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

2011-2012

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 2011

Dear Students, Parents and Guardians,

Welcome to the 2011-2012 school year. It is our goal to foster a safe, healthy and joyful learning environment that promotes intellectual growth and creativity. To this end, we want all members of our school communities to be knowledgeable about the policies and regulations that promote student well-being and enhance student achievement.

I encourage all students and families to review the Student and Parent/Guardian Handbook annually as it is updated every year. The rights and responsibilities explained in this handbook are here to help you better understand the scope of expectations we have for our students.

A student’s success involves our whole community. We value strong partnerships with our students and their families to ensure a positive learning environment for each and every student.

Respectfully yours,

Superintendent Carlos A. Garcia

---

**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 2011-2012 Student and Parent/Guardian 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>

<table>
<thead>
<tr>
<th>Parent/Guardian/Caregiver Name (please print)</th>
<th>Signature</th>
</tr>
</thead>
</table>
Introduction to the SFUSD Student and Parent/Guardian Handbook

This handbook contains very important information as well as forms for parents and guardians to review and return to your child’s school at the beginning of each school year.

All San Francisco Unified School District families and school staff are given a copy of this Handbook and are responsible for knowing and understanding the content.

In addition, this Handbook is discussed during the student orientation process at the beginning of the school year to ensure that all students understand the guidelines and expectations of San Francisco Unified School District. Copies are available at school sites and are given to all new students at the time of registration.

Handbook regulations apply to school-related activities including but not limited to conduct on school grounds; while going to or coming from school; during lunch period on or off school grounds; during a school sponsored activity; and going to or coming from a school-related activity.

If you have any questions about this handbook, please contact the SFUSD Student Support Services Department - Pupil Services at 695-5543.

What’s New in the Handbook

Here are some highlights of important new information in the 2011-2012 Handbook:

- Positive Code of Conduct page 5
- New SFUSD Telephone Numbers page 6
- Information on Tdap (Whooping Cough) Booster Vaccine page 7
- New High School Graduation Requirements for the Class of 2014 and Beyond page 15
- School Attendance Review Board (SARB) & Truancy Assessment Resource Center (TARC) page 38
- Board Resolution on Restorative Justice page 51

There are many other updates in this year’s Handbook! Please review the Handbook and keep this copy as a reference all year.
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SFUSD Positive Code of Conduct

1. Be here to learn.
You are always welcome and here to learn. We will help you to learn. We will protect your learning. We will correct you when your behavior disrupts the learning of others.

2. Greet others politely.
Smile, nod, wink, high five, shake hands, fist bump – all of these greetings signal to others that you are glad to see them and ready to cooperate and have a great day learning.

3. Drama free zone.
We are here to learn. Leave the drama at the door. If you get tangled up in rumors, insults, threats, manipulation, and other disruptive gossip, talk with an adult and we will help you make it stop.

4. Trash the trash.
Clean up after yourself. Pick up trash when you see it. Take pride in the appearance of your school. Visitors can tell a lot about the character of SFUSD students just by looking at the floors and walls.

5. Appropriate time, manner, and place.
If you are upset and want to tell an adult, remember that you may have to wait patiently for the right time. Ask an adult, “When is a good time and place for us to talk about this?” When you have agreed on a good time and place, remember that the manner in which you talk should be cool, calm, and collected.

Your cell phone and other electronic devices not required by your teacher for learning should always be turned off and placed away in your locker, or best kept at home. Your family may reach you quickly by phone through the main office at school if there is an emergency. You may also reach your family through our main office if you have an emergency.

7. Be where you need to be, when you need to be there.
Know your schedule. Watch the clocks. Teachers will give you clear directions where to go and allow you a fair time frame to get there. Take the right path.

8. Use an inside voice.
A party is a party, a library is a library – each place has acceptable ways of behaving that people agree to follow. It is not polite to sit quietly at a party, and not okay to yell in a library. In our schools, we use an inside voice to make it easier for everyone to hear.

Keep yourself safe and help others stay safe. If we do not feel safe, we cannot focus our best on learning.

10. Follow the directions of all staff.
Every adult in the school is your teacher. Listen politely when they talk with you. Follow their directions. If you disagree with them, ask “When is a good time and place for us to talk about this?” You may talk with another adult if you would like, but you must always follow the directions you have been given first. Adults will listen to you when you listen to them.

Adapted from Toki Middle School Restorative Justice Discipline Plan 2008-2009
1) Key Contacts in SFUSD

**Board of Education**

*August 2011*

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*HydraMendoza@sfusd.edu*

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*cascoe@sfusd.edu, 241-6493*

Carlos A. Garcia, Superintendent of Schools  
*CarlosGarcia@sfusd.edu*

**Functions of the Board of Education**

The Board of Education is comprised of seven elected Commissioners who determine policy for all public schools, Kindergarten through twelfth grade (K-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. All Regular and Committee meetings are open to the public.

The Regular Meetings of the Board of Education are held at 6:00 p.m. every second and fourth Tuesday of the month at 555 Franklin Street, in the Irving G. Breyer Board Meeting Room on the First Floor. Meetings are carried live on KALW, 91.7 FM and televised on SFGTV.

Members of the public needing additional information on Board meetings, both Regular and Committee, or wishing to leave messages for Board Members, are welcome to call the Office of the Board of Education at (415) 241-6493.

**SFUSD Websites**

www.sfusd.edu  
www.healthiersf.org

**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

Small Schools by Design/Charter Schools  
355-7323

Child Development Program  
750-8500

Family Voice  
241-6150

**Special Education Services**  
379-7612

**Student Support Services**  
522-6739

Afterschool for All/ExCEL  
750-4500

Athletic Office  
920-5185

Family Engagement & Advocacy  
241-6185

Families/Youth in Transition (Homeless Services)  
695-5543

Nurse of the Day (school year only)  
242-2615

Pupil Services  
695-5543

Registrar’s Office/High School Transcripts  
695-5560

Translation & Interpretation  
241-6081

Work Permits (for minors)  
695-5543

**Academics & Professional Development**  
379-7600

21st Century Curriculum  
379-7752

College Going Culture  
379-7750

English Learner Support Services  
379-7729

Gifted & Talented Education Office (GATE)  
379-7645
Learning Support & Accountability 379-7741
Visual and Performing Arts 695-2441
Policy & Operations 241-6121
Public Outreach & Communication 241-6565
Educational Placement Center (enrollment) 241-6085
Facilities 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 the 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.

NEW IMMUNIZATION REQUIREMENT

AB 354 – Tdap (Whooping Cough) Booster Vaccine

AB 354 requires all students entering 7th through 12th grades in the 2011-2012 school year in California to be immunized with a pertussis (whooping cough) booster called Tdap.

Pertussis (whooping cough) is a very contagious respiratory disease that can be severe and last for months. The immunity received from either early childhood immunization or pertussis disease wears off over time, leaving older students and adults susceptible again to pertussis. Immunization with Tdap can protect students, schools and communities against pertussis.

The new requirement affects all students – current, new, and transfers – in public and private schools. The law has two phases:

• For the 2011-2012 school year, all students entering into 7th, 8th, 9th, 10th, 11th, 12th grades will need proof of a Tdap shot before starting school. If a student does not have proof of the booster shot by the first day of school, they will be provided 30 calendar days of conditional enrollment to obtain the booster shot and submit proof to the school. Students who fail to obtain the booster and submit proof within this time period will be excluded from school.

• For 2012-2013 and future school years, all students entering into 7th grade will need proof of a Tdap shot before starting school.
## 2) SFUSD 2011-2012 Instructional Calendar

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>Instructional Days</th>
<th>Significant Dates and Holidays</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>Jul 4 – Independence Day Holiday</td>
</tr>
</tbody>
</table>
| August 2011 | 1 | 2 | 3 | | 13 | Aug. 10-11 – Professional Development Days (K-12)  
Aug. 12 – Teacher Work Day  
Aug. 15 – First Day of Instruction – Students Report |
| September 2011 | | | | | 21 | Sept. 5 – Labor Day (Holiday) |
| October 2011 | | | | | 20 | Oct. 19 – Columbus/Indigenous People’s Day/El Dia de la Raza (Holiday) |
| November 2011 | | | | | 18 | Nov. 11 – Veterans Day (Holiday)  
Nov. 23-25 – Thanksgiving Recess (No School) |
| December 2011 | | | | | 12 | Dec. 16 – End of the Fall Semester  
Dec. 19-20 – Winter Break |
| January 2012 | | | | | 19 | Jan. 2 – New Year Day Observance (Holiday)  
Jan. 16 – Martin Luther King Day (Holiday)  
Jan. 23 – Lunar New Year Observance (School Sites and CDP Centers Closed – District Offices Open) |
| February 2012 | | | | | 19 | Feb. 17 – Furlough Day (Schools, CDP Centers, and District Offices Closed)  
Feb. 20 – President’s Day Observance (Holiday) |
| March 2012 | | | | | 16 | Mar. 16 – Furlough Day (Schools, CDP Centers, and District Offices Closed)  
Mar. 26-29 – Spring Break (K-12)  
Mar. 30 – Cesar Chavez Day Observance (Schools and CDP Centers Closed – District Offices Open) |
| April 2012 | | | | | 19 | Apr. 6 – Furlough Day (Schools, CDP Centers, and District Offices Closed)  
Apr. 23 – Professional Development Day (K-12) (No School K-12) |
| May 2012 | | | | | 19 | May 25 – End of the Spring Semester  
May 28 – Memorial Day (Holiday)  
May 29 – Furlough Day (Schools, CDP Centers, and District Offices Closed) |
| June 2012 | | | | | 0 | |

For the latest version of the Instructional Calendar, please visit:  
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 cheating, plagiarism, submitting work done by another as your own, or using unauthorized technology are not valid. A student violating the academic honesty policy will be disciplined.

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. 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 37)

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 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). The final grades are the ones that 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 Superintendent or designee. 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 he/she completes with a grade of "D" or better provided s/he attended the full semester or transferred to the new school with "grades in progress" from the former school. Driver Education is worth only 2.5 credits since it is given for only 9 weeks.

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.</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>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td>15.0</td>
<td>= 30.0</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 13 of this Handbook.

**Homework**

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

Parents/guardians/caregivers may be given materials prepared by the school district which shall 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 more than 90 SFUSD schools—elementary, middle, and high schools. Enrollment is required to participate, and space is limited.

Every day after school, until at least 6pm, your child can stay at school to 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 ExCEL at 750-4500 or visit www.healthiersf.org/afterschool for more information.

---

**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.
Physical Education Independent Study is available for JROTC students, as further explained in Administrative Regulation.

The parent and school staff prior to the student’s participation in Independent Study shall sign a current written agreement.

Independence High School is for high school aged students who have earned a minimum of 60 credits. Please see page 73 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.

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 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 of the school site staff.

High School Promotion Minimum Requirements
To Grade 10 55 Credits
To Grade 11 115 Credits
To Grade 12 170 Credits
To Graduate 230 Credits
*Also see High School Graduation Requirements on pages 14 and 15.

c) High School Graduation Requirements – NEW Requirements
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”). Alternatives to a high school diploma are also available.

A) Credits and Courses
In June 2010, the Board of Education adopted a new graduation policy to include the A-G course sequence in the graduation requirements, beginning with the graduating Class of 2014.

Students graduating prior to 2014 (students entering 10th, 11th, or 12th grade in Fall 2010): Please see page 14.

Students graduating in 2014 and beyond (students entering 9th grade or younger in Fall 2010): Please see page 15.

B) California High School Exit Exam (CAHSEE)
This requirement applies to students in all graduating classes (before or after 2014).
Students must successfully pass 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:
C) Alternatives to High School Diploma

This requirement applies to students in all graduating classes (before or after 2014).

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.

(i) 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.
High School Graduation Requirements – Credits and Courses
(for Classes Graduating Before 2014)

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), as discussed on page 12.

Credits and Courses
Graduation from the San Francisco Unified School District will require the successful completion of at least 230 credits, regardless of when a student first entered ninth grade or where a student began ninth grade study. The 230 credits are usually accumulated at the rate of 30 per semester; 60 per school year in grades 9, 10, 11 and 12. These credits may be earned in the classroom or through other supervised activity, as outlined in District Administrative Regulations.

The following are required courses that must be completed successfully (earning a passing grade of “D” or higher) to graduate:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Number of Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>40</td>
</tr>
<tr>
<td>History/Social Science</td>
<td>30</td>
</tr>
<tr>
<td>Mathematics (College Prep.)</td>
<td>20</td>
</tr>
<tr>
<td>Science (College Prep. – 1 year each of life science and physical science)</td>
<td>20</td>
</tr>
<tr>
<td>Mathematics or Science (College Prep. – 1 additional year of either)</td>
<td>10</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>10</td>
</tr>
<tr>
<td>World/Foreign Language*</td>
<td>10</td>
</tr>
<tr>
<td>Physical Education*</td>
<td>20</td>
</tr>
<tr>
<td>Health Education (incl. CPR/First Aid)</td>
<td>5</td>
</tr>
<tr>
<td>College and Career Planning</td>
<td>2.5</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>62.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>230</strong></td>
</tr>
</tbody>
</table>

*Notes:

1. **World/Foreign Language Requirement for LEP students**: It is the Board’s intent that the units will be accumulated for the same foreign language. Using the California State Model Curriculum Standard for Foreign Language as the criteria, the Board of Education policy on the foreign language graduation requirement exempts limited-English proficient students who can demonstrate proficiency in their primary language equal to or exceeding what is expected of students after two years of classroom foreign language study. The purpose of this exemption is to provide secondary LEP students the opportunity to take additional ESL 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 LEP students from taking foreign language courses. All students planning to attend college should investigate the foreign language requirement.

2. **High School Credit for Private School Foreign Language Instruction**: Students studying a foreign 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 foreign language 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 district policy. See your high school counselor for more information within 30 days after the start of the semester.

3. **Physical Education**: Students must pass the swimming proficiency test as part of the PE requirement.

4. **Concurrent credit for community college courses taken by high school students**: High school students may receive high school credit for community college classes unless the same college class is offered at the high school. In this particular situation, the student will only receive community college credits. Consult your high school counselor for details.

5. **High school credit for summer courses taken at the UC Berkeley Academic Talent Development Program and University of San Francisco Upward Bound Program** will be given to high school students. See your counselor for information.
High School Graduation Requirements – Credits and Courses
(for the Class of 2014 and Beyond)

The Board of Education adopted policy to include the A-G course sequence in the graduation requirements for all students, beginning with the graduating Class of 2014.

The Board of Education remains committed to the promotion of a college going culture by providing access to a rigorous curriculum for all students in SFUSD.

Commencing with Fall 2010’s incoming 9th grade class, the graduating Class of 2014, the prescribed course of study shall include the credit and course requirements described below. There are three credit and course plans. These are: Plan A (All Students); Plan E (Foreign Born Students Age 15 Or Older Without Accessible Records); and Plan F (Foster Students Transferring to District in Grades 11 or 12). In order to obtain a high school diploma, a student must complete the credits and courses required by SFUSD, and must pass the California High School Exit Exam (CAHSEE), as discussed on page 12.

Students must complete the minimum number 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, approved work experience, 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.

**Plan A: All Students**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Semesters</th>
<th>Number of Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. History/Social Science</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>(Including US History, World History and American Government/Economics.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. College Preparatory English</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>(Courses approved by the University of California Office of the President, which prepare students to take college level courses.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Mathematics</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>(Including Algebra, Geometry, and Intermediate Algebra.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Laboratory Science</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>(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></td>
<td></td>
</tr>
<tr>
<td>e. World Languages</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>(Two years of the same language other than English required.)*See Additional Notes at the end of this Section.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Visual and Performing Arts</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>(Dance, Drama/Theater, Music or Visual Art.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>*See Additional Notes at the end of this Section.</td>
<td></td>
<td></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>10</td>
<td>50</td>
</tr>
<tr>
<td>(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></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits Required</strong></td>
<td></td>
<td>230</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 E: Foreign Born Students 15 or Older With No Accessible Records

Foreign born students who enter the District without accessible records and who are at least 15 years of age by December 2\textsuperscript{nd} of their entering year will be placed in the 10\textsuperscript{th} grade.\textsuperscript{1} 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>Number of Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. English (3 years)</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>c. Mathematics (Including Algebra, Geometry, and intermediate Algebra)</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.)</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 this Section.</td>
<td></td>
<td></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 this Section.</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, English Language Development, or other course. At least 2 semesters or 10 credits 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>Total</td>
<td></td>
<td>180</td>
</tr>
</tbody>
</table>

Requirement to Sign a Waiver: In order to utilize Plan E, the eligible student and the parent/guardian must sign a written waiver to acknowledge that Plan E 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 E shall be further outlined in an Administrative Regulation approved by the Superintendent.

\textsuperscript{1} Students who are 14 by December 2\textsuperscript{nd} of their entering year will be placed in 9\textsuperscript{th} grade, and will be required to meet Plan A graduation requirements. Students with less than 8 years of schooling will be placed in the 9\textsuperscript{th} grade.
Plan F: Foster Care Students Transferring into District in Grades 11 or 12

Foster Care students that transfer into the district in Grades 11 or 12 from another school district or between high schools within the district 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 from high school while he or she remains eligible for foster care benefits pursuant to state law.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Semesters</th>
<th>Number of Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. History/Social Studies</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>(3 years including U.S. History, World History, and American Government/Economics)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. English</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>(3 years)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Mathematics</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>(2 years including Algebra 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Science</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>(2 years including biological and physical sciences)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Visual and Performing Arts or World Language</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>(1 year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Physical Education</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>(2 years)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Required 130

Requirement to Sign a Waiver: In order to utilize Plan F, 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 F 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 F shall be further outlined in an Administrative Regulation approved by the Superintendent.

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 waiver in 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. 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.
# SFUSD High School Six Year Plan

**Student Name ___________________** *(sample for Plan A, Class of 2014 and beyond)*

<table>
<thead>
<tr>
<th>SUBJECTS (a-g)</th>
<th>History/ Soc. Sci. (a)</th>
<th>English (b)</th>
<th>Math (c)</th>
<th>Lab Science (d)</th>
<th>World Lang. (e)</th>
<th>Vis. &amp; Perf. Art (f)</th>
<th>Physical Ed.</th>
<th>Health Ed.</th>
<th>College &amp; Career Course</th>
<th>Electives (g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SFUSD Graduation Requirements <em>(Class of 2014 &amp; beyond, Plan A)</em></td>
<td>30 credits</td>
<td>40 credits</td>
<td>30 credits</td>
<td>20 credits</td>
<td>20 credits</td>
<td>10 credits</td>
<td>20 credits</td>
<td>5 credits</td>
<td>5 credits</td>
<td>50 credits</td>
</tr>
<tr>
<td>CSU/UC Req. +</td>
<td>2 years</td>
<td>4 years</td>
<td>3 years; prefer 4 years</td>
<td>2 years; prefer 3 years</td>
<td>2 years; prefer 3 years</td>
<td>1 year</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>1 year</td>
</tr>
</tbody>
</table>

*+ To be eligible, students must earn a C grade or more in all approved classes and take college entrance tests.*

- Must pass Algebra 2 (min.)
- Biology, Chem., Physics (at least 2 of the 3)
- Must be in same language other than English
- Dance, drama/ theater, music, or visual art
- 10+ credits must be on UC approved list

**Freshman**

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Total Credits Required to Graduate from SFUSD: 230 credits

Comments:____________________________________________________________________________________________________________

Dates Reviewed:_______________________________________________________________________________________________________
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 units of high school coursework listed below (one unit equals two semesters or one academic year of study). Students who complete the NEW High School Graduation Requirements (for Class of 2014 and beyond) AND receive a C in these classes will be UC/CSU eligible.

