Superintendent’s Message

Hello,

Thank you for taking a moment to read this important guidebook for your child’s 2013-2014 school year. Included, you will find a host of information about the various policies that govern Fresno Unified’s work, expectations for your child, teachers and other staff and your rights and responsibilities as a parent of this district. Each year, we update this guide to reflect the latest policy changes (local, state and federal) to ensure that it is timely and accurate. The contact information for key Fresno Unified departments and individuals can be found in this book, so please store it in a place that will make it easy to find should you need to make an inquiry about your child’s well-being.

Fresno Unified is making great academic progress. More of our students are graduating and moving on to colleges and universities, into the armed forces and other vocational fields. Our students are excelling in academic and arts based competitions against students from all parts of the country as we continue to make positive strides. But, none of this progress would be possible without a supportive, encouraging and involved parent population.

As you browse through this guide, I hope that you will pay special attention to the section on Fresno Unified’s Parent University. There, you will find information about how to become involved in this tremendous resource that is available to each parent or guardian of a Fresno Unified student. Parent University helps empower parents to make the best decisions for their children and offers a number of opportunities for personal and academic enrichment. Take a moment to consider becoming involved.

I look forward to serving as your superintendent this school year as we work to make even greater improvements in the lives of the young people in this city. Thank you for being a valuable member of the Fresno Unified community.

Sincerely,

Michael E. Hanson
Superintendent

PARENTS:

Please keep this Parent & Student Notification and Information Handbook in a convenient location for future reference. If an additional copy of this handbook is needed, contact your child’s school or log on to http://www.fresnounified.org

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

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

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

STUDENT CODE OF HONOR

I AM A STUDENT!

- I will represent myself, my school and my community with honor
- I will abide by the rules
- I will be compassionate toward others
- I will think before I act or speak
- I will respect others as I would want to be respected
- I will follow through with all of my responsibilities

FRESNO UNIFIED SCHOOL DISTRICT
Board Adopted Core Beliefs

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

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

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

LEADERSHIP
Leaders must perform courageously and ethically to accomplish stated goals.

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

Board Adopted Commitments

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

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

LEADERSHIP
We will require the timely delivery of high quality services to every site. We will sustain and monitor a financial plan that ensures the viability of the district. We will provide clear expectations and regularly support professional growth.

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

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

Board Adopted Goals

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

Board of Education

Valerie F. Davis
President

Lindsay Cal Johnson
Clerk

Michelle A. Asadoorian

Luis A. Chavez

Christopher De La Cerda

Carol Mills, J.D.

Janet Ryan

Michael E. Hanson
Superintendent

2013–2014 PARENT AND STUDENT HANDBOOK
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# Enrollment, Attendance, and Transfers

<table>
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<tr>
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<th>Department / Office</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Which school can my child attend?</td>
<td>Prevention and Intervention</td>
<td>(559) 457-3351</td>
</tr>
<tr>
<td>• How can I transfer my child to another school?</td>
<td></td>
<td></td>
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<tr>
<td>• What School Choice Options are available for my child?</td>
<td></td>
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<tr>
<td>• Where can I get my child immunized?</td>
<td>Health Services</td>
<td>(559) 457-3305 or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(559) 248-7382</td>
</tr>
<tr>
<td>• What preschool programs are available for my child?</td>
<td>Early Learning</td>
<td>(559) 457-3682</td>
</tr>
<tr>
<td>• What is the difference between pre-school, transitional kindergarten</td>
<td>Early Learning</td>
<td>(559) 457-3682</td>
</tr>
<tr>
<td>and kindergarten?</td>
<td></td>
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</tbody>
</table>
MINIMUM AGE OF ADMISSION
A.R. 5111

E.C. 48000 (a)
A child shall be admitted to a kindergarten at the beginning of a school year, or at any later time in the same year if the child will have his or her fifth (5th) birthday on or before:

1. November 1 of the 2012-13 school year.
2. October 1 of the 2013-14 school year.
3. September 1 of the 2014-15 school year and each school year thereafter.

