



**SAN FRANCISCO  
UNIFIED SCHOOL  
DISTRICT**

**2009 – 2010**





**Carlos A. Garcia**  
**Superintendent of Schools**

**San Francisco Unified School District • 555 Franklin Street • San Francisco, California 94102**  
Phone 241-6121 / Fax 241-6012 / [CarlosGarcia@sfusd.edu](mailto:CarlosGarcia@sfusd.edu)

Dear Students, Parents and Guardians,

Welcome to a new school year. It is our goal to foster a safe, healthy and rigorous academic environment. To this end, we want all members of our school communities to be knowledgeable about the policies and regulations that protect student welfare and enhance student well-being.

**This handbook contains very important forms for parents and guardians to review and return to their child's school at the beginning of each school year.**

I encourage all students and families to review the Student and Parent/Guardian Handbook annually; 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, as well as the steps we follow when these expectations are not met.

A student's success involves our whole community. I hope that by becoming familiar with this handbook, our students and families will feel more informed about their rights and responsibilities.

Have a safe and successful school year.

Respectfully yours,

Superintendent Carlos A. Garcia



KAMALA D. HARRIS  
District Attorney

---

### **Chronic School Absence is a Crime**

- In 2007-08, there were more than 5,000 San Francisco public school students designated as habitual or chronic truants. More than 2,000 of them were elementary school children.
- Nearly 75% of habitual and chronic truants eventually drop out of school. In California, almost a quarter of all children drop out of school.
- Children who drop out of school are much more likely to face lifetimes of unemployment and incarceration. They are significantly more likely to become victims or perpetrators of crime. Since 2003, 94% of San Francisco homicide victims were school dropouts.
- SFUSD has a seven-step truancy process. Parents are notified in person, by telephone and by mail, attend conferences with school officials, and are offered services to assist them in getting their children to school.
- **The District Attorney Kamala D. Harris' Truancy Initiative**
  - District Attorney Harris has launched a citywide truancy initiative with Mayor Newsom, Superintendent Garcia, the SFPD and community partners.
  - The District Attorney's Office holds group mediations with parents and students to address habitual and chronic truancy. Attendance has improved in schools where mediations have been held.
  - The District Attorney has assigned teams of prosecutors and neighborhood safety workers to combat truancy.
- **It is a crime for children to go without an education.**
  - California law mandates education for children between the ages of 6 and 18.
    - 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.
  - A habitual truant is a student with 10 or more unexcused absences in a school year. A chronic truant is a student with 20 or more unexcused absences in a school year.
  - Parents who do not get their children to school can be prosecuted. The District Attorney prosecuted six parents for truancy in 2008.

**For help with keeping your children in school, or if you have questions,  
please call the Stay in School Hotline at (415) 701-STAY.**

# Safe School Line

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, and 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. The Safe School Line was developed by the Safe School Taskforce, a committee composed of San Francisco Unified School District administrators, community-based organizations, and city agencies concerned about reducing violence and harassment in schools.

SAFE SCHOOL LINE	
<p><b>Three ways to report:</b></p> <p><b>(415) 241-2141</b></p> <p><b>www.sfusd.edu</b> (form located under “Parents” or “Students”)</p> <p>email to <b>safeschool@sfusd.edu</b></p> <p>Examples of what you can report:</p> <ul style="list-style-type: none"><li>* threats/intimidation</li><li>* racial/gender slurs</li><li>* harassment/bullying</li></ul>	<p>Improve safety in your school. Call this number to report incidents or concerns affecting the safety of any student. This number does NOT replace 911 or calls to your school regarding non-safety issues. All callers will remain anonymous unless you choose to give us your information.</p>



---

## **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](http://www.sfusd.edu). For more information or assistance, you may leave a message by calling **415-522-7343**.

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

# Primary Language Assistance Request Form - School Site



To request **FREE** translation/interpretation services, please fill out this form.

## Parent/Guardian Contact Information

Date: \_\_\_\_\_  
Name: \_\_\_\_\_ Home Phone: \_\_\_\_\_  
Cell phone: \_\_\_\_\_ Email: \_\_\_\_\_  
Address (optional): \_\_\_\_\_  
School Name: \_\_\_\_\_  
Child/Children's Name: \_\_\_\_\_  
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 please visit [www.sfusd.edu](http://www.sfusd.edu) and click on the word "**documents**", and find District documents translated into seven languages (e.g., K-12 Report Card, High School graduation requirements, STAR Test Overview, Parent Advisory Council Bylaws).

**ALL SERVICES ARE FREE**

# Primary Language Assistance Request Form - Central Office



To request **FREE** translation/interpretation services, please fill out this form.

## Parent/Guardian Contact Information

Date: \_\_\_\_\_  
Name: \_\_\_\_\_ Home Phone: \_\_\_\_\_  
Cell phone: \_\_\_\_\_ Email: \_\_\_\_\_  
Address (optional): \_\_\_\_\_  
School Name: \_\_\_\_\_  
Child/Children's Name: \_\_\_\_\_  
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:**

- |   |                         |
|---|-------------------------|
| <input type="checkbox"/> Educational Placement Center                         | Date: _____ Time: _____ |
| <input type="checkbox"/> Special Education Department                         | Date: _____ Time: _____ |
| <input type="checkbox"/> District English Learners Advisory Committee (DELAC) | Date: _____ Time: _____ |
| <input type="checkbox"/> Student Support Services                             | Date: _____ Time: _____ |
| <input type="checkbox"/> Gifted and Talented Education program (GATE)         | Date: _____ Time: _____ |
| <input type="checkbox"/> Superintendent's Office                              | Date: _____ Time: _____ |
| <input type="checkbox"/> Other meeting or event: _____                        |                         |
| Date: _____ Place: _____ 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 please visit [www.sfusd.edu](http://www.sfusd.edu) and click on the word "**documents**", and find District documents translated into seven languages (e.g., K-12 Report Card, High School graduation requirements, STAR Test Overview, Parent Advisory Council Bylaws).

**ALL SERVICES ARE FREE**





# Parent/Guardian/Caregiver Agreement Form

**PLEASE COMPLETE, DETACH, AND RETURN THIS PAGE TO THE SCHOOL**

STUDENT NAME: \_\_\_\_\_ DATE OF BIRTH: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ GRADE: \_\_\_\_\_

In the case of a catastrophic event such as an earthquake, the principal/site manager will decide if pupil release from school custody is or is not authorized. Adults calling for pupils must present identification or some form of verification before pupils will be released to them. Please list below the adults who are authorized to pick up your children from school in the event of any local disaster.

Name

Phone number

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

By signing below as the parent/guardian/caregiver, I acknowledge receiving the **ANNUAL PARENT/GUARDIAN/CAREGIVER NOTIFICATION**, pages 121 to 129 and the **2009-2010 STUDENT AND PARENT/GUARDIAN HANDBOOK**

\_\_\_\_\_  
Name (please print)

\_\_\_\_\_  
Signature

**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 email (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 62 to 68 of the 2009-2010 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 Internet for educational purposes, it is possible by accident or intent that he or she will see objectionable things. 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 supervise students at school. 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 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 62 to 68 of the 2009-2010 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.**

<b>Student Name</b>	
<b>School</b>	
<b>Parent/Guardian name (printed)</b>	
<b>Parent/Guardian signature</b>	
<b>Date</b>	

# ***TABLE OF CONTENTS***

<b>I.</b>	<b>Board of Education .....</b>	<b>1</b>
<b>II.</b>	<b>SFUSD Mission Statement .....</b>	<b>2</b>
<b>III.</b>	<b>Student and Parent/Guardian Handbook Orientation .....</b>	<b>2</b>
<b>IV.</b>	<b>Central Administration Directory .....</b>	<b>3</b>
<b>V.</b>	<b>School Calendar .....</b>	<b>4</b>
<b>VI.</b>	<b>State and/or Federal Policies.....</b>	<b>4</b>
A.	Corporal Punishment .....	4
B.	Detention After School .....	5
C.	Enrollment of Families & Youth In Transition (Homeless Students) .....	5
D.	Enrollment of Foster Youths.....	8
E.	Enrollment of Students .....	9
1.	Residency Requirement for Students.....	11
F.	Enrollment of Students Expelled from Other School Districts.....	12
G.	Exemption from Compulsory Attendance .....	12
H.	FERPA (Family Education Rights Privacy Act) & PPRA (Protection of Pupil Rights Amendment) .....	13
I.	Juvenile Court Probation.....	15
J.	Law Enforcement—Removing Students from School .....	15
K.	Summary of Discrimination, Harassment and Facility Complaint Procedures .....	16
L.	Discrimination/Harassment/Facility Complaint Procedures Chart.....	20
M.	American with Disabilities Complaint Procedure (Board Policy 1343).....	23
N.	Disability Discrimination—Section 504.....	24
O.	Nondiscrimination Policy (Board Policy 5111.4).....	25
P.	School Site Level Sexual Harassment/Discrimination Complaint Procedures (Board Policy 5166).....	26
Q.	School Site Level Harassment/Discrimination Complaint Procedures (Administrative Regulation 5166) .....	30
R.	Uniform Complaint Procedures (Administrative Regulation 1342).....	37
S.	Williams Uniform Complaint Procedures (Administrative Regulation 1342.1) .....	46
T.	Radios, Pagers, Cell Phones, and Other Electronic Signaling Devices .....	50
U.	Safe Haven for Newborns .....	51
V.	School Property—Restitution .....	51
W.	Searches .....	52
X.	Solicitation, Before, During, and After School.....	52
Y.	Transfer of Records.....	52
Z.	Trespassing .....	52
AA.	Vocational Education Programs and Regional Occupation Programs (ROP) .....	53
BB.	Work Permits—Cooperative Vocational Education Program .....	54
<b>VII.</b>	<b>San Francisco Unified School District Policies.....</b>	<b>56</b>
A.	Automobiles on Campus.....	56
B.	Bus Safety Rules.....	56
C.	Clarity and Consistency in School Discipline .....	57

D.	Closed School Campus .....	57
E.	Commitment to Education of All Immigrant Children and Opposition to Recent ICE Raids .....	58
F.	Dress/Appearance Standards .....	59
G.	Eligibility for Co-curricular Activities/Athletics .....	59
H.	Equitable and Fair School Discipline Practices .....	60
I.	Fees and Deposits .....	61
J.	Independent Study – Board of Education Policy 6102.6 .....	61
K.	Internet Safety Administrative Regulation for Students .....	62
L.	Police Contact and Intervention .....	69
M.	Skateboards, Skates, Scooters, and Bicycles .....	69
N.	Student Bill of Rights .....	70
O.	Student Transfers—Athletic Eligibility .....	72
P.	Visitors at Schools .....	73
Q.	Wellness Policy .....	73
<b>VIII.</b>	<b>Academic Guidelines .....</b>	<b>73</b>
A.	Academic Honesty .....	73
B.	Citizenship .....	73
C.	Dropping Courses .....	74
D.	Excused Absences/Tardies .....	74
E.	Grading Period .....	74
F.	Grading Policy for Middle and High Schools .....	74
G.	Graduation Activities Participation .....	75
H.	Homework .....	75
I.	After School Programs (Homework Support, Academics and Enrichment) .....	76
J.	Make-up work .....	76
K.	School Home Contacts .....	77
L.	Retention and Acceleration .....	78
1.	High School Minimum Promotion Requirements .....	79
2.	High School Graduation Requirements .....	79
3.	Advanced Placement (AP) Test Fee Reimbursement Program .....	82
M.	California State University and University of California Admission Requirements .....	83
<b>IX.</b>	<b>Attendance Guidelines .....</b>	<b>85</b>
A.	Board Policy p5113 .....	85
B.	Attendance Options – Alternative Schools and Educational Programs .....	86
C.	Types of Absences .....	89
1.	Valid Excused Absences (Excused by State Law) .....	89
2.	Valid Approved Absences (Excused by Board Policy) .....	90
3.	Unexcused Absences .....	90
D.	Parent’s/Guardian’s/Caregiver’s Verification of Student’s Absence from School .....	90
E.	Declaration as a Legal Truant .....	91
F.	Consequences of Truancy .....	92
1.	SFUSD Flow Chart of Truancy Procedures .....	92
2.	School Attendance Review Board (SARB) .....	93
<b>X.</b>	<b>Disciplinary Guidelines .....</b>	<b>94</b>
A.	Alcohol and Drugs .....	94
B.	Arson .....	94
C.	Assault, Battery and Menace .....	94

D.	Bullying.....	95
E.	Burglary .....	95
F.	Damage to School Property - Graffiti.....	95
G.	Damage/Injury to School Employee/Property .....	95
H.	Defiance to Authority .....	95
I.	Explosive Devices (Including Fireworks and Firecrackers).....	95
J.	Extortion .....	96
K.	Gambling.....	96
L.	Hate/Violence .....	96
M.	Hazing.....	96
N.	Knife .....	96
O.	Laser Pointing Devices .....	97
P.	Look-alike Guns, BB Guns, or Pellet Guns.....	97
Q.	Mace and Pepper Spray .....	97
R.	Robbery.....	97
S.	School Keys .....	97
T.	Sexual Assault or Battery.....	97
U.	Sexual Harassment.....	98
V.	Slurs .....	98
W.	Smoking (Tobacco Products).....	98
X.	Stun Guns.....	99
Y.	Terroristic Threats.....	99
Z.	Theft.....	99
AA.	Threats or Abuse Toward Students.....	99
BB.	Threats to School Employees.....	99
CC.	Weapons.....	100

**XI. Suspension Regulations and Procedures .....101**

A.	Grounds for Disciplinary Action (State Education Code 48900, 48900.2, 48900.3, 48900.4 & 48900.7) .....	101
B.	Jurisdiction for Suspension (State Education Code 48900(s)) .....	103
C.	Length of Suspension (State Education Code 48910 & 48911) .....	103
D.	Suspension by Teacher (State Education Code 48910) .....	104
E.	Suspension by Principal/Required Due Process (State Education Code 48911).....	104
F.	Suspension of Elementary and Secondary Students .....	105
G.	Suspension and Expulsion Procedures for Special Education Students .....	106
H.	Parent/Guardian/Caregiver Request to Meet to Discuss a Student’s Suspension.....	107

**XII. Expulsion Regulations and Procedures .....107**

A.	Expulsion Chart (State Education Code 48915) .....	107
B.	Expulsion Hearing Process .....	108
C.	Parents/Guardian/Caregiver’s Right to Request an Appeal of the Board of Education’s Order to Expel.....	109
D.	Readmission After Completion of Expulsion.....	110

**XIII. Family Involvement .....111**

A.	Community Services When You Need Help – Call.....	112
B.	School Accountability Report Cards .....	112
C.	Parents’ Rights.....	113
D.	Leadership.....	113
1.	School Site Council.....	113

2.	School Advisory Committee.....	113
3.	English Learner Advisory Committee .....	113
<b>XIV.</b>	<b>Student Support Services Department - Health Education Programs .....</b>	<b>114</b>
A.	Curriculum .....	114
B.	SFUSD School Climate Survey Information.....	117
C.	Student Emergency Cards.....	118
D.	Emergency Care Plans:	
	Allergy, Asthma, Diabetic, Seizure, and Generic Emergency Care Plan .....	118
E.	Student Medications at School.....	119
	<b>Appendix A—Mandatory Reports to S. F. Police Department .....</b>	<b>120</b>
	<b>Appendix B—Mandatory Reports to Children’s Protective Services .....</b>	<b>120</b>
	<b>Appendix C—Annual Parent Notification .....</b>	<b>121</b>
	Pupil Records.....	123
	No Child Left Behind (NCLB) Act of 2001 .....	125
	California Local Educational Agency (LEA) Billing Option Program .....	126
	National School Lunch Program.....	126
	Healthy Schools Act of 2000 Pesticide Notification .....	126
	Notice of Asbestos Inspection .....	128
	District Compliance Coordinator for Title IX Regulations .....	129
	<b>Appendix D—School Site Directory.....</b>	<b>130</b>
	<b>Appendix E—Forms .....</b>	<b>136</b>
	Application for Free and Reduced Price School Meals .....	137
	1. Health Care Coverage	
	Free/Low Cost Programs for Children and Youth Adults .....	141
	Enrollment Application Form for 2008-2009 .....	143
	Media and Community Access Opt-out Form .....	147
	Consent Form to Permit District to Use Student Photographs/Images/Schoolwork .....	149
	Medication Form.....	151
	Emergency Care Plans:	
	Allergy, Asthma, Diabetic, Seizure, and Generic Emergency Care Plans .....	153
	Parent’s Verification of Student’s Absence Form .....	159
	Request for Individual Pesticide Application Notification.....	161
	Safe Schools Resolution Committee Feedback Form.....	163
	School Health Form .....	165
	SFUSD Enrollment Chart for Foster Youth.....	167
	Foster Youth School Enrollment Procedures.....	168
	Foster Youth Services Student Placement/Transition Form.....	169

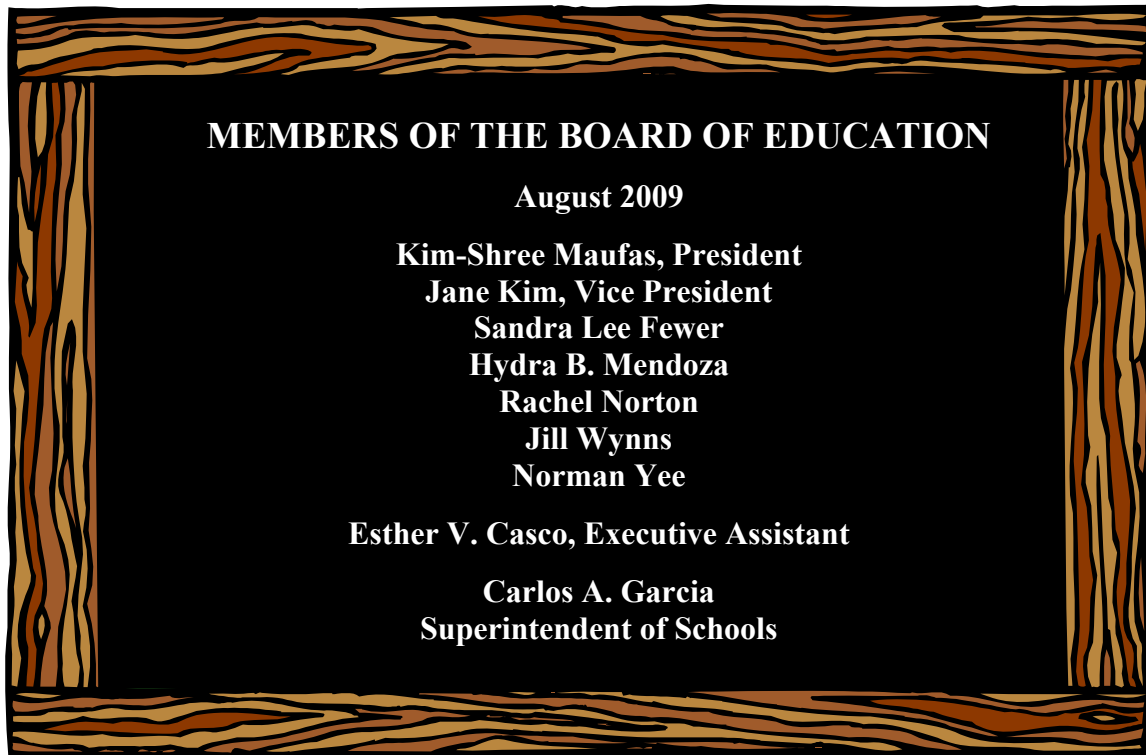
## ACKNOWLEDGEMENTS

We wish to thank staff, parents/guardians/caregivers, students, and community agencies for their work and support of the Student and Parent/Guardian Handbook.

August 2009



# ***BOARD OF EDUCATION***



## **Functions of the Board of Education**

The Board of Education is comprised of seven members and is subject to local, state, and federal laws, and determines 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, approving curriculum and the SFUSD budget (which is independent of the City's budget), confirming the appointment of all 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 the 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 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.

# ***SAN FRANCISCO UNIFIED SCHOOL DISTRICT MISSION STATEMENT***

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.

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.



## ***STUDENT AND PARENT/GUARDIAN HANDBOOK ORIENTATION***

All San Francisco Unified School District families and school staff shall be given a copy of this Handbook and shall be responsible for knowing and understanding the content. In addition, this Handbook will be discussed during the student orientation process at the beginning of the school year to ensure that everyone understands the guidelines and expectations of San Francisco Unified School District. Copies are available at local school sites and shall be given to all new students at the time of registration.

Handbook regulations apply when going to and from school, on school grounds, and at any school-related activities supervised by school personnel.

## ***CENTRAL ADMINISTRATION DIRECTORY***

District Office .....	555 Franklin Street .....	241-6000
Superintendent .....		241-6121
Board of Education Commissioners .....		241-6427
Assistant Superintendent - Child Development Program .....		750-8500
Assistant Superintendent - Elementary Schools .....		241-6310
Assistant Superintendent - Middle Schools .....		241-6607
Assistant Superintendent - High Schools .....		241-6478
Educational Placement Center (EPC) .....		241-6085
Gifted and Talented Education (GATE) .....		355-7712
Legal Office .....		241-6054
Multilingual Programs .....		355-7771
Office of School/Family Partnership .....		241-6185
Parent/Teachers Association .....		241-6048
Pregnant Minors Special Service Centers Hilltop HS .....		695-5606
Public Outreach & Communications .....		241-6565
School Volunteers .....		749-3700
Special Education .....		355-7735
Student Nutrition Services .....		749-3604
Student Support Services Dept. at 1515 Quintara Street .....		242-2615
Student Support Services Dept. at 555 Portola Drive .....		695-5543
Transportation .....		695-5505

Please refer to Appendix D (page 130) for school site directory

# ***SCHOOL HOLIDAYS 2009-2010***



## **Fall 2009**

(Fall semester starts August 24, 2009)

9/7 ..... Labor Day Observance  
10/12 ..... Columbus/El Dia de la Raza  
                    /Indigenous People's Day  
11/11 ..... Veterans' Day Observance  
11/25 – 11/27 ..... Thanksgiving Recess  
12/21/09 – 1/1/10 .... Winter Recess  
1/18/10 ..... Dr. King, Jr. Birthday  
                    Observance

(Fall semester ends January 15, 2010)

## **Spring 2010**

(Spring semester starts January 19, 2010)

1/29/10 ..... Professional Development  
                    Day (holiday for students  
                    only)  
2/15 ..... Presidents' Day / Lunar  
                    New Year Observance  
3/29 – 4/2 ..... Spring Recess  
5/31 ..... Memorial Day Observance

(Spring semester ends June 4, 2010)

Note: This schedule is subject to changes. At the time of printing of this handbook, other professional development days (holiday for students only) and minimum days at all schools are yet to be scheduled. Each individual school will notify parents/guardians/caregivers of the schedule of minimum days or staff development days as early as possible, but not later than one month prior to the scheduled minimum days or staff development days (Education Code 48980(c)).

## ***STATE AND/OR 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 for not more than one hour at the end of the school day.

---

## **ENROLLMENT OF FAMILIES & YOUTH IN TRANSITION (HOMELESS CHILDREN)**

---

The McKinney-Vento Homeless Assistance Act, reauthorized in December 2001, ensures educational rights and protections for children and youth experiencing homelessness, which includes the right to:

- Stay in their school of origin even if they move, according to the best interest of the child or youth;
- Enroll in a new school without proof of residency, immunizations, school records, or other papers normally required for enrollment;
- Get transportation to/from school;
- Get all the school services they need; and
- Challenge decisions made by schools and districts.

Families & Youth in Transition (FYIT) 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. Please contact the EPC at 241-6085 or 241-6136. Students considered homeless under the McKinney-Vento Act are also automatically approved for free school breakfast and lunch. Students may apply to any school in the district provided they meet the admissions requirement if there is one. The actual assignment to a specific school will be based on space availability for the grade level or program need. The District Liaison for Families & Youth in Transition is located at 1515 Quintara Street. The phone number is 242-2615.

### **What if a homeless child or youth does not have the documents required for school registration?**

- Schools, agencies, shelters and others shall contact a placement counselor at EPC (241-6085 or 241-6136) to start the process for enrollment.
- The school shall immediately enroll the child/youth in school, even if the child or youth lacks records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation (Sec. 722(g)(C)(i)).
- If a child or youth lacks immunizations, or immunization or medical records, the enrolling school can refer parent/guardian to the District Liaison, who shall help obtain necessary immunizations, or immunization or medical records. (Sec 722(g)(3)(C)(iii)).
- The enrolling school must immediately contact the last school attended to obtain relevant academic and other records (Sec. 722(g)(3)(C)(ii)).
- The terms “enroll” and “enrollment” are defined to include attending classes and participating fully in school activities (Sec. 725(1)).