Be advised that as of September 2010, all high school programs should satisfy this requirement. Every SFUSD high school has a list of eligible CSU and UC course; students should consult the school counselor for verification or www.ucop.edu/doorways/.

In addition, both CSU and UC have qualifying eligibility indices 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.

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.

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. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses.

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. The final two years of an approved three-year integrated science program may be

used to fulfill this requirement. Not more than one year of ninth-grade laboratory science can be used to meet this requirement.

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

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

Courses in foreign language and mathematics taken in the 7th and 8th grade are determined by level of enrollment in advanced curriculum in the 9th grade. All other subjects must be taken in 9th through 12th grade. 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:
An alternative way to gain admission to a UC campus is through the “Eligibility by Examination Alone” path. A third path titled “Eligibility in the Local Context” (ELC) is also available. Under ELC, the top 4 percent of students in each California high school who are on track to graduate and have completed specified academic coursework by the end of the junior year will be designated UC eligible and will be guaranteed a place at a UC undergraduate campus.

For details on UC admission, go to the website www.universityofcalifornia.edu/admissions.
e) Academic Planning for High School, College, and Career

As students are preparing for college and career, it is helpful to plan out high school course selections to stay on track.

SFUSD recommends that students use the "High School Six Year Plan" as a tool (see page 18). This form will help you map out course selections for Grades 9-12, as well as the first two years of college. This plan can be used as a guide for students, parents, counselors, and teachers as they help students prepare for college and career.

Assembly Bill 167 Provisions (Foster Youth)

Effective January 1, 2010, Assembly Bill 167 (AB 167) amended Section 51225.3 of the California Education Code to exempt pupils in foster care from school district graduation requirements that exceed state graduation requirements if:

- The pupil transfers to the district, or transfers from one high school to another within a district in the 11th or 12th grade, and
- The pupil would not be reasonably able to complete the additional district requirements while eligible for foster care benefits.

AB 167 requires school districts to provide notice to foster youth exempted from additional district requirements if failure to satisfy such local requirements will affect the pupil's ability to gain admission to a postsecondary educational institution. Please see pages 12 to 17 for the SFUSD high school graduation requirements, including Plan F on page 17 for foster care students transferring into the district in Grades 11 or 12.

f) College and Career Readiness

The College and Career Readiness Department supports SFUSD in preparing 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 and to develop a post-secondary education and employment plan. All high school students are required to take a College & Career Course in the 9th grade (2.5 credits for Classes of 2011, 2012, and 2013; 5 credits for Class of 2014 and beyond). This course 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 College and Career Readiness Department coordinates several Career Academies and Career Pathways. SFUSD is developing Linked Learning programs which follow a comprehensive pathway program that connects learning in the classroom with real-world applications outside of school. Linked Learning 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. Linked Learning Pathway 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 internship opportunities. Students/parents need to consult with their high school counselor for more information about career academies or pathways.

SFUSD offers a wide range of pathways at different schools. For a current list of options and locations, check www.sfusd.edu or call the College and Career Readiness Department, 379-7768.

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 Assurance, Title IX Officer, 555 Franklin Street, San Francisco, CA 94102 (see page 119 of this Handbook for “Uniform Complaint Procedures”).

g) 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 are available for inspection.

**Elementary School**


**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); *Positive Prevention: HIV/STD Prevention for CA Youth* (American Red Cross, 2000); *Understanding HIV and AIDS* (Human Relations Media, 2006); *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); *Bloodlines HIV video* (2005); *Binge Drinking Blowout: The Extreme Dangers of Alcohol Abuse* video (The Health Connection). (**Bold** are research-validated curricula.)

**Policy:** 30 class periods per grade per year. Recommended for implementation:
- 4 periods of self-esteem, mental/emotional health, and personal/social skills;
- 5 periods of family life, sexuality education, STD/HIV and pregnancy prevention;
- 6 periods of substance use prevention;
- 7 periods of violence prevention;
- 4 periods of nutrition and physical activity promotion;
- 2 periods of sexuality diversity;
- 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); **Positive Prevention, Level B: HIV/STD Prevention for CA Youth** (American Red Cross, 2004); *Prevention for Special Populations: HIV/STD Prevention for CA Youth* (American Red Cross, 2004); *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 Support Services Department website: www.healthiersf.org.
For more information on the Nutrition Education Project, 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 51938 and 48980 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.

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**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** Start of a Healthy Year Awareness Month
- **October** Positive Alternatives to Drug Use Month
- **November** Tobacco-Free Awareness Month
- **December** World AIDS Awareness Month
- **January** School Safety & Violence Prevention Month
- **February** Physical Activities Awareness Month
- **March** Nutrition Awareness Month
- **April** LGBTQ Pride Month (Lesbian, Gay, Bisexual, Transgender, and Questioning)
- **May** Summer Safety and Activities Month

Each month, an Asset Building focus is also featured.

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**h) 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.

**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)

**j) 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 Pupil Services Department at 555 Portola Drive, Room 380, 695-5543, 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, 8th Floor, 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/drive’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, regardless of age. Also, minors working at newspaper delivery or babysitting and agricultural workers working on premises owned or operated by

the parent or guardian are exempted from permit regulations. 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).
As a parent/guardian of a student in our school district, you are encouraged to be directly involved in the education of your children. Early and consistent family involvement helps children succeed in school. The District has created a Parent Engagement and Partnership Plan (PEP Plan) to ensure parents/guardians are welcome in our schools, have the information they need to be partners with the school in their children’s education, and are included in decision-making at our school sites.

Office of Family Engagement & Advocacy: The Office of Family Engagement & Advocacy is responsible for supporting and guiding the work of Parent Liaisons at STAR and Program Improvement Schools. Parent Liaisons can assist parents and families with ways in which families can support learning at home, parent leadership on school governance committees, volunteering options both in and outside of the classroom and other issues pertaining to parent rights and responsibilities. This office is also available to assist other non-STAR and Program Improvement schools with tools to implement equitable and diverse parent and family engagement strategies.

Along with volunteering in your school, there are other valuable ways to be involved with your children’s education. To find out more the PEP Plan and about the information below, speak with your school’s teachers, parent liaison, or principal, call the Office of Family Engagement & Advocacy (241-6185), or go to www.sfusd.edu.

Office of Family Voice
Phone: 241-6150 fax-241-6149 or email: martinezr@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 provide feedback, ask questions and voice concerns, we are establishing the: Office of Family Voice, which reports directly to the Executive Director, Parent Engagement.

Parents should contact this office for the following:
• to provide feedback about a specific school’s program and/or leadership
• to learn how to get involved in their school’s governance and decision-making
• to report a concern about any district policy or procedure (i.e. placements, transfers, graduation requirements, A-G policy, budget allocations, etc.)
• to inquire about district procedures for disciplinary actions (i.e. suspensions, expulsions, etc.)
• to report a concern about an incident at a school
• to request an investigation or file a formal complaint
• to get a message to the district leadership who supervise schools or the Superintendent

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 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/pf/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.

**c) Volunteers and Visitors**

All visitors, including parents, must sign in at the Principal’s 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. Students visiting another school must have prior authorization from the home school principal as well as the site principal before entering the school site.

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)

Visitors should make advance arrangements to meet with school staff to avoid the interruption of instructional time and work responsibilities.

**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.

**If you think your child may have a disability,** please contact one of the following:
### Birth to age 3
- **Golden Gate Regional Center Hotline** (English, Spanish, Cantonese):
  - 1-888-339-3305
  - Email: intake@ggrc.org

### Age 3 to 5 years
- **Pre-School Intake Unit**:
  - (415) 379-7693

### In an SFUSD public school
- Contact the school principal

### In an SF private/parochial school
- For psychoeducational assessments: Screening and Assessment Center:
  - (415) 379-7607
  - For all other evaluations (e.g. speech, occupational therapy, etc.): SFUSD Special Education Services:
  - (415) 379-7656

Special Education students who have counseling/mental health concerns can be referred through their special education teacher at their school site for SB 1895 or AB 3632 services. For more information, please call the Student Intervention Team at 750-4500.

### 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 IEP meeting. To obtain more information about dispute resolution, including how to file a complaint, contact the 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.** Does it need to change to meet any changing needs of your child? You may request a review of the IEP at any time. A meeting must be held within 30 days of your request.

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 379-7656 or the appropriate Assistant Superintendent.

4. **If there still is no resolution, call the Ombudsperson, Carol Kocivar, at (415) 379-7642.** The ombudsperson can provide assistance in resolving your issue.

### 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 Assurance, 555 Franklin St, Room 306, San Francisco, CA 94102. Information can be obtained by calling the Office of Equity Assurance at 415-355-7334.

### 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 114 and 115 in this Handbook).

The forms can be completed in your home language and returned to your school 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 these locations as well. All of these forms can be obtained at school sites, SFUSD Central Office, Student Support Services, on the “Students & Parents” section of www.sfusd.edu, or on page 116 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/schoolloop.
Step 2: Look for the “For Parents” box on the right side.
Step 3: Click “Participating Schools’ Websites.”
Step 4: Find your child’s school and click the link.
Step 5: You should see the school’s login page. Click “Register Now.”
Step 6: Click “Parent Registration.”
Step 7: Fill in all fields on the registration page. You must have your child’s “h0 number,” which can be found on a previous report card or on the course locator card (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.
Step 8: Click “Register.”

Congratulations! You are now registered to use School Loop! Go to your school’s School Loop home page and click “Login” to access School Loop.

Note: Parent accounts must first be approved by a school administrator before you can see your child’s grades and progress reports.

How will student information be protected?
School Loop is trusted by some of California’s largest school districts. The information sent to School Loop is encrypted and maintained by School Loop in a secure, high-end hosting environment (Internap), in a manner that meets the security standards of all the school districts. **Only registered SFUSD administrators, teachers, staff, students, and parents can use School Loop.** All information you provide is kept private, including your email address.

Who do parents contact for troubleshooting?
School Loop provides email support via the red Help link at the top of each page. SFUSD provides email support via the following email address: schoolloop@sfusd.edu. SFUSD provides additional support for parents, including school site training in English, Chinese and Spanish, access to computers for School Loop use and a website that has Quick Reference Guides and Registration Guides available for download in .pdf format in multiple languages at http://www.sfusd.edu/schoolloop. Please click on “Parents” to see the latest information on SFUSD and School Loop.
g) National School Lunch & Breakfast Program
SFUSD provides healthy lunches for students every day. Most 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 enrollment form to sign up their children.

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.

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 “Not Interested”.

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 school?
- **More Money!** School funding from the federal government (Title 1, E-Rate), city/county, and private grants are based on the total number of Meal Application Forms we approved.
- **Higher Academic Rankings!** Schools can earn a higher rating on the Similar Schools Ranking Portion of the Academic Performance Index Scores (API).
- **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.

Apply online at https://schoolmealapp.sfusd.edu/ If applying online, do not fill out a paper application. Paper Meal Application Forms and Parent Letters are available in English, Spanish, and Chinese at all school sites. Meal Application Forms are accepted year round but the sooner you get your form in, the more funding SFUSD will receive.

**Eligibility During First 30 Days of School**
From August 15 to September 26, SFUSD Student Nutrition Services is required by state & federal law to use the student’s eligibility status as of June 30, 2011 (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 26, SFUSD Student Nutrition Services will set all students who have not submitted a 2011-2012 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 13 to ensure the prior year’s eligibility status is not interrupted.

**Meal Pricing for 2011-2012**

<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 indicating if a family is or is not 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.
• Free of charge, families can register online at www.MealpayPlus.com and receive email notifications for low or negative balances.
• If a student accrues a negative balance, a notification letter will be sent home indicating the amount owed.

Prepaid Student Meals (MealpayPlus)

To make mealtimes more efficient for students and cafeteria staff, and also easier for parents to manage, SFUSD has introduced a prepayment, cardless 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.mealpayplus.com. Parents can track their child’s account balances and get low-balance notifications by e-mail. There is a small fee of 4.75% for online transactions, but to offset it, SFUSD is offering bonuses to cover the fee. To create a new account, you must have your child’s “H0 number” (H followed by a zero, not the letter O), 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. Please use the Prepayment form and return with your deposit in an envelope marked “LUNCH PROGRAM.” 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 central office: 841 Ellis St., San Francisco, CA 94109.

• Prepay Via Phone (1-866-438-7842): Parents who prefer to make payments by phone rather than their computers may do so toll-free at 1-866-438-7842. The toll-free MealpayPlus support line for any questions is 1-877-237-0946.

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

For help with Mealpay Plus

Parent Support Hotline: 1-877-237-0946
www.MealpayPlus.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**

<table>
<thead>
<tr>
<th>What does a completed Meal Application Form mean to SFUSD?</th>
<th>Should everyone fill out a Meal Application Form?</th>
</tr>
</thead>
<tbody>
<tr>
<td>It means children receive two 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.</td>
<td>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. <strong>Our schools need the extra money!</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why do I have to complete the same form every year?</th>
<th>Do I have to complete the entire form if I know we do not qualify or if we aren’t interested?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>*<em>NO!</em> 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 “NOT INTERESTED”.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do non-citizens/non-residents qualify for school meal programs?</th>
<th>Do I have to fill out an application if we already qualify for food stamps or other public assistance?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>*<em>NO!</em> 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.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What if I don’t want others to know my child receives a free lunch?</th>
<th><strong>Support SFUSD Schools!</strong> Please complete and return a Meal Application Form every year! Our students need the support!</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

* 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 Learning Support Professional, School District Nurse, or Wellness Program for more information about health programs.

Families can also contact SFUSD Student Support Services Department 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 during the school day meet nutritional standards.

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

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 Student Nutrition and Physical Activity 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 parents, staff, students, nutritionists, and healthcare professionals.

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

Physical Education Policy

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

- For elementary school students: 200 minutes of PE every 10 days (e.g., 20 minutes every day or 40 minutes every other day).
- 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, 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 students are at higher risk of using tobacco, alcohol, and other substances. They are also at higher risk for depression. Sometimes, children raised in LGBT families may also be targeted because of their family constellation.

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 Gay Pride/Respect Promotion 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, one 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, Healthy Families, 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 conducts inspections at school sites to identify environmental issues that may contribute to respiratory problems and helps amend the issues.

**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.

Please see pages 34 to 35 for information on free & low-cost health care insurance for San Francisco kids.

**Counseling, Psychological & Social Services**

**Counseling and Support Groups**
SFUSD Learning Support Professionals, 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.

**Learning Support Professionals** (Elementary and Middle Schools)
Learning Support Professionals (LSPs) are social workers, counselors with a PPS credential, and/or and licensed mental health professionals. They 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.

LSPs 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 Support Services Department provides team manuals and annual trainings, plus support as needed when responding to on-site crises.
### San Francisco Health Care Resources for Kids

<table>
<thead>
<tr>
<th>Services</th>
<th>Child Health &amp; Disability Prevention (CHDP)</th>
<th>Medi-Cal for Children</th>
<th>Healthy Families</th>
</tr>
</thead>
</table>
| Prescription medicines and hospitalizations not covered. | - Regular health check-ups and immunizations.  
- Referral to dental care. | - Complete medical coverage, including all preventive care.  
- Dental and vision care.  
- Immunizations.  
- Exams for school & sports.  
- Hospital care.  
- Mental health services.  
- Substance abuse services.  
- Prescription medicines. | - Complete medical coverage, including all preventive care.  
- Dental and vision care.  
- Immunizations.  
- Exams for school & sports.  
- Hospital care.  
- Mental health services.  
- Substance abuse services.  
- Prescription medicines. |

| Who is eligible? | Children under age 21 with Medi-Cal.  
- Children under age 19 with family income up to 200% of Federal Poverty Level (FPL). | Birth through age 18, ages 19 to 21 are covered under other Medi-Cal Programs. | Birth through age 18 if not eligible for Free ("no-cost") Medi-Cal. |

| Citizenship or legal residency requirements | Can serve citizens, legal residents, and undocumented children. | Citizenship, legal residency, or many other immigration status categories required for “Full Scope” Medi-Cal.  
Undocumented children can get emergency services only. | Citizenship or legal residency required. |

| Income requirements by Federal Poverty Level (FPL) | Up to 200% of FPL. | Birth to age 1: Up to 200% FPL.  
- Ages 1 through 5: Up to 133% FPL.  
- Ages 6 to 18: Up to 100% FPL. | Birth to age 1: 200- 250% FPL.  
- Ages 1 through 5: 133 - 250% FPL.  
- Ages 6 to 18: 100 - 250% FPL. |

| Cost | None. | None for many beneficiaries.  
Amount of “Share of Cost” obligation can vary. | $4 - $24 per month per child.  
Maximum of $72 per month per family.  
$10 - $15 co-payments for some services. |

| How to apply or get more information | Call 1-800-300-9950 for more information and referral to CHDP providers; apply at CHDP providers’ offices. | Apply by mail or in person! Call (415) 863-9892 for a mail-in application and for more information. | Apply by mail! Call toll-free 1-888-747-1222 for a mail-in application form and for more information. |
## San Francisco Health Care Resources for Kids

<table>
<thead>
<tr>
<th>Services</th>
<th>Kaiser Permanente Child Health Plan</th>
<th>Healthy Kids</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Complete medical coverage, including all preventive care.</td>
<td>Complete medical coverage, including all preventive care.</td>
</tr>
<tr>
<td></td>
<td>Dental and vision care.</td>
<td>Dental and vision care.</td>
</tr>
<tr>
<td></td>
<td>Immunizations.</td>
<td>Immunizations.</td>
</tr>
<tr>
<td></td>
<td>Exams for school &amp; sports.</td>
<td>Medical Exams for school &amp; sports.</td>
</tr>
<tr>
<td></td>
<td>Hospital care.</td>
<td>Hospital care.</td>
</tr>
<tr>
<td></td>
<td>Mental health services.</td>
<td>Mental health services.</td>
</tr>
<tr>
<td></td>
<td>Substance abuse services.</td>
<td>Substance abuse services.</td>
</tr>
<tr>
<td></td>
<td>Prescription medicines.</td>
<td>Prescription medicines.</td>
</tr>
</tbody>
</table>

| Who is eligible? | Children through age 19 who do not qualify for Medi-Cal, Healthy Families, California Children's Services (CCS), or have health coverage paid for, in any part, by an employer; child must live in a KP service area (including San Francisco). | Children and adolescents from birth through age 18 who reside in San Francisco and are not eligible for other government health insurance programs (Medi-Cal, Healthy Families) due to immigration status, family income, or age. |

| Citizenship or legal residency requirements | Undocumented children are eligible to apply for membership in KP Child Health Plan; however, some children who are not U.S. citizens may qualify for Medi-Cal despite immigration status. | Citizens | Legal residents | Undocumented (not legal residents) |

| Income requirements by Federal Poverty Level (FPL) | Income must be below 300% of the Federal Poverty Level (FPL). | Income must be at or below 300% FPL. |

<table>
<thead>
<tr>
<th>Cost</th>
<th>Monthly premiums (maximum of three children; additional children covered free of charge):</th>
<th>Premium between $48 and $189 per year per child, depending on household income. Financial assistance is also available.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Up to 249% FPL - $8 per month per child</td>
<td>Copayments of $5 - $15 for some services.</td>
</tr>
<tr>
<td></td>
<td>• 250%-300% FPL - $15 per month per child</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Co-payments of $5 - $10 for some services.</td>
<td></td>
</tr>
</tbody>
</table>

| How to apply or get more information | Call toll-free 1-800-464-4000 to request an application packet. | For more information, call 415-777-9992. |
5) Attendance Guidelines

a) Introduction
California law requires that children between the ages of 6 and 18 attend school every day. Even though the law doesn’t 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: 695-5543, or visit www.healthiersf.org.

