<td>SDI(10-12)</td>
<td>New(12-12)</td>
</tr>
<tr>
<td>CARLISLE</td>
<td>559</td>
<td>Gen</td>
<td>SDI(10-12)</td>
<td>New(12-12)</td>
</tr>
<tr>
<td>INTERNATIONAL STUDIES ACADEMY</td>
<td>684</td>
<td>Gen</td>
<td>SDI(10-12)</td>
<td>New(12-12)</td>
</tr>
<tr>
<td>JUNE JORDAN</td>
<td>757</td>
<td>Gen</td>
<td>SDI(10-12)</td>
<td>New(12-12)</td>
</tr>
<tr>
<td>LINCOLN/ABRAHAM</td>
<td>405</td>
<td>Gen</td>
<td>SDI(10-12)</td>
<td>New(12-12)</td>
</tr>
<tr>
<td>LOWELL</td>
<td>697</td>
<td>Gen</td>
<td>SDI(10-12)</td>
<td>New(12-12)</td>
</tr>
<tr>
<td>MARSHALL/THURGOOD</td>
<td>853</td>
<td>Gen</td>
<td>SDI(10-12)</td>
<td>New(12-12)</td>
</tr>
<tr>
<td>MISSION HIGH SCHOOL</td>
<td>725</td>
<td>Gen</td>
<td>SDI(10-12)</td>
<td>New(12-12)</td>
</tr>
<tr>
<td>O’CONNELL, JOHN</td>
<td>651</td>
<td>Gen</td>
<td>SDI(10-12)</td>
<td>New(12-12)</td>
</tr>
<tr>
<td>Ruth Asawa San Francisco SCHOOL OF THE ARTS (SFSA)</td>
<td>815</td>
<td>Gen</td>
<td>SDI(10-12)</td>
<td>New(12-12)</td>
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<tr>
<td>S. F. INTERNATIONAL *</td>
<td>621</td>
<td>Gen</td>
<td>SDI(10-12)</td>
<td>New(12-12)</td>
</tr>
<tr>
<td>WALLAERING, RAQUEL</td>
<td>785</td>
<td>Gen</td>
<td>SDI(10-12)</td>
<td>New(12-12)</td>
</tr>
<tr>
<td>WASHINGTON, GEORGE</td>
<td>571</td>
<td>Gen</td>
<td>SDI(10-12)</td>
<td>New(12-12)</td>
</tr>
</tbody>
</table>

* Students requesting 9th grade Lowell must also submit a Lowell application by December 12, 2014. 10th-12th grade applications will be available in May 2015.

** S.F. International High School is especially designed for immigrant English Learners who arrived in the U.S. within the last 4 years. English Learners can complete all four years of their high school education at SF International High School and graduate with a high school diploma and be eligible for admission to a four-year college.

### Language Requirements:

Before applying to a language or newcomer pathway, please review the pathway descriptions and eligibility requirements on page 2.

---

Educational Placement Center
555 Franklin Street, Room 100
San Francisco, CA 94102
Phone: (415) 241-6085

SFUSD SAN FRANCISCO PUBLIC SCHOOLS

---

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## Application Form - School Year 2015-2016

### Student Information
- **Last Name**: [Field]
- **First Name**: [Field]
- **Middle Name**: [Field]
- **Date of Birth**: [Field]
- **City of Birth**: [Field]
- **State**: [Field]
- **Country of Birth**: [Field]
- **Date of Entry (if born outside US)**: [Field]
- **Gender**: Male / Female
- **Applying for Grade**: [Field]
- **Math**: [Field]
- **English**: [Field]
- **How student attended school in US for less than 3 cumulative years**: Yes / No

### School Requests

#### Family Information
1. **Parent/Guardian's Last Name**: [Field]
2. **Street # / Street Name**: [Field]
3. **Apartment #**: [Field]
4. **City**: [Field]
5. **Zip Code**: [Field]

#### School Requests

#### Racial/Ethnic Identification
- **American Indian/Alaska Native**: Yes / No
- **Asian Indian**: Yes / No
- **Black or African American**: Yes / No
- **Chinese**: Yes / No
- **Colombian**: Yes / No
- **Hawaiian**: Yes / No
- **Japanese**: Yes / No
- **Korean**: Yes / No
- **Latino**: Yes / No
- **Middle Eastern/Arabic**: Yes / No
- **Other Asian**: Yes / No
- **Other Pacific Islanders**: Yes / No
- **Persian**: Yes / No
- **Vietnamese**: Yes / No
- **White**: Yes / No

#### Parent Education Level
- **Parent/Guardian #1**: [Field]
- **Parent/Guardian #2**: [Field]

#### Contact Information
- **Parent/Guardian Signature**: [Field]
- **Date**: [Field]

---

**Attention!** If you receive an assignment to any of the schools requested on this application form you will lose the SFUSD school you are currently attending because it is not possible to be assigned to more than one SFUSD school.
FREE Translation and Interpretation Services

Parents/Guardians may request free individual translation or interpretation services at their school site and/or at a district department by filling out the following Primary Language Assistance Request forms. The forms can be completed in your home language and returned to your school’s main office, SFUSD’s Central Office (555 Franklin Street, first floor lobby).

If you have a complaint about translation/interpretation services, you may complete a complaint form in your home language and return it to your school’s main office, SFUSD’s Central Office (555 Franklin Street, first floor lobby).

All of these forms can be obtained at school sites, SFUSD’s Central Office, or Student, Family & Community Support Department and at the bottom of the home page of www.sfusd.edu. For more information or assistance, you may leave a message by calling 415-522-7343.

Non-district qualified interpreters (including students and other children) may not be used for interpretation, except in emergency situations.
Primary Language Assistance Request Form – School Site

To request FREE translation/interpretation services, please fill out this form.

Parent/Guardian Contact Information

Name: ____________________________ Home Phone: ____________________________
Cell Phone: ____________________________ Email: ____________________________
Teacher’s Name: ____________________________
School Name: ____________________________
Child/Children’s Name(s): ____________________________ Primary Home Language: ____________________________

Please mark an “x” in the appropriate box(es).

* I need translation services for:
  □ School newsletter
  □ School/classroom policies
  □ School calendar
  □ Letters from Principal
  □ Emergency card
  □ Other, document(s) title(s): ____________________________

* I need interpretation services for:
  □ Parent/Teacher conference Date: __________ Time: __________
  □ Principal meeting Date: __________ Time: __________
  □ Back to School Night Date: __________ Time: __________
  □ PTA meetings Date: __________ Time: __________
  □ School Site Council Date: __________ Time: __________
  □ English Learner Advisory Council Date: __________ Time: __________
  □ Other meeting or event: ____________________________ Date: __________ Time: __________ Place: ____________________________

You must return the completed form to your child’s teacher or school staff and they will forward your request to us.

YOUR TRANSLATION AND INTERPRETATION NEEDS ARE VERY IMPORTANT TO US!

Non-district qualified interpreters (including students and other children) may not be used for interpretation, except in emergency situations.

For more information or assistance, you may leave a message by calling 415-522-7343. To access translated documents, go to www.sfusd.edu and click on “Translated documents” at the bottom of the page.

ALL SERVICES ARE FREE.
PRIMARY LANGUAGE ASSISTANCE REQUEST FORM - CENTRAL OFFICE DEPARTMENT

To request FREE translation/interpretation services, please fill out this form.

Parent/Guardian Contact Information

Name: ____________________________ Home Phone: ____________________________
Cell Phone: ____________________________ Email: ____________________________

School Name: ____________________________
Teacher’s Name: ____________________________

Child/Children’s Name(s): ____________________________ Primary Home Language:
________________________________________

Please mark an “x” in the appropriate box(es).

*I need translation of document(s) titled ____________________________________________ from:

☐ Educational Placement Center
☐ Special Education Department
☐ District English Learners Advisory Committee (DELAC)
☐ Student Support Services
☐ Gifted and Talented Education program (GATE)
☐ Superintendent’s Office
☐ Other Department: ____________________________

*I need interpretation services at:

☐ Educational Placement Center Date: __________ Time: __________
☐ Special Education Department Date: __________ Time: __________
☐ District English Learners Advisory Committee (DELAC) Date: __________ Time: __________
☐ Student Support Services Date: __________ Time: __________
☐ Gifted and Talented Education program (GATE) Date: __________ Time: __________
☐ Superintendent’s Office Date: __________ Time: __________
☐ Other meeting or event: ____________________________ Date: __________ Time: __________ Place: ____________________________

You must return the completed form to your child’s teacher or school staff and they will forward your request to us.

YOUR TRANSLATION AND INTERPRETATION NEEDS ARE VERY IMPORTANT TO US!
Non-district qualified interpreters (including students and other children) may not be used for interpretation, except in emergency situations.