- Any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, of each homeless child or youth must be maintained so that the records are available, in a timely fashion (14 days grace period), when a child or youth enters a new school or school district, and in a manner consistent with section 444 of the General Education Provisions Act (Section 722(g)(3)(D)).
- Coordinating services provided to the shelters & others by the District Liaison include Muni fast passes, uniforms, tutoring, and school materials.

**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 Senior Executive Director of Student Support Services Department. The Senior 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 Senior Executive Director will notify the District Liaison and parent of the decision.
- If the dispute remains unresolved, the Senior 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](mailto:lwheeler@cde.ca.gov)

## What children are considered homeless?

- **Children and Youth Living in Shelters, Single Room Occupancy (SRO), Transitional Housing, the Streets, Cars, Abandoned Buildings, and Other Inadequate Accommodations** are considered homeless.
- **Children and Youth Living in Trailer Parks and Camping Grounds:** Children living temporarily in trailer parks or camping areas because they lack adequate accommodations are considered homeless. But, if they are living there on a long-term basis in adequate accommodations they are not deemed homeless.
- **Doubled up Children and Youth:** Children living in housing that their family shares with other families or individuals are considered homeless if they are doubled-up due to a loss of housing. But families who are voluntarily doubled-up to save money generally are not considered homeless.
- **Foster Children and Youth:** In general, children in foster homes are not considered homeless. But children placed in foster homes because of their parents' lack of shelter are deemed homeless. Also, children living in an emergency shelter or transitional living facility because there is nowhere else to send them while they are awaiting placement in a foster home or home for neglected children are considered homeless – until the placement is made.
- **Hospitalized Children and Youth:** Children who are ready for discharge but remain hospitalized because their families have abandoned them are considered homeless. Children who were homeless prior to hospitalization are considered homeless while in the hospital unless regular and adequate accommodations will be made available to them upon discharge.
- **Incarcerated Children and Youth:** Children who are under the care of the State and are held in an institution because they have no other place to live are considered homeless.
- **Migratory Children and Youth:** Children of migrant workers are considered homeless only to the extent that they are staying in accommodations not fit for habitation.
- **Runaways:** Children who have run away from home and live in runaway shelters, on the streets, in abandoned buildings, or other “inadequate accommodations” even if their parents have and are willing to provide a home for them, are considered homeless.
- **Throwaways:** Children whose parents or guardians will not permit them to live at home are considered homeless if they live on the streets, in shelters, or other transitional or inadequate accommodations.
- **Unwed Mothers:** School-age children or youth who are living in homes for unwed and expectant mothers and have no other available living accommodations are considered homeless. But, if they are in such homes only to receive specific services, and intend to move to other adequate accommodations, they are not considered homeless.

In those cases in which children do not fit neatly into one of these clear categories, state and local educational agencies must make case-by-case determinations.

---

## ENROLLMENT OF FOSTER YOUTHS

---

Children residing in out of home placements, 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) will enroll at the **Educational Placement Center (EPC) located at 555 Franklin Street, Room 100.** Drop-in accommodations are available. **Contact information for the EPC is 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. **Contact information for the Special Education Placement Unit is 355-6995.** Students with an assignment of alternative education (i.e. Continuation High School, Independent Study, Court or Community School) will enroll at the **Student Support Services Department located at 555 Portola Drive.** **Contact information for the Student Support Services Department is 695-5543.**

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 students' appropriate school placement, we encourage all relevant documents be provided at the time of enrollment.

Students may apply to any school in the district provided they meet the admissions requirement. The actual assignment to a specific school will be based on space availability for the grade level or program need. **To find out more information about foster youth resources including free tutoring, please contact SFUSD's Foster Youth Services Coordinator Maya Webb at Student Support Services Department at 242-2615 x3310. The Educational Liaison for the San Francisco Human Services Agency (HSA) is Gloria Anthony-Oliver and she can be contacted at 557-5305.**

Effective January 1, 2004, Assembly Bill 490 imposes new duties and rights related to the education of dependents and wards in foster care. AB490 establishes legislative intent that foster youth are ensured access to the same opportunities to meet academic achievement standards to which all students are held, maintain stable school placements, be placed in the least restrictive educational placement and, have access to the same academic resources, services, extra-curricular activities and enrichment activities available to all students. AB490 also makes clear that education and school placement decisions are to be dictated by the best interest of the child.

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 for the duration of the school year when their placement changes and remaining in the same school is in the child's best interests.
- 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 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 nonpublic, nonsectarian school.
- Ensures that foster youth will not be penalized for absences due to placement changes, court appearances, or related court ordered activities.

---

SFUSD Enrollment Chart for Foster Youth Forms, Foster Youth School Enrollment Procedures Forms, and SFUSD FYS Student Placement/Transition Forms are available at the Student Support Services Department's website at [www.healthiersf.org](http://www.healthiersf.org) and in Appendix E of this Handbook.

---

## **ENROLLMENT OF STUDENTS**

---

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, phone number (415) 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, passport 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 scavenger. No cell phone bills will be accepted.
  - Both automobile registration and auto insurance
  - Homeowner's or renters 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

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

## ***Immunization***

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 166.

### **RESOURCES FOR IMMUNIZATIONS IN SAN FRANCISCO**

While Education Code 49403 allows districts to administer immunizing agents to pupils when parents have provided consent, it is recommended that children go to their own doctor/health care provider or clinic for immunizations. If the child does not have a usual source of health care, SF General Hospital or the six district health centers can be contacted.

SF General Hospital Pediatric Clinic or Children’s Health Center at SFGH	1001 Potrero Avenue, 6 <sup>th</sup> Floor	206-8376
Castro/Mission Health Center	3850 - 17th Street at Noe & Sanchez	934-7700
Maxine Hall Health Center	1301 Pierce Street at Ellis	292-1300
Silver Ave. Family Health Center	1525 Silver Avenue at San Bruno	657-1700
Chinatown Public Health Center	1490 Mason Street above Broadway Tunnel	364-7600
Ocean-Park Health Center	1351 - 24th Avenue at Irving & Judah	682-1900
South East Health Center	2401 Keith Street at Armstrong & Carroll	671-7000

**A student who fails to obtain the required immunization 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 exception related to foster and homeless youths on pages 5 and 8.**

## ***Tuberculosis Testing***

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 is required for children entering school. The physical examination for kindergarten must be done after March 1<sup>st</sup> for the same year that they enter school. 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](http://www.healthiersf.org) and in Appendix E of this Handbook.

## **RESIDENCY REQUIREMENT FOR STUDENTS**

Pursuant to section 48200 of the Education Code, a child may attend San Francisco public schools if the custodial parent or legal guardian of the child resides within the boundaries of the San Francisco Unified School District.

However, the District understands and appreciates that our students live in a mobile society and under a tremendous variety of household arrangements. Thus, under some circumstances, such as parental incarceration or hospitalization, or if the parent/Legal guardian lives out of State or more than approximately 100 miles from San Francisco, District policy allows a child to attend San Francisco public schools if the “caregiver in charge of the child” resides in the District. However, a child may be denied admittance to a particular school in the District if, in the determination of District staff, the child resides with the caregiver, rather than a parent or guardian, solely for the purpose of attending the school in question.

### ***INTERDISTRICT PERMITS***

Non-resident students may attend San Francisco public schools by special agreement between the school district where the Parent/Legal Guardian resides and the San Francisco Unified School District (Education Code sections 46600 and 48204). This Interdistrict Permit must be obtained from the district of residence and approved by both Districts.

The Interdistrict Transfer Agreement Permit is required for anyone living outside of San Francisco who wishes to attend or continue attending a San Francisco Public School. The permit is also required for students whose parent or LEGAL guardian resides outside San Francisco (within approximately 100 miles), even if the student resides with a caretaker within San Francisco. It is an annual permit and must be on file for each school year.

Approval of an Interdistrict Permit is based on space availability in the grade level at the requested school and a Permit may be revoked if a student’s behavior, academic progress and/or attendance fail(s) to meet District standards.

Students who are enrolled in a San Francisco Public school and who move outside the District during the school year will be allowed to finish the school year at the school where they are enrolled, provided that their parents/guardians promptly notify the District that they have moved and obtain an Interdistrict Permit from their new district of residence.

If the District staff discovers that a student is attending a District school in violation of the above-described residency policies, the District will take appropriate action which may include requiring the student to leave school immediately. In addition, if the District has incurred expenses investigating the actual residence of a student or a student’s parents/guardians, the District may charge these expenses to the parents of the non-resident student.

---

## **ENROLLMENT OF STUDENT EXPELLED FROM OTHER SCHOOL DISTRICTS (STATE EDUCATION CODE 48915.1)**

---

The San Francisco Board of Education may 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.
10. Possession of an explosive.

Students expelled from another district are to provide the SFUSD Student Support Services Department with the specific of the circumstances leading to the expulsion (School administrators shall refer parent/guardian/caregiver and student to the Student Support Services Department). The SFUSD Hearing Panel shall hold a hearing to determine whether the individual poses a continuing danger either to the pupils or employees of the school district.

---

## **EXEMPTION FROM COMPULSORY ATTENDANCE**

---

Exemption is the act of being excused from compulsory school attendance for the following reasons:

1. Minor is emancipated (supported by legal documentation).
2. Minor is married (supported by legal documentation).
3. Minor has passed the California High School Proficiency Examination (supported by legal documentation).
4. The minor is at least 17 years and 10 months old and
  - a. the available programs do not meet the educational needs of the youth, or
  - b. the minor has language needs that are not able to be met by available programs (i.e. recent immigrants).
5. The minor is at least 17 years of age, has not been in school for 60 plus days, and has very few high school credits.

Parent request for student exemptions shall be referred to Student Support Services Department, 555 Portola Drive, Bungalow #2, 695-5543.

---

## **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; 2) Parents of students 18 and older if the student is dependant for tax purposes; 3) Students age 18 and older, or students who are enrolled in an institution of postsecondary instruction (called “eligible students”) 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 opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

*Parents who believe their rights have been violated may file a complaint with:*

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-5901

---

## **JUVENILE COURT PROBATION**

---

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. Satisfactory school attendance and school behavior are conditions set forth by the court as a condition of probation.

---

## **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)

---

# SUMMARY OF DISCRIMINATION, HARASSMENT AND FACILITY COMPLAINT PROCEDURES

---

San Francisco Unified School District is required by law to adopt and implement the following Policies and Complaint Procedures. The following is a brief summary of these complaint procedures. Detailed information about each procedure can be found in the Handbook.

## **1. AMERICANS WITH DISABILITIES COMPLAINT PROCEDURE (BOARD POLICY 1343)**

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. Any individual or a specific class of individuals who has been subjected to disability discrimination may file an ADA Grievance within 180 days of the alleged violation.

**Complaint Procedure:** A grievance should be filed with the SFUSD ADA Title II Coordinator who will either investigate the matter or forward it to the responsible person. The ADA Complaint Procedure also allows a complainant to appeal the grievance decision.

Additional information can be found at page 23 of the Handbook.

## **2. DISABILITY DISCRIMINATION – SECTION 504**

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a federal law that prohibits discrimination against individuals with disabilities in programs and activities that receive financial assistance from the U.S. Department of Education. Section 504 also requires that students with disabilities be provided a free and appropriate public education. For students who are not eligible for special education services, but meet the federal definition of disabled under Section 504, a Section 504 Plan is developed which indicates the accommodations, supplementary aids and/or services which can be provided through the general education program.

**Complaint Procedure:** The School District has prepared a Section 504 Resource Guide. This guide and additional information may be obtained by contacting the Senior Executive Director of Student Support Services Department, 555 Portola Drive, Bungalow 1, San Francisco, CA 94131 at (415) 695-5543.

Information regarding this Disability/Section 504 Complaint Procedure can be found on page 24 of this Handbook.

## **3. UNIFORM COMPLAINT PROCEDURES (BOARD POLICY AND ADMINISTRATIVE REGULATION 1342)**

The District is responsible for insuring compliance with State and Federal laws and regulations governing educational programs. The Uniform Complaint Procedure is set forth in the Uniform Complaint Procedure, Administrative Regulation 1342. The Uniform Complaint Procedure is designed to be used by any individual alleging discrimination, or a violation of a federal or state law.



The Uniform Complaint Procedures applies to claims of discrimination based on race, ancestry, ethnicity, national origin, religion, age, gender, color, actual or perceived sex, sexual orientation, physical or mental disability or age, or on the basis of a person's association with one or more of these perceived characteristics.

The discrimination or violation of federal or state law should involve one of the following programs:

- Adult Education, Career Technical Education, Child Development, Migrant and Indian Education, Nutrition Services and Special Education.
- Consolidated Categorical Aid Programs: Federal including No Child Left Behind, Titles I – VI, Economic Impact Aid/State Compensatory Education (EIA/SCE), Economic Impact Aid/State Program for students of Limited English Proficiency (EIA/LEP), School Improvement, Tenth-Grade Counseling, Tobacco-Use Prevention Education (TUPE), Peer Assistance and Review (PAR) and School Safety and Violence Prevention Act.

**Complaint Procedure:** The Uniform Complaint must be filed within six (6) months from the date the *alleged discrimination* occurred or six (6) months from the date that the complainant first became aware of the discrimination. *All other Uniform Complaints* must be filed within nine (9) months from the date of the violation of law occurred or nine months from the date the complainant first became aware of the violation of law.

The Uniform Complaint Investigation must be completed within sixty days or receipt of the Uniform Complaint by the District or by a date that has been specified in a written agreement with the complainant.

The Uniform Complaint should be filed with the Title IX Compliance/Uniform Complaints Coordinate at the Office of Equity Assurance, 555 Franklin Street, Room 306, SF, CA 94103. The phone number is (415) 355-7334.

Additional information can be found at page 37 of this Handbook.

#### **4. SCHOOL SITE LEVEL – SEXUAL HARASSMENT/DISCRIMINATION COMPLAINT PROCEDURES (BOARD POLICY 5166)**

This Board Policy District prohibits sexual harassment. The Superintendent or his designee shall ensure that all district students receive age appropriate instruction and information on sexual harassment. Any individual who believes a student has been a victim of sexual harassment has a right to file a complaint at the school site level by contacting a teacher, principal or designee or the Title IX Compliance Coordinator.

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.

**Complaint Procedure:** The Discrimination/Harassment Complaint may be filed with the Principal or his/her designee 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 investigation within ten (10) working days of receipt of the complaint. The investigation and the final report are confidential.

Additional information can be found at page 26 of this Handbook

**5. SCHOOL SITE LEVEL – HARASSMENT/DISCRIMINATION COMPLAINT PROCEDURES (ADMINISTRATIVE REGULATION 5166)**

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

The District shall also ensure equal opportunities for all students in admission and access to educational programs, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall guard against bias, segregation and stereotyping in instruction, guidance and supervision. Intimidation or harassment by any student is also prohibited by any employee, student or other person in the district.

Any individual who believes a student has been subject to discrimination or harassment based on the student's color, gender, national origin, physical or mental disability, physical sex, race, sexual harassment, sexual orientation in any District Program or activity may file a Harassment/Discrimination complaint.

The harassment *does not* have to be solely sexual in nature. The harassment can be physical or verbal but it must be based on the characteristics listed above.

**Complaint Procedure:** The School Site Level Discrimination/Harassment Complaint may be filed with the Principal or his/her designee 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 investigation within ten (10) working days of receipt of the complaint. The investigation and the final report are confidential.

Additional information can be found at page 26 of this Handbook

**6. WILLIAMS UNIFORM COMPLAINT PROCEDURES (BOARD POLICY 1342 AND ADMINISTRATIVE REGULATION 1342.1)**

The Williams Uniform Complaint Procedures allows 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 35292.72
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 Procedure:** A Williams Uniform Complaint shall be filed with the school site principal or his/her designee. A valid Williams Uniform Complaint should be remedied within thirty working days from the date the complaint was received. 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.

Additional information can be found at page 46 of the Handbook.

<p><b>NO INDIVIDUAL SHALL BE RETALIATED AGAINST FOR FILING ANY OF THE AFOREMENTIONED COMPLAINTS.</b></p>
--

## DISCRIMINATION/HARASSMENT/FACILITY COMPLAINT PROCEDURES CHART

If your student has been the victim of harassment or discrimination, you may have many options for filing a complaint to get help. For example, if the harassment or discrimination is based on disability, race, or sex, you can file more than one kind of complaint. Here is a chart outlining some of your options. 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.

Type of Discrimination	Complaint Procedure	District Office Contact
<b>PHYSICAL OR MENTAL DISABILITY.</b>  <b>What does this cover?</b> Discrimination and harassment of students with physical or mental disabilities is prohibited. All students should be allowed to participate in all activities that are available for students without disabilities. This includes participation in the academic curriculum, as well as extracurricular activities. Programs must also be physically accessible to students.	<b>1. Americans with Disabilities Act (ADA) Complaint</b>	<b>ADA Office</b> 135 Van Ness Avenue, Room 213 SF, CA 94102 (415) 355-6964 Contact Person: Mary Fung
	<b>2. Uniform Complaint:</b> If harassment or discrimination relates to a specific educational program. See Handbook for more information.	<b>Office of Equity Assurance</b> 555 Franklin Street, Room 306 SF, CA 94102 (415) 355-7334 Contact Person: Susan Wong Uniforms Complaints and Title IX Coordinator
	<b>3. School-Site Level Harassment/Discrimination Complaint:</b> If the complaint is based on a physical disability.	<b>School Site Principal</b>  <b>Office of Equity Assurance</b> 555 Franklin Street, Room 306 SF, CA 94102 (415) 355-7334 Contact Person: Susan Wong Uniforms Complaints and Title IX Coordinator
	<b>4. Section 504 of the Rehabilitation Act of 1973 Complaint:</b> Federal law prohibits discrimination against individuals with disabilities in programs and activities that receive financial assistance.  <b>Level One:</b> Meet with person immediately involved in order to resolve the complaint.  <b>Level Two:</b> File Grievance with Principal or his/her designee	<b>School Site Principal</b>  <b>Senior Executive Director</b> Student Support Services Dept. 555 Portola Drive, Bungalow 1 SF, CA 94131 (415) 695-5543

# DISCRIMINATION/HARASSMENT/FACILITY COMPLAINT PROCEDURES CHART (continued)

Type of Discrimination	Complaint Procedure	District Office Contact
<b>DISCRIMINATION AND HARASSMENT BASED ON RACE, SEX, RELIGION, ETC.</b>  <b>What does this cover?</b> Discrimination and harassment based on race, ancestry, ethnicity, national origin, religion, age, gender, color, actual or perceived sex, sexual orientation, physical or mental disability or age, or on the basis of a person's association with one or more of these perceived characteristics.	<b>1. Uniform Complaint:</b> If harassment or discrimination relates to a specific educational program. See Handbook for more information.	<b>Office of Equity Assurance</b> 555 Franklin Street, Room 306 SF, CA 94102 (415) 355-7334 Contact Person: Susan Wong, Uniforms Complaints and Title IX Coordinator
	<b>2. School-Site Level Harassment/Discrimination Complaint:</b> If the complaint is based on a harassment or discrimination based on any of the characteristics identified in the first column (race, ancestry, ethnicity, national origin, religion, age, gender, color, actual or perceived sex, sexual orientation, physical or mental disability or age, or on the basis of person's association with one or more of these perceived characteristics.	<b>School Site Principal</b>  <b>Office of Equity Assurance</b> 555 Franklin Street, Room 306 SF, CA 94102 (415) 355-7334 Contact Person: Susan Wong, Uniforms Complaints and Title IX Coordinator
	<b>3. Americans with Disabilities Act (ADA) Complaint:</b> If the complaint is based on physical or mental disability.	<b>ADA Office</b> 135 Van Ness Avenue, Room 213 SF, CA 94102 (415) 355-6964 Contact Person: Mary Fung
	<b>4. Section 504 of the Rehabilitation Act of 1973 Complaint Process (Applies only to Section 504 Complaints):</b> Federal law prohibits discrimination against individuals with disabilities in programs and activities that receive financial assistant.	<b>School Site Principal</b>  <b>Senior Executive Director</b> Student Support Services Dept. 555 Portola Drive, Bungalow 1 SF, CA 94131 (415) 695-5543

# DISCRIMINATION/HARASSMENT/FACILITY COMPLAINT PROCEDURES CHART (continued)

Type of Discrimination	Complaint Procedure	District Office Contact
<p><b>COMPLAINTS ABOUT BOOKS, FACILITIES, TEACHER VACANCIES, ETC.</b></p> <p><b>What does this cover?</b></p> <ol style="list-style-type: none"> <li>1. Insufficient instructional materials;</li> <li>2. Emergency or urgent facilities conditions that pose a threat to the health and safety of pupils;</li> <li>3. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.72;</li> <li>4. Teacher vacancy or misassignment;</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Williams Complaint:</b> See Handbook for more information</li> </ol>	<p><b>School Site Principal</b></p>

The complaint forms listed on the following pages can be downloaded from SFUSD's documents and forms page at <http://portal.sfusd.edu/template/default.cfm?page=forms&dept=77777>

---

## AMERICAN WITH DISABILITIES COMPLAINT PROCEDURE (BOARD POLICY 1343)

---

### *Policy*

In accordance to the American with Disabilities Act (ADA), the District does not discriminate on the basis of disability in any of its policies, procedures, programs or practices. 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](mailto: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](mailto: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.
- With 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.

---

## DISABILITY DISCRIMINATION – SECTION 504

---

### **Identification, Evaluation and Education of Disabled Students**

#### *Policy*

In accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504), it is the intent of the District to identify, evaluate and provide a free, appropriate education to each disabled student within its jurisdiction regardless of the nature or severity of the disability. It is the further intent of the District to ensure that students who are disabled within the meaning of Section 504 are identified, evaluated and provided with the appropriate education; i.e., regular or special 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.

Free, appropriate public education includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the District make reasonable accommodation to allow the child an equal opportunity to participate in school and school-related activities. It also includes the right to be educated in facilities and receive services comparable to those provided to non-disabled students.

Under this policy, a disabled student is one who: (a) has a physical or mental impairment that substantially limits one or more major life activities, including learning; (b) has a record of such an impairment; or (c) is regarded as having such an impairment.

#### *Complaint Procedure*

Any student who, because of disability, needs or is believed to need regular or special education and related aids and services not available through existing programs in order to receive a free appropriate public education may be referred by a community agency to the Student Success Team (SST) Chairperson.

The SST will evaluate the nature of the student's disability and the impact of the disability upon the student's education. This evaluation will include consideration of any behaviors that interfere with the regular participation of a student who otherwise meets the criteria (such as age) for participation in the educational program and/or activities. The evaluation will comply with the requirements of 34 C.F.R. sec. 104.35 (a) and (b).

For a student who has been identified as qualified disabled within the meaning of Section 504, the SST shall be responsible for determining what special services are necessary to ensure that the student receives a free appropriate public education.

The SST will monitor the progress of the disabled student and the effectiveness of the student's plan annually to determine whether the services are appropriate and necessary, and the disabled student's needs are being met as adequately as the needs of the non-disabled students.



The parent(s) or guardian of a qualified disabled student shall be notified in writing of all District decisions concerning the identification, evaluation, or educational placement of their child made under this regulation. A Section 504 Resource Guide is also available for all parents. Copies of this Guide may be obtained from the Student Support Services Department at 555 Portola Drive, San Francisco, CA 94131.

---

## **NONDISCRIMINATION POLICY (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.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination/harassment and inquiries regarding the district's nondiscrimination and harassment policies:

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

Uniform Complaints which comply with Board Policy 1342 may also be submitted to the Office of Equity Assurance. Any Section 504 complaints may be filed in the Office of Equity and shall be forwarded for investigation and resolution to the Senior Executive Director of Student Support Services Department.

Any student who feels that he/she is being harassed or discriminated against should immediately contact the principal or the Title IX Compliance Coordinator/Uniform Complaints Coordinator for any form of harassment or discrimination. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment or discrimination shall immediately report the incident **for** any form of discrimination or harassment to the Principal or the Title IX Compliance Coordinator. Upon receiving a complaint of discrimination or harassment, the Coordinator and or the

Principal shall immediately investigate the complaint in accordance with site-level grievance procedures specified in Administrative Regulation (AR) 5163 – Harassment/Discrimination Complaint Procedure or in AR 1342. Where the Principal or Compliance Coordinator finds that harassment/discrimination has occurred, he/she shall take prompt, appropriate action to end the harassment/discrimination and address its effects on the victim.

The Compliance Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required. The Compliance Coordinator shall also be responsible for maintaining a log of all Title IX Harassment Claims, consisting of the number of complaints, the type of and disposition of these complaints, which shall be submitted to the Superintendent upon request and on an annual basis.

---

## **School Site Level Sexual Harassment/Discrimination Complaint Procedures (Board Policy 5166)**

---

### **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 Care 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 Districts' 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 R 5166. 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.