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. 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.

   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, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil’s absence has been requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

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/caregiver-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.

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 40 (check page #) 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 school 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 school 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) will be referred to the Student 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.
• Effective January 1, 2011 Penal Code Sec. 270.1 took affect and 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 so s/he 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: 695-5543.

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.

### 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 letter of completion.
### SFUSD Flow Chart of School-Based Truancy Interventions

#### Number of Unexcused Absences

<table>
<thead>
<tr>
<th>1st Unexcused Absence</th>
<th>Required and Suggested Actions</th>
<th>Site Staff Next Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Call the student’s home (personally or auto-dialer). REQUIRED</td>
<td>After next unexcused absence.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Unexcused Absence</th>
<th>Required and Suggested Actions</th>
<th>Site Staff Next Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Call the student’s home (personally or auto-dialer). REQUIRED</td>
<td>After next unexcused absence.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd Unexcused Absence</th>
<th>Required and Suggested Actions</th>
<th>Site Staff Next Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Send the 1st Notification of Truancy letter to parent/guardian. REQUIRED</td>
<td>If site has made a connection with both parent/guardian and student but there has been no improvement within one week, move to next set of actions.</td>
<td></td>
</tr>
<tr>
<td>- Call the student’s home personally. Attempt to reach a parent/guardian at all available numbers.</td>
<td>If site has not made a connection with either parent/guardian or student, and unexcused absences continue, begin next set of actions immediately.</td>
<td></td>
</tr>
<tr>
<td>- Request and schedule a parent/guardian/student meeting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Refer the student to your Student Assistance Program (SAP), Student Attendance Review Team (SART) team, city/community partners or parent/student attendance conference. Get agreement on action steps. REQUIRED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Prepare an attendance contract for student and parent/guardian to sign.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Assign the student to additional support services within the school’s behavioral health and/or appropriate community-based organizations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Make school counselors aware of the truancies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Request that the student check in with you every morning upon arrival.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6th Unexcused Absence</th>
<th>Required and Suggested Actions</th>
<th>Site Staff Next Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Send the 2nd Notification of Truancy letter to parent/guardian. REQUIRED</td>
<td>If site has an attendance contract but the unexcused absences continue, begin next set of actions immediately.</td>
<td></td>
</tr>
<tr>
<td>- Refer the student to Student Success Team (SST). Get agreement on action steps. REQUIRED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Hold an assembly or workshop for parents/guardians of truant students. Have the student and parent/guardian sign an attendance agreement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- If student is Special Education, revisit the IEP with the family.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10th Unexcused Absence</th>
<th>Required and Suggested Actions</th>
<th>Site Staff Next Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Send the 3rd Notification of Truancy letter to parent/guardian. REQUIRED</td>
<td>If site has made a connection and intervention with both parent/guardian and student but there has been no improvement within two weeks, refer to the School Attendance Review Board (SARB).</td>
<td></td>
</tr>
<tr>
<td>- Insist parent/guardian come to the school site for a meeting.</td>
<td></td>
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</tr>
<tr>
<td>- Hold a DA Mediation with a group of parents/guardians</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Continue to contact and offer support to parents/guardians</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Continue to involve community-based organizations and support services within SFUSD.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Schedule a home visit.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11th Unexcused Absence</th>
<th>Required and Suggested Actions</th>
<th>Site Staff Next Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Submit student to the School Attendance Review Board (SARB). This referral is done through Student Support Services. REQUIRED</td>
<td>Student Support Services will set up an appointment within two weeks. If the student fails to comply, SARB will refer the case to the District Attorney.</td>
<td></td>
</tr>
<tr>
<td>- Continue to track attendance and continue to document any further action you take as this information is critical to the District Attorney.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Don’t give up. Continue to try and re-connect families with education. You never know what might turn a situation around.</td>
<td></td>
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</tr>
</tbody>
</table>

### Definitions of Late and Tardy:

- **Late:** A student is not in his/her seat when first class starts up to 30 minutes. *
- **Pattern of Excessive Lateness:** Late for 1 to 30 minutes more than 10 school days.
- **Tardy:** According to the Education Code, a legal tardy is an episode of 31 minutes or more of missing school or a class period. A tardy equals one unexcused absence.

*Note: Habitual Late behavior is unacceptable and negatively affects academic progress.*

School staff responsible for following up with truant students:

Administrators, Counselors, Teachers, Attendance Liaisons, Attendance Clerks, Student Advisors, Parent Liaisons, Learning Support Professionals, Nurses, and Deans
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, over 3,500 San Francisco students were habitually or chronically truant and over 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 drivers 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 at 695-5543.

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 Gascon
District Attorney

850 BRYANT STREET, THIRD FLOOR · SAN FRANCISCO, CALIFORNIA 94103
RECEPTION: (415) 553-1752 · FAX/MIL: (415) 553-9054
6) Behavior Expectations

a) Introduction
The foundation of SFUSD’s behavior expectations is that all staff and students must be treated with dignity and respect. All SFUSD staff is encouraged to model these behavioral standards and to teach/reinforce skill building around conflict resolution and pro-social behavior, resulting in a positive school environment where young people feel connected and safe and learning is maximized.

The fundamental goal of SFUSD’s philosophy and practice is for students to learn to be responsible for themselves and their actions, and to make genuine, positive contributions to their community.

b) Essential Components of Learning/Reinforcing Successful Behaviors
All SFUSD schools ground their positive behavior plan in the following three elements.

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 Approaches
Restorative Practices is the preferred approach to address student behavior issues because it 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, supporting environment. It also views conflict primarily through the lens of the harm caused to people and relationship, and emphasizes the priority to meet the needs of those affected by this harm. A restorative approach sees conflict or misbehavior as an opportunity for students to learn about the consequences of their actions, to develop empathy with others, and experience how to make amends in such a way as to 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

When referring to page 46:
This code of conduct applies in all school sites and all times of the school day: arrival, classrooms, hallways, lockers, lunchroom, recess, restrooms, assemblies, school bus, community, and offices. Please see page 47 for suggestions of how the Code of Conduct can be applied in different school situations.

Our code of conduct can be summarized as “Respect Everyone, Respect Education, Respect the Environment.”

---

2 The SFUSD behavior expectations are adapted from Toki Middle School Restorative Justice Discipline Plan 2008-2009.
General Expectations of Behavior

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

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong> have the right to:</td>
<td><strong>Students</strong> have the responsibility to:</td>
</tr>
<tr>
<td>• Learn</td>
<td>• Respect other’s opinions and be cooperative, committed and engaged</td>
</tr>
<tr>
<td>• Be treated fairly and courteously</td>
<td>• Care for others and behave in a socially acceptable manner</td>
</tr>
<tr>
<td>• Ask for and received support from teachers, administration, parents, and when appropriate students</td>
<td>• Respect property</td>
</tr>
<tr>
<td>• A safe, clean and healthy school environment</td>
<td>• Punctually attend all scheduled classes</td>
</tr>
<tr>
<td></td>
<td>• Completing all set work conscientiously and to the best personal standard</td>
</tr>
<tr>
<td><strong>Staff</strong> have the right to:</td>
<td><strong>Staff</strong> have the responsibility to:</td>
</tr>
<tr>
<td>• Teach</td>
<td>• Maintain a knowledge of the curriculum and how students learn</td>
</tr>
<tr>
<td>• Be treated fairly an courteously by students, parents and colleagues</td>
<td>• Communicate clear expectations</td>
</tr>
<tr>
<td>• Ask for and receive support from colleagues, administration, parents and students</td>
<td>• Model respect, fair treatment and problem solving behaviors</td>
</tr>
<tr>
<td>• A safe, clean and healthy school environment</td>
<td>• Model professionalism, participate in meetings, share ideas, support colleagues</td>
</tr>
<tr>
<td></td>
<td>• Promote a positive and cooperative school atmosphere</td>
</tr>
<tr>
<td><strong>Parents/Caregivers</strong> have the right to:</td>
<td><strong>Parents/Caregivers</strong> have the responsibility to:</td>
</tr>
<tr>
<td>• Be fully informed of their child’s progress</td>
<td>• Actively participate in their child’s education by sending them to school daily, and encouraging punctuality</td>
</tr>
<tr>
<td>• Have access to their child’s teachers through appropriate channels</td>
<td>• Maintain close communication with the school and support school programs and policies</td>
</tr>
<tr>
<td>• Be provided with information on general school activities</td>
<td>• Attend parent teachers conferences and informational sessions</td>
</tr>
<tr>
<td></td>
<td>• Assist their child with work and with study habits where appropriate</td>
</tr>
</tbody>
</table>
6) Behavior Expectations

e) 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. be searched by Principal or designee when there is reason to suspect student possession of illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances which may be injurious to the student or others.
16. exercise their constitutionally protected rights of free speech and assembly on their own campus so long as they do not interfere with the operation of the regular school program. However, students must refrain from any distribution or display of materials that are obscene according to the current legal definitions, that are libelous, or that advocate the commission of unlawful acts. 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 student responsibilities, but it must be emphasized that lack of responsibility may result in negative consequences for the student.

1. It is your responsibility:
   to be prompt to school and to class.
   not to be absent from school without parents’ knowledge and consent.
   not to leave a classroom without teacher’s permission.
   not to leave campus without school permission.
2. It is your responsibility:
   to be prepared for class with appropriate materials.
   to participate in class activities.
   to follow classroom procedures.
to complete assignments, including assigned homework.
to meet proficiency standards.
to progress toward promotion and/or graduation requirements.

3. It is your responsibility:
to demonstrate cooperation and responsible behavior in the classroom and at school activities.
to show respect for staff members, teachers, adult supervisors, classified employees, guest speakers, substitute teachers, and other students.
to learn and carry out the rules and regulations prescribed in the school handbook.
to use proper manners and channels of communication to resolve conflicts.
to respect the property of others.
to be honest.
to use acceptable language.
to show concern for the welfare of the school and student body.
to have pride in one’s work, and the work of others.
to have respect for the differences of others.
not to use rudeness, defiance, disrespectful words or gestures, or profane/vulgar language.

4. It is your responsibility:
to keep the campus clean and free from litter.
to keep the restrooms clean.
to keep the walls of your campus free from writing, carvings or slogans.
to keep all equipment, lockers, desks, and books free from being defaced or damaged.
to keep loiterers away by reporting them to the proper authorities.
to use school property only when permission is granted.
to follow check-out procedures for school equipment.
to safe-keep and use school equipment properly.
to return school equipment promptly and in good condition.

5. It is your responsibility:
to take home all information sheets and printed material.
to return to school all requested forms.
to ask visitors to report to the school office.
to dress and groom appropriately.
not to give false identification nor practice forgery.
not to violate rules and regulations prescribed in the student handbook.
SFUSD Positive Code of Conduct

1. Be here to learn.
You are always welcome and here to learn. We will help you to learn. We will protect your learning. We will correct you when your behavior disrupts the learning of others.

2. Greet others politely.
Smile, nod, wink, high five, shake hands, fist bump – all of these greetings signal to others that you are glad to see them and ready to cooperate and have a great day learning.

3. Drama free zone.
We are here to learn. Leave the drama at the door. If you get tangled up in rumors, insults, threats, manipulation, and other disruptive gossip, talk with an adult and we will help you make it stop.

4. Trash the trash.
Clean up after yourself. Pick up trash when you see it. Take pride in the appearance of your school. Visitors can tell a lot about the character of SFUSD students just by looking at the floors and walls.

5. Appropriate time, manner, and place.
If you are upset and want to tell an adult, remember that you may have to wait patiently for the right time. Ask an adult, “When is a good time and place for us to talk about this?” When you have agreed on a good time and place, remember that the manner in which you talk should be cool, calm, and collected.

Your cell phone and other electronic devices not required by your teacher for learning should always be turned off and placed away in your locker, or best kept at home. Your family may reach you quickly by phone through the main office at school if there is an emergency. You may also reach your family through our main office if you have an emergency.

7. Be where you need to be, when you need to be there.
Know your schedule. Watch the clocks. Teachers will give you clear directions where to go and allow you a fair time frame to get there. Take the right path.

8. Use an inside voice.
A party is a party, a library is a library – each place has acceptable ways of behaving that people agree to follow. It is not polite to sit quietly at a party, and not okay to yell in a library. In our schools, we use an inside voice to make it easier for everyone to hear.

Keep yourself safe and help others stay safe. If we do not feel safe, we cannot focus our best on learning.

10. Follow the directions of all staff.
Every adult in the school is your teacher. Listen politely when they talk with you. Follow their directions. If you disagree with them, ask “When is a good time and place for us to talk about this?” You may talk with another adult if you would like, but you must always follow the directions you have been given first. Adults will listen to you when you listen to them.

Adapted from Toki Middle School Restorative Justice Discipline Plan 2008-2009
### Examples: Applying the SFUSD Positive Code of Conduct in Daily School Life

<table>
<thead>
<tr>
<th>Location</th>
<th>Respect Everyone</th>
<th>Respect Education</th>
<th>Respect the Environment</th>
</tr>
</thead>
</table>
| **Arrival/Departure** | Keep hands and feet to self  
Wait until invited in/out  
Remove hats, hoods inside  
Greet others politely  
Drama Free Zone | Be on time  
Keep bags, backpacks, and outdoor wear in locker  
Phone and other electronics “off and away” or at home | Trash the trash  
Walk safely through the doors  
Use an inside voice |
| **Classroom**      | Respect everyone’s personal space and property  
Report disrespectful behavior, bullying or harassment  
Appropriate Time, Manner, Place  
Drama Free Zone | Wait for your turn  
Be prepared  
Use your planner | Trash the trash  
Use an inside voice  
Use materials and furniture safely |
| **Hallway**        | Keep hands and feet to self  
Follow the directions of all staff  
Use appropriate language | Help friends be on time  
Respect all learning environments  
Keep hands and feet to self  
Be where you need to be, when you need to be there | Trash the trash  
Walk safely  
Use an inside voice |
| **Locker**         | Your locker is just for you  
Use your assigned locker  
Lock your locker  
Keep your locker organized | Plan to visit your locker at appropriate times  
Bring materials to class  
Bring only class materials | Trash the trash  
Open and close your locker carefully  
Report broken or damaged lockers or locks to staff  
Report graffiti to staff |
| **Lunchroom**      | Be polite  
Sit with positive friends  
Remain seated until dismissed  
Make healthy food choices | Join the end of the lunch line  
Respect your place in line  
Listen quietly to announcements  
Use an inside voice | Trash the trash  
Recycle  
Leave all food and drink in the lunchroom |
| **Recess**         | Play safely  
Use appropriate language  
Be a good sport  
Play in an approved location | Follow the directions of all staff  
Be where you need to be, when you need to be there  
Respect all learning environments | Trash the trash  
Walk safely  
Use equipment safely |
| **Restrooms**      | Keep hands and feet to self  
Use a pass | Use an inside voice  
Respect all learning environments | Trash the trash  
Remember to flush  
Use facilities appropriately  
Report unclean or unsafe areas |
| **Assembly**       | Arrive, sit, dismiss with your teacher  
Respect the presenters  
Keep hands and feet to self | Represent SFUSD with pride  
Participate in the assembly  
Be polite | Trash the trash  
Sit in your assigned area  
Leave materials in classroom |
| **Emergency**      | Listen closely to staff  
Follow staff directions  
Help by remaining calm | Stay where you are  
Remain calm and quiet  
Walk safely | Trash the trash  
Electronics off and away |
| **Bus**            | Greet others politely  
Sit or stand safely  
Keep hands and feet to self  
Drama Free Zone | Listen to and follow directions of the driver | Trash the trash  
Respect property  
Use an inside voice |
| **Community**      | Respect others  
Drama Free Zone | Represent SFUSD with pride | Trash the trash  
Report unclean or unsafe areas  
Respect property |
| **Office, Wellness Center, etc.** | Use an inside voice  
Greet others politely  
Follow directions  
Sit and wait patiently | Review your planner  
Be on task | Trash the trash  
Report unclean areas  
Use materials and furniture safely |
f) 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)

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, Pagers, Cell Phones, 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) 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 109-110 and 101-107 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.

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

Devices that are used in violation of these guidelines will be confiscated by school staff. Confiscation may include returning the phone to the student later in the period, day or week; or may require the parent to come to school to recover the device. 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 students; 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 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:

- 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 97.)

Searches

A principal or designee may conduct a reasonable search of a student’s person, property, school property under student’s control, or vehicle when there is a reasonable suspicion that the search will uncover evidence that s/he is violating the law, Board Policy, administrative regulation, or other District or school rules. This may include but is not limited to illegal
substances, drug paraphernalia, weapons, or other objects or substances which may be injurious to the student or others. The scope of the search must be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. While school authorities will respect the rights of each student in the use of his locker, it shall be clear to all that lockers are the property of the school and are assigned to students for the purpose of storing school-related materials and items essential to the physical well-being of the student. 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 suspension and/or expulsion.

**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**

Conference with student and parent/guardian.

**Third offense**

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

**Fourth offense**

Permanent suspension for the school year from all bus transportation after notifying parent/guardian/caregiver.

**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.

**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.
- hats, hair covering or hair curlers worn in school.
- clothing related to juvenile gang-related activities.
- garments where the entire thigh is exposed, such
as micro minis or short shorts.
- bathing suits, gym shorts, physical education
clothing, jogging shorts, cut-offs, and flimsy, silky
or plastic shorts.
- the wearing and carrying of tobacco promotional
items - in order to discourage and reduce the
illegal sales and furnishing of cigarettes and
tobacco products to minors.
- sagging pants (where undergarment is exposed).

Students who persist in violation of the above
infractions will be suspended.

**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.
7) Restorative Approaches

a) Introduction
In 2009, the San Francisco Board of Education adopted resolution 96-23A1, “In Support of a Comprehensive School Climate, Restorative Justice, and Alternatives to Suspensions & Expulsions.”

Restorative Practices, when broadly and consistently implemented, will promote and strengthen positive school culture and enhance pro-social relationships within the school community.

By voluntarily participating in restorative practices, students will learn to accept accountability, repair the harm their actions caused, recognize their role in maintaining a safe school environment, build upon their personal relationships in the school and contribute as a positive member of the school community.

An improved sense of community will significantly decrease the need for suspensions, expulsions and time that students are excluded from instruction due to behavior infractions. Ultimately, they will learn to make positive, productive, and effective choices in response to situations they may encounter in the future.

The Board of Education encourages all schools to adopt and implement restorative practices philosophies and approaches as additional tools to both address and prevent student misconduct.

b) Restorative Practices Approaches

Of primary significance is the maintenance of positive relations between students and teachers at all times. In particular, it is important that:

- Awareness is developed in students about the effects of their behavior on others through the use of affective and restorative questions.
- Communication between students and teachers is conducted in a respectful manner.
- Students are involved actively and are required to speak about their actions, consider their impact on others and help decide how to repair any harm caused. Students are held accountable and responsible.
- When behaviors are addressed the student’s dignity is recognized and maintained.
- Situations involving conflict are viewed as opportunities to learn through problem solving and looking forward.
- Students are provided with future strategies for positive behavior.