For more information or assistance, you may leave a message by calling 415-522-7343. To access translated documents, go to www.sfusd.edu and click on *Translated documents* at the bottom of the page.

ALL SERVICES ARE FREE.
TRANSLATION/INTERPRETATION SERVICES COMPLAINT FORM

Parent/Guardian Contact Information

Name: ___________________________________________ Home Phone: ____________________________
Cell Phone: ___________________________ Email: ___________________________
Teacher’s Name: ___________________________
School Name: ___________________________
Child/Children’s Name(s): ___________________________ Primary Home Language: ___________________________

Please explain, in your home language, the written translation or oral interpretation services that you are dissatisfied with. Provide as many details as possible, including the name(s) of document(s) and name of department or school. You may add additional pages if necessary.

Date of Service (if applicable): ______________ School or Department: ___________________________

When you have completed the form, please give it to your child’s teacher or school staff and they will forward your complaint to us.

Non-district qualified interpreters (including students and other children) may not be used for interpretation, except in emergency situations.

For more information or assistance, you may leave a message by calling 415-522-7343. To access translated documents, go to www.sfusd.edu and click on “Translated documents” at the bottom of the page.

ALL SERVICES ARE FREE.
SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Uniform Complaint Procedures

COMPLAINT FORM

In accordance with San Francisco Unified School District’s Board Policy 1342, the District follows the uniform complaint procedures when addressing complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations about discrimination, harassment, intimidation, bullying, and noncompliance with laws relating to pupil fees. A copy of the District’s uniform complaint procedures is available free of charge.

I. Contact Information:

Name: ____________________________________________________________
Address: __________________________________________________________
City: ___________________________ Zip: ____________________________
Home Phone: _____________________ Work or Cell Phone: ___________

II. Complainant

You are filing this complaint on behalf of: __________________________________

☐ Parent/Guardian ☐ Pupil ☐ Witness to the Incident ☐ Other

III. School Information

School Name: _______________________________________________________
Principal’s Name: ___________________________________________________
Teacher’s Name: ____________________________________________________

IV. Basis of Complaint:

Please check the following box(s), based on the type(s) of discrimination, harassment, intimidation and bullying you experienced:

☐ Age
☐ Ancestry
☐ Color
☐ Disability
☐ Ethnic Group Identification
☐ Gender Expression
☐ Gender Identity
☐ Gender
☐ Nationality
☐ National Origin
☐ Race or Ethnicity
☐ Religion
☐ Sex
☐ Sexual Harassment (Title IX)
☐ Sexual Orientation
☐ Association with any of these actual or perceived characteristics
Violation of federal or state law or regulations governing the following:

- Adult Education
- Consolidated Categorical Aid Programs
- Migrant Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Child Nutrition Programs
- Special Education Programs
- Pupil Fees
- Local Control Accountability Plan

V. Details of Complaint

Please answer the following questions to the best of your ability. Attach additional sheets of paper if you need more space.

Please describe the type of incident(s) you experienced that led to this complaint, in as much detail as possible, including all dates and times when the incident(s) occurred or when the alleged acts first came to your attention and location(s) where the incident(s) occurred:

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

List the individuals involved in the incident(s) complaint of:

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

List any witnesses to the incident(s):

_______________________________________________________________________________________
_______________________________________________________________________________________

What steps, if any, have you taken to resolve this issue before filing a complaint?

_______________________________________________________________________________________
_______________________________________________________________________________________

Signature of person filing complaint          Date

Office Use Only:
Received by: ________________________________ Date Filed: ________________________________
Name and Title
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
WILLIAMS UNIFORM COMPLAINT
To be filed at school site where problem was observed
SFUSD SCHOOL SITE

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

Response requested? □ Yes □ No

Contact Information:
Name (Optional)
____________________________________________________________________________
Mailing Address_____________________________________________________________________
Telephone Number (Optional): Day: ____________________ Evening: ____________________
Location of the problem: ______________ School Site: ______________________________________
Room Number or Name of Room: ________________________
Date problem was observed: ____________
The Williams Uniform Complaint Process will only cover the following subjects.
Specific issue(s) of the complaint. Please check all that apply:

1. Textbooks and instructional materials:
   □ A pupil lacks textbooks or instructional materials to use in class or after school.
   □ A pupil, including an English learner, does not have access to instructional materials or textbooks, or both, to use at home or after school.
   □ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
   □ A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state adopted or district adopted textbooks or other required instructional materials to use in class.
   □ A pupil was provided photocopies sheets from only a portion of a textbook or instructional materials.

2. Teacher vacancy or misassignment:
   □ A semester begins and a certificated teacher is not assigned to teach the class.
   □ A teacher lacking credentials or training to teach English Learners is assigned to teach a class with more than 20% English Learners in the class.
   □ A teacher is assigned to teach a class for which the teacher lacks subject matter competency.
3. **Facility conditions:**

- A condition exists that poses an emergency or urgent threat to the health or safety of students or staff including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.

- A school restroom has not been maintained or cleaned regularly, is not fully operational, or has not been stocked at all times with other toilet paper, soap and paper towels or functional hand dryers.

- The school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during the school hours when pupils are in class.

Course or Grade Level and Teacher Name:

________________________________________________________________________

________________________________________________________________________

4. **California High School Exit Exam (CAHSEE)**

- Intensive instruction and services were not provided pursuant to Section 37254 to pupils who have not passed one or both parts of the high school exit examination after the completion of grade 12.

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

________________________________________                               _______________________
(Signature)                                                                   (Date)
**Office of Family Voice Family Concern Documentation Form**

**NAME OF STUDENT (S)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>DOB: (MM/DD/YY)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>N/A</th>
<th>Other:</th>
</tr>
</thead>
</table>

**Parent or Guardian’s Name:**

<table>
<thead>
<tr>
<th>Phone Number:</th>
<th>Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description of concern:**

**OFFICE USE ONLY**

- **Category of Concern:**
  - [ ] Academics
  - [ ] Behavioral: N/A
  - [ ] Other:
  - [ ] Climate/Culture N/A
  - [ ] Demographics N/A
  - [ ] Equity N/A
  - [ ] Other:
  - [ ] Other type of concern:
    - [ ] Health issue
    - [ ] Transportation

**Describe your desired solution:**

**OFFICE USE ONLY**

- [ ] Active
- [ ] Reopen
- [ ] Under investigation
- [ ] Inconclusive
- [ ] Closed

**CONCERN WAS RECEIVED:**

<table>
<thead>
<tr>
<th>Walked-in</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

**ACTION TAKEN:**

<table>
<thead>
<tr>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Ramon Martinez** Floresmartinezr@sfusd.edu & Christina Mok mokc@sfusd.edu
Writing effective complaints:

1) Start with what you know (What you saw, heard, or said)
2) Use dates and times
3) Describe the steps you took to correct the problem
4) List the witnesses (If any)
5) Identify the rule of conduct or policy violation
6) Describe your desired solution

It is important to keep a log of any interactions and responses from your school and/or district.

- What type of interaction did you have (phone, in person meeting, email)?
- What day and time did the interaction occur?
- Who was included in the interaction? (Teacher, principal, other staff members or other adults)
- What, if any, documentation was submitted? (Police record, photograph, doctor’s note, etc.)
- WHO WAS THE DOCUMENTATION SUBMITTED TO?
- What action were you told would be taken, and within what time frame?
- What actually happened and when did it happen?
- What are the next steps you need to take?

Parent Concern Levels:

LEVEL 1: School Level

It is best to start at the school level. When the concern or complaint involves the school itself, going directly to the source can offer the immediate opportunity for resolution and/or greater understanding.

LEVEL 2: Office of Family Voice

YOU ARE HERE
To report a concern or complaint not specific to any school, but district wide or to seek support when unsatisfied with the response at the school level.

LEVEL 3: LEAD Office (School Supervision)

To have a concern or complaint reviewed by the Asst. Supt., who supervises the school leadership to assess the appropriateness of the response for which the parent is unsatisfied.

LEVEL 4: Office of Deputy Superintendent

Level reserved for the highest or the most serious concerns that have failed to reach resolution or satisfaction at ALL previous levels.
California Education Code section 51210(g) requires that all students in grades 1 to 6 be given at least 200 minutes of physical education instruction every ten school days (in addition to their recess and lunch periods). In 2013, a lawsuit was filed against our District and others, alleging that we were not providing enough minutes of PE instruction. The District has developed this Complaint Form to assist parents and guardians in making complaints about the amount of physical education instruction provided to their children.