A child who will have his/her fifth (5th) birthday on or before the dates as indicated in items 1, 2, or 3 above may be admitted to the pre-kindergarten summer program maintained by the school district for pupils who will be enrolling in kindergarten in September.

E.C. 48000 (b)
The Governing Board of any school district maintaining one (1) or more kindergartens may, on a case-by-case basis, admit to a kindergarten a child having attained the age of five (5) years at any time during the school year with the approval of the parent/guardian, subject to the following conditions:

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

HEARING OR REVOCATION OF REGISTRATION
P.C. 627.5

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

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

DISTRICT RESIDENCY
E.C. 48204; A.R. 5111.1

A student may establish residency by documenting that he/she lives with a parent/guardian within the district; that he/she is an emancipated minor living in the district; that he/she is in the court-appointed care of a licensed foster home, family home, or children’s institution within the district, or that he/she lives in the home of a caregiving adult within the District. (E.C. 48204)

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

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

Alternate Enrollment procedures are available to families who are homeless or living in temporary housing. Contact Project ACCESS, Department of Prevention and Intervention, at 457-3359.

KINDERGARTEN AND TRANSITIONAL KINDERGARTEN REGISTRATION REQUIREMENTS

Students must present proof of a current physical examination to register for transitional kindergarten or kindergarten dated on or after March 1, 2013. If a student is not due for a physical examination with their health care provider and has an exam dated on or after August 1, 2012, this is also acceptable. However, the student will need another physical exam for 1st grade as required by law, kindergarten, respectively. B.P. 5141.32

If a student submits a physical exam for transitional kindergarten another physical exam is not required for kindergarten. However, the student will need another physical exam for 1st grade as required by law.

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

In addition to the physical exam requirement, students must be current on all immunizations according to California State Regulations. Students are required to be immunized against Polio, Diphtheria Tetanus Pertussis (DTP); Measles, Mumps; Rubella (MMR), Hepatitis B; and Varicella.
Physical examinations and immunizations may be obtained from your authorized health care provider, the Fresno Unified Student Health Center (call 457-3294 to schedule an appointment), or the Fresno County Health Department (600-3281 for physicals; 600-3550 for immunizations).

**STUDENT FINGERPRINTS**
E.C. 48980 (f); B.P. 5142.1

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

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

**EMERGENCY INFORMATION**
E.C. 49408

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

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

The examination helps find health problems that may keep your child from doing well in school. Health problems that are found early are easier to correct. The exam may be obtained from your authorized health care provider, the Fresno Unified Health Center (457-3294) or the Fresno County Health Department at 600-3281.

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

**7TH GRADE IMMUNIZATION REQUIREMENT**
(California Health and Safety Code, Sections 120325-120375)

California law requires all students entering 7th grade in California to provide proof of having received a pertussis (whooping cough) vaccine booster called Tdap.

California law describes two exemptions to student immunization requirements:

- **Personal Beliefs Exemption**: A parent or guardian may have a child exempted from required immunizations if immunization is contrary to his/her beliefs. Schools should maintain an up-to-date list of students with exemptions, so that these students can be excluded from school quickly if an outbreak occurs.
- **Medical Exemptions**: Physicians (MD or DO) may grant an exemption for students for whom immunizations are not medically indicated, which occurs infrequently.

**HEALTH ASSESSMENTS**

**VISION, HEARING, AND DENTAL SCREENING**
E.C. 49454; E.C. 49455; E.C. 49452; B.P. 5141.3; A.R. 4141.3

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

**ORAL HEALTH ASSESSMENT REQUIREMENT**
E.C. 49452.8

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

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

**7TH GRADE REQUIREMENT: INFORMATION REGARDING TYPE 2 DIABETES FOR INCOMING 7TH GRADE STUDENTS**
E.C. 49452.7

**Type 2 Diabetes Information**
Pursuant to California Education Code Section 49452.7, local
educational agencies are required to provide parents and guardians of incoming seventh grade students information on type 2 diabetes.