Specific Restorative Practices:

Restorative practices range from informal to formal. On a restorative practices continuum, the informal practices include affective statements and questions that communicate peoples’ feelings, and allow for reflection on how their behavior has affected others. Impromptu restorative conferences and circles are somewhat more structured, while formal conferences require more elaborate preparation.

*Please note: participation in a restorative practice to address student misconduct for both the offender and victim is a voluntary agreement.

Restorative Discussion: A restorative approach to help those harmed by other’s actions, as well as responding to challenging behavior consists in asking key questions:

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what happened and how?
5. What can be done to make it right?

Restorative Class Meeting/ Community Peacemaking Circles: Many classrooms and schools within SFUSD utilize circles. Circles can be used for community building and problem solving. It enables a group to get to know each other, builds inclusion, and allows for the development of mutual respect, trust, sharing, and concern. Circles provide students with opportunities to share their feelings, ideas, and experiences in order to establish relationships and social norms. When there is wrongdoing, circles play an active role in addressing the wrong and work towards making things right.

Restorative Conferencing:
Restorative group conferencing involves the community of people most affected by the offense – the victim and the offender; and the family, friends and key supporters of both in deciding the resolution of an incident. These affected parties are brought together by a trained facilitator to discuss how they and others have been harmed by the offense and how that harm might be repaired. To participate, the offender must admit to the offense. Participation by all involved is voluntary. The facilitator contacts the victim and offender to explain the process and invites them to the conference; the facilitator also asks them to identify key members of their support systems, who will be invited to participate as well.
For more information about Restorative Practices please contact the SFUSD Restorative Practices Coordinator at: 695-5543.

**Peer Court**
San Francisco Peer Court is a city-funded Peer-to-Peer Restorative Justice program that provides leadership opportunities and restorative alternatives to suspension and arrest. Youth offenders are referred to the program to take responsibility for their actions at school and in the community, rather than advancing through the district’s disciplinary process or the city’s justice system.

Generally, a youth who has committed an offense that usually results in suspension may instead be referred to Peer Court. The parent/caregiver is called and the option of the Peer Court referral instead of suspension is provided to student/family. This is a voluntary alternative to suspension, arrest, juvenile court or other justice sanctions.

Guilt and innocence are not determined at Peer Court. Rather, the process attempts to identify and repair harm.

**Who serves on the court?**
Youth leaders who are recommended by their schools, community organizations, peers, or families are welcome to join the program and complete training. To maintain their status in the program, youth must keep at least a 2.0 GPA, not be currently on probation, and maintain positive behavior at school and in the community.

**What are the outcomes?**
While the outcomes of each case will be different based on the needs of the participants, most offenders complete some combination of the following activities as part of their sentence: community service, letters of apology to victims and family, keeping school progress reports, attending tutoring, life skills, or other coursework, direct service to victims (when appropriate), restitution for out-of-pocket expenses (when appropriate), projects at school, and any others that are appropriate and restorative.

**What happens if the offender (respondent) does not complete the program?**
Peer Court is used as a diversion from suspension, arrest, juvenile court, or other punitive sanction. When a case is referred to Peer Court the original sanction remains in play until the youth respondent completes the program and satisfies the requirements of the Peer Court disposition. If the respondent fails to complete that disposition or re-offends while under contract with Peer Court, the case is referred back to the referral source for further action, the original sanction is put back in place, and the youth can be processed via traditional means.

**What types of cases qualify for Peer Court?**
A variety of cases may qualify such as fist-fighting, carrying fake weapons on campus, theft, and graffiti. A school may refer to Peer Court for any offense other than a mandatory expulsion referral.

**SFUSD Referral Process for Peer Court**
1. Student commits offense.
2. School completes incident report, standard process for suspension, etc.
3. School decides case will be referred to Peer Court as a diversion to suspension; eligibility based on Handbook guidelines and safety concerns.
4. School contacts parents and obtains approval for diversion to Peer Court.
5. School completes online referral form or contacts Peer Court for assistance with referral process.
6. Peer Court program contacts school, parents, respondents; approves referral.
7. After obtaining parental consent to share records, school forwards incident report to Peer Court.
8. Peer Court process instituted.
9. If youth completes program, suspension is excused and diverted.
10. If youth fails to complete the program, suspension or original sanction is re-instituted.

**c) SFUSD Restorative and Skill Building Programs**
Many school-wide restorative programs are already in place in SFUSD schools. These programs enhance a sense of community within the schools, teach conflict resolution, skill building, and restorative approaches to promoting positive student behavior.

Examples of these restorative programs include:

**Caring School Community**

**Tribes**

**Safe School Ambassadors**

**Brief Intervention Sessions**

**Violence Prevention and Substance Use Prevention Curricula**

**SFUSD Student Mentor Program** *(Mentoring for Success)*

For more information on these programs, please visit SFUSD Student Support Services website at healthiersf.org
8) Disciplinary Guidelines

When serious offenses occur, such as many that are described in this section, schools will need to carefully consider whether, and under what circumstances, a Restorative Practices approach could be implemented – either in lieu of, or in conjunction with a suspension or expulsion referral. Because suspensions result in the loss of valuable academic learning time, parents/guardians are strongly urged to review all disciplinary guidelines with their child to be sure that they fully understand the expectations and the serious consequences for violating them.

a) Descriptions of Offenses
In this section, pages 53 to 56 describe specific offenses which can result in suspension and/or expulsion. Any serious violation(s) of Section 48900 of the State Education Code may be considered for expulsion from SFUSD.

Please see pages 56 to 57 for the complete description of the various offenses under Section 48900 that may be grounds for suspension and/or expulsion, and page 60 for the list of offenses that require mandatory suspension and/or expulsion referrals.

Alcohol and Drugs
Abuse - Students suspected of alcohol/drug abuse should be referred to the Alcohol Youth Outreach Coordinator, School Nurse, or Learning Support Professional for on-site counseling intervention and/or referred to a drug rehabilitation program.

Possession/Under the Influence - Students possessing any controlled substance, drug or alcohol, drug paraphernalia, or being under the influence of alcoholic beverage or intoxicant of any kind. Possession of a controlled substance (except for the first offense for the possession of not more than one ounce of marijuana) requires a mandatory expulsion referral, unless the principal decides that expulsion is inappropriate due to the particular circumstance.

Selling - Students selling, offering, arranging for sale of alcohol beverage, drug, or intoxicant of any kind, or material represented as “look alike” drug substance. Sale of a controlled substance will result in an immediate suspension and expulsion referral.

Arson
It is a felony to burn or set fire to any building or personal property or land around a school. Students shall not bring matches or lighters to school.

Assault, Battery, and Menace
Assault - An assault is an unlawful attempt, coupled with a present ability, to commit a violent injury on another person.

Battery - A battery is any willful and unlawful use of force or violence upon another person. A student who causes serious physical injury to another person, except in self defense, shall be referred for expulsion unless the principal decides that expulsion is inappropriate in the particular circumstance.

Assault or battery of a school employee - Requires a mandatory expulsion referral unless the principal decides that expulsion is inappropriate due to the particular circumstance.

Menace - Students performing an act in a threatening manner or done to show intention of harm.

Bullying
Bullying is prohibited, including, but not limited to, bullying committed by means of an electronic act, directed specifically toward a pupil or school personnel. Bullying can include behavior such as a pattern of deliberate, negative, hurtful, or aggressive acts that are committed to intimidate and/or intentionally cause emotional suffering, physical injury, or damage to personal property.

Burglary
Burglary is defined as any unlawful entry to commit a felony or theft, even though force may not have been used to gain entry. Attempted burglary is also included.

Damage to School Property; Graffiti
The Board of Education Policy requires legal action against parents/guardians/caregivers of minors who commit acts of vandalism to San Francisco Unified School District property. The basis for legal action is the liability imposed by law (State Education Code 48904) on parents for the willful misconduct of their children. Also, possession of spray cans or markers without permission of school authority is prohibited.

Damage/Injury to School Employees/Property
The parent/guardian/caregiver of any minor whose willful misconduct results in injuring any person employed by or performing volunteer services for the School District or who willfully damages any property,
real or personal, belonging to the School District, or personal property of any school employee, shall be liable for all damages so caused by the minor. (State Education Code 48904)

**Defiance of Authority**

All students shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the schools. Willful defiance of the valid authority of supervisors, teachers, or administrators constitutes good cause for suspension or expulsion. Teachers shall hold students accountable for good conduct to and from school, on the playgrounds, or during recesses. (State Education Code 44807, 48900)

**Explosive Devices (Including Fireworks and Firecrackers)**

Possession of a destructive device, explosive, fireworks, or firecracker at school or school activities is prohibited. Possession of an explosive at school or school activity requires a mandatory suspension and referral for expulsion.

**Extortion**

Extortion is taking property from someone with consent, where the consent was obtained by force or fear. Extortion requires a mandatory expulsion referral unless the principal decides that expulsion is inappropriate due to the particular circumstance.

**Gambling**

Gambling is playing a game of chance involving money. Use of gambling paraphernalia for gambling or active participation in gambling is not permitted.

**Hate Violence**

“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. *This section does not apply to pupils enrolled in Kindergarten and Grades 1 to 3, inclusive.*

**Hazing**

“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. Hazing does not include athletic events or school-sanctioned events.

**Knife**

Possession of ANY knife or dangerous object of no reasonable use to the student on school grounds or at any school-related activity will require a mandatory expulsion referral, unless the principal decides that it is inappropriate due to the particular circumstance. Possession of a dirk, dagger, ice pick, knife with a blade longer than 2 ½ inches, a folding knife that locks in place, or a razor with an unguarded blade shall result in a report to law enforcement. A student who brandishes a knife will receive a mandatory suspension and expulsion referral.

| Don't bring knives of any size to school. |

**Laser Pointing Devices**

Laser pointing devices are not allowed on school grounds or any school-related activity unless, in the case of possession of any such object, the student had obtained written permission to possess the item from a certificated school employee, which is concurred by the principal or principal's designee.

**Look-Alike Guns, BB Guns, or Pellet Guns**

Look-alike guns, BB guns, pellet guns, or spot marker guns are not to be taken onto school grounds or at any school-related activity. Possession of these items will result in a mandatory report to law enforcement.

**Mace & Pepper Spray**

Containers of mace or pepper spray are prohibited on school grounds or at school-related activities. Students in possession of mace or pepper spray will be treated as having possession of a weapon and will be suspended and can be referred for expulsion. Students 16 years of age or older may carry pepper spray if they have their parent/guardian/caregiver's written permission on their person.
**Robbery**
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. Robbery will result in a mandatory expulsion referral unless the principal decides that expulsion is inappropriate due to the particular circumstance.

**School Keys**
Possession, duplication, or use of school keys without authorization from school authority will be grounds for suspension.

**Sexual Assault or Battery**
**Sexual assault:** Includes 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:** Any 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.

**Sexual Harassment**
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. This section does not apply to pupils enrolled in Kindergarten and Grades 1 to 3, inclusive.

**Slurs**
Slurs are not always acknowledged as being painful and oppressive. Using any derogatory term attacks a person’s self esteem. 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)

**Smoking (Tobacco Products)**
Smoking or the possession of any tobacco products is not permitted at any time by students on school campus or while attending school activities. Smoking is also prohibited by any staff member or adults on school campus or while attending school activities. Intervention programs for all students and opportunities for non-punitive self-referral are available. Contact your counselor, Tobacco Youth Outreach Coordinator, School Nurse, or the Student Support Services Department at 242-2615 for more information.

**Stun Guns**
Stun gun is a weapon that temporarily immobilizes a person by the infliction of an electric charge. Stun guns are not to be taken onto school grounds or any school related activities. Possession of a stun gun will require a mandatory report to law enforcement.

**Terroristic Threats**
Terroristic threats include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, 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 or her own safety or for his or her immediate family’s safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.
Theft
Theft (stealing) is taking property (without permission) belonging to another person or to the school district. Theft also includes the appropriation of another individual’s property by fraud, trick, or false pretenses.

Threats or Abuse Toward Students
Any student who either verbally or in writing threatens to inflict injury upon another student is subject to suspension or expulsion from school. Any student who abuses another student, verbally or in writing, is subject to suspension or expulsion from school. Abuse is defined to include ethnic slurs and slurs relating to sexual orientation/preference or gender identity.

Threats to School Employees
In order to ensure a safe and positive learning environment for all students, it is essential that our schools be safe work places for all school employees. A student who threatens to inflict injury upon a school employee is subject to suspension and/or expulsion from school. Verbal abuse of a teacher in the presence of other school personnel or students on school premises or at any school-related activity is a misdemeanor. It is the duty of a school employee to report an attack, an assault, or a menace by a student promptly to law enforcement authorities. Failure to do so is a misdemeanor. Any person discouraging such a report is guilty of a misdemeanor. (State Education Code 44014)

Weapons
By Board of Education policy, weapons on school campus or at a school-sponsored activity are prohibited.

Any person who carries or offers a switchblade knife for sale is guilty of a misdemeanor.

Every person who draws or exhibits a firearm or any deadly weapon in a threatening manner or uses it in a fight is guilty of a misdemeanor.

It is illegal to carry a concealed deadly weapon, such as a slingshot, metal knuckles, studded hand apparel, metal pipe, or bar used as a club.

Possessing, selling, or otherwise furnishing any firearm, loaded or unloaded, on school grounds or at a school activity, is unlawful and the student will be suspended and referred for expulsion. Possession of a firearm at school, on school grounds, or within 1,000 feet of a school requires a mandatory report to law enforcement.

b) Grounds for Disciplinary Action
(State Education Code 48900, 48900.2, 48900.3, 48900.4 & 48900.7)
Suspension/Expulsion is the last form of disciplinary action and therefore should be imposed only after other means of correction or interventions as described earlier in this handbook have failed. The exception is when the principal determines that the student’s presence in school causes a danger to persons or property or threatens to disrupt the instructional process.

No student shall be suspended or expelled from school unless the principal or designee of the school in which the student is enrolled determines that the student has violated one or more of the following:
a1. Caused, attempted to cause, or threatened to cause physical injury to another person.

a2. Willfully used force or violence upon the person of another, except in self-defense.

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

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

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

e. Committed or attempted to commit robbery or extortion.

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

g. Stolen or attempted to steal school property or private property.

h. Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

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

j. Unlawfully possessed or unlawfully offered, arranged or negotiated to sell drug paraphernalia.
k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

l. Knowingly received stolen school property or private property.

m. Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n. Committed or attempted to commit a sexual assault or a sexual battery.

o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school district 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.

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

q. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "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. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically toward a pupil or school personnel.

t. Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person. A student may be suspended, but not expelled, under this section, except for a student 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 pursuant to subdivision (a) of Education Code 48900.

2. Committed sexual harassment. This section does not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive. (Education Code 48900.2)

3. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. This section does not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive. (Education Code 48900.3)

4. Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment. This section does not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive. (Education Code 48900.4)

7. Made terroristic threats against school officials or school property, or both. (Education Code 48900.7)
c) Suspension Regulations and Procedures
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.

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.

Length of Suspension
(State Education Code 48910 & 48911)
Suspension By Teacher
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)

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,
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.

**Conference:**
The parent/guardian of any pupil shall respond without delay to any request from school officials to attend a conference regarding his/her child’s behavior. No penalties may be imposed on a pupil for failure of the pupil’s parent/guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent/guardian at the conference. With or without the parent, the school is encouraged to conduct a Re-entry conference to review the reasons for the suspension, develop a plan for future positive behavior, and welcome the student back to the school community.

**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 Support Services 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.

**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 nonschool 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 62.

**Suspension of Elementary and Secondary Students**

**Grades K – 5:**
Principals will consult Supervisor to determine suspension of a student according to State-mandated Code and Board of Education Policy regarding grounds for suspension.

**Grade 6 – 12:**
Students in grades 6 - 12 who are suspended for two or more consecutive days for reasons enumerated in the State Education Code 48900, with the exception of students recommended for expulsion, shall be temporarily assigned to the Student Support Services Department Counseling Center for the duration of the suspension. (Administrative Regulation 5113.2)

**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.
d) 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 – 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 is inappropriate due to the particular circumstances:

- 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) – 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 pages 56 - 57 for full list of these offenses).

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).

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 rehear 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 Hearing form (available at the Student Support Services Department Office) within 30 calendar days of the date the Board took final action to expel. The completed Notice should be filed personally, by mail or by fax at: San Francisco Unified School District 555 Franklin Street, Third Floor San Francisco, CA 94102 Attn: Kevin Truitt, Associate Superintendent, Student Support Services Department Phone: (415) 522-6739 Fax: (415) 241-6012

B. Upon receipt of the Notice of Appeal/Reconsideration Hearing Form, the Associate Superintendent, Student Support Services, will notify the parent/guardian/caregiver in writing of the hearing date, place, and time at least 10 calendar days before the hearing, and the hearing will be held within twenty (20) school days of the receipt of the Notice of Appeal/Reconsideration Hearing.

C. Parent/guardian/caregiver shall request from the Student Support Services Department at 555 Portola Drive, San Francisco, CA 94131, the transcript and supporting documentation that was presented at the expulsion hearing. Request shall be made on or before the date that the Notice of Appeal/Reconsideration Hearing is filed. This request should be submitted in writing. Only those documents actually introduced and presented as evidence at the expulsion hearing will be included.

D. The Appeals/Reconsideration Panel shall prepare a recommended decision and shall submit the recommendation and record to the Board of Education within three school days of hearing the appeal. Within ten school days of receipt of the recommended decision and record from the Appeals/Reconsideration Panel, the Board of Education shall review the recommended decision and render a final order which shall be forwarded 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 Support Services 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.

e) Suspension and 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 constitutes a pattern, triggers the need for a manifestation determination. Id.

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).

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.
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 differently 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

Current students who have recently moved will need to provide the same two (2) proofs of address.

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 135 (back of the School Health Form).

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 64 and 67.

TDAP Booster Shot Requirements

A new California school immunization law, called AB 354, requires ALL students entering 7th through 12th grades for the 2011-2012 school year to show proof of a whooping cough (pertussis) booster shot, called Tdap, before entering school.

If your child is entering 7-12th grades in the fall and has received the booster shot, simply bring a copy of the vaccine record (from your child’s doctor) to school now so it can recorded.

Students who have not received this booster shot prior to the beginning of the school year will be required to obtain the booster shot within 30 calendar days. Students who do not meet this requirement will be excluded from school. If your child has NOT received the booster, bring your child to his/her health care provider for the Tdap vaccine and bring proof of the vaccine to the school, Or you may call either 311 or 800-300-9950 for assistance with finding a doctor or clinic.

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 1 of the same
9) Enrollment

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 Support Services Department's website at www.healthiersf.org and on page 134 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

Maxine Hall Health Center
1301 Pierce Street at Ellis 292-1300

Mission Neighborhood Health Center
240 Shotwell 522-3870

Native American Health Center
160 Capp Street 621-8051

Northeast Medical Services
1520 Stockton Street 391-9686

Ocean-Park Health Center
1351 - 24th Avenue at Irving & Judah 682-1900

Potrero Hill Health Center
1050 Wisconsin Street 648-3022

St. Anthony’s Clinic
105 Golden Gate Avenue 241-8320

SF General Hospital Children’s Health Center
1001 Potrero Avenue, 6th Floor 206-8376

SF General Hospital Family Health Center
995 Potrero 206-5252

Silver Ave. Family Health Center
1525 Silver Avenue at San Bruno 657-1700

South East Health Center
2401 Keith Street at Armstrong & Carroll 671-7000

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), Inclusion, 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 66 for full information on the documents required and/or requested for foster youth to enroll in SFUSD.