Your Name: ___________________________ Child’s Name: ___________________________

Your Address: __________________________________________________________________________

City: __________________ Zip: _______ E-mail: __________________________

Home Phone: __________________ Work or Cell Phone: __________________________

School: ___________________________ Principal: __________________________

Teacher’s Name: __________________________

Please describe your complaint in as much detail as possible: ______________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________  

When did this happen? _______________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

What (if anything) have you done to resolve this problem? ___________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Signature: ___________________________ Date: __________________________

Please e-mail to P.E.Complaints@sfusd.edu or send by regular mail to PE Complaints, San Francisco Unified School District, 555 Franklin Street, Third Floor, San Francisco, CA 94102 Attn: Legal Office
Health-Related Forms: Introduction

1) Student Emergency Cards

It is imperative that each student has a current student emergency card on file at the school of attendance.

- Cards will be distributed to students on the first day of school and must be returned promptly.
- All addresses and phone numbers must be current to enable the school staff to contact the parent/guardian/caregiver immediately in case of an emergency.
- The student's health care provider and insurance information should be indicated in case of an emergency.
- Any medication(s) or chronic illness(es) must be noted on the card so appropriate action can be taken in case of an emergency.

2) Student Medications at School

SFUSD recognizes that your child may occasionally need to take medication during school hours. In order to provide a safe and supportive environment for this, SFUSD has developed a policy regarding the dispensing of medications in school. This policy, in accordance with the California Education Code, applies to all students taking medication during school hours and includes the following medications: (a) medication prescribed for a student's illness (i.e., antibiotics, asthma inhalers), (b) over-the-counter medications (e.g., acetaminophen, ibuprofen).

If your child is on medication, please discuss with your child's health care provider the possibility of arranging medication times outside of school hours. If it is necessary for your child to either take medication or have access to emergency medication (e.g., asthma medication) at school, please follow the guidelines below and see the attached “Medication Administration Protocol” and “Medication Form.”

Guidelines for Student Medications at School

Note: SFUSD staff will NOT dispense medication unless the parent/guardian/caregiver follows these guidelines.

1. A Medication Form (see page 143) must be completed by BOTH the parent/guardian/caregiver AND the health care provider for all medications used at school, including (a) prescription medications, (b) medications purchased over the counter, and (c) home remedies. All completed medication forms must be returned to your child's school prior to the administration of medications.

2. Parent/Guardian/Caregiver must provide the medication in a pharmacy labeled container/dispenser.

3. Parent/Guardian/Caregiver must deliver the medication to the school personally or send it with a designated adult. Please contact your school office for exceptions.

4. A Medication Form needs to be completed annually for each medication to be given to your child.

5. Medications will be administered at school according to health care provider’s instructions by:
   - the school nurse or a designated trained staff member;
   - the parent/guardian/caregiver or designee who may come to school to administer the medication on a pre-arranged schedule;
   - the student, who under certain circumstances, may self-administer medication. This must be indicated on the Medication Form by both the parent/guardian/caregiver and the health care provider;
   - Students requiring emergency anti-seizure medication at school need specific forms completed by the parent/guardian/caregiver and the health care provider.

Parents/Guardians/Caregivers will be notified prior to the end of the school year to retrieve their child's medication(s). Medication that is not retrieved will be properly disposed of by school staff.

Legal reference: California Education Code 49423. Additional information can be provided by the Nurse of the Day at Student, Family & Community Support Department (242-2615).
3) Emergency Care Plans: Allergy, Asthma, Diabetic, Seizure, and Generic Emergency Care Plan

It is important for children with chronic illnesses like asthma, diabetes, allergies, and seizure disorders to have emergency care plans at schools. Emergency care plans provide information for school staff on how to handle an emergency situation which may occur as a result of the child’s illness.

- Emergency Care Plans need to be completed each year by the child’s health care provider and parent/guardian/caregiver.
- If the emergency care plan includes the administration of medication, a medication form must also be completed and signed by the health care provider and parent/guardian/caregiver.
- All emergency medications and delivery devices need to be supplied to the school by the parent/guardian/caregiver in a pharmacy labeled container/dispenser.
- Emergency Care Plans are available at your child’s school, the Student, Family & Community Support Department’s website at www.healthiersf.org, and on pages 137 to 147 of this Handbook.
- For questions please call the SFUSD – Student, Family & Community Support Department’s Nurse of the Day at 242-2615.
MEDICATION ADMINISTRATION PROTOCOL

The right of students to receive medication at school exists in the following federal laws:


Administration of emergency anti-seizure medication to control seizures is governed by EC Section 49414.7. If a physician has prescribed emergency anti-seizure medication for seizure control for your child, notify your child’s principal so that the proper paperwork is completed and personnel can be identified to administer the emergency anti-seizure medication.

EC Section 49423 also provides statutory authority for providing assistance in administering other medication in California schools. EC Section 49423 states: Notwithstanding the provisions of Section 49422, any student who is required to take, during the regular school day, medication prescribed for him by a physician, may be assisted by the school nurse or other designated school personnel if the school district receives (1) a written statement from such physician detailing the method, amount, and time schedules by which such medication is to be taken and (2) a written statement from the parent or guardian of the student indicating the desire that the school district assist the student in the matters set forth in the physician’s statement. (Emphasis supplied.)

1. Medication oversight/administration is the responsibility of the site administrator.

2. The site administrator will designate a staff member (and one to two alternates as back up) who will be responsible for administration of medication.

3. Prior to the administration of medication the following procedures must be in place.
   a. Medication Form (one per medication)
      i. Completed and signed by medical provider.
      ii. Completed and signed by parent/caregiver
      iii. Completed annually or when there is a change in the medication order.
   b. Medication is supplied by parent/caregiver
      i. In a pharmacy labeled container/Dispenser
      ii. Any medical equipment needed to dispense medication is supplied by the parent.

4. Follow the steps in the “Medication Procedure” that applies to the specific medication (for example Oral Medication Procedure for an oral medication and Inhaled Medication Procedure for an inhaled medication).
5. If medical provider and parent/guardian/caregiver have indicated on the Medication Form the student may self-administer the medication with assistance follow the protocol for Self Administration of Medication, With Assistance.

6. If medical provider and parent have indicated on the Medication Form that the student may self-administer the medication follow the protocol for Self-Administration of Medication.

7. Maintain medication administration record including:
   a. The completed and signed Medication Form
   b. The Medication Log
   c. Any other written documentation related to the administration of the medication to the pupil or otherwise assisting the pupil in the administration of the medication.
   d. The daily counting and logging of the administration of medications classified as “controlled substances,” as defined by CFR, Title 21, Section 1300.01, be provided as follows:
      i. All controlled substances are counted and recorded upon arrival at school in the presence of the parent, guardian, or designee delivering the medication. The staff members who make and record the count, and the parent or guardian sign the medication log attesting to the entry.
      ii. Each dose of the controlled substance that is administered is recorded and subtracted from the total count remaining.
      iii. Discrepancies between what has been documented as administered and the amount remaining are reported immediately upon discovery to the site administrator, school nurse or other duly qualified supervisor of health, and if necessary, to the appropriate law enforcement agencies.

8. Medication should be stored in a manner that is secure and maintains the medication’s effectiveness. Medications should be stored in a locked cabinet or drawer unless they need to be refrigerated or when otherwise indicated (for example emergency medications). Students who have been authorized to self-administer medication may carry and self-administer the medication (follow the Protocol for Self-Administration of Medication).

9. Unused, discontinued, and outdated medication is:
   a. Returned to the student’s parent/caregiver where possible.
   b. Two weeks prior to end of school send home “Medication Pick-Up Request”.
c. Medication that cannot be returned to the parent/caregiver is disposed of by the end of the school year. The following is the procedure for disposal of medication:
   i. Medication must be brought to a Community Health Center in a sealed envelope by site administrator or designee.
   ii. A school staff member must witness medication being put into a sealed envelope.
   iii. Documentation on the log must include:
       1. Medication name
       2. Date of disposal
       3. Method of disposal
       4. Source for directions of disposal method
       5. Signatures of person disposing the medication and the witness to disposal
       6. Signature of Community Health Center nurse receiving the sealed envelope.

d. For the health and safety of all students, medication must not be sent home with students.

10. Errors that occur in the administration or storage of medication are reported immediately to the school site administrator and to the direct supervisor of the person who discovers the error. The student’s parent/caregiver is to be notified, and the pupil’s authorized health care provider if necessary.
   a. Errors are recorded on the back of the medication log.
   b. An incident report is also completed when:
      i. Emergency services or medical attention was required.
      ii. There is an error in the count of controlled substances (see section 7 d).
      iii. Site administrator and/or supervisor of health deem it necessary.