The California Department of Education developed this type 2 diabetes information in collaboration with the California Department of Public Health, American Diabetes Association, California School Nurses Organization, and Children’s Hospital of Orange County.

SCOLIOSIS SCREENING
E.C. 49452.5; B.P. 5141.3

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

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

HEALTH SCREENING REPORTING
H. & S.C. 124100 (a)

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

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

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

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

- Personal Beliefs Exemption: A parent or guardian may have a child exempted from required immunizations if immunization is contrary to his/her beliefs. Schools should maintain an up-to-date list of students with exemptions, so that these students can be excluded from school quickly if an outbreak occurs.
- Medical Exemptions: Physicians (MD or DO) may grant in writing an exemption for students for whom immunizations are not medically indicated, which occurs infrequently.

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

E.C. 48216 (a)
The County Office of Education or the Governing Board of the school district of attendance shall exclude any pupil who has not been immunized properly pursuant to Chapter 1 (commencing with Section 120325) of Part 2 of Division 105 of the Health and Safety Code.

E.C. 48216 (b)
The Governing Board of the district shall notify the parent/guardian of the pupil that they have two (2) weeks or ten (10) schools days to supply evidence either that the pupil has been properly immunized, or that the pupil is exempted from the immunization requirement pursuant to Section 120365 or 120370 of the Health and Safety Code.

E.C. 48216 (c)
The Governing Board of the District, in the notice, shall refer the parent/guardian to the county health department, or notify the parent/guardian that the immunizations will be administered at a school of the district.

Immunization Registry Disclosure Statement
H. & S.C. 120440 (a-l); A.R. 5125

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

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

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

**Cooperation in Control of Communicable Disease and Immunization of Pupils**

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

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

Any student without the required evidence of immunization shall be excluded from school until the immunization is obtained or until the student presents a letter or affidavit of exemption from his/her parent/guardian or authorized health care provider. Exemption is allowed when the parent/guardian states in writing the immunization is contrary to his/her beliefs. Exemption is also allowed to the extent indicated by an authorized health care provider's written statement describing the medical condition of the child and the probable duration of the medical condition or circumstances which contraindicate immunization. H. & S.C. 120365, 120370, 120375

**MEDICATION AT SCHOOL**

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

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

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

California law allows students with asthma to carry and self-administer their prescribed inhaled asthma medication. The law requires 1) that the school have on file a written statement from the prescribing physician confirming that the student is able to self-administer the medication and 2) that the school have a written statement from the parent/guardian providing consent to self-administer and a release to allow the school nurse to consult with the student's physician. (AB2132- Amends CEC 49423).

5. An Asthma Action Plan should be completed and signed by the physician/health provider and signed by the parent. This will meet the requirements of the “Right to Carry” law for asthma inhalers as described in section 4 above. The Asthma Action Plan can be obtained by the student or parent from the school Health Office.

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

**PARENT’S/GUARDIAN’S REFUSAL TO CONSENT TO PHYSICAL EXAMINATION**

E.C. 49451; B.P. 5141.3

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

**MEDICAL AND HOSPITAL SERVICES FOR PUPILS**

E.C. 49472

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

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

HOME HOSPITAL INSTRUCTION
E.C. 48207; A.R. 6183

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

Parental Responsibility
E.C. 48208

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

Acquired Immune Deficiency Syndrome (AIDS) Education
E.C. 51938; B.P. 6142.1; A.R. 6142.1

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

Excuse From Health, Family Life, and Sex
Education Instruction Due to Religious Beliefs
E.C. 51938; B.P. 6142.1

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

SPORT PHYSICALS
B.P. 5141.3

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

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

STUDENT INSURANCE PROGRAM FOR 2013-2014
E.C. 49471

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

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

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

ATTENDANCE SUMMARY

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

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

1. Personal illness or injury.
2. Quarantine under the direction of a county or city health
   officer.
3. Medical, dental, vision, or chiropractic appointments
4. Attendance at funeral services for a member of the immediate
   family.