---

## **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 Senior Executive Director of Student Support Services Department for investigation and resolution. The Senior 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). 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.
- 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 inservice 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 her final decision within ten working days of the receipt of the Appeal on the attached 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 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 Care 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 Districts' 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 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 with the exception of Attachment A may be obtained from the Office of Equity.

**ATTACHMENT A**  
**SAN FRANCISCO UNIFIED SCHOOL DISTRICT**  
**SCHOOL SITE LEVEL HARASSMENT/DISCRIMINATION**  
**COMPLAINT FORM**  
**2009-2010**

**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

---

# UNIFORM COMPLAINT PROCEDURES (ADMINISTRATIVE REGULATION 1342)

---

## **I. Uniform Complaints**

### *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, or physical sex, sexual orientation, race, ancestry, national origin or mental or physical disability in any 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 is on page 45 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 of 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 by the SFUSD Title IX Compliance Coordinator/Uniform Complaints Compliance Coordinator or his 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 in 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 calendar days (5) 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 calendar days (5) 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).

## **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 months (6) 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 months (9) 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, she 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).

## **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 meditation 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 complaint 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 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 calendar days (60) 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 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 XII.

## **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 days (15) 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 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 calendar (60) 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.
- B. The Compliance Coordinator or 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. 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/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 primarily language in addition to English.

**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

---

# **WILLIAMS UNIFORM COMPLAINT PROCEDURES**

---

## *Policy*

Education Code Section 35186 requires San Francisco Unified School District to implement Uniform Complaint Procedures to address complaints concerning **instructional materials; facilities conditions; teacher vacancy and misassignment; and intensive instructions and services provided to students who fail the CAHSEE after the completion of 12<sup>th</sup> grade**. These Procedures are known as “*Williams* Uniform Complaint Procedures.” If a complaint is related to an issue ***other than those listed above*** (such as discrimination), it will be addressed according to the procedures described on page 37 of this Handbook.

## **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 12<sup>th</sup> grade:** Williams Uniform Complaint must raise issues relating to the following:

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 12<sup>th</sup> 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 12<sup>th</sup> 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.

*Complaint Process*

The Williams Uniform Complaint form 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 in the complaint form.

A valid Williams Uniform Complaint should be remedied within thirty (30) working days from the date the complaint was received. 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 the following two pages.

**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 pupils 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

---

## 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:**

- 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 ix-x and 62 through 68 of this Student and Parent/Guardian 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.

---

## **SAFE HAVEN FOR NEWBORNS**

---

***IN CALIFORNIA, NO ONE EVER HAS TO ABANDON A CHILD AGAIN***

### **San Francisco Safe Haven for Newborns**

The California Safely Surrendered Baby Law (SB 1368):

- Allows a distressed birth parent(s) to legally, confidentially, and safely surrender their baby
- Provides a safe place for babies
- Protects the parent(s) from arrest or prosecution for abandonment as long as the baby has not been abused or neglected
- Does not require that names be given when the baby is surrendered
- Permits parent(s) to bring a baby within 72 hours of birth to any SF Fire Department or any hospital emergency room in California

***Every baby deserves a chance for a healthy life. If you or someone you know is considering giving up a child, learn about your options. For more information, contact any SF Fire Department or any hospital emergency room.***

---

## **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 52)

---

## **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**

---

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 (State Education Code 51520)

---

## **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)

---

## **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.

---

## **VOCATIONAL EDUCATION PROGRAMS AND REGIONAL OCCUPATIONAL PROGRAMS (ROP)**

---

Vocational opportunities in the district are provided for all students-girls and boys, individuals at risk, and those students with special learning, physical, or language needs.

All high school students are required to take a 2.5 credit Career Education course, usually in the 9<sup>th</sup> or 10<sup>th</sup> grade. This course introduces students to the career planning process, resources available to explore careers, career options and educational requirements for a variety of careers.

The School-to-Career Department coordinates several Career Academies and Career Pathways. These programs introduce interested students to basic skills required in career areas, opportunities to learn in depth about a specific career area, field trips and professional 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.

John O'Connell Technical High School offers a complete high school diploma program for 9<sup>th</sup> – 12<sup>th</sup> graders. For more information about enrollment please call 695-5370.

The Regional Occupational Program (R.O.P.) is administered by the San Francisco County Board of Education and is open to anyone 16 years or older. Classes provide credits toward high school graduation. Students receive both entry-level as well as advanced technical/vocational training. Courses prepare students to enter the job market upon graduation, or upgrade existing skills, or transition to more advanced training at regional colleges, specialized technical schools or universities. Successful participants receive a Certificate of Completion from the R.O.P. instructors.

Most of the R.O.P. courses are offered at high school and 11<sup>th</sup> and 12<sup>th</sup> graders may take them as part of their regular class schedule. Some of the courses are college recommending. All R.O.P. courses give high school credit which can be applied to the credits required for graduation.

Students need to ask their high school counselor about R.O.P. course available at their school.

There are also R.O.P. courses offered after school, between 4:00pm – 8:00pm at various high schools. These courses are available to students over 16 and adults. All courses offer 5 credits per semester. For a current list of R.O.P. courses, description of courses offered and location call School-to-Career Department, 355-7711.

There are many career and vocational education programs in our high schools. The district encourages every child to take as many elective units as necessary to prepare for a future career.

## **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 Vocational 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 37 of this handbook for “Uniform Complaint Procedures”).**

---

## **WORK PERMITS**

### **COOPERATIVE VOCATIONAL EDUCATION PROGRAM**

---

Students ages 14 through 17 are required by law to possess a Work Permit in order for them to be employed. Work Permits for SFUSD students are issued by the Student Support Services Department at 555 Portola Drive, Room 380, 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.

Persons 18 years of age, or minors who have graduated from high school, or 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.

Cooperative Vocational Education Programs are available at high school sites, and students should contact the site principal for information.

### ***FEDERAL AND STATE LABOR LAWS FOR YOUNG WORKERS***

Both federal laws and state laws govern child labor; in cases where both federal and state laws apply, the more restrictive law prevails. Questions about federal child labor laws should be directed to U.S. Department of Labor, ESA/Wage and Hour Division, 744-5590. Questions about state child labor laws should be directed to the Labor Commissioner's Office, 703-5300.

Fourteen is the minimum age for most nonfarm work (with the exception of the entertainment industry).

#### 14 and 15 year olds:

- can work up to 3 hours on a school day, Monday through Friday and 18 hours during a school week.
- can work up to 8 hours a day on a nonschool day, or 40 hours in a nonschool week.
- cannot work during school hours.
- cannot work before 7:00 a.m. or after 7:00 p.m., except from June 1 through Labor Day when evening hours are extended to 9:00 p.m.
- cannot work in any manufacturing, processing, mining, construction, warehouse operations; other restrictions apply in the restaurant business.
- cannot work in any of the 17 Hazardous Occupations listed below, for "16 and 17 year olds".

#### 16 and 17 year olds:

- can work up to 4 hours on a school day, Monday through Friday and 28 hours during a school week.
- can work up to 8 hours a day on a nonschool day, or 48 hours in a nonschool week.
- can work between 5:00 a.m. and 10:00 p.m., but may be extended to one-half hour past midnight on nights preceding nonschool days.

- can work in any occupation except those declared hazardous by the Secretary of Labor. The 17 Hazardous Occupations for nonfarm work deal with the following:

1. Manufacturing or storing explosives
2. Driving a motor vehicle and being an outside helper
3. Coal mining
4. Logging and sawmilling
5. Power-driven wood working machines
6. Exposure to radioactive substances and to ionizing radiations
7. Power-driven hoisting apparatus
8. Power-driven metal forming, punching, and shearing machines
9. Mining other than coal mining
10. Meat packing or processing (including power-driven meat slicing machines)
11. Power-driven bakery machines
12. Power-driven paper products machines
13. Manufacturing brick, tile, and related products
14. Power-driven circular saws, band saws, and guillotine shears
15. Wrecking, demolition, and ship-breaking operations
16. Roofing operations
17. Excavating operations

# ***SAN FRANCISCO UNIFIED SCHOOL DISTRICT POLICIES***

---

## **AUTOMOBILES ON CAMPUS**

---

**Students Using Automobiles to and from School.** All pupils using automobiles to drive to and from school shall be required to file with the principal of the school written permission from 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.

### **THE FOLLOWING CONSEQUENCES WILL OCCUR FOR STUDENT MISCONDUCT ON THE SCHOOL BUS**

- |                |   |   |
|----------------|---|---|
| First offense  | - | (A) Conference with the student.<br>(B) Parent/Guardian/Caregiver will be notified.<br>(C) Warning citation will be issued. |
| Second offense | - | Conference with student and parent/guardian/caregiver.  |
| Third offense  | - | (A) Written notification to parent/guardian/caregiver.<br>(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.

---

## CLARITY AND CONSISTENCY IN SCHOOL DISCIPLINE

---

(Summary of SFUSD Board of Education Resolution No. 01-8A4, Adopted May 23, 2000)

Students and school staff have the right to be in a safe environment, which promotes maximum learning and teaching. Students are referred to the Student Support Services Department for expulsion hearings, counseling conferences, Student Attendance Review Board hearings and safety welfare transfers.

If a student commits an expellable offense as outlined in the Student and Parent/Guardian Handbook, the student may, after a hearing with the Administrative Hearing Panel, be expelled and assigned to a county community school, be reassigned to the current school at the recommendation of the principal, or be given a disciplinary transfer to another district or county school for a fresh start. Site administrators will accept students who are assigned or reassigned to their schools.

If a site administrator is recommending a student for expulsion and extending his/her suspension beyond five days pending the expulsion hearing, the site staff with the approval from Student Support Services Department staff must meet with the parents to explain the reasons for extension of the suspension.

The purpose of a counseling conference is to provide guidance and to develop an action plan for a student who is experiencing difficulty with behavior. The conference is attended by the student and his or her family, a school staff member, and Student Support Services Department staff. It is essential to ensure that each school offers students the necessary support services to enable them to remain at their school. Since the purpose of a counseling conference is to jointly develop an action plan which the student will follow to make continuous improvement and which the Student Assistance Program will support and monitor at the site, a disciplinary transfer will only be issued at a counseling conference at the request of the family.

---

## 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. High school principal will disseminate campus rules to parents/guardians/caregivers.

---

## **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.

---

## **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 everyday. 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.

---

## **ELIGIBILITY FOR CO-CURRICULAR ACTIVITIES/ATHLETICS**

---

### **Students - Grades Six (6) Through Twelve (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 or drama, yearbook, cheerleading, student government, journalism, all clubs, drill team, rifle team, drum corps.

### **Athletic Eligibility Requirements**

A student must have an overall 2.0 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 on page 72).

Any student who physically assaults the person of a game or event official shall be banned from interscholastic athletics for the remainder of the student's eligibility. A game or event official is defined as a referee, umpire or any other official assigned to interpret or enforce rules of competition at an event or contest. A student may, after a lapse of 18 calendar months from the date of the incident, apply for reinstatement of eligibility to the State Commissioner.

---

## **EQUITABLE AND FAIR SCHOOL DISCIPLINE PRACTICES**

---

The Board of Education and the San Francisco Unified School District are committed to equity and fairness in all aspects of our work with students. Sites must provide school climates with fair, respectful, effective approaches to discipline. Proposals to strengthen the district's discipline policies have been discussed by District staff with representatives from the Coalition for Fair and Caring Schools (FairCare), the United Administrators of San Francisco, and the United Educators of San Francisco. These stakeholders share a common commitment to equity and fairness in school discipline.

To this end, the Board of Education adopted Resolution No. 55-24A5 on June 28, 2005, authorizing the following in the discipline policies and practices for students:

1. If a student is sent home prior to the dismissal of school for conduct listed in Education Code 48900, then a suspension form should be issued by the principal or appropriate designated staff. This does not preclude students from being sent home, with parent/guardian approval, for reasons not related to discipline.
2. All schools shall offer alternatives to suspensions. The district will disseminate a list of alternatives for non-mandatory suspensions.
3. If a school has an in-house suspension, parents shall be notified when their students have been assigned to in-house suspension. The students shall be provided with meaningful educational assignments from their regular teachers.
4. Students who are suspended for two or more days must receive homework packets and assignments and/or be given an opportunity to make up work in order to keep up with their studies. Middle and high school students will be given the opportunity to report to the Student Support Services Department Counseling Center at 555 Portola Drive.
5. Schools will analyze data related to school referrals on a quarterly basis to identify those students and teachers who need assistance with discipline. The District and schools will provide professional development to assist school staff.
6. Schools will create Site Based Disciplinary Committees composed of teachers, parents, school administrators and students (except elementary level). These committees will quarterly analyze student behavior indicators, i.e. student attendance, referrals, and suspensions and identify possible interventions.
7. The Hughes Bill (AB 2586) states that students in special education may need interventions if they have difficulties conforming to acceptable behavior. School staff shall develop and implement Behavioral Support Plans as required by law. This may include strategies to address the student's behavior in classrooms as well as outside of classrooms (e.g., passing periods, common areas, etc.).
8. School staff shall assess implementation of the Student Success Team (SST) and conduct follow-up meetings with students and teachers throughout the year as indicated in the SST Logs that are submitted to the Assistant Superintendents at the end of each semester.

9. The district will identify schools with high suspension rates and expulsion rates each semester for the purpose of developing and implementing interventions.
10. The District will provide training and support to schools in developing opportunities to increase parental participation on campus for schools with high rates of suspension.
11. Seek resources, with the help of FairCare, to provide positive behavior training to support staff and support to those students who are in need and currently not receiving services for behavioral problems or for any schools experiencing high rates of suspension and/or expulsions during the course of a school year.
12. Create a task force composed of an administrator, counselor, teacher, parent, community representative, and student, not to exceed 7 members, that will analyze student discipline/positive school climate and make recommendations to the Board of Education and the Superintendent to reduce student suspensions and increase student attendance in all the schools.

---

## **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)

---

## **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: Independence High School is for high school aged students who have earned a minimum of 60 credits. Short-term Independent Study may be undertaken at the students' regular K-12 school sites under the supervision of their regularly assigned teachers when the students' particular circumstances require them to participate in independent study for a period of up to 2 weeks. Circumstances that may warrant participation in short term independent study includes: (1) a temporary disability or illness that prevents the students from attending school; (2) a death in the family or other family emergency that requires the student to travel. Finally, 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. For additional information on the standards of Independent Study, the amount of work to be completed at home and its equivalency to credits earned and average daily attendance (ADA), please contact your counselor or principal.

---

# **INTERNET SAFETY ADMINISTRATIVE REGULATION FOR STUDENTS**

---

## **A. INTERNET SAFETY OBJECTIVES AND GOALS**

1. The San Francisco Unified School District (“District”) provides computers, computer network and Internet Services to students for the specific and limited purpose of achieving the District’s goals and accomplishing its educational purposes. The District has the right to place restrictions on use to ensure that use of the system is in accordance with its limited educational purpose.

## **B. CONDITIONS AND RULES FOR USE**

1. Student users of the District’s telecommunications systems must comply with this Administrative Regulation, related District and school regulations, and the student disciplinary code as set forth in the Student and Parent/Guardian Handbook. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the District Internet system.
2. The parents or guardians of students, at any time during the school year, have the right to withdraw their consent to the student’s use of the District’s Internet system. Such request must be made in writing and sent to the principal of the student’s school.
3. Students who use the District Internet system will receive instruction regarding the safe, ethical, legal, and responsible use of the Internet and of the District’s Internet system and their rights and responsibilities under this Administrative Regulation.

## **C. UNACCEPTABLE USE**

The following activities are not acceptable to student users of the SFUSD network by users of District computers including students. Users of District computers may not produce, distribute, access, use, or store information or engage in any act on the District computers, computer network and Internet services which includes but is not limited to the following:

1. Is prohibited by any United States or California Laws or regulations. This includes, but is not limited to, transmitting copyrighted material, threatening or obscene material, or material protected by trade secret law, District or school rules;
2. Is obscene, pornographic, sexually explicit, harmful as defined in subdivision (a) Penal Code Section 313, or harmful to minors as defined in the Children’s Internet Protection Act (CIPA P.L. 106-554 – Title XVII – Section 1703<sup>1</sup>).

---

<sup>1</sup> 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.

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;
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 Usage Oversight Committee 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 Usage Oversight Committee 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 activities, 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 and 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 to 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-deliveries, or service interruptions caused by the District's negligence or by the user's errors or omissions. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services. All users need to consider the source of any information they obtain.

## **S. LIMITATION OF LIABILITY**

For some students, use of a computer may be required by the District as part of the educational program. The District accepts no responsibility or liability for access or lack of access to computers, computer networks, or Internet services. On any computer system, there is a potential for loss of data, interruption of services and inaccurate or unreliable information. The District makes no warranties for computer services or data, and is not liable for damage to or loss of work on District computers. The District will

not be responsible for financial or other obligations arising from the unauthorized use of District computers, computer networks, or the Internet.

The Internet opens a world of valuable information to students. However, some information on the Internet may be considered inappropriate for or harmful to young people. Parents and guardians are advised that the District has no control over information available on the Internet and is limited in its ability to control access to inappropriate information. Parent/guardians are encouraged to discuss their expectations for appropriate activities on the Internet with their children.

The District has installed filtering or blocking software that limits access to material that is obscene, pornographic, or harmful to minors however such software may not adequately protect students from accessing such material or other inappropriate materials. Any installation or removal of blocking software is at the District's discretion and limited by federal law and does not relieve the computer user of his/her personal responsibility not to access inappropriate or harmful materials. Parent/guardians are advised that it may be possible for a student to purchase goods and services through District-owned computers for which the student's parent/guardian may be liable. The District is not liable for student use of or access to the Internet that is in violation of the District's rules.

## **T. RELEASING YOUR ACCOUNT**

Upon leaving the District (i.e., transfer, graduation, etc.), all student users must inform their system administrator or the Information Services and Technology Department at (415) 241-6476 immediately. Your account will then be inactive.

## **U. PARENT/GUARDIAN RIGHTS**

Parents/guardians may specifically request in writing that their children not be given access to the Internet or electronic mail (e-mail). All parent/guardians will be given a Student Acceptable Use Policy/Consent Form at the beginning of the year to be signed by the parent/guardian. At that time, the parent/guardian may elect to withhold their consent to the student's use of the District's Internet system. Parents/guardians shall have the right to examine their child's computer files, including electronic communications, if the information is accessible by staff.

## **V. DISCIPLINE FOR VIOLATION OF ADMINISTRATIVE REGULATION**

1. The District will cooperate fully with local, state, or federal officials in any investigation concerning to or relating to any illegal activities conducted through the District Internet system.
2. *Inappropriate use, including any violation of these conditions and rules, may result in cancellation of the privilege*
3. In the event there is an allegation that a student has violated this Administrative Regulation, the student discipline will be conducted in the manner set forth in the student disciplinary policies and regulations.

---

## 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 student's 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 Interviews. **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 School Resolution and the collaboration with the San Francisco Police Department. Please use the "SAFE SCHOOLS RESOLUTION COMMITTEE FEEDBACK FORM" on page 163 to give us your feedback.

---

## 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.

---

## 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. free election of their peers in the student government and the right to seek and hold office.
8. democratic representation on administrative committees affecting students and student rights.
9. participation in the development of rules and regulations to which they are subject and the right to be notified of such rules and regulations.
10. 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.
11. 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.
12. present petitions, complaints or grievances to school authorities and to receive prompt authoritative replies regarding the disposition of their petitions, complaints or grievances.
13. not be penalized in any way by the school administration for the beliefs they hold provided they do not violate the rights of others.
14. 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.
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. Calif. State Education Code Sec. 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 mannerisms 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 safekeep 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.

---

## **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.



---

## **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. Student visitors must have prior authorization from the home school principal as well as the site principal before entering the school site.

---

## **WELLNESS POLICY**

---

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.

The Wellness Policy includes:

- increasing the return of meal eligibility applications;
- goals for nutrition education, physical activity, and other school-based activities designed to promote student wellness in a manner that the local educational agency determines appropriate;
- nutrition guidelines for all foods available on the school campus during the school day;
- guidelines for fundraising/food sales on campus;
- a plan for measuring implementation of the local wellness policies;
- nutrition guidelines for foods available on the school campus during the school day: including, all food sold or served to students and foods for classroom celebrations, rewards and projects;

For further information, please visit <http://www.sfusdfood.org> or <http://www.healthiersf.org>

---

## ***ACADEMIC GUIDELINES***

---

---

### **ACADEMIC HONESTY**

---

All students are expected to complete their academic assignments and examinations without cheating. Any papers completed by a student who has been caught cheating are not valid. At those times when a student is caught cheating, that student 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 parent/guardian/caregiver, counselor, and teacher approval.

---

## EXCUSED ABSENCES/TARDIES

---

Students with excused absences/tardies may be given the opportunity to make up the work which they missed as independent study assignments. Approved or excused absences/tardies shall not negatively affect a student's academic grades or citizenship as long as the student completes the make up work.

(See **MAKE-UP WORK** on page 76)

---

## 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 6<sup>th</sup> week, the 12<sup>th</sup> week, and the 18<sup>th</sup> 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 9<sup>th</sup> week and the 18<sup>th</sup> 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.).

---

## GRADING POLICY FOR MIDDLE AND HIGH SCHOOLS

---

A student earns 5 credits for every course that he/she completes with a grade of "D" or better provided he attended the full semester or he transferred to the new school with "grades in progress" from the former school. Driver's education and College and Career Planning are each worth only 2.5 credits since they are 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:

<i>Letter Grade</i>	<i>Percentage</i>	<i>Grade Point Equivalent</i>
A.....	90-100%.....	4.00
B.....	80-<90%.....	3.00
C.....	70-<80%.....	2.00
D.....	60-<70%.....	1.00
F .....	0-<60%.....	0.00

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:*

Course	Letter Grade	Grade Point Equivalent	Multiply by	Credits Attempted	Equals	Grade Points
World Lit. 1	A	4.0	x	5.0	=	20.0
Algebra 1	C	2.0	x	5.0	=	10.0
PE 1	F	0.0	x	5.0	=	0.0
TOTAL				15.0		30.0

$30 \text{ (total grade points)} \div 15 \text{ (total credits attempted)} = 2.00 \text{ (GPA)}$

---

## GRADUATION ACTIVITIES PARTICIPATION

---

Four or more unsatisfactory (“U”) citizenship marks obtained in the 8<sup>th</sup> 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 81 of this Handbook.

---

## HOMEWORK

---

Each school shall have a homework policy which insures 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 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 at 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)

---

## AFTER SCHOOL PROGRAMS (HOMEWORK SUPPORT, ACADEMICS AND ENRICHMENT)

---

There are ExCEL After School programs in more than 85 SFUSD schools—elementary, middle, and high schools. Enrollment is required and space is limited.

### **What happens in an ExCEL After School Program?**

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 computers. High school students also work on college preparation, job readiness, and the California High School Exit Exam.

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

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

Every program involves teachers from your child's school to make sure that after-school academics are aligned with the school-day curriculum. And, every school partners with a nonprofit community-based organization to run activities and build bridges to the neighborhood.

The number is growing every year! *Contact ExCEL at 242-2615 or visit <http://www.healthiersf.org/afterschool> for more information.*

---

## MAKE-UP WORK

---

State Education Code 48980(l)

A student has the right to make-up work that can be provided for an excused or approved absence (See page 89 for the complete text of State Education Code 48205). Work must be completed within a reasonable time as allotted by the individual teacher. 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/caregiver to request, pick up, and return said assignments to the school/teacher.

The teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignment and tests missed during the suspension. (State Ed. Code 48913)

---

## **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) weeks 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.

---

## 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 recommendation.

### GUIDANCE

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

### ELEMENTARY SCHOOL LEVEL

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). Otherwise, students in grades 1 – 5 may be retained without parent/guardian/caregiver consent. Parents/Guardians/Caregivers shall receive notification 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.

### MIDDLE SCHOOL LEVEL

#### *Eighth Grade Promotion/Retention Criteria*

Eighth grade students will be accelerated to the ninth grade if one or more of the following criterion is present:

1. The student receives passing grades in 9 or more classes.
2. Student reaches the age of 15 by December 31<sup>st</sup> of the school year. For example, if a student will turn 15 by 12/31/2010, he/she should be promoted to the 9<sup>th</sup> grade in August 2010.
3. Student has been retained twice during his/her school years (K - 8).

If a student does not meet the above criteria for promotion and fails four (4) or more out of 12 classes as an eighth grader, student may be accelerated 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 conditions applies to the student:

1. Student has demonstrated social maturity.
2. Student has satisfactory attendance.
3. Satisfactory scores on the California Standards Tests and/or other assessments.
4. Recommendation of the school site staff.