This chart also has provided 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. 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.

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 Support Services Department, 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 557-5305, Gloria.Anthony-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.

• Requires that a comprehensive public school be considered as the first school placement option 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

• Requires school districts to calculate and accept credit for full or partial coursework satisfactorily completed by the student and earned while attending a public school, juvenile court school, or non-public, non-sectarian school.

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

For more information on AB490 Roles and Responsibilities, please refer to the San Francisco County AB490 Interagency and Community Agreement (available at www.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).

This bill was signed into law on September 30, 2010 and amended Section 48853.5 of the California Education Code.

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.

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 or visit www.healthiersf.org/FYS.

Orientation will take place on Wednesday, October 12, at SFUSD Student Support Services Department, 1515 Quintara, from 5:30-7:30pm.
## San Francisco Unified School District
### Enrollment Chart for Foster and Transitional Youth
#### 2011-2012

**ASSEMBLY BILL 490/MCKINNEY VENTO HOMELESS ASSISTANCE ACT, SUBTITLE VII-B**

Effective January 1, 2004, Assembly Bill (AB) 490, Chapter 862, imposed new duties and rights related to the education of children and youth in foster care (dependents and wards of the court). Reauthorized in January 2002, McKinney Vento, provides federal legislation that addresses the education of children and youth experiencing homelessness in U.S. public schools.

All educational and school placement decisions for foster and transition youth shall be made to ensure that each foster and transition pupil has the opportunity to meet the same academic achievement standards to which all pupils are held, is placed 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) § 48800(a); 42 U.S.C. 11431

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 money 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) § 48800(b); 42 U.S.C. 11432**

<table>
<thead>
<tr>
<th>Enrollment Groups</th>
<th>Documents</th>
<th>Registration Site</th>
<th>SFUSD Contacts/Questions</th>
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<tr>
<td><strong>General Education Students, including Resource Specialist Program (RSP)</strong></td>
<td>Required: 1. SFUSD Application, New Student Questionnaire &amp; SFUSD Transition Form 2. Foster Care Agreement 3. 2 Proofs of Address 4. School records 5. Immunizations with updated T.B. Skin Test</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:jlim1@sfsud.edu">jlim1@sfsud.edu</a> Phone: 241-6271 Fax: 241-6087</td>
</tr>
<tr>
<td><strong>Students with Special Education Services</strong></td>
<td>Required: 1. SFUSD Application, New Student Questionnaire &amp; SFUSD Transition Form 2. Foster Care Agreement 3. 2 Proofs of Address 4. School records 5. Immunizations with updated T.B. Skin Test 6. Individualized Education Plan</td>
<td>(Drop in Accommodation) Please call for Questions Educational Placement Center 555 Franklin Street, Room 100 San Francisco, CA</td>
<td>Jennifer Roffle <a href="mailto:Rofflej@sfsud.edu">Rofflej@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-JPO Probation Officer completes 1144 &amp; 1145 forms to request student records once school placement has been confirmed. Faxes forms to Foster Youth Services (FYS) Program in corresponding school districts. For transitional (homeless) youth, please contact the Homeless of Families and Youth in Transition (FYIT) Liaison in corresponding school districts.</td>
<td>FYS Coordinators: <a href="http://www.cde.ca.gov/is/pf/fysco">http://www.cde.ca.gov/is/pf/fysco</a> nts.asp Foster Youth AB490 Liaisons: <a href="http://www.cde.ca.gov/is/pf/fys/ab">http://www.cde.ca.gov/is/pf/fys/ab</a> -490contacts.asp Homeless Liaisons: <a href="http://www.cde.ca.gov/qph/fys/cy/">http://www.cde.ca.gov/qph/fys/cy/</a></td>
<td>Jettye Buford-Levels, SFUSD FYS <a href="mailto:Jlevelsj@sfsud.edu">Jlevelsj@sfsud.edu</a> Phone: 242-2615 Ext. 3204 Fax: 242-2616 Maya Webb, SFUSD, FYS <a href="mailto:Webm@fysf.org">Webm@fysf.org</a> Phone: 242-2615 ext. 3210 Shira Andron, SFUSD FYS <a href="mailto:Andronsh@sfsud.edu">Andronsh@sfsud.edu</a> Phone: 242-2615, Ext. 3205 Tatum Wilson, SFUSD FYIT <a href="mailto:WilsonT@sfsud.edu">WilsonT@sfsud.edu</a> Phone: 855-5501, Ext. 13030 Fax: 855-5595</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: 695-5543.

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)(ii)). 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 Support Services 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 Support Services 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.

**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 695-5543.

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 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 based on Change of Address by completing a transfer request form and submitting it to the Educational Placement Center (EPC) at 555 Franklin Street, Room 100, telephone: 241-6085.

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, 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. If appropriate, school staff will submit a Child Welfare Attendance Referral and Transition 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. Completed forms will be submitted to SFUSD Pupil Services at 555 Portola Drive, telephone: 695-5543. Pupil Services will make a determination 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. Parents/guardians seeking a change of placement should request an IEP Team meeting through their child’s teacher. The IEP case manager should convene an IEP meeting within 30 calendar days of the request, and contact their school’s Special Education Services Content Specialist for assistance.

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 SFUSD Student Support Services Department and will be entered into the SIS by the EPC.

f) 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.

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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. EPC will review the request 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 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, 555 Portola Drive, 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.
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 determine 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 procedure.

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.

The Superintendent is directed to create an Administrative Regulation to describe the enrollment consequences for families who notify EPC of a move out of San Francisco.

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 Transfer 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 2012, 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.

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.

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. Placement is made in the order that the applications are received.

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 the parent/guardian must renew an interdistrict permit each school year. The approval of the interdistrict permit is contingent on a student maintaining satisfactory standards of academic progress, behavior, and/or attendance. Based on these 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, and failure to maintain satisfactory standards of academic progress, behavior, and/or attendance.

h) Enrollment of Student Expelled from Other School Districts (State Education Code 48915.1)

The San Francisco Board of Education shall deny enrollment of a student who has been expelled from another school district for the following acts:

**Education Code 48915a & 48915c**

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the student.
3. Unlawful sale of any controlled substance.
4. Robbery or extortion.
5. Assault or Battery upon any school employee.
6. Possessing, selling, or otherwise furnishing a firearm.
7. Brandishing a knife at another person.
8. Unlawfully selling a controlled substance.
9. Committing or attempted to commit a sexual assault.

Students who have been expelled for offenses described in 48915(a) or (c) will not be permitted to enroll in the school district during the term of the expulsion, unless it is a county community school, juvenile court school, or community day school.

Students expelled from another district for any other reason who are seeking enrollment in SFUSD will be referred to the Pupil Services Department. Parents will need to provide the SFUSD Pupil Services Department with documentation of the specifics of the circumstances leading to the expulsion. An SFUSD Administrative panel within 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.

i) 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 3045 Santiago Street, 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. Some exceptions may be made to the credit minimum, but 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 one hour 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 Pupil Services Department, 555 Portola Drive, Bungalow #2. 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 242-2528.

**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 Pupil Services Department at 555 Portola Drive, Bungalow #2. 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 (Cal-SAFE) 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 Pupil Services Department at 695-5543.

**County Community Schools**, administrative offices located at 300 Seneca Avenue, 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, GED preparation; 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 Pupil Services Department and are enrolled for classes at our County Community facility. Documents required for enrollment are the same as those described above. Please contact Pupil Services at: 695-5543, 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, special education students will receive 5 hours per week of instruction, and general education students will receive 2 hours per week of instruction. 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: phone #??

**Community Home Based Education**, located in Room 124 at 555 Portola Drive, 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/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 695-5543 x13029. 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) Discrimination, Harassment, or Facility Complaints

Nondiscrimination Policy
(excerpt from Board Policy 5111.4)

District programs and activities shall be free from discrimination, including harassment, with respect to a student’s actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. The district may provide male and female students with separate shower rooms and sexual health and sex education classes in order to protect student modesty.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student and staff conduct which may interfere with another student’s ability to participate in or benefit from school services, activities or privileges.

Complaint Procedures Chart

If your student has been the victim of harassment or discrimination, there are several options for filing a complaint to get help. The chart below provides a broad overview of the types of complaint processes available to address discrimination and harassment, as well as the Williams complaint process (see below for details). 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>
<thead>
<tr>
<th>Complaint Procedure</th>
<th>What does this cover?</th>
<th>District Office Contact</th>
</tr>
</thead>
<tbody>
<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</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 Coordinator  Level Four: Office of Equity Assurance 555 Franklin Street, Room 306 SF, CA 94102 (415) 355-7334 Contact Person: Uniform Complaints and Title IX Coordinator</td>
</tr>
<tr>
<td>Complaint Procedure</td>
<td>What does this cover?</td>
<td>District Office Contact</td>
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<tr>
<td><strong>Uniform Complaint</strong></td>
<td>Discrimination based on ethnic group identification, religion, age, gender, color, actual or perceived sex, sexual orientation, race, ancestry, national origin, mental or physical disability, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics 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.</td>
<td><strong>Office of Equity Assurance</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 Person: Uniform Complaints and Title IX Coordinator</td>
</tr>
<tr>
<td>See Complaint form on page 118</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Williams Uniform Complaint</strong></td>
<td>Complaints alleging: 1. Insufficient instructional materials; 2. Emergency or urgent facilities conditions that pose a threat to the health and safety of pupils; 3. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5; 4. Teacher vacancy or misassignment; and/or 5. 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>See Complaint form on page 119</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School-Site Level Harassment/Discrimination Complaint</strong></td>
<td>Harassment or discrimination based on color, gender, national origin, physical or mental disability, physical sex, race, sexual harassment, sexual orientation, in any District program or activity.</td>
<td><strong>Teacher, School Site Principal, School Staff or Office of Equity Assurance</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 Person: Uniform Complaints and Title IX Coordinator</td>
</tr>
<tr>
<td>See Complaint form on page 117</td>
<td></td>
<td></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 Assurance</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 Person: Uniform Complaints and Title IX Coordinator</td>
</tr>
<tr>
<td>See Complaint form on page 117</td>
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</table>
**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

Policy
In accordance with Section 504 of the Rehabilitation Act of 1973, the District identifies, evaluates, and provides a free, appropriate public education to each disabled student within its jurisdiction regardless of the nature or severity of the disability. Students who are disabled within the meaning of Section 504 are provided with appropriate education and related aids and services that are designed to meet the needs of each disabled person as adequately as the needs of non-disabled persons. Under Section 504, a disabled student is one who: (a) has a physical or mental impairment that substantially limits one or more major life activity; (b) has a record of such an impairment; or (c) is regarded as having such an impairment.

Any student who, because of a disability, needs or is believed to need accommodations and/or related aids and services not available through existing programs in order to receive a free appropriate public education should be referred to the Student Success Team (SST) at the school site. The SST will evaluate the nature of the student’s disability and the impact of the disability on a major life activity and will submit a Request for a Section 504 Plan to the District Section 504 Committee for review. A Section 504 Resource Guide is available on-line at www.healthiersf.org/Programs/PIPS/Section%20504/forms.cfm.

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 SST chairperson 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 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 was 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/PIPS/Section%20504/forms.cfm.
c) Uniform Complaint Procedures  
(Administrative Regulation 1342)

I. Policy
A. Purpose and Authority
The San Francisco Board of Education recognizes that the District has primary responsibility for insuring that it complies with state and federal laws and regulations governing educational programs. The District shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations. The District shall follow Uniform Complaint Procedures when addressing complaints alleging unlawful discrimination based on ethnic group identification, religion, age, gender, color, actual or perceived sex, sexual orientation, race, ancestry, national origin, mental or physical disability, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any district program or activity that receives or benefits from state financial assistance. The District shall also follow Uniform Complaint Procedures when addressing 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. A copy of the Uniform Complaint Form is on page 118 of this Handbook.

B. Jurisdiction
1. The District does not have jurisdiction or the authority to hear the following Uniform Complaints that address the issues identified in this section. These complainants must be referred to the agencies or the District departments identified below:
   i. 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;
   ii. Discrimination complaints involving Child Nutrition Programs shall be referred to either the U.S. Department of Agriculture or the Secretary of Agriculture. Discrimination complaints received by SFUSD shall be immediately directed to the U.S. Department of Agriculture, Food and Nutrition Service, Western Regional Office;
   iii. Discrimination issues involving Title IX of the Educational Amendments of 1972 may be filed with the Office of Equity Assurance 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 Assurance 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’ investigative powers and its complaint process.
   iv. Employment discrimination complaints are subject to the jurisdiction of the State Department of Fair Employment and Housing (DFEH) pursuant to Title 22, CCR, and Section 98410;
   v. Allegations of child abuse shall be referred to the SFUSD Title IX Compliance Coordinator/Uniform Complaints Compliance Coordinator or his/her designee to the applicable County Department of Human Services (DHS), Protective Services Division or appropriate law enforcement agency within 24 hours of the receipt of the claim in conformance with state Mandated Child Abuse Reporting laws. However, nothing in this section relieves SFUSD from investigating complaints when the Uniform Complaint alleges that a child or group of children may be immediate physical danger or that the health, safety or welfare of a child or group of children is threatened if filed pursuant to the Uniform Complaint Procedures;
   vi. Allegations of fraud shall be referred to the responsible District Department Division Director and the Department’s Legal Office.

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 Assurance.

3. All complainants shall be notified by first class mail or personally no later than five (5) calendar days after the receipt of the Uniform Complaint by the Office of Equity Assurance 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 Assurance 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 designee shall receive and investigate Uniform Complaints and ensure district compliance with the law. The Compliance Coordinator who is responsible for the receipt and investigation of Uniform Complaints is:

Title IX Compliance Coordinator/Uniform Complaints Compliance Coordinator
Office of Equity Assurance
555 Franklin Street, Room 306
San Francisco, CA 94102
(415) 355-7334

B. 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.

IV. Procedures for filing a Uniform Complaint

A. Notification to SFUSD. Any individual, public agency, or organization alleging unlawful discrimination based on ethnic group identification, religion, age, gender, color, sex, sexual orientation, race, ancestry, national origin or physical or mental disability in any program or activity that receives or benefits from state financial assistance or a failure to comply with state or federal law in adult basic education, consolidated categorical aide programs, migrant education, vocational education, child care and development and special education programs may file a written Uniform Complaint on the form provided by SFUSD (Attachment A) regarding specific programs with the San Francisco Unified School District. These complaints should be filed with:

Title IX Compliance Coordinator/Uniform Complaints Compliance Coordinator
Office of Equity Assurance
555 Franklin Street, Room 306
San Francisco, CA 94102
(415) 355-7334

B. Thereafter, the Office of Equity Assurance shall present these Uniform Complaints to the Title IX Compliance Coordinator/Uniform Complaints Compliance Coordinator, who shall maintain a log of complaints received, the date of receipt and its disposition.

C. If the complainant is unable to put a Uniform Complaint in writing due to conditions such as illiteracy or other disabilities, the Office of Equity Assurance shall help him/her file the Uniform Complaint.

V. Deadlines for Filing Uniform Complaint

A. If a complainant decides to file a Uniform Complaint alleging unlawful discrimination based on ethnic group identification, religion, age, gender, color, sex, sexual orientation, race, ancestry, national origin or physical or mental disability in any program or activity that receives or benefits from state financial assistance, it must be filed with the San Francisco School District’s Office of Equity Assurance no later than six months from the occurrence of the event forming the basis of the complaint or when it is first acknowledged. All other Uniform Complaints must be filed within nine months of its occurrence or when it was first acknowledged.

B. If direct intervention by the state is required because one of the conditions set forth in “Direct Intervention by the California Department of Education” (5 CCR 4650) is present, then the Uniform Complaint must be filed with the California Department of Education’s Categorical Programs Complaints Management Unit and not the Office of Equity Assurance (Attachment B – available from the Office of Equity Assurance).

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. Preliminary Inquiry Conducted by the Compliance Officer
A. A preliminary inquiry concerning all Uniform Complaints filed with the Office of Equity Assurance shall be conducted by the Compliance Coordinator, who is assigned to the Office of Equity Assurance. The Compliance Coordinator shall be responsible for the following:

1. Within five (5) days of the receipt of the Uniform Complaint by the District, the Compliance Coordinator shall determine whether a Uniform Complaint, alleging discrimination, has been filed either within six (6) months of the date of the occurrence or when it is first acknowledged. For all other Uniform Complaints, the Compliance Coordinator shall determine if the Uniform Complaint has been filed within nine (9) months of the incident or when it is first acknowledged. If the Uniform Complaints have not been timely filed, the Compliance Coordinator shall deny the complaint and notify the complainant of his/her right to appeal to the State Superintendent of Public Instruction for an extension of time in which to file the complaint;

2. Within five (5) days of the receipt of a Uniform Complaint by the District, if the Compliance Coordinator determines the Office of Equity Assurance is not the appropriate department to conduct the investigation, s/he shall refer said Uniform Complaint to the appropriate District department for investigation and resolution. Uniform Complaints may be referred to other District departments in cases, including but not limited to when a conflict exists between the Office of Equity Assurance and the complainant or when the matters falls exclusively within the jurisdiction of another department.

3. If the Compliance Coordinator refers the Uniform Complaint to another District department, the Office of Equity Assurance shall be responsible for verifying that the other District departments adhere to the applicable timelines and procedures governing Uniform Complaints set forth in this Administrative Regulation. These timelines and procedures apply to mediation, the investigative process, the final decision and appeals to the California Department of Education.

B. No later than five (5) days of the receipt of the Uniform Complaint by the Office of Equity Assurance, the Compliance Coordinator shall either forward by first class mail or personally provide to the complainant a copy of SFUSD’s Board Policy and Administrative Regulation regarding the Uniform Complaints and the Appeals Process to the California Department of Education and advise the complainant of those instances when a complaint can be filed directly with the State Superintendent of Public Instruction (Attachment B – available from the Office of Equity Assurance).

VIII. Mediation
A. Mediation refers to a problem-solving activity whereby a third party assists the parties to a dispute in resolving the problem.

B. Within five (5) days of receipt of the Uniform Complaint, the Compliance Coordinator may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the Compliance Coordinator shall make all arrangements for this process.

C. Before initiating the mediation of Uniform Complaint in the Office of Equity Assurance, the Compliance Coordinator shall ensure that all parties agree to make the mediator a party to related confidential information.

D. In the mediation process, the complainant and/or representatives and the district representatives are given the opportunity to present evidence.

E. If the mediation process does not resolve the matter, the Compliance Coordinator or the other District Department designee, responsible for the investigation and resolution of the Uniform Complaint, shall proceed with the investigation of the complaint.

F. The use of mediation shall not extend the Office of Equity Assurance or any other District Department’s timelines for investigating and resolving the complaint unless the complainant agrees to such an extension, in writing.

IX. Investigation of Uniform Complaints
A. No later than five days of receipt of the Uniform Complaint by the District or an unsuccessful attempt to mediate the Uniform Complaint, the Compliance Coordinator shall hold an investigative meeting.

B. During the course of the investigation, the Compliance Coordinator shall meet with the complainant by telephone or in person. This meeting shall provide an opportunity for the complainant and his/her representative to repeat the complaint orally and present information relevant to the complaint and discuss the complaint. If mutually agreed to by the parties, the parties may discuss the complaint and question each other or each other’s witnesses.