A. Excused absence in this instance shall be limited to one
   (1) day if the service is conducted in California or three
   (3) days if the service is conducted out of state.
B. “Immediate family” shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister, or any relative living in the student’s immediate household.

5. Jury duty in the manner provided by law.

6. The illness or medical appointment during school hours of a child to whom the student is the custodial parent.

7. Upon advance written request by the parent/guardian and the approval of the Principal or designee, justifiable personal reasons including but not limited to:
   A. Appearance in court.
   B. Observance of a holiday or ceremony of his/her religion.
   C. Attendance at religious retreats for no more than four (4) hours per semester.
   D. Employment conference or interview.
   E. Attendance at a funeral service for a person other than a member of the student’s immediate family.

8. Service as a member of a precinct board for an election pursuant to Elections Code 12302

9. Participation in religious instruction or exercises in accordance with District policy. In such instances:
   A. The student shall attend at least the minimum school day. E.C. 46014; and
   B. The student shall be excused for this purpose on no more than four (4) school days per month. E.C.46014

10. A student will be excused a maximum of three (3) consecutive days for head lice.

11. When a parent/guardian has signed a School Attendance Review Board (SARB) or School Attendance Review Team (SART) contract that states a doctor’s note must accompany a request for an absence to be excused, only those days with proper documentation will be designated as excused.

12. When a student has had 14 absences in the school year for illness verified by a written note from the parent/guardian, conversation in person or telephone with the parent/guardian, or verified by an employee any further absences must be verified by physician.

13. Exclusion for failure to present evidence of immunization (EC 48216).

14. Exclusion from school because the student is either the carrier of a contagious disease or not immunized from a contagious disease (EC 48213).

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

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

A.R. 5148

1. Illness or quarantine of the child or of the parent/guardian;

2. Family emergency; and/or

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

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

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

Absences for Confidential Medical Services (Grades 7-12)

E.C. 46010.1; B.P. 5113

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

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

2. When the student has a confidential medical appointment.

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

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

REGULATIONS REGARDING ABSENCES FOR RELIGIOUS PURPOSES

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

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

E.C. 46014 (c)

Each student so excused shall attend school at least the minimum school day for his/her grade for elementary schools, and as provided by the relevant provisions of the rules and regulations of the State
no student shall be excused from school for such purpose on more
than four (4) days per school month. It is hereby declared to be
the intent of the Legislature that this section shall be permissive only.

MIDDLE SCHOOL UNEXCUSED ABSENCES
B.P. 5113; A.R. 5113

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

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

Actions at this meeting will include:

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

HIGH SCHOOL POLICY
B.P. 5113; A.R. 5113

• The Board of Education recommends teachers use the option
to assign an “F-attendance” grade to any students when they
have accumulated a total of seven (7) unexcused absences in
a class, and an intervention meeting has been held with the
students and their parents/guardians. Unexcused absences
due to suspension will not be counted toward the seven (7)
unexcused absences maximum. Special circumstances will be
accommodated through the appeals process.
• Each school site shall ensure that a reasonable opportunity is
   provided for any student or the student’s parent/guardian to
   explain any unexcused absence.
• Independent study may be arranged by contract prior to the
   absence at the school site for short term absences. If the
   student is placed on an arranged Independent Studies prior to
   the absence, the absence is not unexcused.
• The high school principal or designee is responsible for
   confirming that the parents/guardians of the student have
   received written notification of the loss of course credit, and of
   the review/appeal process.
• As a result of the review/appeal process one or more of the
   following recommendations will be made:

   a. The student may “earn back” unexcused absences. A
      contract must be signed by the teacher and the student
      that provides for the equivalent of two hours of work (such
      as class projects, detention, Saturday School, etc.)
   b. Strategies developed in partnership with the teacher,
      student and parent/guardian to improve attendance and
      complete the class/classes for a grade and course credit,
      by signed contract;
   c. The student receives no course credit;
   d. Withdrawal from the traditional school program and transfer
      into an appropriate alternative program;
   e. Placement in an on-campus alternative program.