11. A credentialed school nurse will hold an annual professional development on medication administration.
San Francisco Unified School District School Health Form - 2015/2016

<table>
<thead>
<tr>
<th>Vaccine</th>
<th>Dose Given</th>
<th>Month / Day / Year</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Polio (IPV)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DTaP (Diphtheria, Tetanus, Pertussis)</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Td/Tdap (Tetanus, Diphtheria, Pertussis)</td>
<td></td>
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<td></td>
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<tr>
<td>MMR</td>
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<td></td>
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</tr>
<tr>
<td>Hib (Haemophilus influenza Type B)</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Hepatitis B</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Hepatitis A (not required)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Varicella</td>
<td></td>
<td>Had Varicella – Date:</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**IMMUNIZATION RECORD** (EACH child should have a completed or updated official Immunization Record)

- **Polio (IPV)**
- **DTaP (Diphtheria, Tetanus, Pertussis)**
- **Td/Tdap (Tetanus, Diphtheria, Pertussis)**
- **MMR**
- **Hib (Haemophilus influenza Type B)**
- **Hepatitis B**
- **Hepatitis A (not required)**
- **Varicella**

**Release of Health Information:** I give permission to share the results of this examination with the School

Signature of Parent/Caregiver: __________________________ Date: __________

NOTE: Kindergarten entrance physical examination to be done **no earlier than March** of the year the child enters Kindergarten

COMPLETED BY HEALTH PROVIDER

<table>
<thead>
<tr>
<th>Vaccine</th>
<th>Dose Given</th>
<th>Month / Day / Year</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuberculin Skin Test:</td>
<td></td>
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<tr>
<td>Mantoux IGRA blood test</td>
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<td>Induration: ___ mm Result: ___</td>
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</tr>
<tr>
<td>Chest X-Ray/RX: Required with Positive TB Skin or TB Blood Test</td>
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<tr>
<td>CXR Date: __________ Impression: ___</td>
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<tr>
<td>RX treatment &amp; duration:</td>
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<td></td>
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</tr>
</tbody>
</table>

**EXAM DATE**

<table>
<thead>
<tr>
<th>Screenings</th>
<th>Weight: _____</th>
<th>Height: _____</th>
<th>BMI%ile: _____</th>
<th>B/P: _____</th>
<th>Lead: _____</th>
<th>Hgb/Hct: _____</th>
<th>U/A: _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision: R: 20/____ L: 20/____</td>
<td></td>
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<tr>
<td>Both: 20/____</td>
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<td></td>
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</tr>
<tr>
<td>☐ Has glasses</td>
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</tr>
<tr>
<td>Hearing: R: ☐ Pass ☐ Fail L: ☐ Pass ☐ Fail</td>
<td></td>
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</tr>
</tbody>
</table>

**Vision/Hearing**

- ☐ Medical condition(s) identified *Specify:__________________________________________
- ☐ Medical condition(s) identified *Specify:__________________________________________
- ☐ Medication taken at school: ** Specify: ____________________________________________
- ☐ Medication taken at school: ** Specify: ____________________________________________
- ☐ Restrictions from school activities *Specify:_____________________________________
- ☐ Restrictions from school activities *Specify:_____________________________________
- ☐ Emergency Care Plan(s) required for condition needing potential action at school. **Medication form required for each med.

**REFERRALS - F/U**

**Forms can be found in the SFUSD School Health Manual: [http://www.healthiersf.org/resources/SHM.php](http://www.healthiersf.org/resources/SHM.php)**

- ☐ Examination revealed NO condition relevant to the school program, e.g. allergies, asthma, cardiac, diabetes, epilepsy, other
- ☐ NO dental problems
- ☐ Dental problems Specify:__________________________________________________________
- ☐ Development is within age expectations
- ☐ Developmental concern(s) Specify:_________________________________________________  
- ☐ Developmental diagnosis Specify:_________________________________________________  
- ☐ Nutritional Assessment

**Signature/Title of Health Provider**: __________________________ Date: __________

**Name (Please print or stamp)**: __________________________

<table>
<thead>
<tr>
<th>Address/Phone (Print/Stamp)</th>
<th>Date / /</th>
</tr>
</thead>
</table>
GUIDE TO IMMUNIZATIONS REQUIRED FOR SCHOOL ENTRY

Grades K-12

REFERENCE: Health and Safety Code, Division 105, Part 2, Chapter 1, Sections 12035-120380; California Code of Regulations, Title 17, Division 1, Chapter 4, Subchapter 8, Sections 6000-6075

IMMUNIZATION REQUIREMENTS: To enter or transfer into public and private elementary and secondary schools (except kindergarten through 12), children under age 18 years must have immunizations as outlined below.

<table>
<thead>
<tr>
<th>VACCINE</th>
<th>REQUIRED DOSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polio</td>
<td>4 doses at any age, but... 3 doses meet requirement for ages 4-6 years if at least one was given on or after the 4th birthday; 3 doses meet requirement for ages 7-17 years if at least one was given on or after the 2nd birthday.</td>
</tr>
<tr>
<td>Diphtheria, Tetanus, and Pertussis</td>
<td>5 doses at any age, but... 4 doses meet requirements for ages 4-6 years if at least one was on or after the 4th birthday.</td>
</tr>
<tr>
<td>Measles, Mumps, Rubella (MMR)</td>
<td>2 doses both on or after 1st birthday</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>2 doses both on or after 1st birthday</td>
</tr>
<tr>
<td>Varicella</td>
<td>1 dose</td>
</tr>
</tbody>
</table>

EXEMPTIONS: Effective January 1, 2014, parents/guardians who want to exempt their child from one or more required immunizations because of their personal beliefs must provide to the school or child care facility a statement signed and dated by a health care practitioner and parent indicating that the practitioner has provided, and the parent has received, information about the benefits and risks of immunizations and the risks of vaccine-preventable diseases. Parents/guardians must use the one-page form that meets all the above requirements developed by the California Department of Public Health and available from many public and child care providers. (CA AB2019)

TB SCREENING REQUIREMENTS: Done in the U.S. within 1 year prior to Pre-K and Kindergarten entrance or other first admission to SFUSD using universal risk assessment. If no risk factors, the signature of health provider attesting to NO RISK FACTORS FOR TB is required. If a child has one or more risk factors for TB, the health provider should perform a TB symptom review and administer a TB test (tuberculin skin test or interferon gamma release assay blood test/IGRA).

Risk Factors for TB in Children:
- Have a family member or contact with history of confirmed or suspected TB
- Are in foreign-born families and from high-prevalence countries (Asia, Africa, Central and South America, Eastern Europe)
- Adopted from any high-risk area
- Travel to countries with high rates of TB
- Live in out-of-home placements
- Have, or are suspected to have, HIV infection
- Live with an adult with HIV/AIDS
- Live with an adult who has been incarcerated in the last five years
- Live among, or frequently exposed to, individuals who are homeless, migrant farm workers, users of street drugs, or residents of nursing homes
- Have contact with individual(s) with positive TB skin test(s)
- Have abnormalities on chest X-ray suggestive of TB
- Have clinical evidence of TB

TB Symptom Review: Cough >3 weeks, coughing up blood, fever, weight lost or growth development concerns, night sweats

THE KINDERGARTEN/FIRST GRADE HEALTH EXAMINATION

A completed physical exam is required for children entering a school. The physical examination for kindergarten must be done after March 15 of the same year that they enter school. The examination for first grade must be done not more than 18 months prior to entry. Lack of evidence of a physical examination may result in denial of entrance to school.

SFUSD - School Health Form – age 2, 2015-2016
Dear Parent/Guardian/Caregiver:

California Education Code 49423 provides that students required to take medically prescribed or over-the-counter medications during the school day **MAY** be assisted by school personnel **ONLY** if the school district receives a specific written statement from the health care provider **AND** the parent/guardian/caregiver of the student. **Please complete this entire form and return it to the Principal.**

**IF POSSIBLE, PLEASE SCHEDULE MEDICATION OUTSIDE OF SCHOOL HOURS.**

**Please print legibly in all sections**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Last</th>
<th>First</th>
<th>Middle</th>
<th>Date of Birth (Month/Day/Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

### HEALTH CARE PROVIDER SECTION

- **Health Condition for which medication is prescribed:**
- **Medication:**
- **Dose:**
- **Frequency:**
- **Duration:**
- **How is medication to be given?**
  - [ ] By mouth
  - [ ] Inhalation
  - [ ] Injection
  - [ ] Topical
  - [ ] Other:
- **About what time does medication need to be given at school?**
  - _____________AM / PM
- **The medication is to be continued as above until:**
  - _________ ___________ (please be as specific as possible about date)
- **Any precautions that school personnel need to know?**
- **Contraindications?**
- **What are possible reactions/side effects?**
- **What should be done in the event of reaction/side effect?**

**Check appropriate boxes below:**

- [ ] I authorize this student to **self-administer** the above medication.
- [ ] I authorize designated school personnel to administer the above medication.

**Print name, address & phone number of Health Care Provider**

**Signature of Health Care Provider**

### PARENT / GUARDIAN / CAREGIVER SECTION

<table>
<thead>
<tr>
<th>Parent/Guardian/Caregiver Name</th>
<th>Home Language</th>
<th>Daytime Phone (  )</th>
<th>Evening Phone (  )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address – Number and Street</td>
<td>Apt No.</td>
<td>City</td>
<td>Zip Code</td>
</tr>
<tr>
<td>School</td>
<td>Children’s Center / Elementary / Middle / High</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Check appropriate boxes below:**

- [ ] I permit my child to give himself/herself the above medication.
- [ ] I permit designated school personnel to give my child the above medication.