## ***HIGH SCHOOL MINIMUM PROMOTION REQUIREMENTS***

To Grade 10 .....	55 Credits
To Grade 11 .....	115 Credits
To Grade 12 .....	170 Credits
To Graduate .....	230 Credits

## ***HIGH SCHOOL GRADUATION 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”), as discussed on page 80.

### **A. 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, including work experience.

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

COURSES	NUMBER OF CREDITS REQUIRED
English	40
History/Social Science	30
Mathematics (College Prep.)	20
Science (College Prep. – 1 year each of life science and physical science)	20
Mathematics or Science (College Prep. – 1 additional year of either)	10
Visual and Performing Arts	10
World/Foreign Language*	10
Physical Education	20
Health Education (incl. CPR/First Aid)	5
College and Career Planning	2.5
Elective Courses	62.5
TOTAL	230



### **\*NOTE**

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

#### **B. California High School Exit Exam (CAHSEE)**

All students, beginning with the graduating class of 2006, are required to pass the California High School Exit Examination (CAHSEE) in addition to meeting all other SFUSD credit and course requirements in order to receive a high school diploma. The purpose of this new graduation requirement, authorized by state law, is to help improve student achievement in high school, and to ensure that graduates meet rigorous state standards in reading, writing, and mathematics. 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.

**Limited English Proficient** (LEP) 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. LEP students must pass the CAHSEE in English and Math in order to obtain a diploma.

**Special Education** students must pass the CAHSEE in order to obtain a high school diploma. The CAHSEE shall be administered in accordance with requirements and accommodations as specified in each student's IEP.



At the parent or guardian's request, the Board may **waive** the requirement to successfully pass one or both subject matter parts of the high school exit examination for a **pupil with a disability** if the principal certifies to the governing board of the school district that the pupil has all of the following:

- An individualized education program adopted pursuant to the federal Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)) in place that requires the accommodations or modifications to be provided to the pupil when taking the high school exit examination.
- Sufficient high school level coursework either satisfactorily completed or in progress in a high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the high school exit examination.
- An individual score report for the pupil showing that the pupil has received the equivalent of a passing score on the high school exit examination while using a modification that fundamentally alters what the high school exit examination measures as determined by the State Board of Education.

Notwithstanding the CAHSEE requirement described above, the District shall grant a high school diploma to a pupil with a disability if the pupil is scheduled to graduate from high school has not passed the CAHSEE, and has not obtained a waiver as described above, if all of the following criteria of SB 517, outlined in Board Policy 6105.3 are met. Please see your counselor to obtain more information.

### ***ALTERNATIVES TO HIGH SCHOOL DIPLOMA***

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

**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.

## ***ADVANCED PLACEMENT (AP) TEST FEE REIMBURSEMENT PROGRAM***

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 355-7712.

---

# 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 high school coursework listed below (one unit equals to two semesters or one academic year of study). Be advised that not all high school courses satisfy this requirement. Every SFUSD high school has a list of eligible CSU and UC course outline; students should consult the school counselor for verification. 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 <http://www.csumentor.edu>. For details on UC admission, go to the website <http://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 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 subject must be taken in 9th through 12th grade. Admission requirements may change from year to year. Please check current information on admission forms or websites.

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. See UC's website for further information.

# ***ATTENDANCE GUIDELINES***

---

## **BOARD POLICY P5113**

---

The SFUSD Board of Education has established the following policies in relation to attendance:

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

Attendance and participation in class are essential if the student is to gain the maximum benefit of the educational program. Many absences from school are due more to attitudinal and motivational problems rather than excusable reasons.

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. Failure to attend will mean that the school authorities will refer the parents/guardians/caregivers and students to the School Attendance Review Board, and if necessary, to the District Attorney's office.

Attendance is also 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 a nonexcusable reason, the school district does not receive any money.

### **The California Education Code requires student attendance as follows:**

**Ages 6 through 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.

---

## 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 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 accommodate 9<sup>th</sup> graders, 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 one hour per week in a 1:1 teacher/student ratio setting. (If a 9<sup>th</sup> grader is accepted, he is expected to attend school daily.) This program was established to meet the needs of students who work full or part-time, care for a child, participate in a professional training program (e.g. ballet), or other situations 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 Student Support Services Department, 555 Portola Drive, Bungalow #2. In addition to the 2–page application, students must submit an autobiography, a copy of a current transcript or scholarship record, copy of the IEP if the student is in special education, proof of residence, and a copy of the Immunization Record. For additional information, please contact Jennie Chin-Low, 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 16 years of age or become 16 years of age during the semester in which they enroll. 18-year-old students may enroll if they will graduate by the end of the summer following the year of enrollment. 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 completing extra assignments. Students may apply for either of the continuation schools through the Student Support Services Department at 555 Portola Drive, Bungalow #2. The student and his/her parent or guardian must attend an hour intake-interview prior to acceptance. 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 St., 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 Student Support Services Department at 695-5543.

**County Community Schools**, administrative offices located at 727 Golden Gate Avenue, provide a personalized school environment for students in grade 6 – 12; the school incorporates an integrated academic program and behavior modification approach. Besides offering the traditional SFUSD curriculum, County Community Schools offer individualized and unique programs including GED; online diploma; behavior training; and career and job placement. All settings are professional learning communities utilizing specially trained NCLB-highly qualified teachers who work in conjunction with psychologists, counselors, curriculum specialists and others to provide academic and behavioral rehabilitation for the unique student population. 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 Student Support Services Department and are processed and programmed at our County Community facility. Documents required for enrollment are the same as those described above. Please contact Student Support Services Department at 695-5543 for more 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. To enroll in this program, please contact the Special Education Office, located at 735 24<sup>th</sup> Avenue, San Francisco, 355-7735.

**Community Home Based Education**, located in Room 124 at 555 Portola Drive, serves families in the SFUSD area who are seeking educational alternatives to the regular classroom setting. This program serves students in kindergarten through 8<sup>th</sup> grade (K-8.) The student and parent/guardian are required to attend a one-hour class per week with the home teacher and the 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 Mrs. Ana Georgiou at 695-5543 x13029. The documents required for enrollment are proof of residence, a copy of the Immunization Record, copies of previous report cards, samples of 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 schools 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).



---

## TYPES OF ABSENCES

---

### ***VALID EXCUSED ABSENCES (EXCUSED BY STATE LAW)***

Verification of student absences is accepted only from parents/guardians/caregivers, or the student if he/she is 18 years old or older.

State Education Code 48205 states:

- (a) Notwithstanding Section 48200, 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, optometrical, or chiropractic** services rendered.
  - (4) For the purpose of **attending the funeral services of a member of his or her immediate family**, so long as the absence is 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, or attendance at an employment conference, 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.
  - (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- (b) 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 therefor. 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.
- (c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
- (d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
- (e) "Immediate family," as used in this section, has the same meaning as that set forth in Section 45194; References therein to "employee" shall be deemed to be references to "pupil."

## ***VALID APPROVED ABSENCES\* (EXCUSED BY BOARD POLICY)***

1. Students may be excused from assignments at the teacher's discretion when they are unavoidably absent from school. (Board Policy 5113)
2. Court appearances either as a defendant or as a subpoenaed witness.
3. Observation of a holiday or a ceremony of the student's religion.
4. An employment conference when requested in writing by the parent/guardian/caregiver and approved in advance by the principal.
5. Absences while the student is in Juvenile Hall, the Children's Shelter or other shelter care or other custodial facilities.
6. Personal or family emergency requiring the student's absence when approved at the discretion of the school administrator.
7. Administrative summons or when detained by other classified or certificated personnel.
8. Appointments, conferences or interviews with attorneys, law enforcement officers, probation officers, and immigration appointments.
9. Attendance at a school-sponsored activity, i.e., decathlon, academic competition.

\* Not counted for State apportionment payments.

## ***UNEXCUSED ABSENCES***

1. The missing of class or school without an excused or approved reason, whether the absence is student or parent-/guardian-/caregiver-initiated (e.g., for shopping, babysitting, and the like).
2. Absences for which advanced approval is necessary and approval was not obtained before the absence.
3. Unless approved in advance, the failure of a student to be in his/her assigned classroom when the tardy bell has rung constitutes an unexcused tardy.

---

## **PARENT'S/GUARDIAN'S/CAREGIVER'S VERIFICATION OF STUDENT'S ABSENCE FROM SCHOOL**

---

Young children, beginning with enrollment in kindergarten, adopt the attitude of their parents/guardians/caregivers toward the importance of going to school and being on time. We also realize that families face obstacles and crises from time to time, but all students should be encouraged to go to school except when they have a valid excuse such as those listed on page 89. If a student is allowed to remain at home, the parent/guardian/caregiver must do **one** of the following:

- ◆ 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. Babysitting, going shopping, overslept, didn't feel like going, and nothing to wear are unexcused absences.
- ◆ 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 to which the note refers, the reason for the absence, the signature of the responsible adult, and the date the note was written. (See page 159 for sample letter.)

If the parent/guardian/caregiver does not do one of the above, the student will be credited for “Unexcused Absences.” Accumulating 3 unexcused absences in one year will earn the student a “1<sup>st</sup> Declaration of Legal Truant” letter.

---

## DECLARATION AS A LEGAL TRUANT

---

The State Education Code 48260.5 states, “Upon a pupil’s initial classification as a truant, the school district shall notify the pupil and the pupil’s parent or guardian, by first class mail or other reasonable means, that the pupil is truant...”

**1<sup>st</sup> Declaration as a Legal Truant:** A student who is absent without valid excuse on 3 or more days or tardy in excess of 30 minutes on three or more days in a school year.

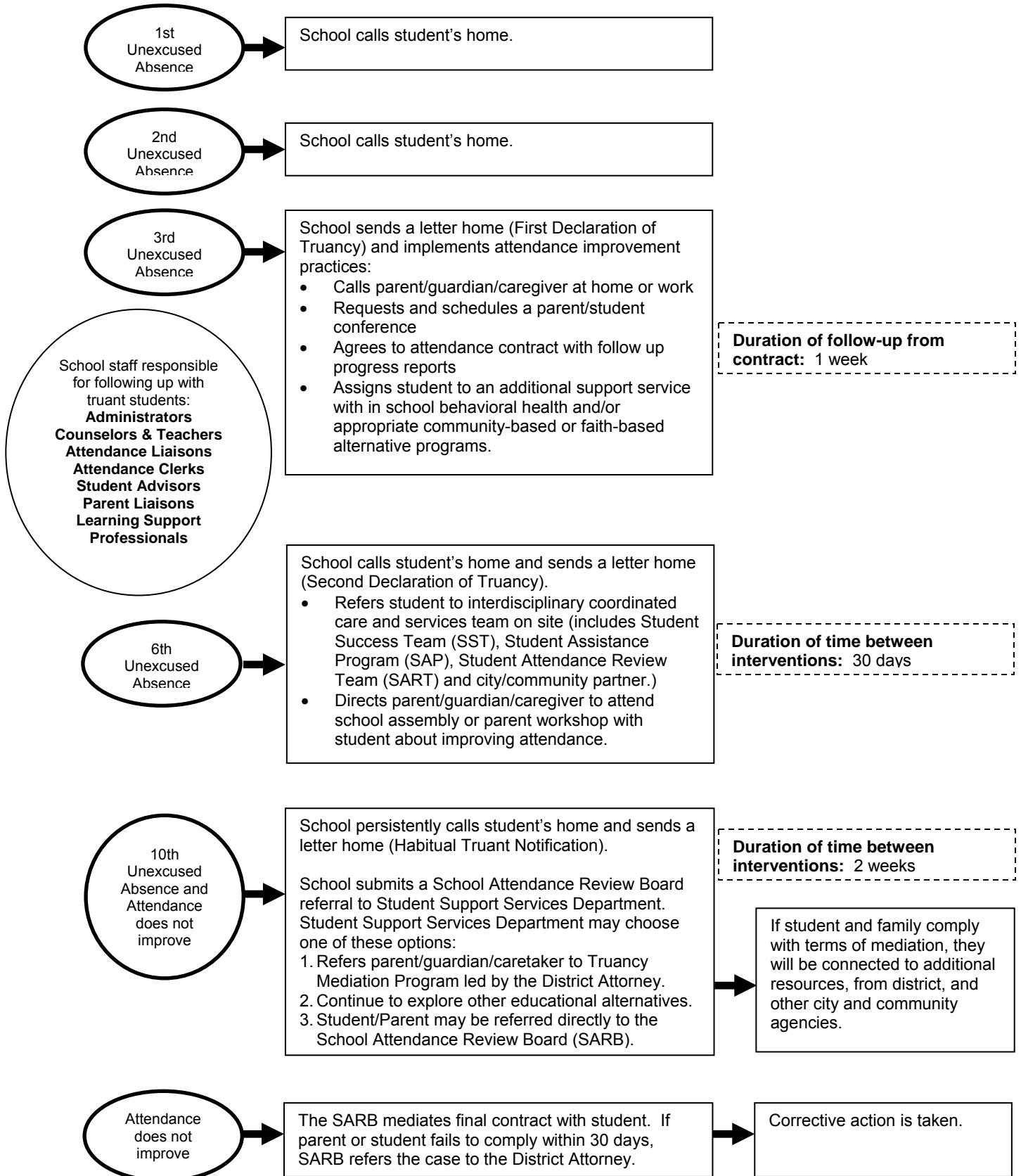
**2<sup>nd</sup> Declaration as a Legal Truant:** A student who once reported as a legal truant who is absent without valid excuse on 1 or more days or is tardy on one or more days in a school year.

**Declaration of Habitual Truant:** A student who has been declared to be a legal truant on 3 or more occasions (minimum of 6 unexcused absences) in a school year. (Ed code 48264.5)

When a student has been absent more than three days without a valid excuse, the SFUSD sends the parent/guardian/caregiver a letter informing them that the student has been classified as a truant. The Education Code states that the parent/guardian/caregiver is obligated to compel the attendance of the pupil at school. Parents/Guardians/Caregivers who fail to meet this obligation may be guilty of an infraction and subject to prosecution.

# CONSEQUENCES OF TRUANCY

## SFUSD Flow Chart of Truancy Procedures



## ***SCHOOL ATTENDANCE REVIEW BOARD (SARB)***

According to the State Education code, school districts in partnership with communities, city and county departments, local businesses, parent groups, and district staff may form a hearing board (SARB) to review attendance records of habitual and chronic truants, and to problem solve possible interventions to improve attendance with the student and family members.

The School Attendance Review Board has the jurisdiction to:

1. Administratively transfer students within the district.
2. Refer student for (a) counseling and /or (b) to the Juvenile Probation Department for court intervention.
3. Refer parent/guardian/caregiver to the District Attorney for Truancy Mediation/Prosecution
4. Refer parent/guardian/caregiver to the Department of Human Services for lack of parental care in maintaining the student's regular and punctual attendance.
5. Refer to opportunity program, independent study, county community schools, or other alternative educational programs.

# ***DISCIPLINARY GUIDELINES***

Pages 94 to 100 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 the San Francisco Unified School District. Please see pages 101 to 102 for the complete description of the various offenses under Section 48900 that may be grounds for suspension and/or expulsion, and pages 107 to 108 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

---

---

## **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.

---

## HAZING

---

"Hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. 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**

---

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 Ed. 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 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.

# ***SUSPENSION REGULATIONS AND PROCEDURES***

Suspension removes a student from his/her classroom and school campus.

If you have a problem, concern, or are experiencing a difficult conflict with your peers, here are some suggestions:

1. Talk to your teacher, counselor, dean, or principal.
2. Use peer counseling if available.
3. Talk to your parent/guardian/caregiver.
4. Use community services agencies on page 112.
5. Utilize conflict management if available.
6. Call Student Support Services Department at 695-5543.

---

## **GROUND 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 after other means of correction or interventions 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 preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "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)

---

## **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 from his/her classroom for the day of suspension plus the following day for any of the acts described in State Education Code 48900.

### **Suspension By Principal**

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

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

---

## SUSPENSION BY A TEACHER (STATE EDUCATION CODE 48910)

---

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

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

The teacher who issues the suspension must telephone the parent/guardian/caregiver during preparation period, recess, or after the close of school to discuss the reasons for suspension. 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, to constitute a clear and present danger to the life, safety or health of pupils or school personnel. If a pupil is suspended without a conference prior to suspension, both the parent/guardian/caregiver and the pupil shall be notified of the pupil's right to such a conference, and the pupil's right to return to school for the purpose of a conference. The conference shall



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

**Notice of Suspension:** At the time of suspension, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. If the parent/guardian/caregiver cannot be reached, the student is to remain on campus until the parent/guardian/caregiver is contacted or to the end of the school day. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing of the suspension.

**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.

**Suspension Pending Expulsion:** In a case where expulsion from any school or suspension for the balance of the semester from continuation 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 a pupil to 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. "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" section on page 106.

---

## SUSPENSION OF ELEMENTARY AND SECONDARY STUDENTS

---

**Grades K – 5:** Principals will consult Elementary Division Office 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)

---

## 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.

---

## **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.

## ***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 Handbook Pages 101 to 102 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 schooldays 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 Division 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: Trish Bascom, Associate Superintendent, Student Support Division  
Phone Number: (415) 241-6121 /Fax: (415) 241-6012

- B. Upon receipt of the Notice of Appeal/Reconsideration Hearing Form, the Associate Superintendent, Student Support Division, 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 Senior Executive Director of 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 Trish Bascom, Associate Superintendent, Student Support Division, Phone Number: (415) 241-6121 /Fax: (415) 241-6012, to obtain more information about the Appeal/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 Student Support Services Department staff prior to reassignment to a district school.
- 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.

## ***FAMILY INVOLVEMENT***

As a parent/guardian in our school district, you are encouraged to be involved in the education of your children. Early and consistent family involvement helps children do well in school. District policies have been developed over the years to ensure parents/guardians are welcome in schools, notified of matters concerning their children, and included in decision-making at school sites. Along with volunteering in school, there are also other valuable ways to be involved with your child's education. To find out more, speak with your child's teacher, your school's parent liaison or principal, or call the Office of School/Family Partnership, 241-6185.

---

## COMMUNITY SERVICES WHEN YOU NEED HELP - CALL

---

AIDS Hotline.....	1-800-367-2437
Alateen (for youth in alcoholic families).....	626-5633
AL-Anon (for family members of alcoholics).....	626-5633
California Poison Control.....	1-800-876-4766
California Smokers' Helpline.....	1-800-NO-BUTTS (1-800-662-8887)
California Youth Crisis Hotline.....	1-800-843-5200
Catholic Charities - Family Resource Center.....	972-1200
Child Protective Services (reporting child abuse).....	1-800-856-5553
Community Boards of S. F. ....	920-3820
Department of Human Services Homeless Program.....	558-1902
Drug Line, S. F. ....	362-3400
Huckleberry House (24 hr Hotline, shelter & counseling).....	621-2929
Job Corps (ages 16-24) .....	277-2400
Lavender Youth Recreation and Information Center (LYRIC).....	703-6150
24 hour information/talk line.....	
Legal Services for Children (free service for youth under 18 yrs.).....	863-3762
Mayor's Office of the Homeless.....	252-3136
Mental Health (Information & Referral).....	255-3737
Narcotics Anonymous Hotline.....	621-8600
National Child Abuse Hotline.....	1-800-422-4453
National Counsel on Alcoholism & Other Drug Addiction.....	296-9900
S.F. General Hospital – Community Health Network.....	206-8000
Children's Health Center.....	206-8376
Family Health Center.....	206-5252
SFUSD - Homeless Student Placements.....	695-5501
SFUSD - Nurse of the Day (NOD).....	242-2615
SFUSD - Office of School/Family Partnership.....	241-6185
SFUSD - Pregnant Minors Special Services Center Hilltop High School.....	695-5606
SFUSD - Special Education Department.....	355-7735
(for students with disabilities).....	
SFUSD - Support Services for Lesbian, Gay Bisexual, Transgender, and Questioning Youth.....	242-2615
(LGBTQ).....	
S.F. Women Against Rape.....	647-7273
Sexually Transmitted Disease Hotline - American Social Health Association.....	1-800-227-8922
Suicide Prevention – Crisis Line.....	781-0500
T.A.L.K. Line – Parental Stress Hotline.....	441-5437
Teenage Pregnancy and Parenting Project (TAPP).....	695-8300
United Way of the Bay Area.....	211
(Referrals to any kind of services you need).....	
Youth Line.....	1-888-977-3399
(Talk with someone your own age. 12 noon to 10 pm, 7 days a week)	




---

## SCHOOL ACCOUNTABILITY REPORT CARDS

---

Parents should expect to receive an annual School Accountability Report Card (SARC). 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 the California's annual Academic Performance Index (API). The Comprehensive School Safety Plan, including a description of its key elements, is to be included as part of the SARC. SARC's are also available online at <http://www.sfusd.edu>.



---

## PARENTS' 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. A brochure outlining these rights is available through the Office of School/Family Partnership (415) 241-6185 or online at <http://www.cde.ca.gov/ls/pf/pf/> and scroll down to "Parents' Rights".

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. To see if this law applies to your employer, go to <http://www.cde.ca.gov/ls/pf/pf/documents/famschoolpart.pdf>, or call the California Department of Education at (916) 657-2451.

---

## LEADERSHIP

---

We have ambitious goals for the public school students of San Francisco. At the heart of our philosophy lies the core belief that only in the collective work of all stakeholders can we achieve academic success for all students. School Site Councils and advisory committees (School Advisory Committees and English Learner Advisory Committees) play a critical role in this effort.

These groups can bring diverse ideas to the table and craft a shared plan for improvement. The best councils and committees are ones that focus on the big picture, make a concerted effort to achieve authentic participation of staff and families, diagnose problems, develop innovative and effective solutions, and work collaboratively to monitor progress.

**What are the responsibilities of the School Site Council?** The School Site Council is the major part of the overall decision-making structure at each school. Participants are elected by their peers to represent the 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 Site Plan. The School Site Council represents the school community, including parents, teachers, principals, other school staff, and (in secondary schools) students. For more information on the SSC, download the SSC Handbook at [http://portal.sfusd.edu/data/ssc/pdf/SSChandbook\\_english.pdf](http://portal.sfusd.edu/data/ssc/pdf/SSChandbook_english.pdf).

**What is a School Advisory Committee?** If your school is designated for Title I or state EIA/SCE funding, there must be an elected group of parents representing students eligible for these funds on a School Advisory Committee. Others on the SAC may include the principal, teachers, aides, other persons, and or community representatives elected by the parents of students identified as receiving services under Title I or state EIA/SCE funds. This committee provides advice to the principal and the SSC on how to address the needs of these students in the Site Plan.

**What is an English Learner Advisory Committee?** If your school has 21 or more English Language Learner (ELL) students, then the parents of ELL students at this school must elect an English Learner Advisory Committee (ELAC). The ELAC must include a percentage of parents of ELL students equal to, or greater than, the percentage of ELL students of the school population. Others on the ELAC may include the principal, teachers, aides, other persons, and or community representatives elected by the parents of ELL students. ELAC is responsible for advising the principal and staff on how to address the issues of ELL students in the School Site Plan.

# ***STUDENT SUPPORT SERVICES DEPARTMENT HEALTH EDUCATION PROGRAM***

---

## **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.

### **Elementary School**

**Curriculum:** *Actions for Health* (ETR Associates, 1994); *SFUSD Developed HIV/AIDS, Sexuality, and Diversity lessons* (SHPD, 1994), *Too Good For Drugs* and *Too Good for Violence* (Mendez Foundation, 2003), *Tell Me About AIDS* (American School Health Association, 2007), LGBT Family Diversity literature books and lessons

**Policy:** 20 class lessons per grade per year. Recommended implementation:

- 5 lessons of self-esteem, mental/emotional health, personal/social skills and violence prevention;
- 5 lessons of family life, puberty for 4<sup>th</sup> and 5<sup>th</sup> grades, and HIV prevention;
- 3 lessons 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); SFUSD Developed *HIV/AIDS, Sexuality, and Diversity lessons* (SHPD, 1993); ***Positive Prevention: HIV/STD Prevention for CA Youth* (American Red Cross, 2000); *Personal and Social Skills, Level 1* (ETR); *Project Alert drug education* (BEST Foundation, 2000); *Second Step violence prevention education* (Committee for Children, 2008); *Portion Control* (Human Relations Media, 2005); *Too Good for Violence* (Mendez Foundation, 2004) (bold are research-validated curricula)**

**Policy:** 30 class periods per grade per year. Recommended for implementation:

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

## **High School**

**Curriculum:** *Towards No Drug Abuse (Project TND, 2002)*; *Decisions for Health* (Holt, 2008); *Choosing Health High School* (ETR 1999); *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, 2000)**; ***Prevention for Special Populations: HIV/STD Prevention for CA Youth* (American Red Cross, 2004)**; ***Safe Dates* (Hazelden, 2005)**; *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;
- 10 periods of diversity education and violence prevention;
- 10 periods of nutrition and physical activity promotion;
- 25 remaining periods based on student needs/ concerns such as personal health, consumer health, injury prevention, etc.