SHORT-TERM INDEPENDENT STUDY
B.P. 6158; A.R. 6158; E.C 51747 (c) (7)

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

Criteria to participate in Short-Term Independent Studies:

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

ATTENDANCE APPEALS BOARD

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

GRADES
E.C. 49067 (a)
The Governing Board of each school district shall prescribe 
regulations requiring the evaluation of each student's achievement 
for each marking period and requiring a conference with, or a written 
report to, the parent/guardian of each student whenever it becomes 
evident to the teacher that the student is in danger of failing a course. 
The refusal of the parent/guardian to attend the conference, or to 
respond to the written report, shall not preclude failing the student 
at the end of the grading period.

E.C. 49167 (b)
The Governing Board of any school district may adopt regulations 
authorizing a teacher to assign a failing grade to any student whose 
absences from the teacher’s class are not excused pursuant to 
Education Code Section 48205 if the absences equal or exceed 
the maximum number specified by the Board. Regulations adopted 
pursuant to this subdivision which shall include, but not be limited 
to, the following:

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

E.C. 49067 (c)
Notwithstanding the provisions of subdivision (a) of Section 49061, 
the provisions of this section shall apply to the parent/guardian of 
any student without regard to the age of the student.

E.C. 48205; B.P. 5113
If a student's absence is excused under Education Code 48205, 
he/she shall be allowed to complete any missed assignment or 
test that be reasonably given, as determined by the teacher of that 
class. The student shall be given full credit for the assignment or 
test if he/she satisfactorily completes the assignment or test within 
a reasonable period of time. E.C. 48205

DAILY ATTENDANCE/CALWORKS
W.I.C. 11253.5
Under the Welfare and Institutions Code, children of families 
participating in CalWORKS must attend school regularly. If it is 
determined that children are not attending, the grant provided to the 
family may be reduced.

SCHOOL ATTENDANCE REVIEW 
BOARD (SARB)
E.C. 48260-48273; B.P. 5113.1
Education Code requires that students between the ages of 6-18 
attend school full-time. The District is committed to working with 
students and their families to ensure that poor attendance does not 
adversely impact their academic success.

TRUANT STUDENTS
E.C. 48260 (a)
Any student subject to compulsory full-time education or to 
compulsory continuation education who is absent from school without 
valid excuse three (3) full days in one (1) school year, or tardy or 
absent for more than any thirty (30)-minute period during the school 
day without a valid excuse on three (3) occasions in one (1) school 
year, or any combination thereof, is a truant and shall be reported 
to the attendance supervisor or to the Superintendent of the school 
district.

Habitual Truant
E.C. 48262
Any student is deemed an habitual truant who has been reported 
as a truant three (3) or more times per school year, provided that 
no student shall be deemed a habitual truant unless an appropriate 
district officer or employee has made a conscientious effort to hold 
at least one (1) conference with a parent/guardian of the student 
and the student after the filing of either of the reports required by 
Education Code Section 48260 or Section 48261.

PARENT NOTIFICATION
E.C. 48260.5
Upon a student’s initial classification as a truant, the school district 
shall notify the student’s parent/guardian, by first-class mail or other 
reasonable means, of the following:

a. That the student is truant;
b. That the parent/guardian must send their child to school;
c. That parents/guardians who fail to meet this obligation may 
   be guilty of an infraction and subject to prosecution;
d. That Alternative Educational programs are available in the 
   District;
e. That the parent/guardian has the right to meet with appropriate 
   school personnel to discuss solutions to the student’s truancy;
f. That the student may be subject to prosecution under 
   Education Code Section 48264;
g. That the student may be subject to suspension, restriction, 
   or delay of the student’s driving privilege pursuant to Section 
   13202.7 of the Vehicle Code; and
h. That it is recommended that the parent/guardian accompany
the student to school and attend classes with the student for one (1) day.