1. I agree to hold the San Francisco Unified School District (SFUSD) and its employees harmless from any and all liability for the results of taking the medication or the manner in which the medication is given.
2. I will reimburse the SFUSD and its employees for any liability arising out of these arrangements.
3. I will notify the Principal of the school immediately if there is a change in my child’s medication.
4. I understand it is my responsibility to send the medication to school in the **original pharmacy container** labeled with my child’s name and the health care provider’s instructions.
5. I understand that this form automatically expires at the end of each school year.
6. I give my consent for school authorities to take appropriate action for the safety and welfare of my child.

See the Medication Administration Protocol section on page 135 for more details.

**Parent/Guardian/Caregiver Signature** __________________________ **Date** __________________________
### Student Photo

**ALLERGY EMERGENCY CARE PLAN**

For School Use Only
Location of Medication: ______________________

<table>
<thead>
<tr>
<th>TO BE COMPLETED BY PARENT/CAREGIVER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Name</strong></td>
</tr>
<tr>
<td><strong>Parent/Caregiver Name</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TO BE COMPLETED BY THE HEALTH CARE PROVIDER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type(s) of Allergy(ies)</strong></td>
</tr>
</tbody>
</table>

#### Severe Symptoms

- **LUNG**
  - Short of breath, wheezing, repetitive cough
- **HEART**
  - Pale, blue, faint, weak pulse, dizzy
- **THROAT**
  - Tight, hoarse, trouble breathing/swallowing
- **MOUTH**
  - Swelling of the tongue and/or lips
- **SKIN**
  - Many hives over body, widespread redness
- **GUT**
  - Repetitive vomiting or severe diarrhea
- **OTHER**
  - Feeling something bad is about to happen, anxiety, confusion

#### Mild Symptoms

- **NOSE**
  - Itchy, runny
- **SKIN**
  - Rash, itchy
- **MOUTH**
  - Itchy

**NOTE:** WHEN IN DOUBT, GIVE EPINEPHRINE.

- **INJECT EPINEPHRINE AUTO-INJECTOR IMMEDIATELY**
- **Call 911**
- **Alert parents/caregivers**
- **If symptoms do not improve, or symptoms return, give a second dose of Epinephrine 5 minutes after first dose**
- **Administer CPR if breathing stops**

#### I authorize school personnel to implement this Allergy Emergency Plan as described.

I have completed a current (within this school year) medication form FOR EACH medication to be given

<table>
<thead>
<tr>
<th>Health Care Provider Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

I give my consent for school authorities to take appropriate action for the safety and welfare of my child. I give my consent to communicate with the authorized health care provider when necessary.

<table>
<thead>
<tr>
<th>Parent/Caregiver Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Notify parent/guardian and document about what happened in the First Aid and Medication Logs.

*By law, a completed and signed current (within this school year) Medication Form must be on file at the school before medication can be administered at school.*


**SFUSD, SFCSD, School Health Programs**

**GRAPHS ADAPTED FROM FOOD ALLERGY RESEARCH & EDUCATION (FARE)**
San Francisco Unified School District – School Health Programs, SFCSD

**MEDICATION FORM for Epinephrine Auto Injector**

Dear Parent/Guardian/Caregiver:

California Education Code 49423 provides that students required to take medically prescribed or over-the-counter medications during the school day MAY be assisted by school personnel ONLY if the school district receives a specific written statement from the health care provider AND the parent/guardian/caregiver of the student. Please complete this entire form and return it to the Principal.

**Please print legibly in all sections.**

<table>
<thead>
<tr>
<th>Student Name: Last</th>
<th>First</th>
<th>Middle</th>
<th>Date of Birth (Month/Day/Year)</th>
</tr>
</thead>
</table>

**HEALTH CARE PROVIDER SECTION**

| Health Condition for which medication is prescribed: Severe Allergic Reaction to the following: | Medication: Please circle Epinephrine Auto-Injector Adrenalclick Auvi-Q EpiPen EpiPen Jr. |
| Symptom of Severe Allergic Reaction include: * can be life-threatening! | Dose: [ ] 0.15 mg [ ] 0.30 mg |
| Throat: itching, tightness/closure, hoarseness | Any precautions that school personnel need to know? |
| Skin: itching, hives, redness, swelling | Time medication to be given at school? As needed |
| Gut: vomiting, diarrhea, cramps | Contraindications? |
| Lung*: shortness of breath, cough, wheeze | |
| Heart*: weak pulse, dizzy, passing out | |

**Medication Route: Injection to outer thigh**

The medication is to be given:

- If suspicion of exposure to the source of allergy AND at least one symptom
- Any life-threatening symptom

What are possible side effects of the medication?

Increased heart rate, dizziness, shakiness, paleness, weakness, anxiety, headache

What should be done after administering Epinephrine?

Call 911 after administering medication and give used auto-injector to paramedics to bring to ER with student

Check appropriate boxes below:

- [ ] I authorize this student to self-administer the above medication.
- [ ] I authorize designated school personnel to administer the above medication.

Print name, address & phone number of Health Care Provider

Signature of Health Care Provider

**PARENT / GUARDIAN / CAREGIVER SECTION**

Parent/Guardian/Caregiver Name

Home Language

Daytime Phone ( )

Address - Number and Street

Apt No. City Zip Code

School

Pre-K/ Elementary/ Middle/ High Grade

Check appropriate boxes below:

- [ ] I agree to hold the San Francisco Unified School District (SFUSD) and its employees harmless from any and all liability for the results of taking the medication or the manner in which the medication is given.
- [ ] I will reimburse the SFUSD and its employees for any liability arising out of these arrangements.
- [ ] I will notify the Principal of the school immediately if there is a change in my child's medication.
- [ ] I understand it is my responsibility to send the medication to school in the original pharmacy container labeled with my child’s name and the health care provider’s instructions.
- [ ] I understand that this form automatically expires at the end of each school year.
- [ ] I give my consent for school authorities to take appropriate action for the safety and welfare of the above named child.

Parent/Guardian/Caregiver Signature Date


SFUSD Student, Family and Community Support Department 2015-2016 School Health Manual
## ASTHMA EMERGENCY CARE PLAN

**For School Use Only**

**Location of Medication:**

**TO BE COMPLETED BY PARENT/CAREGIVER**

<table>
<thead>
<tr>
<th>Name: ___________________________</th>
<th>Date of Birth: ______________</th>
<th>School: ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade: ______</td>
<td>Homeroom Teacher: __________________________</td>
<td>Room: ______</td>
</tr>
<tr>
<td>Parent/Caregiver Name: __________________________</td>
<td>Phone (home): ______________</td>
<td>Phone (cell): ______________</td>
</tr>
<tr>
<td>Address: ______________________________________</td>
<td>Phone (work): ______________</td>
<td></td>
</tr>
</tbody>
</table>

**TO BE COMPLETED BY THE HEALTH CARE PROVIDER**

Health Care Provider Treating Student for Asthma: ____________________________ Ph: ____________________________

Other asthma medication used at home: ____________________________

Does student require inhaler before exercise:  □ No  □ Yes

If yes, please specify: medication to be given_________________________ and # _____minutes before exercise

---

### ACTIONS TO TAKE

<table>
<thead>
<tr>
<th>Reduce exposure to the following asthma triggers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Dust/dust mites</td>
</tr>
<tr>
<td>□ Cockroaches</td>
</tr>
<tr>
<td>□ Pollen</td>
</tr>
<tr>
<td>□ Animal fur</td>
</tr>
<tr>
<td>□ Smoke</td>
</tr>
<tr>
<td>□ Strong smells</td>
</tr>
<tr>
<td>□ Temperature changes</td>
</tr>
<tr>
<td>□ Having a cold/being sick</td>
</tr>
<tr>
<td>□ Mold</td>
</tr>
<tr>
<td>□ Air pollution</td>
</tr>
</tbody>
</table>

- Stay with student, remain calm and speak softly.
- Seat student in an upright position.
- Encourage slow and deep breaths.
- Assist with quick-relief medication:
  - (name of the medication)
- If symptoms resolve completely, student may return to class.
- Call parent/guardian to inform.

### CALL 911 if student has

- Difficulty speaking
- Flared or enlarged nostrils
- Rapid or shallow breathing
- Struggling or gasping for breath
- Continuous spasmodic coughing
- Skin pulling in around neck with breathing
- Gray, dusky or bluish color around mouth or under nails

Administer CPR if Breathing Stops! Continue Until Paramedics Arrive!

I authorize school personnel to implement this Asthma Emergency Care Plan as described.