C. Alternatively or in addition, the complainant or complainant’s representative or the other witnesses may also present information relevant to the complaint in writing to the Compliance Coordinator or the Department designated investigator.
D. The Compliance Coordinator or his/her designee may obtain statements from other individuals who were witnesses to the alleged violation or who can provide relevant information concerning the alleged violation and review documents that may provide information relevant to the alleged violation.

E. Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage 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.

F. Refusal by the LEA to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail to refuse or cooperate in the investigation or engage 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.

G. Unless the parties have agreed to an extension, the investigation must be completed and the final report submitted to the complainant no later than sixty (60) calendar days after receipt of the Uniform Complaint by the District.

H. These rules shall also apply to any other District departments that have been assigned the responsibility of investigating and resolving the allegations in a Uniform Complaint. The Office of Equity Assurance shall be responsible for verifying that other District departments that have been assigned the responsibility of investigating and resolving a Uniform Complaint comply with this procedure and timeline.

X. Resolution of Complaint
A. Within sixty (60) days of receipt of the Uniform Complaint by the District or within the time period that has been specified in a written agreement with the complainant, the Compliance Coordinator or his/her designee, shall prepare and forward to the complainant a written report of the Office of Equity’s investigation and decision, as described in Section XI.

XI. Final Written Decision
A. The final report of the District’s decision shall be in writing and sent to the complainant.

B. The report of the District’s decision shall be written in English and in the language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant’s primary language, the District shall arrange a meeting at which a community member will interpret it for the complainant.

C. This report shall include:
   1. Findings and disposition of the complaint;
   2. Corrective action, if any;
   3. Rationale for the disposition of the complaint;
   4. A detailed statement of all specific issues that were brought up during the investigation and the extent to which these issues were resolved;
   5. If an employee is disciplined as a result of the complaint, the written decision/report shall 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.
   6. Notice of complainant’s right of appeal to the California Department of Education within fifteen (15) days after the date of the District’s final determination and procedures to be following for initiating such appeal;
   7. In a discrimination complaint, notice of right to seek civil law remedies no sooner than sixty days after filing an appeal with California Department of Education shall also be provided to the complainant by the District (EC 262.3).

D. If an employee is disciplined as a result of the Uniform Complaint, this report 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.

XII. Appeal to the California Department of Education
A. If the complainant is dissatisfied with the Board’s decision, the Compliance Coordinator or his/her designee shall advise the complainant in writing of his/her right to appeal the decision to the State Superintendent of Public Instruction within fifteen (15) days of the Board’s decision and that the appeal must specify the reason(s) for appealing the District’s decision and should include a copy of the original complaint and the district’s decision resolving the complaint.
XIII. Civil Law Remedies
A complainant may pursue available civil law remedies outside of the district’s complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies.

XIV. SFUSD Responsibilities if an Appeal is filed with the California Department of Education
Upon notification by the complainant or the State Superintendent of Public Instruction or designee from the California Department of Education of an appeal, the District shall forward a copy of all the following documents to the State Superintendent of Public Instruction:
1. The original complaint;
2. A copy of the District’s decision;
3. A summary of the nature and extent of the investigation conducted by the District, if not covered in the decision;
4. A report of any action taken to resolve the complaint;
5. A copy of the District’s complaint procedures; and such other relevant information as the Superintendent may require.

XV. Direct Intervention by the California Department of Education
A. The California Department of Education may directly intervene in the complaint without waiting for action by the District when one of the conditions listed in CCR 4650 exists, as described in Attachment B – available from the Office of Equity Assurance.
B. The Compliance Coordinator or his/her designee shall notify the complainant that the Superintendent of Public Instruction may intervene if SFUSD has taken no action on a complaint within 60 calendar days of the date when the complaint was filed with the District.

XVI. Annual Notification Requirements
A. The Superintendent or designee shall meet the notification requirements of the Code of Regulations, Title 5, Section 4622, including the annual dissemination of district complaint procedures and information about available appeals, civil law remedies, and conditions under which a complaint may be taken directly to the California Department of Education as set forth in Attachment B (available from the Office of Equity Assurance). The District shall notify in writing, as applicable, its students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, and other interested parties (“parties”) of the District’s Uniform Complaint procedures, including the opportunity to appeal to the California Department of Education.
B. The District shall meet the notification requirement by engaging in the following acts that include but are not limited to ensuring that this Administrative Regulation is distributed annually to the aforesaid parties either by inclusion in the Student and Parent/Guardian Handbook, or through publication by other means or direct distribution of the Administrative Regulation or by personal delivery to the parties.
C. The Annual Notification, the Uniform Complaint, and SFUSD’s final Report shall be in English and when necessary, in the primary language, pursuant to section 48985 of the Education Code. When fifteen percent or more of the students in the school speak a primary language other than English, all notices to parents or guardians regarding complaint procedures are in the student’s primary language in addition to English.
**d) Williams Uniform Complaint Procedures**

**Policy**
The Williams Uniform Complaint Procedures allow any individual to file a Williams Uniform Complaint alleging:
1. Insufficient instructional materials;
2. Emergency or urgent facilities conditions that pose a threat to the health and safety of pupils;
3. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5;
4. Teacher vacancy or misassignment; and/or
5. 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.

**Complaint Process**
The Williams Uniform Complaint form must be filed with the principal at the school site where the problem exists. The principal will forward complaints beyond his/her authority or complaints that involve a deficiency in intensive instruction services to the Office of Equity Assurance for resolution.

Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information in the complaint form.

A valid Williams Uniform Complaint should be remedied within thirty (30) working days from the date the complaint was received. The principal or designee shall report to the complainant regarding the resolution of the complaint within 45 working days of the initial filing. If the complainant is dissatisfied with the resolution of the complaint, he/she may bring the complaint to the Board of Education at a regularly scheduled meeting. If a complainant is not satisfied with the resolution of a facility condition that poses an emergency or urgent threat to the health or safety of students, the complainant may appeal to the Superintendent of Public Instruction within 15 days of receiving the district’s response.

A sample of the Williams Uniform Complaint Form is on pages 119 & 120

**Guidelines For Determining the Validity of a Williams Uniform Complaint**

**A. Instructional Materials:** Williams Uniform Complaint must raise issues relating to sufficiency of instructional materials consisting of the following:
1. 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 and to take home.
2. A pupil, including an English Learner, does not have access to instructional materials or textbooks, or both, to use at home or after school.
3. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

**B. Teacher Vacancy and Misassignment:** Williams Uniform Complaint must raise issues relating to the following:
1. A semester begins and a certificated teacher is not assigned to teach the class. There should not be a series of substitutes or other temporary teachers. The teacher should have the proper credential and subject matter training to teach the class, including training to teach English Learners if present.
2. A teacher who lacks credentials or training to teach English Learners is assigned to teach a class with more than 20 percent English Learner pupils in the class.
3. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

**C. Facility Conditions:** Williams Uniform Complaint must raise issues regarding conditions that pose an emergency or urgent threat to the health or safety of pupils or staff. **Emergency facilities needs do not include any cosmetic or nonessential repairs.** Examples of conditions posing an emergency or urgent threat to the health or safety of pupils or staff include but not limited to:
1. Gas leaks.
2. Nonfunctioning heating ventilation and/or air conditioning (HVAC).
3. Windows, doors, gates, and fences that pose a security risk; broken glass accessible to pupils and staff.
4. Interior surfaces such as ceilings, walls, carpets or floor coverings creating physical or biological hazards (molds).
5. Hazardous and/or flammable materials inappropriately stored and posing a threat to students or staff.
6. Structural defects such as sloping or bulging floors, roofs, and walls; leaning posts, walls and columns; dry rot/mold.
7. Fire safety systems are not in place such as inoperable fire extinguishers and water sprinklers; fire safety procedures for evacuation are not in place.
8. Electrical system and/or lighting systems inoperable with electrical equipment improperly mounted; exposed electrical wires.
9. Major pest or vermin infestations including mice or rats, cockroaches, birds, bees, etc.
10. Contaminated water, non-functioning or not properly maintained drinking fountains.
11. Restrooms are dirty, not maintained regularly, not stocked with supplies such as toilet paper, soap, paper towels, broken toilets or urinals, partitions/stall doors non-functional.
12. Signs of flooding caused by sewer line back-up, stoppage, or broken pipes.
13. Roofs not intact, downspouts plugged with debris, wet ceiling or walls inside the classroom.
14. Inadequate surfacing material in playground area; cracks, trip hazards, water drainage problem, equipment that is broken or not functional.
15. Flooring or surfaces that are dirty or dusty; unabated graffiti.

D. Intensive Instruction and Services are Provided to Students Failing High School Exit Exam (CAHSEE) by the completion of the 12th grade:

1. No posting of notices in the classrooms of schools with grades 10-12 informing pupils of their right to instruction and services for up to two additional years, or until passage of the exit exam, if they fail to pass the CAHSEE by the end of the 12th grade.
2. No provisions made as part of the Uniform Complaint Process for students to file a complaint.
3. No written notice of eligibility was provided to each student that is eligible for continued instructional services after the 12th grade. This notice must be sent to the last known address by the end of each term.
4. Eligible students did not have the opportunity to receive intensive instruction and services as needed, and that English learners did not have services as needed to improve English proficiency.

The San Francisco Unified School District and the California State Department of Education shall ensure that complainants are protected from retaliation.
e) School-Site Level Harassment/Discrimination Complaint Procedures  
(Administrative Regulation 5166)

Any parent or student who believes that the student has been subjected to harassment or discrimination based on color, gender, national origin, physical or mental disability, physical sex, race, sexual harassment, sexual orientation, in any District program or activity may file a complaint under this procedure.

The District prohibits retaliation in any form for the filing of a complaint; the reporting or instances of discrimination, or for participation in complaint procedures. The District acknowledges and respects students’ and employees’ rights to privacy. Complaints shall be investigated in a manner that protects these rights. The identity of any complainant shall be kept confidential as appropriate.

The Superintendent shall ensure that employees designated to receive and investigate complaints are knowledgeable about applicable laws and regulations. Such employee may have access to legal counsel as determined by Superintendent or designee.

I. Filing a Discrimination/Harassment Complaint

1. A student, parent or guardian ("complainant") may immediately contact his/her teacher or any other employee at the student’s school site if the student believes he or she has been subjected to discrimination or harassment, including but not limited to sexual harassment and discrimination. A school employee to whom a harassment/discrimination complaint is made verbally or in writing shall within 24 hours of receiving the complaint report it to the principal or designee.

2. In the case of harassment or discrimination involving the principal or any other district employee to whom the complaint would ordinarily be made, the student, parent or guardian or an employee who receives the student’s report or who observes the incident may file a verbal or written complaint with the Title IX Compliance Officer or the Superintendent or Designee at the following address:

   Title IX Compliance Coordinator/Uniform Complaints Compliance Coordinator
   Office of Equity Assurance
   555 Franklin Street, Room 306
   San Francisco, CA  94102
   Telephone:  (415) 355-7334
   Fax:  (415) 355-7333

   In conducting the initial investigation, the Title IX Compliance Coordinator shall comply with all the rules set forth in this Administrative Regulation. In the event of an appeal of the Title IX Compliance Coordinator’s decision, the appeal shall be forwarded to the SFUSD Legal Department for Resolution.

3. Any Section 504 complaints shall be forwarded to the Executive Director of Student Support Services Department for investigation and resolution. The Executive Director may be reached at 555 Portola Drive, San Francisco, (415) 695-5543.

4. A parent, guardian or student may either verbally file a complaint or complete the Harassment/Discrimination Complaint Form (Attachment A) and file it with the Principal or his/her designee or the Title IX Compliance Coordinator. Copies of the Harassment/Discrimination Complaint Form must be maintained at each school site.

5. The parent, guardian or student should complete the Harassment/Discrimination Complaint Form by checking the appropriate box to describe the nature of his/her complaint. For example, if the parent/guardian of his or her student has been sexually harassed, the sexual harassment box should be checked. A brief description of the incident is also required.

6. If a parent, guardian or student verbally reports a complaint, the principal or designee must still investigate the complaint in compliance with the procedures set forth in this Administrative Regulation.

7. The principal or designee within five working days of the receipt of the verbal or written harassment/discrimination complaint shall mail by first class mail or deliver an Acknowledgement of the Harassment/Discrimination Complaint to the complainant (Attachment B – available from the Office of Equity Assurance). If the harassment/discrimination complaint is verbal, the Acknowledgement Form will serve as the District verification of the existence of the harassment/discrimination complaint.

8. The principal or designee shall promptly investigate all complaints of discrimination or harassment in a confidential and respectful manner. In doing so, he/she shall talk individually with:
   a. The student who is complaining
   b. The person accused
c. Anyone who saw the incident or conduct takes place
d. Anyone mentioned as having related information

9. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence.

10. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
   a. The Superintendent or designee
   b. The parent/guardian of the student who complained
   c. The parent/guardian of the person accused of the discrimination or harassing conduct
   d. The school resource officer(s) and/or Twenty-Nine Car
   e. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth
   f. Child protective agencies responsible for investigating child abuse reports
   g. Legal counsel for the District
   h. Any other individual or agency authorized by state, federal, and local laws and regulations

11. When the parent or student who complained and the person accused so agree, the principal or designee, if appropriate, may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator.
   a. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided.
   b. This meeting will not be compelled by the principal or designee.
   c. The concerns of the student, parent or guardian about retaliation or safety will be taken into consideration and be given top priority when the District considers whether it is appropriate to hold this meeting.

12. In reaching a decision about the complaint, the principal or designee or Title IX Compliance Coordinator may take into account the following:
   a. Statements made by the persons identified above
   b. The details and consistency of each person’s account
   c. Evidence of how the complaining student reacted to the incident
   d. Evidence of any past instances of harassment by the alleged harasser
   e. Evidence of any past harassment complaints that were found to be untrue

13. To judge the severity of the sexual harassment, the principal or designee or Title IX Compliance Coordinator may take into consideration:
   a. How the misconduct affected one or more students’ education
   b. The type, frequency, and duration of the misconduct
   c. The number of persons involved
   d. The age and gender of the person accused of harassment
   e. The subject(s) of harassment
   f. The place and situation where the incident occurred
   g. Other incidents at the school, including incidents of harassment that were not related to gender

14. The principal or designee or Title IX Compliance Coordinator shall complete his or her investigation within ten working days of the receipt of the complaint, shall complete the investigation and write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused. This report shall be known as the Harassment/Discrimination Resolution Report (Attachment C).

15. The principal or designee shall give the Leadership, Equity, Achievement and Design (LEAD) office or designee a copy of the written report of the complaint known as the Harassment/Discrimination Resolution Report (Attachment C) on a monthly basis at the Elementary, Middle, High School Principal Meetings and at the Child Development Center and County Community Meetings.

16. If it is found that the harassment or discrimination occurred, this report shall describe the actions taken to end the harassment, address the effects of the harassment on the student harassed, and prevent retaliation or further harassment.
10) Discrimination, Harassment, or Facility Complaints

17. Within two weeks after receiving the complaint, the principal or designee or Title IX Compliance Coordinator shall determine whether or not the student who complained has been further harassed or been the object of discrimination. A meeting must be held within two weeks of the receipt of the complaint with the student and his or her parent or guardian to determine if the harassment/discrimination is continuing.

18. The principal or designee shall keep a record of this information and take appropriate steps, if necessary.

II. Enforcement

The Superintendent or designee shall take appropriate actions to reinforce the district’s nondiscrimination and sexual harassment policies. 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 of the actions taken.
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 harassment/discrimination which he/she knew was not true.

III. Appeal of School Level Decision

1. Appeals of the parent, student or guardian or the accused may file the appeal of the School Level Decision by filing Harassment/Discrimination Appeal Form (Attachment D) with the Title IX Compliance Coordinator within five working days of receiving the Resolution Report.

2. The appeal shall be filed with the Title IX Compliance Coordinator either by mail, fax or hand delivery:
   Title IX Compliance Coordinator/Uniform Complaints Compliance Coordinator
   Office of Equity Assurance
   555 Franklin Street, Room 306
   San Francisco, CA 94102
   Telephone: (415) 355-7334
   Fax: (415) 355-7333

3. The Title IX Compliance Coordinator or designee shall confirm receipt of the appeal by issuing an Acknowledgement of the Appeal (Attachment E) within five working days of receipt of the complaint.

4. The Title IX Compliance Coordinator shall issue his/her final decision within ten working days of the receipt of the Appeal on the Harassment/Discrimination Appeal Report (Attachment F) by mailing the Report by First Class mail or by hand delivery.

5. The Title IX Compliance Coordinator reserves the right to delegate the appeal to the SFUSD Legal Department if there is a conflict or if the appeal concerns his/her decision.

IV. Notification

A copy of the District’s Nondiscrimination/Harassment and Sexual Harassment Policies and this Administrative Regulation 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 policies and Administrative Regulation will be distributed at the Principal Meetings (High School, Middle School, and Elementary School and the Child Development Center and County School meetings) with instructions that it must be posted in the Main Offices, Teacher Offices, Parent and Counseling Centers.

3. Each year the policies will be printed in the Handbook which is distributed to all parents.

4. The policies and this Administrative Regulation will be posted on the SFUSD Website under the Office of Equity Assurance and Charter Schools.

5. The policies and this Administrative Regulation 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 policies and this Administrative Regulation shall be displayed in a prominent location near the school principal’s office. (Education Code 212.6)

7. The policies and this Administrative Regulation 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 policies and this Administrative Regulation 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 policies and this Administrative Regulation shall be provided to employees and employee organizations.

V. Reporting Requirements

1. The Office of Equity shall maintain a log of all sexual harassment complaints filed with the school district. On June 30 of each year, the Office of Equity shall submit the log to the Superintendent.

2. Sexual Harassment/Discrimination Complaints shall be maintained as a student record in a separate confidential file at the school site.

VI. School Site Incident Reports

Principals and/or their designees must still submit School Site Incident Reports to Student Support Services Department at 555 Portola Drive regardless of whether a Harassment/Discrimination Complaint is made if they have knowledge of any facts that would constitute grounds for filing a School Site Incident Report.

VII. Child Protective Services

District staff, in addition to complying with this Administrative Regulation, must still comply with its responsibilities under the Child Abuse Mandated Reporting Laws.

VIII. Remedies

Nothing in this Administrative Regulation precludes parents, guardians or students from seeking other legal remedies, including but not limited to filing a complaint with the Office of Civil Rights (OCR), or by seeking their civil and criminal remedies in the courts. The address for the Office for Civil Rights is:

U.S. Department of Education
Office for Civil Rights
One Federal Plaza, Room 239
San Francisco, CA 94102
Telephone: (415) 556-4275

The OCR’s jurisdiction’s under federal law covers the following areas: race, national origin, sex, disability, and age.

Note: Copies of all Attachments may be obtained from the Office of Equity. Attachment A is also included on page 117 of this Handbook.
10) Discrimination, Harassment, or Facility Complaints

f) Sexual Harassment Policy (Board Policy 5166)

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 Assurance 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.

I. 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

II. 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 Assurance 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.

**III. 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.

**IV. Sexual Harassment**

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.

**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 R5166.
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

**Mandatory Reports to San Francisco Police Department 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. (State law amended in October 2009)

**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 Support Services Department or the site staff whenever a student on probation violates State Education Code 48900.

**Law Enforcement – Removing Students From School**

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)

**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) Police Contact and Intervention**

*(Summary of SFUSD Board of Education Resolution No. 92-23A6, Adopted June 22, 1999)*

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, be it resolved that:

**A. Requesting Police Assistance.** Staff members and site administrators shall only request police assistance when (1) necessary to protect the physical safety of students and staff; (2) required by law; or (3) appropriate to address criminal behavior of persons other than students. 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.