## **ExCEL After School Programs After School For All**

**Who:** The mission of San Francisco Unified School District's Expanded Collaboratives for Excellence in Learning (ExCEL) After School Programs is to create and sustain "safe havens" at public schools where students and community members can access expanded learning opportunities and integrated education, health, social service, and cultural programs in the out-of-school hours.

**What:** Since 1992 ExCEL After School Programs (ASP) have grown from two Healthy Start programs to a collaboration of over thirty city and community agencies expanding resources and programs to ninety three schools in the SFUSD. The three components of these programs include:

- 1. Academic Tutorial Program:** Students study subjects such as Reading, math, Writing, Science, Social Studies, and Computers. In addition, high school ASSETS Programs focus on college preparation and job readiness.
- 2. Recreational Program:** Students participate in physical activities including Intramural Sports, Structured Physical Activity, Dance and Aerobic.
- 3. Enrichment Program:** Students participate in classes such as Life Skills, Art, Cooking, and Music.

**Where:** ExCEL After School Programs are comprised of 21<sup>st</sup> Century Community Learning Centers, After School Education and Safety (ASESP), and High School ASSETS programs in fifty-nine Elementary Schools, six K-8 Schools, fourteen Middle Schools, and fourteen High Schools throughout the city.

**When:** ExCEL ASP ensures that over 9,000 children are safe and supervised during the hours of 3:00 p.m. and 6:00 p.m. during the school year and with newly awarded funding, ExCEL ASP is expanding to provide programs during the summer months.

## 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.

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 is made available to each site through the Weekly Administrative Directive (WAD) at the beginning of each semester and can be found on the Student Support Service Department website [www.healthiersf.org](http://www.healthiersf.org). For more information on the Nutrition Education Project and ExCEL after school program just follow the links found on the same website.

There are monthly health awareness themes implemented at school sites and supported by the health education curriculum. Schools receive resources and activity ideas to promote health awareness themes and conduct health related school-wide events. During each month, an Asset Building focus will be featured. The following is a list of monthly health awareness themes:

- **September.....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 and Violence Prevention Month**
- **February .....Physical Activities Awareness Month**
- **March.....Nutrition Awareness Month**
- **April.....Gay Pride Month**
- **May .....Summer Safety and Activities Month**

Per California Education Code 51550, parents/guardians/caregivers are to be notified at least 15 days prior to classroom instruction about sexuality, including sexually transmitted disease and be given the opportunity to review sexuality-related materials, and exclude their children from classroom instruction, without penalty. This handbook fulfills this requirement (see page 121). 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 site principal.

---

## SFUSD SCHOOL CLIMATE SURVEY INFORMATION

---

This school year, 2009-10, SFUSD's Student Support Services Department will be administering a survey on school climate and student safety. All students in 4<sup>th</sup> through 12<sup>th</sup> grades will be offered the opportunity to participate in the voluntary and anonymous survey. The survey is similar to the one administered in the 2007-2008 school year. The School Climate Survey supports the district's efforts to ensure safe and healthy learning environments for all SFUSD students.

Teachers will be responsible for proctoring the survey with their students. The survey will take approximately 15 minutes for students to complete. The survey will be available in multiple languages including Chinese, Spanish, and English.

- In accordance with California law, parents of students in grades 4 through 6 must provide signed consent for their child (or children) to participate in the survey. Parents will receive a consent form prior to survey administration this year – please review, sign and return to your child's classroom teacher as soon as possible.
- In accordance with California law, parents of students in grades 7 through 12 must receive notification that their child (or children) will be taking the survey. Parents who do not wish for their child to participate in the survey must notify the classroom teacher in writing. Parents will receive a notification form prior to survey administration this year.

**Survey Content.** The *School Climate Survey* is a survey about how students feel about school safety and school climate, including: harassment; bullying; fighting; and other school safety issues. The survey also includes questions about overall school climate and youth development assets.

**It is Voluntary.** Your child does not have to participate in the survey. Students who participate only have to answer the questions they want to answer and they may stop taking it at any time. However, it is very important that your son or daughter take the survey so that we can continue to improve health education programs and support services for your child and other students in our district.

**It is Anonymous.** No names will be recorded or attached to the survey forms or data. The results will be made available only under strict confidentiality controls.

Please contact the Student Support Services Department at 242-2615, if you would like the survey items to be read to you over the phone or if you would like to meet with someone to review the survey. Thank you for your support and cooperation.

---

## **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 the 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.

---

## **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](http://www.healthiersf.org), and in Appendix E of this Handbook.
- For questions please call the SFUSD – Student Support Services Department's Nurse of the Day at 242-2615.

---

## STUDENT MEDICATIONS AT SCHOOL

---

SFUSD recognizes that your child may occasionally need to take medication during schools 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:

### 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 151) 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 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).

## APPENDIX A

---

### MANDATORY REPORTS TO SAN FRANCISCO POLICE DEPT 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 schoolday 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.

## APPENDIX B

---

### MANDATORY REPORTS TO CHILDREN'S 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.

## **APPENDIX C**

---

### **ANNUAL PARENT/GUARDIAN/CAREGIVER NOTIFICATION (STATE EDUCATION CODE 48980)**

---

Some legislation requires specific notification of parents/guardians/caregivers 15 days prior to a specific school activity. (Students will be excused when parents/guardians/caregivers file a written statement with the principal requesting their child not to participate.)

The district must notify parents/guardians/caregivers of their right to exclude pupil from certain activities.

Following activities require specific parent/guardian/caregiver notification:

1. Rules on student discipline (including suspension and expulsion) are required to be distributed annually. (This handbook fulfills this requirement.)
2. Students shall 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. (State Education Code 46014 and District Policy 6301)
3. Parents/Guardians/Caregivers must be notified in writing prior to instruction in which human reproduction is discussed. Materials may be reviewed prior to instruction (This handbook fulfills this requirement - see HEALTH EDUCATION section on page 114).
4. All courses that include discussion of sexual intercourse will emphasize that abstinence is the most effective way to prevent pregnancy, sexually transmitted diseases and HIV infection.
5. 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.
6. Whenever instruction in health, family life, or sex education conflicts with religious beliefs or personal moral convictions, the student may be excused upon written parental request.

7. Any student who must take medication at school and who needs assistance from school staff must submit a completed Medication Form. (Please see the EMERGENCY CARE PLANS and STUDENT MEDICATIONS AT SCHOOL sections on pages 118 and 119).
8. 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).
9. 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)
10. 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 and 310)
11. 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)
12. 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))
13. Right to Refrain from Harmful Use of Animals – Pupils may choose to refrain from participating in educational projects involving the harmful or destructive use of animals. (Education Code 32255-32255.6)

#### **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)

#### **Scoliosis Screening:**

State law requires that girls in the 7<sup>th</sup> grade and boys in the 8<sup>th</sup> grade be screened for possible curvature of the spine, or scoliosis. Scoliosis screening will occur on school sites and is provided by registered health professionals. A parent/guardian/caregiver may file with the principal of the school in which the student is

enrolled a statement in writing, signed by the parent/guardian/caregiver, stating that he/she will not consent to the screening. (Ed. Code 49452.5 and 49451)

### **Vision And Hearing Screening:**

Upon first enrollment of a child at a California elementary school, and at least every third year thereafter until the child has completed the eighth grade, the 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 31<sup>st</sup> of the year of entrance to public school (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).

### **Special Education Rights:**

If a student is enrolled in a Special Education Program under Public Law 94-142, a particular set of rights and responsibilities pertain. They are provided in written form at each planning meeting with parents/guardians/caregivers. Any alleged violation of federal or state law governing special education and related services may be reported to the SFUSD Special Education Compliance Unit/Legal Office, 735 24<sup>th</sup> Avenue, San Francisco, CA 94121, 355-7735.

Special Education Students are entitled to receive a referral for assessment for community mental health services. Contact the Special Education Department at 355-7735.

The Department of Special Education, SFUSD, offers assessment for students suspected of having a disability and provides services for those students identified as individuals with exceptional needs. Services are available for identified students ages birth-21. Referrals for special education can be made by contacting 695-5500.

## **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 18 and older if student is dependent. c) students 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, 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 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. 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.

**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.

### **NO CHILD LEFT BEHIND (NCLB) ACT OF 2001**

Under NCLB, parents/guardians/caregivers have the following rights:

- Information regarding Professional Qualifications of Teachers, Paraprofessionals and Aides: Upon request, parents have a right to information regarding the professional qualifications of their student's classroom teachers, paraprofessionals, and aides. This includes whether the teacher meets the state qualifications and licensing criteria for the grades and subjects s/he teaches, whether the teacher is teaching under an emergency permit or other provisional status because of special circumstances, the teacher's college major, whether s/he has any advanced degrees and the subject(s) of those degrees, and whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications. Districts shall also notify parents if their child has been assigned to or has been taught for 4 or more consecutive weeks by a teacher who is not highly qualified.
- Information regarding Individual Student Reports on statewide assessments: Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.
- Limited English Proficient Students: The Act requires prior notice be given to parents of limited English proficient students regarding the limited English proficiency programs, including the reasons for the identification of the student as limited English proficient, the need of placement in a language instruction educational program, the student's level of English proficiency, how such level was assessed, the status of the student's academic achievement, the methods of instruction used in the programs available, how the recommended program will meet the student's needs, program performance, parent options to remove student from a program and/or decline initial enrollment, and expected rate of transition into classrooms not tailored with 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.

## **CALIFORNIA LOCAL EDUCATIONAL AGENCY (LEA) BILLING OPTION PROGRAM**

The 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.

### **NATIONAL SCHOOL LUNCH PROGRAM**

On pages 137 and 138 are the sample application and letter to parents/guardians/guardians advising them of the National School Lunch Program. The letter from Student Nutrition Services explaining the importance of healthy meals for students, and a "Frequently Asked Questions" (FAQ) page are also included from pages 139 to 140. The actual "*Application for Free and Reduced Price Meals*" form can be obtained at any school site. Please call Student Nutrition Services at 749-3604 for questions regarding the program or the form.

The chart below identifies meal prices for school year 2009-2010.

#### ***School Meal Prices 2009-2010***

Meal and Grade Level	Regular Price	Reduced Rate & Free Price (the co-pay for Reduced Rate is eliminated)
Breakfast Grades K – 12	\$1.50	\$0.00
Lunch Grades K – 5	\$2.00	\$0.00
Lunch Grades 6 – 8	\$2.50	\$0.00
Lunch Grades 9 – 12	\$3.00	\$0.00

### **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:

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

- There are no other planned or scheduled pesticide applications in or around SFUSD properties. In case of compelling health and safety needs (typically severe flea or rodent infestations) or the risk of serious structural damage to a SFUSD facility from an active termite infestation, pesticides other than those listed above may however be employed. Parents and guardians at affected sites will be notified in advance of any applications.
2. *A registry must be established for parents or guardians to request written notification prior to individual pesticide applications at a specific school site.*

Requests for written notifications can be made using the form on page 161:

- 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:  
(415) 355-7305  
Please indicate “**HSA Notification Request**” on the FAX cover sheet
- By **email**, send the information requested on the form to:

Please include “HSA Notification Request” on you 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.*)

### **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 the Fall of 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)

## **ATTENTION!**

**Free/Low cost health care coverage programs are available for children and young adults.**

**See pages 141 and 142 for details.**



**San Francisco Unified School District**  
**Office of Equity Assurance**  
555 Franklin Street, Room 306, San Francisco, CA 94102  
Telephone: 415-355-7334 – Fax: 415-355-7333

**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, please call the Title IX Compliance Coordinator at 415-355-7334.

## APPENDIX D

### SCHOOL SITE DIRECTORY

HIGH SCHOOLS (5)	ADDRESS	PHONE
Balboa .....	1000 Cayuga Avenue, 94112 .....	469-4090
Galileo .....	1150 Francisco Street, 94109 .....	749-3430
Abraham Lincoln .....	2162 - 24th Avenue, 94116 .....	759-2700
Mission .....	3750 - 18th Street, 94114 .....	241-6240
George Washington .....	600 - 32nd Avenue, 94121 .....	750-8400

#### ALTERNATIVE HIGH SCHOOLS (11)

Academy of Arts & Sciences .....	555 Portola Drive, 94131 .....	695-5700
Phillip & Sala Burton Academic .....	400 Mansell Street, 94134 .....	469-4550
Independence High School .....	3045 Santiago Street, 94116 .....	242-2528
June Jordan School for Equity .....	325 LaGrande Avenue, 94112 .....	452-4922
	(entrance on Brazil, Main Office Room 326)	
Lowell .....	1101 Eucalyptus Drive, 94132 .....	759-2730
Thurgood Marshall .....	45 Conkling Street, 94124 .....	695-5612
Newcomer .....	1350 - 7th Avenue, 94122 .....	242-2601
John O'Connell .....	2355 Folsom Street, 94110 .....	695-5370
S. F. International High School .....	3750 - 18th Street, 4th Floor, 94114 .....	828-6991
School of the Arts .....	555 Portola Drive, 94131 .....	695-5700
Raoul Wallenberg .....	40 Vega Street, 94115 .....	749-3469

#### CONTINUATION HIGH SCHOOLS (2)

Downtown .....	693 Vermont Street, 94107 .....	695-5860
Ida B. Wells .....	1099 Hayes Street, 94117 .....	241-6315

#### MIDDLE SCHOOLS (13)

Aptos .....	105 Aptos Avenue, 94127 .....	469-4520
James Denman .....	241 Oneida Avenue, 94112 .....	469-4535
Everett .....	450 Church Street, 94114 .....	241-6344
Francisco .....	2190 Powell Street, 94133 .....	291-7900
A. P. Giannini .....	3151 Ortega Street, 94122 .....	759-2770
Herbert Hoover .....	2290 - 14th Avenue, 94116 .....	759-2783
Dr. Martin Luther King Jr. Academic .....	350 Girard Street, 94134 .....	330-1500
James Lick .....	1220 Noe Street, 94114 .....	695-5675
Horace Mann Academic .....	3351 - 23rd Street, 94110 .....	695-5881
Marina .....	3500 Fillmore Street, 94123 .....	749-3495
Presidio .....	450 - 30th Avenue, 94121 .....	750-8435
Roosevelt .....	460 Arguello Blvd., 94118 .....	750-8446
Visitacion Valley .....	450 Raymond Avenue, 94134 .....	469-4590

## ELEMENTARY SCHOOLS (63)

Alamo.....	250 - 23rd Avenue, 94121 .....	750-8456
Alvarado.....	625 Douglass Street, 94114 .....	695-5695
Argonne Alt. ....	680 - 18th Avenue, 94121.....	750-8460
Bryant Year Round .....	1050 York Street, 94110 .....	695-5780
Buena Vista Alt.....	2641 - 25th Street, 94110.....	695-5875
George Washington Carver.....	1360 Oakdale Avenue, 94124.....	330-1540
Cesar Chavez .....	825 Shotwell Street, 94110 .....	695-5765
John Yehall Chin.....	350 Broadway, 94133 .....	291-7946
Chinese Education Center.....	657 Merchant Street, 94111 .....	291-7918
Clarendon Alt.....	500 Clarendon Avenue, 94131 .....	759-2796
Cleveland .....	455 Athens Street, 94112 .....	469-4709
Dr. William L. Cobb .....	2725 California Street, 94115 .....	749-3505
Dr. Charles R. Drew Alt. ....	50 Pomona Avenue, 94124.....	330-1526
El Dorado .....	70 Delta Street, 94134.....	330-1537
Fairmount.....	65 Chenery Street, 94131.....	695-5669
Dianne Feinstein .....	2550 - 25th Avenue, 94116.....	242-7300
Leonard R. Flynn .....	3125 Cesar Chavez Street, 94110 .....	695-5770
Garfield .....	420 Filbert Street, 94133 .....	291-7924
Glen Park .....	151 Lippard Avenue, 94131 .....	469-4713
Grattan.....	165 Grattan Street, 94117 .....	759-2815
Guadalupe .....	859 Prague Street, 94112 .....	469-4718
Bret Harte.....	1035 Gilman Avenue, 94124 .....	330-1520
Hillcrest.....	810 Silver Avenue, 94134.....	469-4722
Jefferson.....	1725 Irving Street, 94122 .....	759-2821
Francis Scott Key.....	1530 - 43rd Avenue, 94122 .....	759-2811
Starr King.....	1215 Carolina Street, 94107 .....	695-5797
Lafayette .....	4545 Anza Street, 94121 .....	750-8483
Lakeshore Alt.....	220 Middlefield Drive, 94132.....	759-2825
Gordan J. Lau.....	950 Clay Street, 94108.....	291-7921
Longfellow.....	755 Morse Street, 94112 .....	469-4730
Malcolm X Academy .....	350 Harbor Road, 94124.....	695-5950
Marshall .....	1575 - 15th Street, 94103.....	241-6280
Frank McCoppin .....	651 - 6th Avenue, 94118.....	750-8475
McKinley .....	1025 - 14th Street, 94114.....	241-6300
Harvey Milk Civil Rights Academy .....	4235 - 19th Street, 94114.....	241-6276
Miraloma.....	175 Omar Way, 94127 .....	469-4734
Mission Education Center.....	1670 Noe Street, 94131.....	695-5313
Monroe.....	260 Madrid Street, 94112 .....	469-4736
George R. Moscone .....	2576 Harrison Street, 94110 .....	695-5736
John Muir.....	380 Webster Street, 94117.....	241-6335
New Traditions Center Alt.....	2049 Grove Street, 94117 .....	750-8490
Jose Ortega.....	400 Sargent Street, 94132 .....	469-4726
Jean Parker.....	840 Broadway, 94133 .....	291-7990
Rosa Parks.....	1501 O'Farrell Street, 94115 .....	749-3519
George Peabody.....	251 - 6th Avenue, 94118.....	750-8480
Redding.....	1421 Pine Street, 94109 .....	749-3525
Sanchez .....	325 Sanchez Street, 94114.....	241-6380
Junipero Serra .....	625 Holly Park Circle, 94110 .....	695-5685
Sheridan .....	431 Capitol Avenue, 94112 .....	469-4743

Sherman .....	1651 Union Street, 94123 .....	749-3530
Commodore Sloat .....	50 Darien Way, 94127 .....	759-2807
Spring Valley .....	1451 Jackson Street, 94109 .....	749-3535
Robert L. Stevenson .....	2051 - 34th Avenue, 94116 .....	759-2837
Sunnyside .....	250 Foerster Street, 94112 .....	469-4746
Sunset .....	1920 – 41 <sup>st</sup> Avenue, 94116 .....	759-2760
Sutro .....	235 - 12th Avenue, 94118 .....	750-8525
E. R. Taylor .....	423 Burrows Street, 94134 .....	330-1530
Tenderloin Community .....	627 Turk Street, 94102 .....	749-3567
Ulloa .....	2650 - 42nd Avenue, 94116 .....	759-2841
Visitation Valley .....	55 Schwerin Street, 94134 .....	469-4796
Daniel Webster .....	465 Missouri Street, 94107 .....	695-5787
West Portal .....	5 Lenox Way, 94127 .....	759-2846
Yick Wo Alt. ....	2245 Jones Street, 94133 .....	749-3540

#### ALTERNATIVELY CONFIGURED SCHOOLS (9)

(grades K to 8 unless otherwise noted)

Willie L. Brown, Jr .....	2055 Silver Avenue, 94124 .....	695-5400
(grades 4 to 8)		
Bessie Carmichael/Filipino Ed. Center .....	375 – 7 <sup>th</sup> Street, 94103 .....	355-6916
International Studies Academy .....	655 DeHaro Street, 94107 .....	695-5866
(grades 6 to 12)		
Lawton Alt. ....	1570 - 31st Avenue, 94122 .....	759-2832
Claire Lilienthal .....	(K-2nd) 3950 Sacramento Street, 94118 .....	750-8603
	(3rd-8th) 3630 Divisadero Street, 94123 .....	749-3516
Paul Revere .....	555 Tompkins Avenue, 94110 .....	695-5656
Rooftop Alt. ....	(K-4th) 443 Burnett Street, 94131 .....	695-5691
	(5th-8th) 500 Corbett Street, 94114 .....	552-6757
San Francisco Community Alt. ....	125 Excelsior Street, 94112 .....	469-4739
Alice Fong Yu .....	1541 - 12th Avenue, 94122 .....	759-2764

#### COUNTY AND COURT SCHOOLS (9)

Civic Center Secondary School .....	727 Golden Gate Avenue, 94102 .....	241-6320
@ John Swett Campus		
Early Morning Study Academy (GED) .....	375 Woodside Avenue, 94127 .....	753-7690
Hilltop High School .....	1325 Florida Street, 94110 .....	695-5606
Larkin Street Youth Center .....	1138 Sutter Street, 94109 .....	673-0911
Log Cabin School .....	P.O. Box 329, La Honda, CA 94020 .....	241-6553
Principals' Center Collaborative .....	1360 – 43rd Avenue, 94122 .....	242-2520
Walden House (boys) .....	214 Haight Street, 94102 .....	554-1480
Walden House (girls) .....	45 Farallones, 94112 .....	406-1232
Woodside Learning Center .....	375 Woodside Avenue, 94127 .....	753-7792

## CHILD DEVELOPMENT PROGRAM CENTERS (35)

Argonne (PK).....	750 – 16th Avenue, 94118.....	750-8617
Bryant (PK - 4).....	1060 York Street, 94110.....	695-5784
Bessie Carmichael (PK).....	375 Seventh Street, 94103.....	615-8450
Burnett (PK - 5).....	1520 Oakdale Avenue, 94124.....	695-5660
Dr. William L. Cobb (PK - 5).....	2725 California Street, 94115.....	749-3544
Sarah B. Cooper (PK - 2).....	940 Filbert Street, 94133.....	749-3550
Dr. Charles Drew (PK - 5).....	50 Pomona Street, 94124.....	330-1546
Excelsior at Guadalupe (PK - 3).....	859 Prague Street, 94112.....	469-4753
Excelsior at Monroe (K - 4).....	260 Madrid Street, 94112.....	469-4771
Leonard R. Flynn (K - 5).....	3125 Cesar Chavez Street, 94110.....	695-5782
Grattan (PK - 5).....	165 Grattan Street, 94117.....	759-2850
Bret Harte (PK - 5).....	950 Hollister Avenue, 94124.....	330-1545
Jefferson (PK).....	1350 - 25th Avenue, 94122.....	759-2852
Jefferson (K - 5).....	1325 - 18th Avenue, 94122.....	759-2795
Kate Kennedy (K - 5).....	1670 Noe Street, 94131.....	695-5873
Las Americas (PK - 5).....	801 Treat Street, 94110.....	695-5746
Theresa S. Mahler (PK).....	990 Church Street, 94114.....	695-5871
Frank McCoppin (K - 5).....	651 - 6th Avenue, 94118.....	750-8495
John McLaren (PK - 5).....	2055 Sunnydale Avenue, 94134.....	469-4519
Mission (PK).....	2950 Mission Street, 94110.....	695-5842
Mission Annex (PK).....	421 Bartlett Street, 94110.....	695-5844
Noriega (PK - 3).....	1775 - 44th Avenue, 94122.....	759-2853
Jean Parker (K - 3).....	840 Broadway, 94133.....	291-7967
Presidio (Infant/Toddler, PK - 5).....	Building 387, Presidio, 94129.....	561-5822
Redding (K - 5).....	1421 Pine Street, 94109.....	749-3549
San Miguel (PK - 4).....	300 Seneca Avenue, 94112.....	469-4756
Junipero Serra (K - 4).....	625 Holly Park Circle, 94110.....	695-5922
Junipero Serra Annex (PK - 4).....	155 Appleton Avenue, 94110.....	920-5138
Spring Valley (K - 5).....	1451 Jackson Street, 94109.....	749-3590
Commodore Stockton (PK - 3).....	949 Washington Street, 94108.....	291-7932
Sutro (K - 5).....	235 - 12th Avenue, 94118.....	750-8524
Tenderloin (PK - 5).....	627 Turk Street, 94102.....	614-3000
Tule Elk Park (PK - 3).....	2110 Greenwich Street, 94123.....	749-3551
Daniel Webster (K - 5).....	465 Missouri Street, 94107.....	920-5076
Raphael Weill (PK - 5).....	1501 O'Farrell Street, 94115.....	749-3548

## SATELLITE PROGRAMS (2)

Garfield (K – 5).....	420 Filbert Street, 94133.....	749-3550
Francis Scott Key (K – 1).....	1530 - 43 <sup>rd</sup> Avenue, 94112.....	759-2853

## ESEA TITLE I PREKINDERGARTEN (10)

Cesar Chavez (PK).....	825 Shotwell Street, 94110 .....	695-5946
Dr. Charles R. Drew (PK).....	50 Pomona Avenue, 94124 .....	330-1546
Fairmount (PK) .....	65 Chenery Street, 94131.....	695-5669
Starr King (PK).....	1215 Carolina Street, 94107 .....	695-5570
Gordon J. Lau (PK).....	954 Washington Street, 94108.....	291-7934
John Muir (PK) .....	380 Webster Street, 94117 .....	241-6339
Paul Revere (PK) .....	555 Tompkins Avenue, 94110.....	695-5656
Sanchez (PK) .....	325 Sanchez Street, 94114.....	241-6387
Sheridan (PK).....	431 Capitol Avenue, 94112 .....	469-4743
E.R. Taylor (PK).....	423 Burrows Street, 94134 .....	330-1529

## STATE PRESCHOOL PROGRAM (4)

Buena Vista (PK) .....	2641 - 25th Street, 94110.....	695-5838
Noriega (PK).....	1775 - 44th Avenue, 94122.....	759-2853
Redding (PK) .....	1421 Pine Street, 94109 .....	749-3549
Commodore Stockton (PK).....	949 Washington Street, 94108.....	291-7932

NOTE: Pre-Kindergarten (PK) age range: 2 years 9 months to 4 years 9 months.