I have completed a medication form for the quick relief medication.

_________________________ __________________________
Health Care Provider Signature Date

I give my consent for school authorities to take appropriate action for the safety and welfare of my child. I give my consent to communicate with the authorized health care provider when necessary.

_________________________ __________________________
Parent/Caregiver Signature Date
San Francisco Unified School District

ASTHMA MEDICATION FORM (One Medication Per Form)

Dear Parent/Guardian/Caregiver:

California Education Code 49423 provides that students required to take medically prescribed or over-the-counter medications during the school day MAY be assisted by school personnel ONLY if the school district receives a specific written statement from the health care provider AND the parent/guardian/caregiver of the student. Please complete this entire form and return it to the Principal.

Please print legibly in all sections

Student Name: Last First Middle Date of Birth (Month/Day/Year)

HEALTH CARE PROVIDER SECTION

<table>
<thead>
<tr>
<th>Health Condition for which medication is prescribed:</th>
<th>Quick Relief Asthma Medication:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTHMA</td>
<td>Dose: 2 puffs (give 1 at a time, 1 minute apart), with spacer; inhale each puff and hold for 10 seconds:</td>
</tr>
<tr>
<td>How is medication to be given? Inhalation</td>
<td>Frequency: AS NEEDED, 4-6 hours apart, if the inhaler is new or not used in the past 2 weeks, prime the device first, as described in the medication instructions. (To prime, spray the inhaler 3-4 times away from the face or follow medication package instructions.)</td>
</tr>
<tr>
<td>The medication is to be continued as above until (please be as specific as possible about date)</td>
<td>IF NOT on an as needed basis, about what time(s) does the quick relief medication need to be given at school?</td>
</tr>
<tr>
<td>Any precautions that school personnel need to know?</td>
<td>Contraindications?</td>
</tr>
<tr>
<td>Contraindications?</td>
<td>What are possible reactions/side effects? Rapid heart rate What should be done in the event of reaction/side effect?</td>
</tr>
</tbody>
</table>

Check appropriate boxes below:

☐ I authorize this student to self-administer the above medication.

☐ I authorize designated school personnel to assist the student with taking the above medication.

Print name, address & phone number of Health Care Provider | Signature of Health Care Provider | Date

PARENT/GUARDIAN/CAREGIVER SECTION

Parent/Guardian/Caregiver Name | Home Language | Daytime Phone |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Address – Number and Street</td>
<td>Apt No.</td>
<td>City</td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Check appropriate boxes below:

☐ I permit my child to give himself/herself the above medication.

☐ I permit designated school personnel to assist my child with taking the above medication.

I agree to hold the San Francisco Unified School District (SFUSD) and its employees harmless from any and all liability for the results of taking the medication or the manner in which the medication is given.

I will reimburse the SFUSD and its employees for any liability arising out of these arrangements.

I will notify the Principal of the school immediately if there is a change in my child’s medication.

I understand it is my responsibility to send the medication to school in the original pharmacy container labeled with my child’s name and the health care provider’s instructions.

I understand that this form automatically expires at the end of each school year.

I give my consent for school authorities to take appropriate action for the safety and welfare of my child.

Parent/Guardian/Caregiver Signature ___________________________ Date ___________________________
DIABETES EMERGENCY CARE PLAN

For School Use Only
Location of Medication: Location of Food:

TO BE COMPLETED BY PARENT/CAREGIVER

Name: ___________________________ Date of Birth: ________________ School: ___________________________
Grade: ________________ Homeroom Teacher: ___________________________ Room: ___________________________
Parent/Caregiver Name: ___________________________ Phone (home): ___________________________ (cell): ___________________________
Address: ___________________________ Phone (work): ___________________________ Email: ___________________________

TO BE COMPLETED BY THE HEALTHCARE PROVIDER

Health Care Provider Treating Student for Diabetes: ___________________________

SIGNs OF HYPOGLYCEMIA: Headache, tremors, cold sweat, hunger, irritability, nervousness, pale skin, confusion, drowsiness, weakness or fatigue, dizziness, slow coordination, inability to concentrate, slurred speech, combativeness, uncooperativeness, convulsions, unconsciousness.

Hypoglycemia: Blood Glucose less than ________________

Carbohydrate Source: ___________________________
Give ___________________________ for Blood Glucose less than ________________
Glucagon: IM or SQ Dose: ___________________________
Administer Glucagon when: ___________________________
CALL 911 IF ADMINISTERING GLUCAGON and/or for: ___________________________

SIGNs OF HYPERGLYCEMIA: Increased urination, increased thirst, blurred vision, increased hunger, fruity breath, vomiting, stomach pain, weakness, sleepiness, difficulty breathing, coma.

Hyperglycemia: Blood glucose greater than ___________________________

Treatment for Hyperglycemia: ___________________________

Student can return to regular activities including PE when: ___________________________
CALL 911 WHEN: ___________________________

Contact parent/caregiver when blood glucose is less than ___________________________ or greater than ___________________________

Notify parents/guardian and document what happened in the First Aid and Medication Logs.
*By law, a completed and signed Medication Form must be on file at the school before medication can be administered at school.

I authorize school personnel to implement this Diabetic Emergency Plan as described above.
I have completed the medication form(s) FOR EACH medication that might be given at school.

______________________________________________
Health Care Provider Signature

______________________________________________
Date

I give my consent for school authorities to take appropriate action for the safety and welfare of my child. I give my consent for school authorities to communicate with the authorized health care provider when necessary.

______________________________________________
Parent/Caregiver Signature

______________________________________________
Date

Available at http://www.healthierfs.org/resources/SHM-SectionB.php SFUSD Student, Family, Community Support Department 2015-2016 School Health Manual
# SEIZURE EMERGENCY CARE PLAN

## TO BE COMPLETED BY PARENT/CAREGIVER

<table>
<thead>
<tr>
<th>Name: ___________________________</th>
<th>Date of Birth: ___________</th>
<th>School: ___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade: _______</td>
<td>Homeroom Teacher: ___________________________</td>
<td>Room: _______</td>
</tr>
<tr>
<td>Parent/Caregiver Name: ___________________________</td>
<td>Phone (home): ___________________________</td>
<td>Phone (cell): ___________________________</td>
</tr>
<tr>
<td>Address: ___________________________</td>
<td>Phone (work): ___________________________</td>
<td></td>
</tr>
</tbody>
</table>

## TO BE COMPLETED BY THE HEALTH CARE PROVIDER

| Health Care Provider Treating Student for Seizures: ___________________________ | Ph: ___________________________ |
|-----------------------------------------------|
| Type of seizure: ___________________________ |
| Student’s most common signs of seizure: ___________________________ |

## ACTIONS TO TAKE

### During the seizure
- Stay calm and stay with the student.
- Note length of time of seizure.
- Clear any objects out of the way.
- Help the student to the floor and place student on his/her side.
- Place something soft and flat under the student’s head.
- Loosen any tight clothing.

### After the seizure
- Don’t put anything in the student’s mouth.
- Monitor the student’s breathing.
- Do not try to stop the seizure, or hold the student down.
- Comfort and allow the student to rest afterwards.
- Re-orient the student.

Notify parents/guardian and document what happened in the First Aid and Medication Logs. *By law, a completed and signed Medication Form must be on file at the school before medication can be administered at school.

## CALL 911 if student has

- Seizure of 5 minutes or longer duration.
- Two or more consecutive (without a period of consciousness between) seizures which total 5 minutes or greater
- Unusually pale or bluish skin/lips or noisy breathing after the seizure has stopped.
- If administering seizure medication.

Administer CPR if Pulse or Breathing Stops! Continue Until Paramedics Arrive!

Per SB 161, I understand that additional forms may be needed for diastat to be administered at school.

I authorize school personnel to implement this Seizure Emergency Care Plan as described.

I have completed a medication form FOR EACH medication needed at school.

_____________________________  ___________________________  
Health Care Provider Signature  Date

_____________________________  ___________________________  
Parent/Caregiver Signature  Date

I give my consent for school authorities to take appropriate action for the safety and welfare of my child. I give my consent to communicate with the authorized health care provider when necessary.

_____________________________  ___________________________
Parent/Caregiver Signature  Date

San Francisco Unified School District  
Student, Family, and Community Support Department  
School Health Programs  
1515 Quintara Street  
San Francisco, CA 94116-1273  
Tel: 415.242.2615  Fax: 415.242.2618  

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All rights reserved.
FOR SCHOOL USE ONLY
Location of Medication:

EMERGENCY CARE PLAN

TO BE COMPLETED BY PARENT/CAREGIVER

Name: ___________________________ Date of Birth: __________ School: ___________________
Grade: ______ Homeroom Teacher: __________________ Room: ________
Parent/Caregiver Name: __________________ Phone (home): __________________ (cell): ____________
Address: ___________________________ Phone (work): -

TO BE COMPLETED BY THE HEALTH CARE PROVIDER

CALL 911 if student has

List signs and symptoms that indicate an emergency:

•
•
•
•
Administer CPR if Breathing Stops! Continue Until Paramedics Arrive!