SCHOOL ATTENDANCE REVIEW BOARD (SARB)
E.C. 48263
If any minor student in any district of a county is a habitual truant, or does not attend school regularly, the student may be referred to SARB or to the probation department for services if the probation department has elected to receive these referrals. The supervisor of attendance, or any other persons the Governing Board of the school district or county, shall notify the student and parents/guardians of the student, in writing, of the name and address of the Board or probation department to which the matter has been referred and of the reason for the referral. The notice shall indicate that the student and parents/guardians of the student will be required, along with the referring person, to meet with the SARB or probation officer to consider the proper consequences for the referral.

Truant/Warning, Weekend Study, SARB
E.C. 48264.5
Any student who is required to be reported as a truant pursuant to Education Code Section 48260 or 48261 may be required to attend make-up classes conducted on one (1) day of a weekend pursuant to subdivision (c) of Education Code Section 37223 and is subject to the following:

E. C. 48264.5 (a)
The first time a truancy report is required, the student may be personally given a written warning by any peace officer specified in Penal Code (P.C.) 830.1. A record of the written warning may be kept at the school for a period of not less than two (2) years, or until the student graduates, or transfers, from that school. If the student transfers, the record may be forwarded to any school receiving the student’s school records. A record of the written warning may be maintained by the law enforcement agency in accordance with that law enforcement agency’s policies and procedures.

E.C. 48264.5 (b)
The second time a truancy report is required within the same school year, the student may be assigned by the school to an after-school or weekend study program located within the same county as the student’s school. If the student fails to successfully complete the assigned study program, the student shall be subject to subdivision (c).

E.C. 48264.5 (c)
The third time a truancy report is required within the same school year, the student shall be classified a habitual truant and may be referred to, and required to attend, a SARB or a Truancy Prevention Program. If the student does not successfully complete the Truancy Prevention Program or other similar program, the student shall be subject to subdivision (d).

E.C. 48264.5 (d)
The fourth time a truancy report is required to be reported within the same school year, the student shall be within the jurisdiction of the Juvenile Court which may adjudge the student to be a ward of the court pursuant to Welfare and Institution Code (W.I.C.) 601. If the student is adjudged a ward of the court, the student shall be required to do one (1) or more of the following:

1. Court-approved community services sponsored by either a public or private nonprofit agency for not less than twenty (20) hours but not more than forty (40) hours over a period not to exceed ninety (90) days, during a time other than the student’s hours of school attendance or employment. The probation officer shall report to the court the failure of the student to comply with this paragraph;

2. Payment of a fine by the student of not more than one hundred dollars ($100) for which a parent/guardian of the student may be jointly liable;

3. Attendance at a court-approved truancy prevention program; and/or

4. Suspension or revocation of driving privileges pursuant to Vehicle Code 13202.7. This subdivision shall apply only to a student who has attended a SARB program, a program operated by a Probation Department acting as a SARB, or a Truancy Prevention Program pursuant to subdivision (c).

Defiance of SARB, Meeting with District Attorney or Probation Officer
W.I.C. 601.3 (a); EC48260.6; EC48263.5
If the district attorney or the probation officer receives notice from the school district that a student continues to be classified as a truant after the parents/guardians have been notified or if the district attorney or the probation officer receives notice from the School Attendance Review Board, or from the probation officer, that a minor continues to be classified as a truant after review and counseling by the SARB or probation officer, the district attorney or the probation officer, both may request the parents/guardians and the child to attend a meeting in the district attorney’s office or at the probation department to discuss the possible legal consequences of the minor’s truancy.