(This page is left blank intentionally.)

## APPENDIX E

---

### FORMS

---

This appendix contains some of the forms that parents/guardians/caregivers may need while the student is in attendance in the San Francisco Unified School District (SFUSD). Some forms are for demonstration purpose only (samples) and they can be obtained from the schools or various offices within SFUSD.

*Application For Free And Reduced-Price Meals* (National School Lunch Program) - SAMPLE  
Available at school or from the Student Nutrition Services, 749-3604

Letter to parents/guardians from Student Nutrition Services  
Frequently Asked Questions about the Meal Application Process  
Health Care Coverage – Free/Low Cost Programs for Children and Young Adult

*Enrollment Application Form for 2009-2010* – SAMPLE  
Available at school or from the Educational Placement Center, 241-6085

*Media and Community Access Opt Out Form*  
Complete and return only if you do **NOT** want your child to have media contact

*Consent Form to Permit District to Use Student Photographs/Images/Schoolwork*

*Medication Form*

*Emergency Care Plans*  
*Allergy Emergency Care Plan*  
*Asthma Emergency Care Plan*  
*Diabetic Emergency Care Plan*  
*Seizure Emergency Care Plan*  
*Generic Emergency Care Plan*

*Parent's Verification of Student's Absence Form*

*Request For Individual Pesticide Application Notification*

*Safe Schools Resolution Committee Feedback Form*

*School Health Form*

*SFUSD Enrollment Chart for Foster Youth,*  
*Foster Youth School Enrollment Procedures*  
*& Foster Youth Services Student Placement/Transition Form*



**2009 - 2010 SAN FRANCISCO UNIFIED SCHOOL DISTRICT Application for Free and Reduced-Price Meals**

**Households with a FOSTER CHILD:**  Place an X here if this application is for a foster child, write the child's name and personal-use income in Part 3, sign and date the application.

<b>3</b>	<b>STUDENT INFORMATION:</b> Print the birth date, name, grade, school and monthly income of <b>EACH</b> child who will attend school this year. If you have a Foster Child, write the Foster Child's birth date, name, grade, school and monthly income, but <b>DO NOT</b> list any other children. Write "0" if no personal income is received.
<b>FOSTER CHILDREN MUST BE ON SEPARATE APPLICATIONS.</b>	

SCHOOL USE ONLY		Student's Birth Date	Student's Last Name	Student's First Name	Grade	School Name	MONTHLY*	Personal Use Income
		(optional)						

a current CASE number for EACH CHILD.

[illegible][illegible][illegible][illegible]

MM	DD	YY	U	U
01	01	00	000	000
01	02	00	000	000
01	03	00	000	000
01	04	00	000	000
01	05	00	000	000
01	06	00	000	000
01	07	00	000	000
01	08	00	000	000
01	09	00	000	000
01	10	00	000	000
01	11	00	000	000
01	12	00	000	000
01	13	00	000	000
01	14	00	000	000
01	15	00	000	000
01	16	00	000	000
01	17	00	000	000
01	18	00	000	000
01	19	00	000	000
01	20	00	000	000
01	21	00	000	000
01	22	00	000	000
01	23	00	000	000
01	24	00	000	000
01	25	00	000	000
01	26	00	000	000
01	27	00	000	000
01	28	00	000	000
01	29	00	000	000
01	30	00	000	000
01	31	00	000	000
02	01	00	000	000
02	02	00	000	000
02	03	00	000	000
02	04	00	000	000
02	05	00	000	000
02	06	00	000	000
02	07	00	000	000
02	08	00	000	000
02	09	00	000	000
02	10	00	000	000
02	11	00	000	000
02	12	00	000	000
02	13	00	000	000
02	14	00	000	000
02	15	00	000	000
02	16	00	000	000
02	17	00	000	000
02	18	00	000	000
02	19	00	000	000
02	20	00	000	000
02	21	00	000	000
02	22	00	000	000
02	23	00	000	000
02	24	00	000	000
02	25	00	000	000
02	26	00	000	000
02	27	00	000	000
02	28	00	000	000
02	29	00	000	000
02	30	00	000	000
02	31	00	000	000
03	01	00	000	000
03	02	00	000	000
03	03	00	000	000
03	04	00	000	000
03	05	00	000	000
03	06	00	000	000
03	07	00	000	000
03	08	00	000	000
03	09	00	000	000
03	10	00	000	000
03	11	00	000	000
03	12	00	000	000
03	13	00	000	000
03	14	00	000	000
03	15	00	000	000
03	16	00	000	000
03	17	00	000	000
03	18	00	000	000
03	19	00	000	000
03	20	00	000	000
03	21			

[illegible][illegible][illegible][illegible][illegible][illegible]

**ALL OTHER HOUSEHOLD MEMBERS: DO NOT INCLUDE THE STUDENTS LISTED ABOVE.**

**Report all current monthly income received last month before taxes and deductions.**

income, put deductions; include all jobs  
X in this box. MONTHLY

per disability, other income MONTHLY

support, alimony MONTHLY

perm disability, unemployment MONTHLY

the use of special tokens, special tickets, special serving lines, MONTHLY

separate entrances, separate dining areas or by any other means MONTHLY

[illegible][illegible]

LAST NAME FIRST

NAME: \_\_\_\_\_

reverse side.

DO NOT

[illegible][illegible]

LAST NAME, FIRST

information is given in connection with the receipt of Federal funds, that school officials may verify the information on the application and

LAST NAME, FIRST

**SIGNATURE REQUIRED**

[illegible]

To ANNUALIZE income: Weekly income x 52, every two weeks x 26, twice a month x 24, monthly x 12.

**ENTER THE TOTAL HOUSEHOLD MEMBERS**  
The number you enter must equal the number of names from Part 3 and Part 5

The number you enter must equal the number of names from Part 3 and Part 5.

[illegible]

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Daytime Telephone Number \_\_\_\_\_

only	State	zip	Daytime Telephone Number	RACIAL IDENTITY (Optional)				ETHNIC IDENTITY (Optional)			
				<input type="checkbox"/> American Indian	<input type="checkbox"/> Asian	<input type="checkbox"/> Black or African	<input type="checkbox"/> Native Hawaiian or	<input type="checkbox"/> White	<input type="checkbox"/> Of Hispanic	<input type="checkbox"/> Not of Hispanic or	

Please mark one or more racial identities

<input type="checkbox"/> Asian	<input type="checkbox"/> American	<input type="checkbox"/> Other Pacific Islander	<input type="checkbox"/> White	<input type="checkbox"/> Please mark one ethnic identity	<input type="checkbox"/> or Latino Origin	<input type="checkbox"/> Latino Origin
--------------------------------	-----------------------------------	---	--------------------------------	--	---	--

2009-2010 2009-2010 2009-2010 2009-2010 2009-2010 2009-2010 2009-2010 2009-2010 2009-2010 2009-2010





# More Meal Application Forms Collected More Money For Your Child's School



Attention All Parents!

**Kids who eat a healthy breakfast and lunch perform better in school!!!** Join SFUSD's effort to promote healthy eating and good nutrition habits. Please complete and return the enclosed Meal Application Form to your child's school by October 6, 2009. **One Meal Application Form is needed per family.** We are requesting Meal Application Forms from **all SFUSD students**. Much needed Grant Funding is directly related to the total amount of Meal Application Forms collected. Even if your child does not plan to eat a cafeteria breakfast or lunch you can still help SFUSD by filling in your child's First and Last Name, School, and simply write the phrase, "*Not Interested*," anywhere on the Meal Application Form. Information reported on the Meal Application Form is confidential and is not shared with any outside agencies.



## What does a completed Meal Application Form mean to the Family?

- **The Child – A hungry child cannot learn!** Kids who eat a healthy breakfast and lunch can concentrate better, work faster and score higher on tests.
- **The Parent** – A completed Meal Application Form is needed in order to qualify your child for a Free or Reduced priced school breakfast and lunch. School Breakfast and Lunch programs offer nutritionally balanced meals at the lowest possible price. Research shows that skipping meals can lead to over-eating and obesity.



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

- **More Money!** Federal (Title 1, E-Rate) Local, and Private Funds are based on the total number of Meal Application Forms collected. **More Meal Application Forms collected = More Grant Funding.**
- **Higher Academic Performance Index Scores (API) for your school!** Schools can earn a higher rating on the Similar Schools Ranking Portion of the API.
- **Better Quality Meals!** The more funds we have, the better quality meals we will be able to offer.



## Is the Meal Application Form Confidential?

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

Join us in our efforts to provide good nutrition to all SFUSD students. Meal Application Forms and Parent Letter(s) 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. For frequently asked questions about the Meal Application Process see back of flyer. Should you have any questions please call **Student Nutrition Services at 749-3604**. Thank you for your continued support.

Sincerely,

Ed Wilkins, Director  
Student Nutrition Services

## FREQUENTLY ASKED QUESTIONS ABOUT THE MEAL APPLICATION PROCESS

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

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.

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

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

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

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

### Do I have to complete the entire form if I know we do not qualify or if we aren't interested in participating in the meal programs?

**NO!\*** If you do not want to apply for the School Meal Programs, you can still help SFUSD by filling in your child's FIRST and LAST NAME, SCHOOL and write the phrase, "NOT INTERESTED," anywhere on the Meal Application Form.

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

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

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

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

### What if I don't want others to know my child receives a free lunch?

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

Support SFUSD Schools!  
Please complete and return a  
Meal Application Form by  
October 6, 2009!  
Our students need the support!



Free/Low Cost Health Coverage is available for Children, Youth, and Young Adults - See pages 141 & 142.

\* A completed Meal Application Form is preferred but not mandatory.



## San Francisco Health Care Resources for Kids

	Child Health & Disability Prevention (CHDP)	Medi-Cal for Children	Healthy Families
<b>Services</b>	<ul style="list-style-type: none"> <li>Regular health check-ups and immunizations.</li> <li>Referral to dental care.</li> </ul> <p>Prescription medicines and hospitalizations <u>not</u> covered.</p>	<ul style="list-style-type: none"> <li>Complete medical coverage, including all preventive care.</li> <li>Dental and vision care.</li> <li>Immunizations.</li> <li>Exams for school &amp; sports.</li> <li>Hospital care.</li> <li>Mental health services.</li> <li>Substance abuse services.</li> <li>Prescription medicines.</li> </ul>	<ul style="list-style-type: none"> <li>Complete medical coverage, including all preventive care.</li> <li>Dental and vision care.</li> <li>Immunizations.</li> <li>Exams for school &amp; sports.</li> <li>Hospital care.</li> <li>Mental health services.</li> <li>Substance abuse services.</li> <li>Prescription medicines.</li> </ul>
<b>Who is eligible?</b>	<ul style="list-style-type: none"> <li>Children under age 21 with Medi-Cal.</li> <li>Children under age 19 with family income up to 200% of Federal Poverty Level (FPL).</li> </ul>	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.
<b>Citizenship or legal residency requirements</b>	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.
<b>Income requirements by Federal Poverty Level (FPL)</b>	Up to 200% of FPL.	<ul style="list-style-type: none"> <li>Birth to age 1: Up to 200% FPL.</li> <li>Ages 1 through 5: Up to 133% FPL.</li> <li>Ages 6 to 18: Up to 100% FPL.</li> </ul>	<ul style="list-style-type: none"> <li>Birth to age 1: 200- 250% FPL.</li> <li>Ages 1 through 5: 133 - 250% FPL.</li> <li>Ages 6 to 18: 100 - 250% FPL.</li> </ul>
<b>Cost</b>	None.	None for many beneficiaries. Amount of "Share of Cost" obligation can vary.	<ul style="list-style-type: none"> <li>\$6 - \$17 per month per child.</li> <li>Maximum of \$51 per month per family.</li> <li>\$5 co-payments for some services.</li> </ul>
<b>How to apply or get more information</b>	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

	Kaiser Permanente Child Health Plan	Healthy Kids
<b>Services</b>	<ul style="list-style-type: none"> <li>• Complete medical coverage, including all preventive care.</li> <li>• Dental and vision care.</li> <li>• Immunizations.</li> <li>• Exams for school &amp; sports.</li> <li>• Hospital care.</li> <li>• Mental health services.</li> <li>• Substance abuse services.</li> <li>• Prescription medicines.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete medical coverage, including all preventive care.</li> <li>• Dental and vision care.</li> <li>• Immunizations.</li> <li>• Medical Exams for school &amp; sports.</li> <li>• Hospital care.</li> <li>• Mental health services.</li> <li>• Substance abuse services.</li> <li>• Prescription medicines.</li> </ul>
<b>Who is eligible?</b>	Children through age 18 if not eligible for employer-subsidized programs, or Medi-Cal or Healthy Families due to immigration status or family income.	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.
<b>Citizenship or legal residency requirements</b>	<ul style="list-style-type: none"> <li>• Citizens</li> <li>• Legal residents</li> <li>• Undocumented (not legal residents)</li> </ul>	<ul style="list-style-type: none"> <li>• Citizens</li> <li>• Legal residents</li> <li>• Undocumented (not legal residents)</li> </ul>
<b>Income requirements by Federal Poverty Level (FPL)</b>	Income must be below 300% of the Federal Poverty Level (FPL).	Income must be at or below 300% FPL.
<b>Cost</b>	Monthly premiums (maximum of three children; additional children covered free of charge): <ul style="list-style-type: none"> <li>• Up to 249% FPL - \$8 per month per child</li> <li>• 250%-300% FPL - \$15 per month per child</li> <li>• Co-payments of \$5 - \$10 for some services.</li> </ul>	Premium between \$48 and \$126 per year per child, depending on household income. Financial assistance is also available. <ul style="list-style-type: none"> <li>• Copayments of \$5 - \$15 for some services.</li> </ul>
<b>How to apply or get more information</b>	Call toll-free 1-800-464-4000 to request an application packet.	For more information, call 415-777-9992.



## Enrollment Application for School Year 2009-2010

### ➤ WHO needs to complete an enrollment application?

- Students new to SFUSD (entering Kindergarten students, students coming to SFUSD from other districts, students coming to SFUSD from private schools, students coming to SFUSD from charter schools).
- Students in transitional grades (5th grade applying for 6th grade, except 5th graders in a K-8 school, and 8th grade applying for 9th grade, except 8<sup>th</sup> graders in a 6-12 school).
- Students who want to transfer from one SFUSD school to another SFUSD school.

*Note: to be eligible to enroll for the 2009-2010 school year, kindergarten students must have been born on or before December 2, 2004.*

### ➤ WHAT documentation is needed when my application is turned in?

- For students new to SFUSD and those who have recently moved – proof of birthdate and two proofs of home address.
- For students currently attending an SFUSD school – two proofs of home address if they have recently moved.

For verification of **birthdate**, you need to provide the original of one of the following:

- birth certificate
- hospital record
- passport

If the document does not contain the parent/guardian name, additional guardianship verification is required.

For verification of **home address**, you need to provide **two current** originals that include the name and address of the parent/guardian. Any **two** of the following documents are acceptable:

- valid CA Driver's License
- a utility bill dated within ninety (90) days
- automobile insurance policy
- homeowner's or renter's insurance policy
- property tax statement
- current lease
- letter from a social services or governmental agency within ninety (90) days

### ➤ WHERE can I turn in my completed application?

- You can turn in your completed application form to the Educational Placement Center, 555 Franklin Street, Room 100.
- Kindergartners who have an older sibling currently attending an SFUSD elementary school can drop off their application at their older sibling's SFUSD elementary school.
- 5<sup>th</sup> and 8<sup>th</sup> graders who currently attend an SFUSD school can turn in their enrollment application to their current SFUSD school.

### ➤ WHEN are the applications due, WHEN will I be notified about what school my child will attend, and WHEN must I respond to the assignment offer?

#### ROUND ONE: APPLICATIONS TURNED IN FROM NOVEMBER 10, 2008 TO JANUARY 9, 2009

Parents/guardians who turn in an application during this time will receive a school assignment letter after **March 13, 2009** and they must enroll their children at their assigned school by **March 27, 2009** or the school offer will be cancelled. For the best chance of receiving a school of choice, apply in Round One.

#### ROUND TWO: APPLICATIONS TURNED IN FROM JANUARY 10, 2009 TO MARCH 27, 2009

Parents/guardians who turn in an application during this time will receive a school assignment letter after **May 1, 2009** and they must enroll their children at their assigned school by **May 15, 2009** or the school offer will be cancelled.

### ➤ HOW can I learn more about SFUSD schools?

- Look through the Enrollment Guide
- Visit schools and attend their school tours
- Visit the Educational Placement Center (555 Franklin Street, Room 100) and the SFUSD website ([www.sfusd.edu](http://www.sfusd.edu))
- Contact parent organizations (Office of School/Family Partnerships: 241-6185, Parents for Public Schools: 468-7077, PTA: 241-6048)

### ➤ 10 Steps to Completing Your Application Form

Check the box when you have completed the step.

- ☐ 1. Complete ALL sections of the application form. Applications cannot be processed until you provide all the requested information. Incomplete applications turned in by the deadline cannot be processed as on-time applications.
- ☐ 2. Fill in the **school name**, **school number**, and **program** for the schools you would like the student to attend. Using the school list on the back of this page, list up to seven (7) choices in order of preference. You are strongly encouraged to list multiple schools; selecting a higher number of schools will increase the likelihood of receiving a requested assignment. You may apply to more than one program at a school by placing each program on a separate line. If you are not offered an assignment to any of your choices, the District will give you an assignment to a school with openings.
- ☐ 3. If you have a younger child who wants to attend the same school as their older sibling, list the older sibling's school as a first choice and write the older sibling's name, school, grade, and birthdate in the "Choices" section of the application form.
- ☐ 4. Sign the application form. Applications cannot be processed until they are signed by the parent/guardian. It is very important that the information collected on the enrollment application is accurate. Signing the application form assures SFUSD that information provided is true. Providing false information will render the application invalid and will result in your child being removed from a school.
- ☐ 5. Collect the original documents you need to turn in with your application form (i.e. proof of address and proof of birth). See guidelines above.
- ☐ 6. Turn in your completed application form along with **two** proofs of address and one proof of birth.
- ☐ 7. Be sure to receive and keep the pink copy of the application form for your records after it has been initialed and dated as received.
- ☐ 8. Make an appointment for a language test if your child has a home language other than English and/or if you are requesting placement in an immersion program. Appointments can be made by phoning 415-241-6085 or visiting EPC at 555 Franklin Street, Room 100.
- ☐ 9. Enroll your child at their assigned school by the date listed on your assignment letter or the school offer will be cancelled.
- ☐ 10. Bring your child's immunization records to their school of assignment when you go to enroll your child if he/she is new to SFUSD.

SAMPLE

## 2009-2010 SFUSD SCHOOL LIST

ELEMENTARY SCHOOLS	Sch #	Program
ALAMO	413	GEN [K-05]
ALVARADO	420	GEN [K-05] ImmS [K-05]*
ARGONNE	435	GEN [K-05]
BROWN, WILLIE L. JR.	858	GEN [04-08]
BRYANT	456	GEN [K-05] Spn [K-03]
BUENA VISTA	461	ImmS [K-05]*
CARVER, GEORGE W.	625	GEN [K-05]
CHAVEZ, CESAR	603	GEN [K-05] Spn [K-05]
CHIN, JOHN YE HALL	872	GEN [K-05] Chn [K-03]
CLARENDON	478	GEN [K-05] JBBP [K-05]
CLEVELAND	481	GEN [K-05] Spn [K-05]
COBB, DR. WILLIAM L.	525	GEN [K-05]
DREW, DR. CHARLES R.	507	GEN [K-03]
EL DORADO	521	GEN [K-05]
FAIRMOUNT	537	GEN [03-05] ImmS [K-05]*
FEINSTEIN, DIANNE	539	GEN [K-05]
FLYNN, LEONARD R.	680	GEN [K-05] ImmS [K-05]*
GARFIELD	562	GEN [K-05] Chn [K-03]
GLEN PARK	575	GEN [K-05] Spn [K-03]
GRATTAN	589	GEN [K-05]
GUADALUPE	593	GEN [K-05] Spn [K-02]
HARTE, BRET	453	GEN [K-05] Spn [K-03]
HILLCREST	614	GEN [K-05] Spn [K-05] Chn [K]
JEFFERSON	644	GEN [K-05]
KEY, FRANCIS SCOTT	544	GEN [K-05]
KING, STARR	838	GEN [K-05] Spn [K-05] ImmM [K-3]*
LAFAYETTE	664	GEN [K-05]
LAKESHORE	670	GEN [K-05]
LAU, GORDON J.	490	GEN [K-05] Chn [K-05] Spn [K-05]
LONGFELLOW	691	GEN [K-05] Spn [K-03]
MALCOLM X	830	GEN [K-05]
MARSHALL	714	ImmS [K-05]*
MCCOPPIN, FRANK	549	GEN [K-05] Chn [K-05]
MCKINLEY	718	GEN [K-05]
MILK, HARVEY	505	GEN [K-05]
MIRALOMA	722	GEN [K-05]
MONROE	729	GEN [K-05] Chn [K-05] ImmS [K-05]*
MOSCONE, GEORGE R.	723	GEN [K-05] Chn [K-03] Spn [K-03]
MUIR, JOHN	650	GEN [K-05] Spn [K-05]
NEW TRADITIONS	735	GEN [K-05]
ORTEGA, JOSE	746	GEN [K-05] Chn [K-03] ImmM [K-02]*
PARKER, JEAN	638	GEN [K-05] Chn [K-03]
PARKS, ROSA	786	GEN [K-05] JBBP [K-05]
PEABODY, GEORGE	569	GEN [K-05]
REDDING	790	GEN [K-05]
SANCHEZ	816	GEN [K-05] Spn [K-05]
SERRA, JUNIPERO	656	GEN [K-05] Spn [K-03]
SHERIDAN	820	GEN [K-05]
SHERMAN	823	GEN [K-05] Chn [K-03]
SLOAT, COMMODORE	488	GEN [K-05]
SPRING VALLEY	834	GEN [K-05] Chn [K-03] Spn [K-03]
STEVENSON, ROBERT L.	782	GEN [K-05]
SUNNYSIDE	842	GEN [K-05]
SUNSET	750	GEN [K-05]
SUTRO	848	GEN [K-05] Chn [K-05]
TAYLOR, E.R.	513	GEN [K-05] Chn [K-03] Spn [K-05]
TENDERLOIN	859	GEN [K-05]
ULLOA	862	GEN [K-05] Chn [K-03]
VISITACION VALLEY	867	GEN [K-05] Chn [K-05]
WEBSTER, DANIEL	497	GEN [K-05] ImmS [K-01]* Spn [02-05]
WEST PORTAL	876	GEN [K-05] ImmC [K-05]*
YICK WO	801	GEN [K-05]

K-8 SCHOOLS	Sch #	Program
ALICE FONG YU (K8)	485	ImmC [K-08]*
CARMICHAEL, BESSIE (K8)	449	GEN [K-08] Fil Spn [K-05] [K-03]
CLAIRE LILIENTHAL (K8)	479	GEN [K-08] ImmK [K-05]*
LAWTON (K8)	676	GEN [K-08]
REVERE, PAUL (K8)	760	GEN [K-08] Spn [05] ImmS [K-04]*
ROOFTOP (K8)	796	GEN [K-08]
S. F. COMMUNITY (K8)	493	GEN [K-08]
MIDDLE SCHOOLS	Sch #	Program
APTOS	431	GEN [06-08]
BROWN, WILLIE L. JR.	858	GEN [04-08]
DENMAN, JAMES	632	GEN [06-08]
EVERETT	529	GEN [06-08]
FRANCISCO	546	GEN [06-08] Chn [06-08]
GIANNINI, A.P.	404	GEN [06-08]
HOOVER, HERBERT	607	GEN [06-08] ImmC [06-08]* ImmS [06-08]*
INTERNATIONAL STUDIES	624	GEN [06-12]
KING, DR. MARTIN L. JR.	710	GEN [06-08]
LICK, JAMES	634	GEN [06-08] ImmS [06-08]*
MANN, HORACE	618	GEN [06-08] Spn [06-08]
MARINA	708	GEN [06-08] ImmC [06-08]*
PRESIDIO	778	GEN [06-08]
ROOSEVELT, THEODORE	797	GEN [06-08]
VISITACION VALLEY	868	GEN [06-08]
HIGH SCHOOLS	Sch #	Program
ACADEMY OF ARTS & SCIENCES @ SOTA	832	GEN [09-12]
BALBOA	439	GEN [09-12]
BURTON, PHILLIP & SALA	764	GEN [09-12]
GALILEO	559	GEN [09-12] ImmC [09-12]* Chn [09-12]
INTERNATIONAL STUDIES	624	GEN [06-12]
JUNE JORDAN	757	GEN [09-12]
LINCOLN, ABRAHAM	405	GEN [09-12] Chn [09-12]
LOWELL **	697	GEN [09-12]
MARSHALL, THURGOOD	853	GEN [09-12]
MISSION	725	GEN [09-12] ImmS [09]*
O'CONNELL, JOHN	651	GEN [09-12]
S.F. INTERNATIONAL	621	GEN [09]
SCHOOL OF THE ARTS (SOTA)	815	GEN [09-12]
WALLENBERG, RAOUL	785	GEN [09-12]
WASHINGTON, GEORGE	571	GEN [09-12]
NEWCOMER SCHOOLS	Sch #	Program
CHINESE ED CENTER	476	NewC [03-05]
MISSION ED CENTER	724	NewS [03-05]
EVERETT	529	NewS [06-08]
FRANCISCO	546	NewC [06-08]
VISITACION VALLEY	868	New [06-08]
NEWCOMER	738	New [09-11] NewC [09-11]

### KEY TO PROGRAM ABBREVIATIONS

Gen	General Program
Chn	Chinese Bilingual Pathway
Fil	Filipino Bilingual Pathway
ImmC	Immersion / Cantonese Pathway
ImmK	Immersion / Korean Pathway
ImmM	Immersion / Mandarin Pathway
ImmS	Immersion / Spanish Pathway
JBBP	Japanese Enrichment
New	Newcomer / All Languages Pathway
NewC	Newcomer / Chinese Pathway
NewS	Newcomer / Spanish Pathway
Spn	Spanish Bilingual Pathway

**MAKING YOUR CHOICES:** (1) Find the schools and programs you prefer in the school list. (2) Check the "Key to Program Abbreviations" (above) to see the full name of each program. (3) Refer to the example below to see how to correctly enter your school choices on the application.