The District welcomes feedback on the Safe Schools Resolution and the collaboration with the San Francisco Police Department. Please use the “Safe Schools Resolution Committee Feedback Form” on page 140 to give us your feedback.

**c) 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 or 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 and place 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)). Such information may be released to the school-sponsored parent organization; prospective employers; private schools or colleges/universities; military recruiters; or law enforcement agencies. Such information may also be released to 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.

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 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 dependant 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 misleading. They should write the school principal (or appropriate official), clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U. S. Dept. of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) -
1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of -
1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use -
1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. 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 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 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)

d) 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 53 to 56 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 36 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 135. (Education Code 49403).   
7. This Handbook provides notice regarding the administration of prescribed medication to a pupil on page 125. (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 20. (Education Code 51938).   
10. This Handbook provides a schedule of minimum days and staff development days on page 8. (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 12. (Education Code 48980(e)).  
13. This Handbook provides the SFUSD sexual harassment policy relating to pupils on page 90. (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 37. (Education Code 48980(j)).  
16. This Handbook provides notice of the availability of state funds to cover AP test costs on page 11. (Education Code 48980(k)).  
17. This Handbook provides the University of California and California State University admission requirements and web sites on page 19. (Education Code 51229)  
18. This Handbook provides a brief description of career technical education (Career Academies and Career Pathways) and an internet address for more information on page 20. 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 below).  
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
Under NCLB, parents/guardians/caregivers have the following rights:

2) No Child Left Behind (NCLB) Act of 2001

• 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 136 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.

<table>
<thead>
<tr>
<th>Active Ingredients</th>
<th>Typical Commercial Products Applied</th>
</tr>
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<tbody>
<tr>
<td><em>Bacillus thuringiensis</em> subspecies <em>israelensis</em> (&quot;BTI&quot;)</td>
<td>Mosquito Dunks (10.31% BTI, Summit Chemical, EPA Registration Number 6218-47)</td>
</tr>
<tr>
<td>(S)-Methoprene (&quot;methoprene&quot;, CAS #65733-16-6)</td>
<td>Altosid XR Briquets (2.1% methoprene, Wellmark International, EPA Registration Number 2724-42)</td>
</tr>
<tr>
<td></td>
<td>Altosid Pellets Water Soluble Packets (WSP) (4.25% methoprene, Wellmark International, EPA Registration Number 2724-448)</td>
</tr>
<tr>
<td></td>
<td>Altosid Pellets (4.25% methoprene, Wellmark International, EPA Registration Number 2724-448)</td>
</tr>
<tr>
<td>Petroleum Oil (&quot;hydrotreated light naphthenic distillate&quot;, CAS #64742-53-6)</td>
<td>Golden Bear GB-1111 Mosquito Larvicide (98.7% petroleum oil)</td>
</tr>
</tbody>
</table>

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 139:

- **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://www.schoolipm.info/

(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 red-covered 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 203A, 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.
e) **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 pre-diabetes (a condition which may lead to type 2 diabetes).

**Types of Diabetes Screening Tests That Are Available**
- **Glycated hemoglobin (A1C) test.** A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test.** A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL)
 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, 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 17033).

3. 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.)

4. Violates copyright laws;

5. Allows users of the network to gain unauthorized access to any communications systems, network or file;

6. Allows another person without valid authorization access to, confidential information contained in the District computer files or any communications systems, network or file;

7. 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;

8. Discloses personal identification information regarding minors in violation of Board policies, District rules and regulations and state and federal laws;

9. Use of District computers for personal commercial activities;

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, United States Code.
10. 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 for adults for system administrative and legitimate research purposes.

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 Internet 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 Internet 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 in 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 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 as much as possible 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 performance or destroy data by spreading computer viruses or by any other means.
   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.

3. All student users should comply with the following Network Etiquette
   a. Restrictions against inappropriate language apply to all speech communicated through the District Internet system, including but not limited to public messages, private messages, and material posted on web pages.
   b. Student users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
   c. Student users will not post information that, if acted upon, could cause damage or a danger of disruption.
   d. Student users will not engage in personal attacks, including prejudicial or discriminatory attacks.
   e. Student users will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a user is told by a person to stop sending them messages, they must stop.
   f. Student users will not knowingly or recklessly post false or defamatory information about a person or organization.
   g. Student users will not forward a message that was sent to them privately without permission of the person who sent them the message.
   h. Student users will not release any personal contact about themselves without obtaining the written consent of the parent/guardians of students, and filing such consent with their instructor.

J. Chat Rooms
The District will control access to Chat Rooms at all times. No student may access a chat room without permission of the student’s instructor.

K. System Security
1. Student users are responsible for the use of their individual account and should take all reasonable precautions to prevent others from being able to use their account, including protecting the privacy of their password.
2. Student users will immediately notify the system administrator if they have identified a possible security problem. Users will not go looking for security problems, because this may be construed as an illegal attempt to gain access.
3. Student users will avoid the inadvertent spread of computer viruses by following the District virus protection procedures.

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 electronic communications and the Web.
   a. It is impermissible for a student to disclose the personal contact information of another minor student without the written consent of the student parent. 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-delivers, 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.
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
- Media and Community Access Opt-Out Form
- Consent Form to Permit District to Use Student Photographs/Images/Schoolwork

Translation and Interpretation Forms
- Introduction
- Primary Language Assistance Request Form – School Site
- Primary Language Assistance Request Form – Central Office
- Translation/Interpretation Services Complaint Form

Harassment/Discrimination Complaint Forms
- Attachment A: School Site Level Harassment/Discrimination Complaint Form
- Attachment A: Uniform Complaint Procedures Complaint Form
- Williams Uniform Complaint Form

Health-Related Forms
- Introduction
- Student Emergency Card
- Medication Administration Protocol
- Medication Form
- Allergy Emergency Care Plan Form
- Asthma Emergency Care Plan Form
- Diabetes Emergency Care Plan Form
- Seizure Emergency Care Plan Form
- Emergency Care Plan Form (generic)
- School Health Form
- Guide to Immunizations Required for School Entry
- Oral Health Assessment Notification Letter
- Oral Health Assessment Form

Miscellaneous Forms
- Request for Individual Pesticide Application Notification
- Safe Schools Resolution Committee Feedback Form & Feedback Procedures

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.

I have read the San Francisco Unified School District’s (“District”) Internet Safety Administrative Regulation for Students (pages 101 to 107 of the 2011-2012 Student and Parent/Guardian 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 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 or exposure to potentially harmful or inappropriate material or people. I understand that I can be held liable for damages caused by 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 101 to 107 of the 2011-2012 Student and Parent/Guardian Handbook. Below is a summary of Unacceptable Uses of the Internet/Email.

Summary of Unacceptable Uses:

1. Use that is prohibited by United States or California laws or regulations or District or school rules, such as violating copyright or trade secret laws, or by sending threatening or obscene material.
2. Use that is obscene, pornographic, sexually explicit, or harmful to minors.
3. 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).
4. 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.
5. 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.
6. 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.
7. 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.
8. Use that could cause damage or a danger of disruption, or that threatens, intimidates, harasses, or ridicules other students or staff.
9. 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.

<table>
<thead>
<tr>
<th>Student Name</th>
<th></th>
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<tbody>
<tr>
<td>School</td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian name (printed)</td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian signature</td>
<td></td>
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<tr>
<td>Date</td>
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</table>
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. Classrooms might also participate in video-conferencing on the Internet.

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.

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.

_________________________________________  _________________________________________
Child’s Name  Teacher’s Name

_________________________________________  _________________________________________
Signature of Parent/Guardian  Telephone

__________________________________________ ___________________
Print Name of Parent/Guardian  Date
CONSENT FORM TO PERMIT DISTRICT TO USE STUDENT PHOTOGRAPHS/IMAGES/SCHOOLWORK

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 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 for the purpose of advertising or publicizing events, activities, facilities and programs of the District in District publications, materials or websites.

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 Name  Date

_________________________________________
Parent/Guardian Printed Name

This consent may be revoked at any time in writing delivered to the school office.
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) or Student Support Services (555 Portola Drive, Bungalow #1).

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) or Student Support Services (555 Portola Drive, Bungalow #1).

All of these forms can be obtained at school sites, SFUSD’s Central Office, or Student Support Services and on the “Parent” 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 or interpretation services, please fill out this form.

Parent/Guardian Contact Information

Name: ________________________________ Home Phone: ________________________________

Cell Phone: ____________________________ Email: ________________________________

Address (optional): ________________________________

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: ________________ Place: _____________________ Time: _______________

When you have completed the form, please give it to a staff member at your school’s main office. You may request a copy of this form for your records.

YOUR TRANSLATION AND INTERPRETATION NEEDS ARE VERY IMPORTANT TO US!

Some documents may be interpreted rather than translated. 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 Services, Translation & Interpretation, and at the bottom of the page - "Translated documents in different languages"

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: ____________________________

Address (optional): __________________________________________________________________________

School 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: ______________

When you have completed the form, please drop it off at SFUSD’s Central Office (555 Franklin Street, first floor lobby) or Student Support Services (555 Portola Drive, Bungalow #1). You may request a copy of this form for your records.

YOUR TRANSLATION AND INTERPRETATION NEEDS ARE VERY IMPORTANT TO US!

Some documents may be interpreted rather than translated. 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 Services, Translation & Interpretation, and at the bottom of the page - "Translated documents in different languages"

ALL SERVICES ARE FREE.
TRANSLATION/INTERPRETATION SERVICES COMPLAINT FORM

Parent/Guardian Contact Information

Date: _____________________

Name: ______________________________________ Home Phone: ___________________________________

Cell Phone: ___________________________ Email: ______________________________________

Address (optional): ___________________________________________________________________________

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 a staff member at your school’s main office or drop it off at SFUSD’s
Central Office (555 Franklin Street, first floor lobby) or Student Support Services (555 Portola Drive, Bungalow #1). You
may request a copy of this form for your records.

Some documents may be interpreted rather than translated. 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 Services, Translation & Interpretation, and at the bottom of the page - “Translated
documents in different languages”

ALL SERVICES ARE FREE.
ATTACHMENT A
SAN FRANCISCO UNIFIED SCHOOL DISTRICT

SCHOOL SITE LEVEL HARASSMENT/DISCRIMINATION
COMPLAINT FORM
2010-2011

To be filed with: School Site

To be checked by Complainant:

☐ Parent/Guardian
☐ Student
☐ Witness to the incident
☐ Other

Please indicate type of Incident:

☐ Age Discrimination
☐ Color
☐ Gender
☐ National Origin
☐ Physical or mental disability
☐ Race
☐ Religion
☐ Sexual harassment
☐ Sexual orientation

NATURE OF THE COMPLAINT

I wish to file a complaint regarding the following:
(Please discuss the complaint in detail. Attach additional pages if needed.)

Date of alleged discrimination:   ________________________________________________________

_________________________________  ______________________
Signature                         Date

_______________________________  _______________________
Telephone

_______________________________
Address, City, State, Zip code

Complaint received by:  ____________________________________________          _______________
Name and Title                                                                                   Date
ATTACHMENT A
SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Uniform Complaint Procedures
COMPLAINT FORM
To be filed with:
Office of Equity Assurance
555 Franklin Street, Room 306, San Francisco, CA 94102

For Office Use Only.
Refer to:

- Human Resources
- LEAD Office
- Legal Office
- Student Support
- Services Dept.
- Special Education

To be checked by Complainant:
- Parent/Guardian
- Student
- Witness to the incident
- Other

Please indicate type of Incident:
- Age Discrimination
- Color
- Gender
- National Origin
- Physical or mental disability
- Race
- Religion
- Sexual harassment
- Sexual orientation

NATURE OF THE COMPLAINT
I wish to file a complaint regarding the following:
(Please discuss the complaint in detail. Attach additional pages if needed.)

Date of violation: ______________________________________________________
(If you are filing a complaint alleging discrimination, it must be filed within six months of the occurrence of the event or when it is first acknowledged. All other Uniform Complaints must be filed within nine months of the occurrence of the event or when it is first acknowledged. If your complaint does not meet these deadlines, you will be given information regarding an appeal to the State Superintendent of Public Instruction.)

_____________________________  ______________________
Signature                         Date

_____________________________
Telephone

_____________________________
Address, City, State, Zip code

Complaint received by: ____________________________________________          _______________
Name and Title                                                                                  Date
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
OFFICE OF EQUITY ASSURANCE

WILLIAMS UNIFORM COMPLAINT
TO BE FILED AT School Site where problem was observed.
SFUSD SCHOOL SITE

INSTRUCTIONS: The Williams Uniform Complaint must be filed at the school site where the textbook, teacher assignment or facility problem exists. Complaints may also be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? ☐ Yes ☐ No

Contact Information:

Name: ______________________________________________________________________
Address: ____________________________________________________________________
Telephone Number: Day: ________________________ Evening: ______________________

Location of the problem that is the subject of this complaint:

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 student lacks textbooks or instructional materials to use in class or after school.
   Course Title: ________________________ or Grade Level: ________________________

☐ A student, including English learners, does not have access to instructional materials or textbooks, or both, to use at home or after school.
   Course Title: ________________________ or Grade Level: ________________________

☐ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
   Course Title: ________________________ or Grade Level: ________________________

☐ A student, 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.
   Course Title: ________________________ or Grade Level: ________________________
A pupil was provided photocopies sheets from only a portion of a textbook or instructional materials.
Course Title: ________________________ or Grade Level: ________________________

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 as defined in AR 1342.1.
☐ 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 pupil are in class.

Please describe the emergency or urgent facilities condition that pose a threat to the health or safety of pupils or staff. You may attach additional pages if necessary to fully describe the situation:

____________________________________________________________________

Please describe HOW the condition poses a threat to the health or safety of pupils or staff. You may attach additional pages if necessary to fully describe the situation:

____________________________________________________________________

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 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
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 number 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 128) 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. Parents/Guardians/Caregivers must provide the medication in a pharmacy labeled container/dispenser.

3. Parents/Guardians/Caregivers 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 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.

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 Support Services 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 Support Services Department’s website at www.healthiersf.org, and on pages 129 to 133 of this Handbook.
- For questions please call the SFUSD – Student Support Services Department’s Nurse of the Day at 242-2615.
**STUDENT EMERGENCY / MEDICAL INFORMATION CARD**

*This card needs to be completed every school year*

### NAME

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>Middle Initial</th>
</tr>
</thead>
</table>

**School**

**Grade**

**Age**

**Home Room/Room**

**Sex:**
- M
- F

**Birthday**

- Month
- Day
- Year

**Home Address**

<table>
<thead>
<tr>
<th>Apt. No.</th>
<th>City</th>
</tr>
</thead>
</table>

**Zip Code**

**Home Phone**

**Language Spoken at Home**

*If different from home address above*

<table>
<thead>
<tr>
<th>Parent / Guardian / Caregiver Name</th>
<th>Parent / Guardian / Caregiver Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer</td>
<td>Employer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Home Phone</th>
<th>Work Phone</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Cell Phone</th>
<th>Pager No.</th>
</tr>
</thead>
</table>

### CHILD LIVES WITH:
- ☐ Mother
- ☐ Father
- ☐ Caregiver/Guardian
- ☐ Other (specify)

**EMERGENCY CONTACTS** In case child listed above becomes ill or is injured at school and I cannot be contacted, the school authorities have my permission to contact and release my child to the custody of one of the following:

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship</th>
<th>Home Phone</th>
<th>Cell Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Health Care Provider**

**Phone**

To assure prompt attention to your child, **PLEASE NOTIFY SCHOOL OF ANY CHANGE OF INFORMATION ON THIS CARD.**

---

**English - STOCK #13-0700**

---

**IMPORTANT: Please Complete Other Side of Card***
12) Forms

My child has health insurance:  □ Yes  □ No
If YES, list: __________________________________________
Member #: __________________________________________

☐ NO MEDICAL CONDITION  OR

► My child receives regular care for the following medical condition(s):
  □ Allergies/Allergic to: ___________________________ Date of last reaction: ______________________
  Requires Epinephrine (Circle one):  YES  NO
  □ Asthma  □ Diabetes  □ Is Insulin required? (Circle one):  YES  NO  □ Seizures

► Does your child have any other major health issue(s)? Please list: ____________________________________

► Is your child taking medication(s)? Please list medication(s) and times taken:

  Medications / times taken

  Medications / times taken

  Medications / times taken

► Other children attending SFUSD schools:

  Name

  School

  Grade

If my child needs to be taken to an emergency facility, he/she will be taken to the nearest one. I give my consent for school authorities to take appropriate action for the safety and welfare of my child.

__________________________
Parent's/Guardian's Signature

***IMPORTANT: Please Complete Other Side of Card***
MEDICATION ADMINISTRATION PROTOCOL

The right of students to receive medication at school exists in the following federal laws:


EC Section 49423 provides statutory authority for providing assistance in administering 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 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 administer 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.
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: Last</th>
<th>First</th>
<th>Middle</th>
<th>Date of Birth (Month/Day/Year)</th>
</tr>
</thead>
</table>

### HEALTH CARE PROVIDER SECTION

<table>
<thead>
<tr>
<th>Health Condition for which medication is prescribed:</th>
<th>Medication:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dose:</td>
</tr>
<tr>
<td></td>
<td>Frequency:</td>
</tr>
</tbody>
</table>

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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>( )</td>
</tr>
<tr>
<td>Address – Number and Street</td>
<td>Apt No.</td>
<td>City</td>
</tr>
<tr>
<td></td>
<td>Zip Code</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Children’s Center / Elementary / Middle / High</td>
<td>School Hours</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.

Parent/Guardian/Caregiver Signature __________________________ Date_________________________
# ALLERGY EMERGENCY CARE PLAN

To Be Completed by the Health Care Provider

SFUSD Student and Parent/Guardian Handbook 2011-2012

**Name:**

**School:**

**Homeroom Teacher:**

**Parent/Caregiver Name:**

**Address:**

**Grade:**

**Age:**

**Date of Birth:**

**Room:**

**Phone (home):**

**Phone (cell):**

**Phone (work):**

Attach Student Emergency Card for additional emergency contacts.

Health Care Provider Treating Student for Allergy:

---

**To provide assistance to a pupil experiencing an allergic reaction:**

<table>
<thead>
<tr>
<th>1. Type of allergy:</th>
<th>ACTIONS TO TAKE (Do this)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stay calm. Stay with the student and call for help.</td>
</tr>
<tr>
<td></td>
<td><em>Give medication (if prescribed).</em></td>
</tr>
<tr>
<td>Name of med:</td>
<td>How to give:</td>
</tr>
<tr>
<td></td>
<td>Amount:</td>
</tr>
<tr>
<td></td>
<td>When to give/repeat:</td>
</tr>
<tr>
<td></td>
<td>Location of med:</td>
</tr>
</tbody>
</table>

**OTHER:** Notify parents/guardian, and document what happened in child’s file.

*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**

- Difficulty breathing or noisy breathing
- Tightness of chest
- Swelling of tongue, eyes, or lips
- Swelling/tightness in throat
- Difficulty talking and/or hoarse voice
- A wheeze or persistent cough
- Loss of consciousness and/or collapse
- Vomiting, stomach cramps, or diarrhea
- Blue discoloration of lips or fingernails
- Become pale and floppy (young children)

**Administer CPR if breathing stops! Continue until paramedics arrive!**

I authorize school personnel to implement this Allergy Emergency Plan as described.