Contributing to the Delinquency of a Minor
P.C. 272; W.I.C. 300, 601, 602
Those who cause or encourage any person under the age of 18 to stop attending school, or who refuse to comply with court orders that require the child to attend school, may be liable for fines and/or be imprisoned as a result.
STUDENT RECORDS

ACCESS TO STUDENT RECORDS
E.C. 49076; A.R. 5125

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

E.C. 49076 (a)
Access to those particular records relevant to the legitimate educational interests of the requester shall be permitted to the following:

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

E.C. 49076 (b)
School districts may release information from pupil records to the following:

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

E.C. 49076 (c)
Notwithstanding any other provision of law, any school district, including any county office of education or Superintendent of schools, may participate in an interagency data information system that permits access to a computerized database system within and between governmental agencies or districts as to information or records which are non-privileged, and where release is authorized as to the requesting agency under state or federal law or regulation.

TRANSFER OF PERMANENT ENROLLMENT AND SCHOLARSHIP RECORD
C.F.R., Title 4, Sec. 99.34; E.C. 49068; A.R. 5125

Whenever a pupil transfers from one school district to another or to a private school, or transfers from a private school to a school district within the state, the pupil's permanent record or a copy thereof shall be transferred by the former district or private school upon a request from the district or private school where the pupil intends to enroll. Any school district requesting such a transfer of a record shall notify the parent/guardian of his/her right to receive a copy of the record and a right to a hearing to challenge the content of the record. The State Board of Education is hereby authorized to adopt rules and regulations concerning the transfer of records.
Parents/Guardians of currently enrolled or former pupils have an absolute right to access to any and all pupil records related to their children who are maintained by school districts or private schools. The editing or withholding of any such records, except as provided for in this chapter is prohibited. Each school district shall adopt procedures for the granting of requests by parents/guardians for copies of all pupil records pursuant to Section 49065, or to inspect and review records during regular school hours, provided that the requested access shall be granted no later than five (5) business days following the date of the request. Procedures shall include the notification to the parent/guardian of the location of all official pupil records if not centrally located and the availability of qualified certificated personnel to interpret records where requested.

Access to Information Concerning a Student in Compliance With Court Order (includes lawfully issued subpoenas)
E.C. 49077; A.R. 5125

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

Challenging Content of Records
E. C. 49063, 49070; A.R. 5125, 5125.3

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

E.C. 49070 (a)
The parent/guardian of a pupil may file a written request with the Superintendent of the District to correct or remove any information recorded in the written records concerning his/her child, which the parent/guardian alleges to be any of the following:

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

E.C. 49070 (b)
Within thirty (30) days of receipt of a request pursuant to subdivision (a), the Superintendent or designee shall meet with the parent/guardian and the certificated employee who recorded the information in question, if any, and if the employee is presently employed by the school district. The Superintendent or designee shall then sustain or deny the allegations.

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

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

E.C. 49070 (c)
Within thirty (30) days of receipt of an appeal pursuant to subdivision (b), the Governing Board shall, in closed session with the parent/guardian and the certificated employee who recorded the information in question, if any, and if the employee is presently employed by the school district, determine whether or not to sustain or deny the allegations.

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

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

E.C. 49070 (d)
If the final decision of the Governing Board is unfavorable to the parent/guardian, or if the parent/guardian accepts an unfavorable decision by the District Superintendent, the parent/guardian shall be informed and shall have the right to submit a written statement of his/her objections to the information. This statement shall become a part of the pupil’s school record until the information objected to is corrected or removed.
STUDENT RECORDS; CONFIDENTIALITY
B.P. 5125

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

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

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

Custodian of Records
C.C.R., Title 5, Sec. 431
1. The Superintendent or designee shall designate a certificated employee to serve as custodian of records, with responsibility for student records at the District level.
2. At each school, the Principal or a certificated designee shall act as custodian of records for students enrolled.