Health Care Provider Treating Student: ___________________________ Ph: _____________
Health Condition: ____________________________________________________________________________
Student’s most common symptoms/warning signs: ____________________________________________________
Student’s current treatment, medications & possible side effects: _________________________________________

ACTIONS TO TAKE
(list actions to take below)

•
•
•

Notify parents/guardian and document what happened in the First Aid and Medication Logs. *By law, a completed and signed Medication Form must be on file at the school before medication can be administered at school.

I authorize school personnel to implement this Emergency Plan as described.
I have completed a medication form FOR EACH medication listed above.

_________________________ _______________________
Health Care Provider Signature Date

_________________________________________________
I give my consent for school authorities to take appropriate action for the safety and welfare of my child. I give my consent to communicate with the authorized health care provider when necessary.

_________________________ _______________________
Parent/Caregiver Signature Date
Dear Parent or Guardian:

A new California law, Education Code Section 49452.8, requires that your child have documentation of an oral health assessment (dental check up) completed by May 31 in kindergarten or, if enrolled in school for the first time, in first grade. Assessments that have happened within the 12 months before your child 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. We highly encourage you to go to your child’s dentist who can complete the attached Oral Health Assessment Form and provide treatment to your child. California law requires schools to maintain the privacy of students’ health information. Your child’s identity will not be associated with any report produced as a result of this requirement.

The following resources will help you find a dentist for your child:


2. **Healthy Families’ toll-free number or Web site** can help you find a dentist who takes Healthy Families insurance or find out if your child can enroll in the program: 1-800-880-5305 or [http://www.healthyfamilies.ca.gov/hfhome.asp](http://www.healthyfamilies.ca.gov/hfhome.asp).

3. **For additional dental resources**, contact the S.F. public health department at 1-800-300-9950 or [http://www.dph.sf.ca.us/chn/DentalSvcs/default.htm](http://www.dph.sf.ca.us/chn/DentalSvcs/default.htm).

Here’s advice to help your child stay healthy, in school and ready to learn:

- Take your child to the dentist twice a year.
- Brush teeth at least twice a day with toothpaste that contains fluoride.
- Limit candy and sweet drinks, such as punch or soda.
- Seek treatment for all infected teeth — untreated cavities may lead to emergencies and cavities in baby teeth may result in damage to adult teeth.

**Cavities are preventable, so act now!** If you have questions about the new oral health assessment requirement or need more forms, please contact the Nurse of the Day at Student, Family & Community Support Department at **415-242-2615**.

Sincerely,

Student, Family & Community Support Department
San Francisco Unified School District
Oral Health Assessment Form

California law, Education Code Section 49452.8, now requires that your child have an oral health assessment by May 31 in kindergarten or first grade, whichever is his or her first year of public school. The law specifies that the assessment must be performed by a licensed dentist or other licensed or registered dental health professional. Oral health assessments that have happened within the 12 months before your child enters school also meet this requirement. If you cannot take your child for this assessment, you may be excused from this requirement by filling out Section 3 of this form.

Section 1
To be completed by the parent or guardian

<table>
<thead>
<tr>
<th>Child’s First Name:</th>
<th>Last Name:</th>
<th>Middle Initial:</th>
<th>Child’s birth date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
<th>Apt.:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City:</th>
<th>ZIP code:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Teacher:</th>
<th>Grade:</th>
<th>Child’s Gender:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Male □ Female</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent/Guardian Name:</th>
<th>Child’s race/ethnicity:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ White □ Black/African American □ Hispanic/Latino</td>
</tr>
<tr>
<td></td>
<td>□ Asian □ American Indian □ Alaska Native</td>
</tr>
<tr>
<td></td>
<td>□ Native Hawaiian/Pacific Islander □ Multi-racial</td>
</tr>
<tr>
<td></td>
<td>□ Unknown</td>
</tr>
</tbody>
</table>

Section 2
Oral Health Data Collection
To be completed by the dental professional conducting the assessment

<table>
<thead>
<tr>
<th>Assessment Date:</th>
<th>Visible caries and/or fillings present:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Yes □ No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Visible caries present:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Yes □ No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Treatment Urgency:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ No obvious problem found</td>
</tr>
<tr>
<td>□ Early dental care recommended</td>
</tr>
<tr>
<td>□ Urgent care needed</td>
</tr>
</tbody>
</table>

Dental professional’s signature

Date

Return this form to the school by May 31

Original to be retained in child’s school record.
Section 3
Waiver of Oral Health Assessment Requirement
To be completed by a parent or guardian requesting to be excused from this requirement

I request that my child be excused from the oral health assessment requirement for the following reason: (Please check the box that best describes the reason.)

☐ I am unable to find a dental office that will take my child’s insurance plan.
   My child is covered by the following insurance plan:
   ☐ Medi-Cal/Denti-Cal  ☐ Healthy Families  ☐ Healthy Kids  ☐ None
   ☐ Other __________________________

☐ I cannot afford an oral health assessment for my child.

☐ I do not wish my child to receive an oral health assessment.

Optional: other reasons my child could not get an oral health assessment:_________________________________________
________________________________________
________________________________________

California law requires schools to maintain the privacy of students’ health information. Your child’s identity will not be associated with any report produced as a result of this requirement. If you have any questions about this requirement, please contact your school office.

________________________________________
Signature of parent or guardian

________________________________________
Date

Return this form to the school by May 31, 20___

Original to be retained in child’s school record.
San Francisco Unified School District
REQUEST FOR INDIVIDUAL PESTICIDE APPLICATION NOTIFICATION

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

School Name: ________________________________________________________________

Name of Parent/Guardian: ______________________________________________________

Student Name: ______________________________________________________________

Mailing Address: ______________________________________________________________

City, State, Zip Code: __________________________________________________________

Daytime Phone Number: ________________________________________________________

Evening Phone Number: _________________________________________________________

Email Address: ________________________________________________________________

Date of Request: ______________________________________________________________

(Please refer to page 102 of this Handbook for directions on where and how to submit this form)
THE SFPD/SFUSD MOU COMPLIANCE FEEDBACK FORM

The Restorative Practices Task Force reviews feedback and makes findings and recommendations regarding compliance with the Memorandum of Understanding (MOU) between SFUSD and the San Francisco Police Department.  (For a summary of the obligations under the SFPD/SFUSD MOU, see Handbook pages 66-67 above.)

I am a (please check one):

   _____Parent/Guardian     _____Student     _____District employee     ___SRO

Name and Address:
_________________________________________________________________

(optional-required if response requested)

Telephone Number:____________________________ Email:__________________________________
(optional-provide if you are willing to be contacted regarding this complaint)

NOTICE: IF A STUDENT NAME IS PLACED ON THIS FORM IT WILL BE PROTECTED AS A CONFIDENTIAL STUDENT RECORD. BUT, BY SUBMITTING THIS FORM, YOU ARE GIVING CONSENT TO ITS RELEASE TO RELEVANT SFUSD STAFF, AS WELL AS THE SFPD AND COMMUNITY REPRESENTATIVES THAT ARE ON THE COMMITTEE. IF A STUDENT NAME IS ON THE FORM, IT WILL NOT BE PROVIDED TO ANY OTHER INDIVIDUAL EXCEPT AS OTHERWISE PERMITTED BY STATE OR FEDERAL LAW.

*These are required fields that must be filled in if feedback is about a particular incident.
1. Student Name*:_____________________________________________________
2. School Name*:_____________________________________________________
3. SFUSD Staff Involved*:_____________________________________________
4. SFPD Officer(s) Involved (if applicable)*:_____________________________
5. Date of Incident*:_________________________________________________
6. Describe Incident*/Feedback/Compliance Concern: (use additional sheets if necessary)

Submit completed form to: Thomas Graven, Student, Family & Community Support Department, Office of Pupil Services, 727 Golden Gate Avenue, Room 205, San Francisco, CA 94102 (email: gravent@sfusd.edu)

For office use only: Date received: ________________ Response due by (21 days from receipt): ___________

See the back of this form for a description of the feedback process and timelines.
THE SFPD/SFUSD MOU COMPLIANCE FEEDBACK FORM PROCEDURES

Use this procedure if you are a parent/guardian, student, SFUSD staff member or School Resource Officer (SRO) who:

1. Feels that the MOU between SFPD and SFUSD (SFPD MOU) has not been followed. See Handbook pages 66-67 (Police Contact and Intervention) for a summary of SFPD MOU obligations.

2. Have positive feedback or ideas related to SFPD MOU Compliance.

3. Have negative feedback about SRO or police interactions at school, but you are not sure whether there has been a failure to comply with the SFPD MOU.