---

**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. □ My child does not need services.

---

**Parent/Caregiver Signature**

**Date**

Available at [http://www.healthiersf.org/Forms/index.html](http://www.healthiersf.org/Forms/index.html)

SFUSD Student Support Services Department

2010-2011 School Health Manual
# ASTHMA
## EMERGENCY CARE PLAN

**To Be Completed by the Health Care Provider**

Name: __________________________  Age: ______  Date of Birth: ______

School: __________________  Homeroom Teacher: __________  Grade: ______  Room: ______

Parent/Caregiver Name: ___________________________________________  Phone: __________________

Health Care Provider: ___________________________________________  Phone: __________________

### To provide assistance to a pupil experiencing asthma symptoms:

<table>
<thead>
<tr>
<th>If you see or hear this</th>
<th>Actions to Take</th>
</tr>
</thead>
</table>
| • Noisy breathing (wheezing)  
• Coughing  
• Shortness of breath  
• Complaining of chest tightness  
• or pressure on chest  
• Difficulty breathing | 1. Stay with student, speak softly, and stay calm  
2. Keep person sitting upright and encourage slow deep breathing—in through the nose & out through puckered lips.  
3. Give quick relief medication: *(circle or write in)* Albuterol Inhaler 2 puffs with spacer;  
   If symptoms improve, may repeat in 4 hours.  
Other: ____________________________ |

**OTHER:** ____________________________

**Factors that may cause an asthma episode include:** cold weather, cigarette smoke, dust mites, exercise, respiratory infection, strong odor, pollens, mold, foods and/or OTHER: ____________________________

**CALL 911 IF YOU SEE**

- Breathing difficulty remains or worsens  
- Continuous spasmodic coughing  
- Increasing anxiety or confusion  
- Stopped body posture  
- Struggling or gasping for breath  
- Student having trouble talking or walking  
- Skin pulling in around collarbone and ribs with breathing  
- Student stopping play and not able to start activity again, due to breathing problems  
- Lips or fingernails turning (darkening) grey or blue

**Administer CPR if breathing stops! Continue until paramedics arrive!**

**Does student need medicine before PE/ recess?**  
□ No  □ Yes  □ Med Location  
**As Needed?**  
□ No  □ Yes  Always use before exercise?  
□ No  □ Yes  *(school to complete)*

**Med:** *(circle or write in)* Albuterol Inhaler—2 puffs with spacer, 15-20 minutes before exercise

**Other**

---

I authorize school personnel to implement this Asthma Emergency Plan as described.

____________________________  ___________________________
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.  □ My child does not need services

____________________________  ___________________________
Parent/Caregiver Signature  Date

---

Available at [http://www.healthierof.org/Forms/index.html](http://www.healthierof.org/Forms/index.html)
**DIABETES**

**EMERGENCY CARE PLAN**

---

**To Be Completed by the Health Care Provider**

**School:**

**Homeroom Teacher:**

**Room:**

---

**Parent/Caregiver Name:**

**Phone (home):**

**Address:**

**Phone (work):**

**Phone (cell):**

---

Attach Student Emergency Card for additional emergency contacts.

**Health Care Provider Treating Student for Diabetes:**

---

**FOR SIGNS OF HYPOGLYCEMIA:**

- Headache, tremors, cold sweat, hunger, irritability, nervousness, pale skin, confusion, drowsiness, weakness or fatigue, dizziness, tingling lips, poor coordination, inability to concentrate, slurred speech, combative ness, uncooperativeness, convulsions, unconsciousness.

---

<table>
<thead>
<tr>
<th>Emergency medications/food:</th>
<th>Amount</th>
<th>When to give</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Location of medication/food:**

**Student can return to the classroom when:**

---

**CALL 911 WHEN:**

---

**FOR SIGNS OF HYPERGLYCEMIA:**

- Increased urination, increased thirst, blurred vision, increased hunger, fruity breath, vomiting, stomach pain, weakness, sleepiness, difficulty breathing, coma.

---

**Instructions for hyperglycemia:**

**Emergency medication:**

---

<table>
<thead>
<tr>
<th>Emergency medication:</th>
<th>Amount</th>
<th>When to give</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Location of medication/food:**

**Student can return to the classroom when:**

---

**CALL 911 WHEN:**

---

- Contact parent/caregiver

---

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.

---

**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.  □ My child does not need services

---

**Parent/Caregiver Signature**

**Date**

---

Available @ [http://www.healthiersf.org/Forms/index.html](http://www.healthiersf.org/Forms/index.html)

---

SFUSD Student Support Services Department

2010-2011 School Health Manual
To Be Completed by the Health Care Provider

SEIZURE
EMERGENCY CARE PLAN

San Francisco Unified School District
Student Support Services Department
1515 Quintara Street
San Francisco, CA 94116-1273
Tel: 415.242.2615 | Fax: 415.242.2618

Name: _________________________ Grade: ___ Age: ___ Date of Birth: ___

School: ___________________________ Homeroom Teacher: ______ Room: ___

Parent/Caregiver Name: ______________________ Phone (home): ______ (cell) ______

Address: ___________________________ Phone (work): ______

Health Care Provider Treating Student for Seizure: ___________________________ Ph: ______

To provide assistance to a pupil experiencing a seizure:

If You See This

Type of Seizure
Triggers which start a seizure
Possible seizure signs
Usual length of seizure:
Other:

Do This

• Help the student to the floor, and place student on his or her side, if drooling or vomiting.
• Clear any objects out of the way.
• Place something soft and flat under the student’s head.
• Loosen any tight clothing.
• Don’t put anything in the student’s mouth.
• Monitor the student’s breathing.
• Do not try to stop the seizure, or hold the child down
• Stay calm.
• Look at the clock and see how long the seizure lasts.
• Stay with the student until the seizure ends, comfort and allow him or her to rest afterwards.
• If the child had a febrile seizure, be sure to begin to cool the child with cool cloths.
• Reorient the child.
• Notify parents, and document what happened in child’s file.
• OTHER:

CALL 911 if...

• Absence of breathing and/or pulse
• Seizure of 5 minutes or greater duration
• Two or more consecutive (without a period of consciousness between) seizures which total 5 minutes or greater
• Continued unusually pale or bluish skin/lips or noisy breathing AFTER the seizure has stopped

I authorize school personnel to implement this Seizure Emergency Plan as described 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 for school authorities to communicate with the authorized health care provider when necessary. □ My child does not need services

_____________________________ ___________________________
Parent/Caregiver Signature Date

Available @ http://www.healthiersf.org/Forms/index.html

SFUSD Student Support Services Department 2010-2011 School Health Manual
EMERGENCY CARE PLAN

To Be Completed by the Health Care Provider

Name: ___________________________ Grade: ______ Age: ______ Date of Birth: ______
School: ___________________________ Homeroom Teacher:_________ Rm: ______
Parent/Caregiver Name: ___________________________ Phone (home): ______ (cell): ______
Address: __________________________________ Phone (work): ________________

Attach Student Emergency Card for additional emergency contacts.

Health Care Provider Treating Student: ___________________________ Phone: ______

| To provide assistance to a pupil experiencing symptoms related to a health condition: |
| 1. Health Condition: ___________________________ | Action to Take |
| 2. Possible warning signs and symptoms: ________________ | ___________________________ |
| 3. Current treatment, medications, & possible side-effects: __________________________________ | ___________________________ |
| 4. Other: ______________________________________ | ___________________________ |

CALL 911 if...

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

I authorize school personnel to implement this Emergency Care Plan as described 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 for school authorities to communicate with the authorized health care provider when necessary. □ My child does not need services

__________________________________________________________________________________
Parent/Caregiver Signature ______________________________________________________________________ Date

Available @ [http://www.healthiersf.org/Forms/index.html](http://www.healthiersf.org/Forms/index.html)

SFUSD Student Support Services Department B-35 2010-2011 School Health Manual
San Francisco Unified School District - School Health Form

Completed by Parent or Caregiver:
Child’s Name: ___________________________ Birthdate: ___________________________
First ___________________________ Month/day/year ___________________________
Last ___________________________ Male □ Female □ School: ___________________________
Address: ___________________________ Phone: ___________________________ Grade: ___________________________
Street ___________________________ Zip ___________________________ Home ___________________________
City ___________________________ Work ___________________________ Date: ___________________________

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:

IMMUNIZATION RECORD (Each child should have a completed or updated official yellow Immunization Record)

<table>
<thead>
<tr>
<th>Vaccine</th>
<th>Dose Given</th>
<th>Month / Day / Year</th>
<th>Tuberculin Skin Test (Mantoux/PPD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polio (IPV)</td>
<td>1st</td>
<td>2nd</td>
<td>Induration: mm Impression: □ Negative □ Positive</td>
</tr>
<tr>
<td>DTaP/DT (Diphtheria, Pertussis, Tetanus)</td>
<td>3rd</td>
<td>4th</td>
<td>Chest X-Ray/RX: Required with Positive TB Skin Test</td>
</tr>
<tr>
<td>Td/ Tdap (Tetanus, Diphtheria, Pertussis)</td>
<td>5th</td>
<td>CNR Date: Impression: □ Negative □ Positive</td>
<td></td>
</tr>
<tr>
<td>Hib (Haemophilus influenza type B)</td>
<td></td>
<td></td>
<td>RX treatment &amp; duration:</td>
</tr>
<tr>
<td>MMR (Measles, Mumps, Rubella)</td>
<td></td>
<td>Not to be given before the 1st birthday</td>
<td></td>
</tr>
<tr>
<td>Hepatitis B</td>
<td></td>
<td></td>
<td>□ Child has no risk factors for TB and does not require TB test</td>
</tr>
</tbody>
</table>
| Varicella (Chickenpox)       |            |                    | *See back for risk factors

Health Provider Signature: ___________________________

HEALTH EXAMINATION – Date of Exam: ___________________________

Results: ___________________________

Summary of Findings/Conditions: ___________________________

Follow-up/Referral Needed: ___________________________

Health/Developmental History

Physical Examination
Ht: __________ BP: __________
Wt: __________ BMI: __________ %

Dental Assessment

Developmental Evaluation

Vision Screening
R: 20/20 L: 20/20 Both: 20/20

Audiometric (hearing) Screening
Right: 500 1000 2000 4000
Left:

Nutritional Assessment

Lab Tests Urine Lead Blood test for anemia

Other

(if you do not want your child to have an exam, you may sign the waiver form, PM 171B, obtained from your child’s school) See other side for more details

Examination revealed no condition relevant to the school program, e.g. allergies, asthma, cardiac condition, diabetes, epilepsy, etc.

Medical condition identified – Emergency care plan completed – available on the Student Support Services Department (SSSD) website www.healthiersf.org/forms/index.cfm#15

Medication taken at school – Name of medication: ___________________________

Medication taken at home – Name of medication: ___________________________

(If medication is taken at school, complete a medication form for each medication – available on the SSSD website www.healthiersf.org/forms/index.cfm#15)

Restriction from physical activity – please specify ___________________________

Name of Health Provider: ___________________________

Address: ___________________________

Phone: ___________________________

Signature of Health Provider: ___________________________

Date: ___________________________

SFUSD School Health Form – page 1 2011-2012
GUIDE TO IMMUNIZATIONS REQUIRED FOR SCHOOL ENTRY

Grades K-12

REFERENCE: Health and Safety Code, Division 105, Part 2, Chapter 1, Sections 120325-120380; 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 (grades 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, Tétanos, 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>Age 6 years and under</td>
<td>4 doses at any age, but... 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>DTap/DT (diphtheria, tetanus, pertussis)</td>
<td>4 doses at any age, but... 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>Age 7 years and older</td>
<td>1 dose of Tdap given on or after 7th birthday.</td>
</tr>
<tr>
<td>Tetanus, Pertussis</td>
<td>*Adolescents with at least 2 doses of Tdap vaccine will not meet the requirement.</td>
</tr>
<tr>
<td>Td/DTap</td>
<td>*Adolescents with at least 2 doses of Tdap vaccine will not meet the requirement.</td>
</tr>
<tr>
<td>*7th grade-2nd grade requirement for 2011/12</td>
<td></td>
</tr>
<tr>
<td>Measles, Mumps, Rubella (MMR)</td>
<td>2 doses both on or after 1st birthday.</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>2 doses both on or after 1st birthday.</td>
</tr>
<tr>
<td>7th grade</td>
<td>1 dose must be on or after 1st birthday.</td>
</tr>
<tr>
<td>Grades 1-8 and 8-12</td>
<td></td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>3 doses at any age.</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>3 doses at any age or 2 doses of 2 dose formulation.</td>
</tr>
<tr>
<td>7th grade</td>
<td></td>
</tr>
<tr>
<td>Varicella</td>
<td>1 dose</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>1 dose for children under 13 years; 2 doses are needed if immunized on or after 13th birthday.</td>
</tr>
<tr>
<td>Out-of-state entrants (grades 1-12)</td>
<td></td>
</tr>
</tbody>
</table>

EXEMPTIONS: The law allows (a) parents/guardians to choose an exemption from immunization requirements based on their personal beliefs, and (b) physicians of children to elect medical exemptions. The law does not allow parents/guardians to elect an exemption simply because of inconvenience (a record is lost or incomplete and it is too much trouble to go to a physician or clinic to correct the problem). See the back of the Blue California School Immunization Record (PM 286) for instructions and the affidavit to be signed by parents/guardians electing the personal beliefs exemption. For children with medical exemptions, the physician's written statement should be stapled to the CSIR. Schools should maintain an up-to-date list of pupils with exemptions, so they can be excluded quickly if an outbreak occurs.

TB Skin Test (with result)......Given in the United States within 1 year before first admission to school in San Francisco 

OR

Signature of examiner attesting to no risk factors for TB

Risk Factors for TB in Children
- Have a family member or contacts with history of confirmed or suspected TB
- Are in foreign-born families and from high-prevalence countries (Asia, Africa, Central and South America)
- Adopted from a high-risk area
- Travel to countries with high rate of TB
- Live in out-of-home placements
- Have, or are suspected to have, HIV infection
- Live with an adult with HIV seropositivity
- Live with an adult who has been incarcerated in the last 5 years
- Live among, or are frequently exposed to, individuals who are homeless, migrant farm workers, users of street drugs, or residents of nursing homes
- Have contact with individuals(s) with positive TB skin test(s)
- Have abnormalities on chest X-ray suggestive of TB
- Have clinical evidence of TB
- Screening should be performed by CXR in addition to skin test and symptom review in HIV infected or suspected HIV, other immunocompromised conditions or if child is taking immunosuppressive agents such as chronic prednisone or TNF blockers

THE KINDERGARTEN/FIRST GRADE HEALTH EXAMINATION

A completed physical is required for children entering school. The physical examination for kindergarten must be done after March 1st of the same year that they enter school. First graders, the examination must be done not more than 18 months prior to entry. Lack of evidence of a physical examination will result in denial of enrollment.
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:

1. **Medi-Cal/Denti-Cal’s toll-free number or Web site** can help you to find a dentist who takes Denti-Cal. 1-800-322-6384; [http://www.denti-cal.ca.gov](http://www.denti-cal.ca.gov). For help enrolling your child in Medi-Cal/Denti-Cal, contact your local social service agency at [http://www.dhs.ca.gov/mcs/medi-calhome/CountyListing1.htm](http://www.dhs.ca.gov/mcs/medi-calhome/CountyListing1.htm)

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 1-800-300-9957 or [http://www.dph.sf.ca.us/chn/DentalSvcds/default.htm](http://www.dph.sf.ca.us/chn/DentalSvcds/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 Support Services Department at **415-242-2615**.

Sincerely,

Student Support Services 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>
<th>Visible caries present:</th>
<th>Treatment Urgency:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
<td>□ No obvious problem found</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Early dental care recommended</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<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.
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 100 of this Handbook for directions on where and how to submit this form)
SAFE SCHOOLS RESOLUTION COMMITTEE
FEEDBACK FORM

Submit completed form to:
Claudia Anderson, Pupil Services Department
555 Portola Avenue, San Francisco, CA 94131 (fax) 415-695-5565

Types of Feedback: The Safe Schools Resolution Committee will review feedback related to the School Resource Officer (SRO) program, and will evaluate whether there has been a failure to follow procedures of the Memorandum of Understanding between San Francisco Unified School District (SFUSD) and San Francisco Police Department (SFPD) and/or the Safe Schools Resolution.

I am a (please check one):
   _____Parent/Guardian    _____Student     _____District employee     ___SRO

Name and Address: ___________________________________________________________________
(optional-required if response requested)

Telephone Number: _________________________________
(optional-provide if you are willing to be contacted regarding this grievance)

NOTICE: IF A STUDENT NAME IS PLACED ON THIS FORM IT WILL BE PROTECTED AS A CONFIDENTIAL STUDENT RECORD. HOWEVER, 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 INDIVIDUALS EXCEPT AS OTHERWISE PERMITTED BY STATE OR FEDERAL LAW.

Please describe the feedback in detail: Attach additional sheets if necessary.

*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*:
5. Date of Incident*:
6. Describe Incident*/Feedback/Suggestion: (use additional sheets if necessary)

   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

For office use only:

Date received: _______________________ Response due by: _____________________

See the back of this form for a description of the feedback process and timelines.
Feedback Procedures

Use this procedure if you are a parent/guardian, student, SFUSD staff member or SRO who:

1. Feel that the School Resource Officer MOU between SFPD and SFUSD has not been followed.
2. Feel that the school site has not followed the “Safe Schools Resolution”. For example, you are a parent and your child was interviewed at school by the police and you were never called or you are a student and the police were called to intervene in a situation you were involved with that was not appropriate for police involvement because it could have been safely and appropriately handled by school staff. Please see the Student Handbook section on the Safe Schools Resolution for a description of the requirements of the resolution.
3. Have positive feedback or suggestions related to the School Resource Officer program.
4. Have negative feedback about the SRO program, but you are not sure whether there has been a failure to comply with the MOU or Safe Schools Resolution. The Committee will evaluate your feedback to determine whether there has been a failure to follow the MOU or Safe Schools Resolution.

The Procedures You Should Follow to Submit Your Feedback Are:

1. Fill out the form on the reverse side of this paper.
2. Fax or mail form to: Claudia Anderson, Pupil Services Department, 555 Portola Avenue, San Francisco, California, 94131, fax (415) 695-5565.

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 of three people from the “Safe Schools Resolution Committee” will review the feedback and the results of the investigation, if the feedback involves a particular incident. The panel will include representation from SFUSD, SFPD and a community representative or parent. 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 filing of the feedback, the three person panel will issue a written response. This will be provided to the parent or student who filed the feedback and to the direct supervisor of the SFUSD/SFPD staff involved. If the feedback involved an allegation of a failure to follow the MOU or Resolution, the response will state whether or not there has been a failure to follow the MOU or Board resolution and whether or not corrective action is recommended. The supervisor of the SFUSD/SFPD staff in question is responsible for implementing corrective action. Please keep in mind that, due to confidentiality laws, the written findings cannot include the specifics of any corrective or disciplinary action.
4. This is an informal process that seeks to resolve disputes or problems with the SRO Program quickly and efficiently, and does not include an appeal. If you would like to submit a formal complaint you have the right to file a complaint directly with the Office of Citizen’s Complaints or the SFUSD Office of Equity Assurance.

Key Terms:   MOU Memorandum of Understanding  
SFPD San Francisco Police Department  
SFUSD San Francisco Unified School District  
SRO School Resource Officer
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12) Forms

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(This page is left blank intentionally)
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(Talk with someone your own age. 12 noon to 10 pm, 7 days a week)