Choice	School Name	School #	Program
1.	Lick	634	IMMS
2.	Lick	634	GEN
3.	Francisco	546	GEN
4.	Denman	632	GEN
5.	Visitation Valley	868	GEN
6.	Marina	708	GEN
7.	Aptos	431	GEN

\*Students who request a two-way immersion program need to complete a language proficiency test before their application can be processed. See the Enrollment Guide for more information. Intensive English is offered in all schools.

\*\*Students requesting 9<sup>th</sup> grade Lowell must also submit a Lowell application by December 12, 2008. 10<sup>th</sup>-12<sup>th</sup> grade applications will be available in May 2009.



**San Francisco Unified School District**  
**Enrollment Application for School Year 2009-2010**

Educational Placement Center, 555 Franklin Street, Room 100, SF, CA 94102 Tel: 415-241-6085 Fax: 415-241-6087 [www.sfusd.edu](http://www.sfusd.edu)

**SAMPLE**

**FAMILY INFORMATION (please print clearly)**

Student's Name: Last First Middle  
 Parent/Guardian: Last First Middle  
 Home Address: Street Apartment Cross Street  
 City/Zip: City Zip  
 Phone #s: Home Work Cell  
 2<sup>ND</sup> Parent/Guardian: Last First Middle  
 Home Address: Street Apartment City Zip  
 Phone #s: Home Work Cell  
 Emergency contact: Last First Middle  
 Phone #s: Home Work Cell  
 Does your family live in Public Housing? YES ☐ NO ☐ Does your family participate in Cal Works? YES ☐ NO ☐  
 Does your family receive Section 8 assistance? YES ☐ NO ☐ Is your family eligible for free/reduced lunch? YES ☐ NO ☐  
**Parent Education Level:** Check appropriate box for both parents. This is used for state & federal reporting purposes; it will not affect placement decisions.  
 Mother: ☐ Some High School ☐ High School Graduate ☐ Some College ☐ College Graduate ☐ Graduate School (e.g. Masters, Ph.D., etc.)  
 Father: ☐ Some High School ☐ High School Graduate ☐ Some College ☐ College Graduate ☐ Graduate School (e.g. Masters, Ph.D., etc.)  
 High school applicants: Do you want SFUSD to release your child's name, address and telephone number to military recruiters? YES ☐ NO ☐

**STUDENT INFORMATION (please print clearly)**

Student is applying for grade  for the 2009-2010 school year. Gender: Male ☐ Female ☐  
 City & State of Birth: Birthdate: Month Day Year  
 Country of Birth: If born outside US, when did student enter US? Month Day Year  
 Has student attended school in US? YES ☐ NO ☐ If yes, what grades? From grade To grade Last date attended: Month Day Year  
 Current or last school (including pre-school) School School City/State

**Special Needs** If you answer YES to any question, please attach an IEP and/or written description of the special needs.  
 Is the student currently receiving special education services? YES ☐ NO ☐ Is the student vision impaired? YES ☐ NO ☐  
 Does the student have health conditions that may affect educational needs? YES ☐ NO ☐ Is the student hearing impaired? YES ☐ NO ☐  
 Is the student mobility impaired? YES ☐ NO ☐ Is the student in a wheelchair? YES ☐ NO ☐

**Racial/Ethnic Identification (optional)** This is used for state & federal reporting purposes; it will not affect placement decisions.  
 Mark "1" next to the student's primary ethnicity and mark an "x" next to each additional ethnicity the student identifies with.  
☐ American Indian or Alaska Native ☐ Cambodian ☐ Guamanian ☐ Japanese ☐ Middle Eastern/Arabic ☐ Samoan ☐ White  
☐ Asian Indian ☐ Chinese ☐ Hawaiian ☐ Korean ☐ Other Asian ☐ Tahitian ☐ Decline to State  
☐ Black or African American ☐ Filipino ☐ Hispanic or Latino ☐ Laotian ☐ Other Pacific Islanders ☐ Vietnamese

**Home Language Survey** Students with a language other than English as reported by parents in response to the four questions below are required by state law to take the CELDT to assess English proficiency, as well as an assessment of proficiency in their home language. 50% of the immersion space at kindergarten and grade 1 is reserved for students who demonstrate proficiency in the immersion target language. See Enrollment Guide for more information.  
 What language did your child first learn when she began to talk? What language do you use most frequently to speak to your child?  
 What language does your child use most frequently at home? What language do the adults use most frequently at home?

**ENTER YOUR CHOICES** It is recommended that you request 7 different schools to increase your chance of getting one of your choices.

Because each school has space limitations and may have more applications than seats available, there is no guarantee that you will get an offer of assignment to one of the schools you list below. Residing near a school or requesting it as a choice does not guarantee placement to that school.

CHOICE	SCHOOL NAME	SCHOOL #	PROGRAM
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Are you a permanent full time District employee working at the first choice school? YES ☐ NO ☐  
 My child has a twin (or triplet) applying for the same schools. YES ☐ NO ☐  
 Does an older sibling living at the same address attend your first choice school? YES ☐ NO ☐  
 If YES, provide additional information about the older sibling in the space provided below.  
 Younger siblings can receive priority to the school his/her older sibling is currently attending if:  
 (1) the older sibling will also be attending that school next year; and (2) the parent lists the older sibling's school as a first choice. Offers are based upon availability so priority does not guarantee placement.

Older sibling's name: Last First Middle Older sibling's Birthdate: Month Day Year  
 Older sibling's school: Older sibling's 2009-2010 Grade:

I (print name) \_\_\_\_\_, swear or affirm that the information I have provided in this application is true. (Applications which are found to have fraudulent address information will be immediately cancelled and any resulting assignment retracted. Keep in mind that if the District must hire an investigator or expend other resources in order to scrutinize your residency claim further, the District will charge you for these expenses if it ultimately determines your claim is invalid.)

**Parent/Guardian Signature** (applications cannot be processed unless they are signed) **Date**

OFFICE USE ONLY							
Submitted to/Taken by	Date	Proof of Address #1	Proof of Address #2	Proof of Birth	Language Proficiency & Date	HO #	DES Entered by

White and Yellow: EPC attach TWO PROOFS of ADDRESS and PROOF of BIRTHDATE

Golden Rod: Parent takes to new school of assignment

Pink: Parent Copy

092908

(This page is left blank intentionally.)



555 Franklin Street, Room 305  
San Francisco, CA 94102  
Tel: 415.241.6565 • Fax: 415.241.6036  
[www.sfusd.edu](http://www.sfusd.edu)

## 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

(This page is left blank intentionally.)



555 Franklin Street, Room 305  
San Francisco, CA 94102  
Tel: 415.241.6565 • Fax: 415.241.6036  
[www.sfusd.edu](http://www.sfusd.edu)

## 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.*

(This page is left blank intentionally.)

# San Francisco Unified School District - Student Support Services Department

## MEDICATION FORM (One Medication Per Form)

Dear Parent/Guardian/Caregiver:

California Education Code 49423 provides that students required to take medically prescribed or over-the-counter medications during the school day **MAY** be assisted by school personnel **ONLY** if the school district receives a specific written statement from the health care provider **AND** the parent/guardian/caregiver of the student. **Please complete this entire form and return it to the Principal.**

**IF POSSIBLE, PLEASE SCHEDULE MEDICATION OUTSIDE OF SCHOOL HOURS.**

**P l e a s e   p r i n t   l e g i b l y   i n   a l l   s e c t i o n s**

Student Name: Last	First	Middle	Date of Birth (Month/Day/Year)
--------------------	-------	--------	--------------------------------

### HEALTH CARE PROVIDER SECTION

Health Condition for which medication is prescribed	Medication: Dose: Frequency: _____ Duration: _____
How is medication to be given? <input type="checkbox"/> By mouth <input type="checkbox"/> Inhalator <input type="checkbox"/> Injection <input type="checkbox"/> Topical <input type="checkbox"/> 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?
<b>Check appropriate boxes below and prioritize administration route:</b> <input type="checkbox"/> I authorize this student to <b>self-administer</b> the above medication. <input type="checkbox"/> I authorize designated school personnel to administer the above medication.	
Print name, address and phone number of Health Care Provider	Signature of Health Care Provider

### PARENT/GUARDIAN/CAREGIVER SECTION

Parent/Guardian/Caregiver Name	Home Language	Daytime Phone ( )
Address - Number and Street	Apt No.   City	Evening Phone ( )
School	Children's Center / Elementary / Middle / High	School Hours
<b>Check one below:</b> <input type="checkbox"/> I permit my child to give himself/herself the above medication. <input type="checkbox"/> I permit designated school personnel to give my child the above medication.		

- I agree to hold the San Francisco Unified School District (SFUSD) and its employees harmless from any and all liability for the results of taking the medication or the manner in which the medication is given.
- I will reimburse the SFUSD and its employees for any liability arising out of these arrangements.
- I will notify the Principal of the school immediately if there is a change in my child's medication.
- I understand it is my responsibility to send the medication to school in the **original pharmacy container** labeled with my child's name and the health care provider's instructions.
- I understand that this form automatically expires at the end of each school year.
- I give my consent for school authorities to take appropriate action for the safety and welfare of my child.**

Parent/Guardian/Caregiver Signature \_\_\_\_\_ Date \_\_\_\_\_

SFUSD-STUDENT SUPPORT SERVICES DEPARTMENT MEDICATION FORM Revised 7/2009

(This page is left blank intentionally.)





To Be Completed by the Health Care Provider

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

## ALLERGY EMERGENCY CARE PLAN

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School \_\_\_\_\_ Homeroom Teacher: \_\_\_\_\_ Room: \_\_\_\_\_

Parent/Caregiver Name: \_\_\_\_\_ Phone (home): \_\_\_\_\_ (cell) \_\_\_\_\_

Address: \_\_\_\_\_ Phone (work): \_\_\_\_\_

Attach Student Emergency Card for additional emergency contacts.

Health Care Provider Treating Student for Allergy: \_\_\_\_\_ Ph: \_\_\_\_\_

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

1. Type of allergy: _____  2. Identify the triggers which start an allergic reaction: _____  3. Possible allergic signs: _____  OTHER: _____	<b><u>ACTIONS TO TAKE (Do this)</u></b> Stay calm. Stay with the student and call for help. *Give medication (if prescribed). Name of med: _____ How to give: _____ Amount: _____ When to give/repeat: _____ Location of med: _____ 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



To Be Completed by the Health Care Provider  
**ASTHMA**  
**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: \_\_\_\_\_ Age: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
School: \_\_\_\_\_ Homeroom Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Room: \_\_\_\_\_  
Parent/Caregiver Name: \_\_\_\_\_ Phone (home): \_\_\_\_\_ (cell): \_\_\_\_\_ (work): \_\_\_\_\_  
Health Care Provider Treating Student for Asthma: \_\_\_\_\_ Phone: \_\_\_\_\_

**To provide assistance to a pupil experiencing asthma symptoms.**

<u>If you see or hear this</u>	<u>Actions to Take</u>
<ul style="list-style-type: none"><li>Noisy breathing (wheezing)</li><li>Coughing</li><li>Shortness of breath</li><li>Complaining of chest tightness</li><li>or pressure on chest</li><li>Difficulty breathing</li></ul> OTHER: _____	<ol style="list-style-type: none"><li>Stay with student, speak softly, and stay calm</li><li>Keep person sitting upright and encourage slow deep breathing—in through the nose &amp; out through puckered lips.</li><li>Give quick relief medication: <i>(circle or write in)</i> Albuterol Inhaler 2 puffs with spacer; If symptoms improve, may repeat in 4 hours. Other: _____ <b>Location of med:</b> _____ <i>(School to complete)</i></li></ol>
<b>Factors that may cause an asthma episode include:</b> cold weather, cigarette smoke, dust mites, exercise, respiratory infection, strong odor, pollens, mold, foods and/or OTHER: _____	<b>If symptoms continue, repeat in 5-10 minutes and have helper call 911. May repeat with 3-4 puffs every 20min x3 until medical help arrives.</b> <ol style="list-style-type: none"><li>Have helper call parents/guardian/ and school nurse or Nurse of the Day (242-2615).</li></ol> <i>*A completed and signed Medication Form must be on file at the school for each medication before medication can be administered at school.</i>

**CALL 911 IF YOU SEE**

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>Breathing difficulty remains or worsens</li><li>Continuous spasmodic coughing</li><li>Increasing anxiety or confusion</li><li>Stooped body posture</li><li>Struggling or gasping for breath</li><li>Student having trouble talking or walking</li></ul> | <ul style="list-style-type: none"><li>Skin pulling in around collarbone and ribs with breathing</li><li>Student stopping play and not able to start activity again, due to breathing problems</li><li>Lips or fingernails turning (darkening) grey or blue</li></ul> |
|---|--|

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

<b>Does student need medicine before PE/ recess?</b> <input type="checkbox"/> No <input type="checkbox"/> Yes Med Location _____ As Needed? <input type="checkbox"/> No <input type="checkbox"/> Yes Always use before exercise? <input type="checkbox"/> No <input type="checkbox"/> Yes <i>(school to complete)</i> Med: <i>(circle or write in)</i> 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 @ [http://portal.sfusd.edu/template/default.cfm?page=chief\\_dev.health.MedicalForms](http://portal.sfusd.edu/template/default.cfm?page=chief_dev.health.MedicalForms) 5/05

SFUSD Student Support Services Department

B-21

2005-06 School Health Manual

To Be Completed by the Health Care Provider



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

## DIABETIC EMERGENCY CARE PLAN

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_ Homeroom Teacher: \_\_\_\_\_ Room: \_\_\_\_\_

Parent/Caregiver Name: \_\_\_\_\_ Phone (home): \_\_\_\_\_

Address: \_\_\_\_\_ Phone (work): \_\_\_\_\_ (cell) \_\_\_\_\_

Attach Student Emergency Card for additional emergency contacts.

Health Care Provider Treating Student for Diabetes: \_\_\_\_\_ Ph: \_\_\_\_\_

**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, combativeness, uncooperativeness, convulsions, unconsciousness.

**Emergency medications/food:**

What to give	Amount	When to give
_____	_____	_____
_____	_____	_____
_____	_____	_____

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:**

What to give	Amount	When to give
_____	_____	_____
_____	_____	_____
_____	_____	_____

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://portal.sfusd.edu/template/default.cfm?page=chief\\_dev.health.MedicalForms](http://portal.sfusd.edu/template/default.cfm?page=chief_dev.health.MedicalForms) 5/05

SFUSD Student Support Services Department

B-24

2005-06 School Health Manual





To Be Completed by the Health Care Provider

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

## SEIZURE EMERGENCY CARE PLAN

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. | • Stay calm.   |
| • Clear any objects out of the way.   | • Look at the clock and see how long the seizure lasts.  |
| • Place something soft and flat under the student's head.                                       | • Stay with the student until the seizure ends, comfort and allow him or her to rest afterwards. |
| • Loosen any tight clothing.  | • If the child had a febrile seizure, be sure to begin to cool the child with cool cloths.       |
| • Don't put anything in the student's mouth.  | • Reorient the child.  |
| • Monitor the student's breathing.  | • Notify parents, and document what happened in child's file.                                    |
| • Do not try to stop the seizure, or hold the child down  | • 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://portal.sfusd.edu/template/default.cfm?page=chief\\_dev.health.MedicalForms](http://portal.sfusd.edu/template/default.cfm?page=chief_dev.health.MedicalForms) 5/05  
SFUSD Student Support Services Department B-27 2005-06 School Health Manual



To Be Completed by the Health Care Provider

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

## EMERGENCY CARE PLAN

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:

	<u>Action to Take</u>
1. Health Condition: _____	_____
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/Cargiver Signature

\_\_\_\_\_  
Date

(This page is left blank intentionally.)

## Parent's Verification of Student's Absence Form

Date: \_\_\_\_\_

To the Principal of \_\_\_\_\_  
(name of school)

Please excuse my son/daughter, \_\_\_\_\_, \_\_\_\_\_  
(student's first and last name) (student's date of birth)

for being absent from school on \_\_\_\_\_. He/She was absent due to:  
[date(s) of absence]

- ☐ Illness or hospital stay
- ☐ Doctor's appointment
- ☐ Attending funeral services of an immediate family member
- ☐ Jury Duty (for 18 year olds)
- ☐ Approved participation in a school co-curricular activity
- ☐ Religious instruction, if the student has attended the minimum school day, and on no more than four days per month
- ☐ Court appearance either as a defendant or as a subpoenaed witness
- ☐ Observation of a holiday or a ceremony of the student's religion
- ☐ An employment conference that is approved by the principal in advance
- ☐ Student is in Juvenile Hall, or other shelter care, or other custodial facilities
- ☐ Personal emergency when approved at the discretion of the school administrator
- ☐ Administrative summons or when detained by school staff
- ☐ Appointments with attorneys, law enforcement officers, probation officers, and immigration appointments
- ☐ Other \_\_\_\_\_

\_\_\_\_\_  
Parent's/Guardian's/Caregiver's Signature

\_\_\_\_\_  
Printed Name of Parent/Guardian/Caregiver

\_\_\_\_\_  
Parent's/Guardian's/Caregiver's Address

\_\_\_\_\_  
Parent's/Guardian's/Caregiver's Phone Number

(This page is left blank intentionally.)



San Francisco Unified School District  
**REQUEST FOR INDIVIDUAL PESTICIDE APPLICATION NOTIFICATION**

I understand that, upon request, the school district is required to supply parents and guardians with information about individual pesticide applications at least 72 hours before application. I would like to be notified before each pesticide application at:

School Name: \_\_\_\_\_

Name of Parent/Guardian: \_\_\_\_\_

Student Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City, State, Zip Code: \_\_\_\_\_

Daytime Phone Number: \_\_\_\_\_

Evening Phone Number: \_\_\_\_\_

Email Address: \_\_\_\_\_

Date of Request: \_\_\_\_\_

(Please refer to page 127 of this handbook for directions on where and how to submit this form)

(This page is left blank intentionally.)

**SAFE SCHOOLS RESOLUTION COMMITTEE  
FEEDBACK FORM**

Submit completed form to:  
Meyla Ruwin, Student Support 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: Meyla Ruwin, Student Support 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



## 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.

VACCINE	REQUIRED DOSES
<b>Polio</b>	<b>4 doses at any age, but...</b> 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.
<b>Diphtheria, Tetanus, and Pertussis</b> <i>Age 6 years and under (Pertussis is required)</i> DTP, DTaP or any combination of DTP or DTaP with DT (diphtheria and tetanus) <i>Age 7 years and older (Pertussis is not required)</i> Td, DT, or DTP, DTaP or any combination of these <i>7th grade</i> Td booster	<b>5 doses at any age, but...</b> 4 doses meet requirements for ages 4–6 years if at least one was on or after the 4th birthday.  <b>4 doses at any age, but...</b> 3 doses meet requirement for ages 7–17 years if at least one was on or after the 2nd birthday. If last dose was given before the 2nd birthday, one more (Td) dose is required. <b>1 dose</b> not required but recommended if more than 5 years have passed since last DTP, DTaP, DT, or Td dose.
<b>Measles, Mumps, Rubella (MMR)</b> <i>Kindergarten</i> <i>7th grade</i> <i>Grades 1–6 and 8–12</i>	<b>2 doses</b> both on or after 1st birthday. <b>2 doses</b> both on or after 1st birthday. <b>1 dose</b> must be on or after 1st birthday.
<b>Hepatitis B</b> <i>Kindergarten</i> <i>7th grade</i>	<b>3 doses at any age</b> <b>3 doses at any age or 2 doses of 2 dose formulation</b>
<b>Varicella</b> <i>Kindergarten</i> <i>Out-of-state entrants (grades 1–12)</i>	<b>1 dose</b> <b>1 dose</b> for children under 13 years; 2 doses are needed if immunized on or after 13th birthday.

**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.....** 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 any 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 five 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 1<sup>st</sup> for the same year that they enter school. 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.

\\Serv152\Shared\School Health Manual 05-06\5. Immunization, Physical Examination Requirements - dental services\IMMUNIZATION PE FORMS 2005-06\San Francisco School Health Form20506.doc

**San Francisco Unified School District**  
**Enrollment Chart for Foster Youth**  
**2009-2010**

<b>Enrollment Groups</b>	<b>Documents</b>	<b>Registration Site</b>	<b>SFUSD Contacts/Questions</b>
<b>General Education Students</b>	<b>Required:</b> 1. SFUSD Application & New Student Enrollment Questionnaire <b>Requested:</b> 1. Foster Care Agreement 2. 2 Proofs of Address 3. 1 Proof of Birth 4. School records 5. Immunizations with updated T.B. Skin Test	<b>(Drop in Accommodation)</b> <b>Please call for Questions</b>  Educational Placement Center 555 Franklin Street, Room 100 San Francisco, CA	Placement Counselors <b>Main Line:</b> (415) 241-6085
<b>Students with Special Education Services Excluding Resource Specialist Program (RSP)</b>	<b>Required:</b> 1. SFUSD Application & New Student Enrollment Questionnaire <b>Requested:</b> 1. Foster Care Agreement 2. 2 Proofs of Address 3. 1 Proof of Birth 4. School records 5. Immunizations with updated T.B. Skin Test 6. Individualized Education Plan	Educational Placement Center 555 Franklin Street, Room 100 San Francisco, CA	Jennifer Roffle Rofflej@sfusd.edu <b>Phone:</b> 355-6995 <b>Fax:</b> 241-6777
<b>SFUSD Alternative Education Placements and/or Special Circumstances (i.e. Expulsion, Group Home Placement, Probation Status)</b>	<b>Required:</b> 1. SFUSD Application & New Student Enrollment Questionnaire <b>Requested:</b> 1. Foster Care Agreement 2. 2 Proofs of Address 3. 1 Proof of Birth 4. School records 5. Immunizations with updated T.B. Skin Test	Student Support Services Department 555 Portola Avenue San Francisco, CA	Program Administrator <b>Phone:</b> 695-5543 <b>Fax:</b> 695-5522
<b>Request for Student Records</b>	SF-HSA Protective Services Worker completes 1144 & 1145 forms to request student records once school placement has been confirmed. Fax forms to FYS Coordinator in corresponding school districts	<b>FYS Coordinators:</b> <a href="http://www.cde.ca.gov/ls/pf/fy/contacts.asp">http://www.cde.ca.gov/ls/pf/fy/contacts.asp</a>  <b>AB490 Liaisons:</b> <a href="http://www.cde.ca.gov/ls/pf/fy/ab490contacts.asp">http://www.cde.ca.gov/ls/pf/fy/ab490contacts.asp</a>	Maya Webb Webbm1@sfusd.edu <b>Phone:</b> 242-2615, Ext. 3310 Shira Andron Androns@sfusd.edu <b>Phone:</b> 242-2615, Ext. 3055 <b>Fax:</b> 242-2618

\*Note: Education Code §48853.5 (4)(B) 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.