The Committee panel will evaluate your feedback within 21 days to make written findings about whether there has been a failure to comply with the SFPD MOU and to develop recommendations to address the issues. If you have not received a written response within 21 days, please contact Thomas Graven at (415) 241 3030.

The Procedures You Should Follow to Submit Your Feedback Are: Fill out the form on the reverse side of this paper and mail, hand deliver or email form to: Thomas Graven, Office of Pupil Services, 727 Golden Gate Avenue, Room 205, San Francisco, California, 94102, or email: gravent@sfusd.edu.

This is What Will Happen With Your Feedback:

1. A district administrator will investigate/review any feedback that involves SFUSD staff. A SFPD administrator will investigate/review any feedback that involves SFPD staff.

2. A panel from the Restorative Practices Task Force will review the feedback and the results of the investigation, if the feedback involves a particular incident. The panel for SRO related issues will include a representative from SFUSD, SFPD and a community representative or parent. One or more student representatives may also be consulted but will not have access to confidential student information. If the feedback relates to a specific incident, the panel will not include anyone involved with the incident in question.

3. Within 21 days of the receiving the feedback, the panel will issue written findings of whether there has been a failure to follow the SFPD MOU, and will use a restorative and problem solving lens to focus on potential solutions/recommendations to address the compliance issue, such as any systemic, training or other needs related to MOU compliance.

4. The written response will be provided to the person who filed the feedback and to the direct supervisor of the SFUSD/SFPD staff involved. If there is a finding that the MOU was not followed, the relevant supervisor that oversees the employee or subject matter at issue will be responsible for implementing corrective action. Please keep in mind that if disciplinary action is imposed for a specific staff member, due to confidentiality laws, the written findings cannot include the specifics of any corrective or disciplinary action.

5. This is an informal process that seeks to resolve issues quickly and efficiently and does not include an appeal. If you would like to submit a formal complaint about a police officer or an Equity issue, you have the right to submit a complaint directly with the Office of Citizen’s Complaints or the SFUSD Office of Equity.
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Key Terms

CARC: Huckleberry Community Assessment and Referral Center: A community based alternative, CARC provides youth, on the day of arrest, with an assessment and crisis intervention as well as a case management plan that may include community service requirements and educational development. CARC is located at 44 Gough Street, San Francisco, CA 94102; Tel: 415-437-2500.

Juvenile Justice Center (JJC): Formerly called the Youth Guidance Center (YGC), the Juvenile Justice Center includes Juvenile Hall (a locked facility for juveniles), Juvenile Court, the Juvenile Probation Department and community organizations. JJC is located at 375 Woodside Avenue, San Francisco, CA 94127; Tel: 415-753-7800.

Consensual Contact: An encounter with police where you are free to leave at any time. You can ask an officer if you are free to leave or being detained. You are free to answer or ignore an officer’s request for information.

Detention: If an officer believes you are involved in criminal activity, you can be temporarily “detained” while the officer investigates. You are not free to leave during a detention. If the officer cannot confirm his/her suspicion, you will be released. “(Detention is also used to describe being held in secured custody at Juvenile Hall.)

Booking: After an arrest, you may be taken to Juvenile Hall or a police station, searched, photographed, fingerprinted and asked for information such as name, address, and parent’s phone number.

Miranda Rights: If you are arrested and under the age of 18, an officer needs to inform you of your Miranda rights: “You have the right to remain silent, anything you say can be used against you. You have the right to have an attorney present during any police interrogation, and the right to an attorney free of charge if you cannot afford one.”

Police must also read you your Miranda rights before they question you in custody. You need to decide whether you want to give up your right to remain silent and to talk with an attorney before being questioned. If you aren’t sure if you should talk, tell the officer you would like to speak to a lawyer before answering questions.

WHAT IF I DON’T UNDERSTAND ENGLISH?

You have the right to talk with the police in your own language. If you are not comfortable speaking English, you can ask to speak with a bilingual officer or an interpreter. The Police Department provides FREE language assistance.

For more info: See SFPD DGO 5.20 or the Guide to Language Assistance Services brochure available at your local police station or http://sfpolice.org/index.aspx?page=1581

Know Your Rights for Youth in San Francisco

Issued by
The San Francisco Police Department in collaboration with
The Juvenile Justice Coalition

The Juvenile Justice Coalition is a network of advocates that includes: Asian Law Caucus, Bayview Hunters Point Foundation Youth Services Program, Bernal Heights Neighborhood Center, Center for Young Women’s Development, Center on Juvenile and Criminal Justice, Central American Resource Center (CARECEN), Child Training Child Development Center (CTDC/CTBS), Community Youth Center of San Francisco (CYC), Each One Reach One, Families Understanding the System, Huckleberry Community Assessment & Referral Center (CARC), Institute Familiar de La Raza, Juvenile Justice Providers Association (JJPA), Legal Services for Children, Mission District Re-entry Center for Youth (PDRC), Office of Citizen Complaints (OCC), Safe Program, San Francisco Department of Children, Youth and Families, San Francisco Juvenile Probation Department, San Francisco Public Defender’s Office, San Francisco Warriors Project, San Francisco Youth Commission, Sunset Youth Services, United Playaz, Youth Guidance Center Improvement Committee, Youth Justice Institute, Youth Law Center, Youth Treatment and Education Center (YTEC)

QUESTIONS/COMMENTS/CONCERNS?
SFPD Juvenile Division
3401 17th Street
San Francisco, CA 94110
Tel: (415) 558-5500

If you or your parents have questions or concerns, please ask the police officer or ask to speak to the officer’s supervisor. If your concern is not addressed, you can file a complaint with the Police Department or the Office of Citizen Complaints (OCC). The OCC is an independent city agency that will investigate your complaint.

Office of Citizen Complaints
25 Van Ness Ave, Suite 700
San Francisco, CA 94102
Tel: (415) 241-7711
Fax: (415) 241-7733
http://www.sfgov.org/site/occ/index.asp

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The San Francisco Police Department seeks partnership with families, schools and youth providers to prevent and solve problems affecting children and youth.

For JUVENILES detained, arrested, or taken into custody, the SFPD follows the guidelines of Department General Order 7.01

AUGUST 2010
WHAT HAPPENS IF I AM ARRESTED?

Before formal questioning, police must:

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**NOTIFIED?

WILL MY PARENTS BE NOTIFIED?

**WHAT HAPPENS IF I AM ARRESTED?

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Community Services: When You Need Help - Call

AIDS Hotline ................................................................. 1-800-367-2437
Alateen (for youth in alcoholic families) ................................................................. 834-9940
AL-Anon (for family members of alcoholics) ................................................................. 834-9940
California Poison Control .......................................................................................... 1-800-876-4766
California Smokers’ Helpline ........................................................................ 1-800-NO-BUTTS (1-800-662-8887)
California Youth Crisis Hotline ........................................................................ 1-800-843-5200
Child Protective Services (reporting child abuse) ................................................... 1-800-856-5553
Community Boards of S. F. .................................................................................. 920-3820
Drug Line, S. F. ........................................................................................................ 362-3400
Human Services Agency – Housing and Homeless Program ................................ 557-6449
Huckleberry House (24 hour hotline, shelter & counseling) ................................... 621-2929
Job Corps (ages 16-24) .............................................................................................. 277-2400
Lavender Youth Recreation and Information Center (LYRIC) (free services for LGBTQ youth) ................................................................. 703-6150
Legal Services for Children (free service for youth under age 18) ................................ 863-3762
Mental Health (information & referral) ................................................................... 255-3737
Narcotics Anonymous Hotline .................................................................................. 621-8600
National Child Abuse Hotline ................................................................................ 1-800-422-4453
National Council on Alcoholism & Other Drug Addiction ........................................ 296-9900
S.F. Customer Service Center (information about city services, 24 hours a day, 7 days a week) ................................................................. 311
S.F. General Hospital – Community Health Network .............................................. 206-8000
  Children’s Health Center ...................................................................................... 206-8376
  Family Health Center ......................................................................................... 206-5252
S.F. Women Against Rape ....................................................................................... 647-7273
Sexually Transmitted Disease Hotline - American Social Health Association .................. 1-800-227-8922
Suicide Prevention – Crisis Line ............................................................................... 781-0500
T.A.L.K. Line – Parental Stress Hotline ................................................................. 441-5437
Teenage Pregnancy and Parenting Project (TAPP) ................................................. 695-8300
Trevor Project (24 hour hotline, crisis and suicide intervention for LGBTQ youth) ................................................................. 1-866-488-7386
United Way of the Bay Area (referrals to any kind of services you need) .............. 211
Youth Line ............................................................................................................... 1-888-977-3399

(Talk with someone your own age. 12 noon to 10 pm, 7 days a week)
I have a purpose in this world

My city, my district, my school, my future

I will make a difference