## FOSTER YOUTH SENDING/RECEIVING SCHOOL PROCEDURES

### ASSEMBLY BILL 490

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).

All educational and school placement decisions for foster youth shall be made to ensure that each foster pupil has the opportunity to meet the same academic achievement standards to which all pupils are held, 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) § 48850(a)].

In order to maintain compliance with AB490 and prevent foster children from experiencing unnecessary educational delays and hurdles, please review the following procedures:

### **Receiving School (foster youth students newly enrolled or transferred in)**

#### **Administrative Assistants/School Registrars must:**

1. Request records from the child's previous school and/or school district immediately or within two business days of enrollment or receipt of San Francisco Human Services Agency/Juvenile Probation Department (SF-HSA/JPD) Form 1145. The former school must transfer the student out of the school, and deliver the student's educational records to the next school within two (2) business days [EC § 48853.5]. If records are not received within two (2) business days, or appear to be incomplete, contact the former school, Foster Youth Services Coordinator, and/or the district office.
2. Inquire about the following in order to determine appropriate educational placement:
  - a. Special Education Needs:  
If the child was in special education and has transferred to a new school, the child must be immediately provided with services comparable to the services required by the existing IEP. If the child's new school is in a different Special Education Local Plan Area (SELPA), the local education agency must either adopt the previous IEP or hold an meeting with 30 days to develop a new IEP [EC § 56325(a)].
  - b. 504 Accommodation Plans
  - c. Current expulsion from school
  - d. Person who holds "educational rights" for the child, which could be the child's parent/guardian, someone appointed by the court, or someone appointed by the school district (keep this information on file) [WIC§ 361, 726; GC § 7579.5].  
**\*\* County-employed social workers and probation officers cannot hold educational rights for a foster youth. Similarly, group home or other non-public agency employees who provide educational care to the youth or have a conflict of interest cannot hold educational rights [GC § 7579.5(i)-(j)].**
3. Ask the caregiver to update the student's emergency card to include the social worker or probation officer, child's attorney, legal guardian, person who holds educational rights, and the child's pediatrician.
4. Notify the SFUSD Foster Youth Services Liaison or SAP Coordinator at your school site of the student's enrollment to assist youth in accessing academic resources, services, extra-curricular and enrichment activities available.
5. Allow a student in foster care to remain enrolled for the rest of the school year when his/her home placement is changed. Foster youth are entitled to remain in his or her school of origin for the duration of the school year when doing so will be in the child's best interest [EC § 48853.5]. If a dispute arises as to the school placement of a foster child, the student has the right to remain in his or her school of origin pending resolution of the dispute [EC § 48853.5].



## **Sending School (foster youth students withdrawn or transferring out)**

### **Administrative Assistants/School Registrars must:**

1. Transfer the student out of school upon notification from caregiver, social worker, probation officer, or receipt of San Francisco County Human Services Agency/Juvenile Probation Department (SF-HSA/JPD) Form 1144.
2. Complete SFUSD Student Transition Form and attach as cover letter to sending educational records.
3. Deliver student education records to the student's new school of attendance within two (2) business days upon request by receiving school or receipt of SF-HSA Form 1144, including:
  - a. Determination of seat time, full and/or partial coursework, grades, and classes that have been satisfactorily completed. A foster child's grade cannot be lowered due to absences caused by a change in placement, attendance at a court hearing, or a court ordered activity [EC § 49069.59g09h0].
  - a. Immunization Record
  - b. Birth Certificate (if available)
  - c. Official Transcript or Report Card
  - d. Attendance Record
  - e. Test Scores
  - f. Current IEP and Psychological Report (if applicable)
  - g. Section 504 Accommodation Plan (if applicable)
  - h. Official Expulsion Letter(s) (if applicable)

**\*\*Please note:** All required records shall be provided to the new school regardless of any outstanding fees, fines, textbooks, or other items or money owed to the school last attended [EC § 48853.5(b)(1)(4)(B)].
4. Notify the SFUSD Foster Youth Services (FYS) Coordinator when the above student records have been transferred to the receiving school. To notify the SFUSD FYS Coordinator, fax a signed and dated copy of SF-HAS/JPD Form 1144 (when received).

### **Additional Information for School Staff**

1. Educational Court Orders are obtained for San Francisco County dependents in order to release student records to social workers and probation officers. Court orders are kept on file with SFUSD Foster Youth Services Program. Student records can be shared once school site verifies social worker/probation offices is with San Francisco County.
2. For special education students, use the 30-day interim placement period to identify the parent, legal guardian, or other holder of educational rights. The child's social worker or attorney should be able to tell you who holds these rights. 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.
3. For more information on AB490 Roles and Responsibilities, please refer to the San Francisco County AB490 Interagency and Community Agreement (available at the following Website link: <http://www.healthiersf.org/Resources/index.html#fosterYouth>)

If you have any questions regarding these procedures contact Maya Webb, SFUSD Foster Youth Services Coordinator at (415) 242-2615, Ext. 3310 or [webbm1@sfusd.edu](mailto:webbm1@sfusd.edu).

### **Citation/Abbreviation Key:**

§	= Section
EC	= California Education Code
GC	= California Government Code
WIC	= Welfare and Institutions Code

## SFUSD Student Transition Form

### **REQUIRED- Please check all that apply:**

☐ Start of the year- ☐ Pre-K to K ☐ 5<sup>th</sup> to 6<sup>th</sup> Grade ☐ 8<sup>th</sup> to 9<sup>th</sup> Grade

☐ Mid Year Transfer- Reason for Transfer: \_\_\_\_\_

### **Other Information on Transition:**

☐ Juvenile Detention to SFUSD ☐ Foster Youth Placement/Transfer

☐ Homeless/FYIT to SFUSD ☐ Probation to SFUSD ☐ Other (Specify transition): \_\_\_\_\_

Student Name: \_\_\_\_\_ Also Known As: \_\_\_\_\_  
(Last) (First) (MI)

HO Number: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Current Grade: \_\_\_\_\_

### **1. Contact Information**

Residence: ☐ Birth Home ☐ Relative ☐ Foster ☐ Group Home: \_\_\_\_\_ ☐ Other: \_\_\_\_\_

Caregiver Name: \_\_\_\_\_ Home Phone: \_\_\_\_\_ Other Phone#: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Has the student made a significant connection with an adult (i.e. mentor) who would be willing to be contacted for ongoing support? ☐ Yes ☐ No Name: \_\_\_\_\_ Phone#: \_\_\_\_\_

### **If applicable, please complete:**

Holder of Educational Rights: \_\_\_\_\_ Phone#: \_\_\_\_\_

Social Worker/Probation Officer: \_\_\_\_\_ Phone#: \_\_\_\_\_

Mental Health Provider: \_\_\_\_\_ Phone: \_\_\_\_\_ Medications: \_\_\_\_\_

### **2. School Information**

Last School Attended: \_\_\_\_\_ City, State: \_\_\_\_\_ Exit Date: \_\_\_\_\_

New School Entry Date: \_\_\_\_\_

Current Educational Status: ☐ General Ed ☐ Special Ed (IEP) ☐ 504

☐ ESL/ELL Student: ☐ Yes ☐ No ☐ Unknown Other: \_\_\_\_\_

Did this student receive any of the following services from Special Education at the last school they attended?

Please check all that apply:

<input type="checkbox"/> Special Day Class	<input type="checkbox"/> Speech Therapy	<input type="checkbox"/> RSP – Resource Specialist Program	<input type="checkbox"/> Occupational Therapy	<input type="checkbox"/> Physical Therapy
<input type="checkbox"/> Inclusion Program	<input type="checkbox"/> Vision Therapy	<input type="checkbox"/> SB 1895 Mental Health Services	<input type="checkbox"/> AB3632 Mental Health Services	<input type="checkbox"/> Sp Ed Referral in Process

Comments:

**High School Only:** Current Credits \_\_\_\_\_ Expected High School Completion Date: \_\_\_\_\_

## SFUSD Student Transition Form - Continued

### 3. Strength(s)- (please check all that apply):

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Able to problem solve      | <input type="checkbox"/> Demonstrates sense of humor | <input type="checkbox"/> Listens well                |
| <input type="checkbox"/> Articulates feelings/needs | <input type="checkbox"/> Enjoys math                 | <input type="checkbox"/> Makes/maintains friendships |
| <input type="checkbox"/> Asks for help              | <input type="checkbox"/> Enjoys reading              | <input type="checkbox"/> Negotiates/compromises      |
| <input type="checkbox"/> Attentive in class         | <input type="checkbox"/> Follows instructions        | <input type="checkbox"/> Participates in class       |
| <input type="checkbox"/> Cooperates with others     | <input type="checkbox"/> Helpful to others           | <input type="checkbox"/> Regular Attendance          |
| <input type="checkbox"/> Other: _____               |  |  |

### 4. Concern(s)- (please check all that apply):

- |                                      |   |                                       |
|--------------------------------------|---|---------------------------------------|
| <input type="checkbox"/> Academic    | <input type="checkbox"/> Health                     | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Attendance  | <input type="checkbox"/> School Discipline/Behavior |                                       |
| <input type="checkbox"/> Family/Home | <input type="checkbox"/> Social/ Emotional          |                                       |

**Brief Description of Educational Concerns:**

### 5. Prior Service(s) - (please check all that apply and see page 3 for definitions):

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Academic Counseling       | <input type="checkbox"/> Mentoring                             | <input type="checkbox"/> Summer Program                |
| <input type="checkbox"/> After School Program      | <input type="checkbox"/> Nursing Services                      | <input type="checkbox"/> Tutoring                      |
| <input type="checkbox"/> Behavioral Support        | <input type="checkbox"/> Post-secondary Support/Planning       | <input type="checkbox"/> Vocational/Career Preparation |
| <input type="checkbox"/> Educational Assessment    | <input type="checkbox"/> Student Assistance Program (SAP)      | <input type="checkbox"/> Youth Leadership/Development  |
| <input type="checkbox"/> Group Services/Counseling | <input type="checkbox"/> Student Attendance Review Team (SART) | <input type="checkbox"/> Wellness Center (High School) |
| <input type="checkbox"/> Individual Counseling     | <input type="checkbox"/> Student Success Team (SST)            |  |
| <input type="checkbox"/> Other: _____              |  |  |

**Brief Description of Prior Service(s) Received (please include contact information for service providers):**

### 6. Recommended Interventions/Activities -(please check all that apply and see page 3 for definitions):

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Academic Counseling       | <input type="checkbox"/> Mentoring                             | <input type="checkbox"/> Student Success Team          |
| <input type="checkbox"/> After School Program      | <input type="checkbox"/> Nursing Services                      | <input type="checkbox"/> Summer Program                |
| <input type="checkbox"/> Behavioral Support        | <input type="checkbox"/> Post-secondary Support/Planning       | <input type="checkbox"/> Tutoring                      |
| <input type="checkbox"/> Educational Assessment    | <input type="checkbox"/> Student Assistance Program (SAP)      | <input type="checkbox"/> Vocational/Career Preparation |
| <input type="checkbox"/> Group Services/Counseling | <input type="checkbox"/> Student Attendance Review Team (SART) | <input type="checkbox"/> Wellness Center (High School) |
| <input type="checkbox"/> Individual Counseling     | <input type="checkbox"/> Student Intervention Team (SB1895)    | <input type="checkbox"/> Youth Leadership/Development  |
| <input type="checkbox"/> Other: _____              |  |  |

**Brief Description of Recommended Interventions/Activities:**

**7. Person Completing Form:** \_\_\_\_\_ **Title:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**E-mail:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Attachments:** Please provide applicable supporting documents (i.e. Attendance Record, Emergency Card, IEP/504 Plan, Transcripts and/or Report Card, Immunization Records, Foster Care Placement Agreement)

**Please send completed SFUSD Student Transition Form to:**

- ☐ Student Transition Coordinator –Pre-K- K, 5<sup>th</sup> to 6<sup>th</sup> Grade and/or 8<sup>th</sup> to 9<sup>th</sup> Grade Transitions
- ☐ Foster Youth Services Coordinator – for Foster Youth Placement/Transfer (1515 Quintara St.)
- ☐ Mid Year Transfer – Principal at ES and Assistant Principal of Student Support Services at MS and HS *at Receiving School*

## INTERVENTIONS/ACTIVITIES DESCRIPTIONS

**Academic Counseling:** Personalized educational support, promoting, and enhancing the academic, personal, social, and career development of students. This may include written or verbal communications concerning the students' academic status and creating an individual academic plan to help students figure out what may be impeding their academic progress, and assist them in taking steps to address the problem(s).

**After School Program:** School and/or community based programs where students can access expanded learning opportunities during out-of-school hours.

**Behavioral Support:** School-based services that address student's specific behavioral concerns including, but not limited to, Behavioral Intervention Plans, classroom observations, designated shadow, and/or school-site mental health professional support.

**Educational Assessment:** A special education assessment, functional analysis assessment, or other California Department of Education approved assessment.

**Group Services:** Group counseling/services at a school site or community based organization (i.e. transitions group, life skills, alcohol/drug, social skills, leadership, etc.).

**Individual Counseling:** Individual counseling with school-based, community or county based service provider.

**Mentoring:** One-to-one school or community based mentoring program (i.e. Big Brother/Big Sister, Court Appointed Special Advocates (CASA), Realizing our Youth as Leaders (ROYAL), SFUSD Student Mentor Program, Mentoring for Success Program, etc.).

**Nursing Support:** Ongoing monitoring of health issues and coordination of care between school, home and community.

**Parent Involvement:** Engage parent/caregiver support to improve student's educational outcomes and progress.

**Post-secondary Support/Planning:** Support for planning or accessing post-secondary education and services (i.e. Guardian Scholars Program, Gear-up, AVID, Project Achieve, Upward Bound, AACE, etc.).

**Student Assistance Program (SAP):** The SAP is a learning support umbrella structure that brings together all support service providers at a school site. The SAP provides early identification, assessment, referral, support, and service coordination for students experiencing academic, attendance, behavior/social, or health problems that impact school success.

**Student Attendance Review Team (SART):** School-based multidisciplinary team, which meets regularly to review student attendance and create intervention plans for students with high rates of truancy.

**Student Intervention Team (SB1895):** Mental health services available to any special education student who is determined to need mental health assistance in order to access his/her education.

**Student Success Team (SST):** The SST is a problem solving and coordinating structure that assists students, families and teachers to develop positive solutions for maximizing student potential. It provides an opportunity for school staff, family members, community agencies and other important people to present their concerns about an individual student, and through discussion and study, to plan a positive course of action, assign responsibilities and monitor results for a student/family.

**Summer Program:** A school or community-based academic or enrichment program, which takes place during summer months.

**Tutoring:** Student is performing below grade level or is identified as needing school or community based individual or group tutoring services (i.e. FYS Tutoring Services, Supplemental Educational Services (SES), FYIT Tutoring Services, etc.).

**Vocational/Career Preparation:** Job training programs, job shadowing, internships, work experience (i.e. MYEEP, Jobs for Youth, Arriba Juntos, ROP, Jewish Vocational Services, Hire Up, Workability, etc.).

**Youth Leadership/Development:** Programs which provide youth leadership or youth development opportunities and/or programs (i.e. Athletic Team, Student Clubs, Youth Commission, California Youth Commission, youth advisory board, etc.).

# INDEX

Absences, Types of .....	89	Disciplinary Guidelines .....	94
Academic Guidelines .....	73	Discuss a Student's Suspension, Parent's Right to Request.....	107
Academic Honesty .....	73	Document of Educational Achievement .....	81
Acceleration.....	78	Dress/Appearance Standards.....	59
Advanced Placement (AP) Test Fee Reimbursement Program.....	82	Dropping Courses .....	74
After School Programs (ASPs).....	76	Drug Paraphernalia .....	94
Alcohol .....	94	Drugs.....	94, 107
Alternative Schools and Educational Programs .....	86	Due Process Rights .....	104
Americans with Disability Act (ADA) Complaints .....	23	ELAC (English Learner Advisory Committee) .....	113
Annual Parent/Guardian/Caregiver Notification .....	121	Electronic Signaling Devices .....	50
Appeal of the Board of Education's Order to Expel, Parent's Right to Request .....	109	Eligibility for Co-curricular Activities.....	59
Approved Absences .....	90	Emergency Cards, Student.....	118
Arson .....	94	Emergency Care Plans .....	118, 153
Asbestos Inspection, Notice of .....	126	English Learner Advisory Committee (ELAC) .....	113
ASPs (After School Programs).....	76	Enrollment Application.....	143
Assault .....	94	Enrollment of Students .....	9
Athletic Eligibility Requirements .....	59, 72	Enrollment, Students Expelled from Other Districts .....	12
Attendance Guidelines .....	85	Equitable and Fair School Discipline Practices .....	60
Attendance Options .....	86	ExCEL After School Program .....	115
Automobiles on Campus.....	56	Exclusion .....	10
Battery .....	94	Excused Absences.....	74, 89
BB Guns .....	97	Exemption from Compulsory Attendance .....	12
Beepers (pagers) .....	50	Explosive Devices.....	95
Bicycles .....	69	Expulsion Chart .....	107
Bill of Rights, Student .....	70	Expulsion Hearing Process .....	108
Board of Education .....	1	Extortion .....	96, 107
Bullying .....	95	Family Educational Rights and Privacy Act (FERPA) .....	13
Burglary .....	95	Family Involvement.....	111
Bus Safety Rules.....	56	Families & Youth In Transition (FYIT), or Homeless Children, Enrollment of .....	5
Calendar, School Holidays .....	4	Fees and Deposits .....	61
California High School Exit Exam (CAHSEE) .....	80	FERPA (Family Educational Rights and Privacy Act) .....	13
California Local Educational Agency (LEA) Billing Option Program .....	126	Firearms (weapons).....	100, 107
California State University Admission Requirements .....	83	Firecrackers and Fireworks.....	95
Cell Phones .....	50	Forms, Appendix E.....	136
Certificate of Completion .....	81	Foster Youths, Enrollment .....	8, 167-169
Cheating on School Work (Academic Honesty).....	73	Gambling .....	96
Citizenship .....	73	Grade Point Average (GPA) .....	75
Closed School Campus .....	57	Grades .....	124
Condom Availability/Distribution .....	122	Grading Period.....	74
Confidentiality .....	123	Grading Policy for Middle and High Schools .....	74
Continuation High Schools .....	86	Graduation Activities Participation.....	75
Controlled Substance .....	94, 107	Graffiti .....	95
Consent Form to Permit District to Use Student Photographs/Images/Schoolwork .....	149	Grounds for Disciplinary Action.....	101
Corporal Punishment .....	4	Guidance and Academic Counseling .....	78
Counseling Services.....	78	Guns (weapons) .....	100, 107
County Community Schools .....	87	Handbook Orientation.....	2
Damage to School Property .....	95	Hate Violence .....	96, 107
Damage/Injury to School Employees/Property.....	95, 107	Hazing.....	96
Defiance of Authority .....	95	Health Care Coverage, Free/Low Cost Programs for Children and Young Adults .....	141, 142
Detention After School .....	5	Health Education Programs .....	114
Directory Information .....	124	Healthy Schools Act of 2000 Pesticide Notification.....	126
Directory, Central Administration .....	3	Help, Community Services .....	112
Directory, School Site.....	130	High School Graduation Requirements .....	79
Disability Discrimination – Section 504.....	24	High School Minimum Promotion Requirements.....	79
		Homebound Instruction .....	87

Homeless Children Enrollment.....	5	School Keys .....	97
Homework .....	75	School Lunch Program, National .....	126, 137-140
Immunization .....	10, 166	School Site Council (SSC) .....	113
Independent Study .....	61	Scoliosis Screening .....	122
Inspection of Records .....	124	Scooters.....	69
Interdistrict Permits.....	11	Searches .....	52
Internet Safety Administrative Regulations for Students...	62	Sexual Assault or Battery.....	97, 107
Juvenile Court Probation.....	15	Sexual Harassment.....	26, 98, 107
Knife .....	96, 107	Skateboards.....	69
Labor Laws for Children.....	54	Skates .....	69
Laser Pointing Devices .....	97	Slurs .....	98
Law Enforcement – Removing Students from School.....	15	Smoking .....	98
see also Police Contact and Intervention .....	69	Solicitation .....	52
Leadership.....	113	Special Education Rights .....	106, 123
Look-alike Guns .....	97, 107	Spray Cans .....	95
Mace .....	97, 107	SSC (School Site Council) .....	113
Maintenance of Records .....	124	SST (Student Success Team) .....	24
Make-up Work.....	76	Statistical Data .....	125
Mandatory Reports to Children’s Protective Services .....	120	Student Assistance Program (SAP).....	57
Mandatory Reports to San Francisco Police Department	120	Student Excuse for Confidential Medical Service .....	122
Markers.....	95	Student Success Team (SST) .....	24
Media and Community Access Opt-Out Form .....	147	Student Transfers – Athletic Eligibility .....	72
Medication Form.....	151	Stun Guns.....	99
Medications at School.....	119	Suspension and Expulsion Procedures for	
Menace.....	94	Special Education Students .....	106
Mission Statement.....	2	Suspension by Administrator .....	104
No Child Left Behind Act of 2001.....	125	Suspension by Teacher.....	104
Nondiscrimination Policy .....	25, 53	Suspension of Elementary and Secondary Students.....	105
Oral Health Requirement, California .....	123	Suspension Pending Expulsion .....	105
Pagers.....	50	Suspension Regulations and Procedures .....	101
Parents’ Rights.....	113	Suspension, Jurisdiction for .....	103
Pellet Guns.....	97, 107	Suspension, Length of.....	103
Pepper Spray .....	97	Tardies, Excused .....	74
Pesticide Notification,		Terroristic Threats .....	99
Healthy School Act of 2000.....	126, 161	Theatrical Work Permits .....	54
Police Contact and Intervention .....	69	Theft.....	99
see also Law Enforcement .....	15	Threats or Abuse Toward Students .....	99
PPRA (Protection of Pupil Rights Amendment).....	14	Threats to School Employees.....	99, 107
Public Transportation, Rules on.....	57	Title IX Compliance Coordinator .....	129
Pupil Progress .....	124	Tobacco Products.....	98
Pupil Records.....	123	Transfer of Records.....	52, 124
Radios .....	50	Trespassing .....	52
Readmission After Completion of Expulsion .....	110	Truancy, Consequences of .....	92
Regional Occupational Programs (ROP) .....	53	Truancy Procedures, SFUSD Flow Chart of.....	92
Residency Requirement for Students.....	11	Truant, Declaration as a Legal .....	91
Responsibilities, Student.....	71	Tuberculosis Testing .....	10
Restitution, School Property .....	51	Unexcused Absences.....	90
Retention and Acceleration.....	78	Uniform Complaint Procedures .....	37
Robbery.....	97, 107	University of California Admission Requirements .....	83
SAC (School Advisory Committee) .....	113	Vandalism .....	95
Safe Haven for Newborns.....	51	Verification of Student’s Absences.....	90
Safe Schools Resolution Committee Feedback Form .....	163	Verification of Student’s Absences Form .....	159
SARB (School Attendance Review Board) .....	93	Vision and Hearing Screening .....	123
SAP (Student Assistance Program).....	57	Visitors.....	73
SARC (School Accountability Report Cards).....	112	Vocational Education Programs.....	53
School Advisory Committee (SAC) .....	113	Weapons.....	100
School Attendance Review Board (SARB) .....	93	Wellness Policy.....	73
School Climate Survey .....	117	Williams Uniform Complaint Procedures .....	46
School Discipline, Clarity and Consistency .....	57	Work Permits .....	54
School Health Form.....	165		
School Home Contacts.....	77		



# **SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**Student Support Services Department  
Prevention & Intervention Programs and Services**

**555 Portola Drive, Bungalow #1  
San Francisco, CA 94131  
(415) 695-5543**

**1515 Quintara Street  
San Francisco, CA 94116  
(415) 242-2615**