PARENTAL RIGHTS
E.C. 49063

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

WITHHOLDING GRADES, DIPLOMAS, OR TRANSCRIPTS
E.C. 48904.3; A.R. 5125.2

E.C. 48904.3 (a)
Upon receiving notice that a school district has withheld the grades, diploma, or transcripts of any pupil pursuant to Section 48904, any school district to which the pupil has transferred shall likewise withhold the grades, diploma, or transcripts of the pupil as authorized by that section, until the time that it receives notice, from the district that initiated the decision to withhold, that the decision has been rescinded under the terms of that section.

E.C. 48904.3 (b)
Any school district that has decided to withhold a pupil’s grades, diploma, or transcripts pursuant to Section 48904 shall, upon receiving notice that the pupil has transferred to any school district in this state, notify the parent/guardian of the pupil in writing that the decision to withhold will be enforced as specified in subdivision (a).

E.C. 48904.3 (c)
For purposes of this section and Section 48904, “school district” is defined to include any county Superintendent of schools.

E.C. 48904.3 (d)
This section and Section 48904 shall also apply to the state special schools, as described in subdivision (a) of Section 48927.

Release of Directory Information
E.C. 49063, 49073; A.R. 5125.1

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

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

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

Information to be released:

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

Armed Forces Recruiter Access to Students and Student Recruiting Information
U.S.C., Title 20, Sec. 7908 (a); A.R. 5125.1

1. Access to student recruiting information: Notwithstanding section 1232g (a) (5) (B) of this title and except as provided in paragraph (2), each local educational agency receiving assistance under this chapter shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, addresses, and telephone listings.

2. Consent: A secondary school student or the parent/guardian of the student may request that the student’s name, address, and telephone listing described in paragraph (1) not be released without prior written parental consent, and the local educational agency or private school shall notify parents/guardians of the option to make a request and shall comply with any request.

3. Same access to students: Each local educational agency receiving assistance under this chapter shall provide military recruiters the same access to secondary school students as is provided generally to post-secondary educational institutions or to prospective employers of those students.

Student Records, Disclosure to Other Educational Agencies
C.F.R., Title 34, Sec., 99.34 (a)

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

1. Make a reasonable attempt to notify the parent/guardian or eligible student at the last known address of the parent/guardian or eligible student, unless:
   A. The disclosure is initiated by the parent/guardian or eligible student; or
   B. The annual notification of the agency or institution under Sec. 99.6 includes a notice that the agency or institution forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll;

2. Give the parent/guardian or eligible student, upon request, a copy of the record that was disclosed; and

3. Give the parent/guardian or eligible student, upon request, an opportunity for a hearing under subpart C.

C.F.R., Title 34, Sec. 99.34 (b)
An educational agency or institution may disclose an education record of a student in attendance to another educational agency or institution if:

1. The student is enrolled in or receives services from the other agency or institution; and

2. The disclosure meets the requirements of paragraph (a) of this section.

STUDENT TRANSFER POLICIES AND DISTRICT DIVERSITY POLICY

B.P. 5116.1
Fresno Unified School District Prevention and Intervention Department is pleased to inform you that a variety of School Choice Options are available.

CHOICE AND MAGNET PROGRAMS
Fresno Unified offers several choice options that include programs from kindergarten through high school. To find out more about all options, please call the Transfers Office at 457-3343.

ELEMENTARY SCHOOL CHOICE AND MAGNET PROGRAMS

Hamilton K-8
- Grades K-8 (248-7370)
- Global studies through the Arts.
- Student Selection: Completed Transfer Application; lottery.

Bullard TALENT
- Grades K-8 (248-7030)
- Bullard TALENT is a K-8 school teaching the Fresno Unified core curriculum with an emphasis in the Visual and Performing Arts. Beginning in kindergarten, all students participate in a Music and Art program. Bullard TALENT is committed to the philosophy that the “Arts are Academic”.
- Student Selection: Completed Transfer Application; lottery.

Ewing
- Grades K-6 (253-6460)
- Two-way, dual immersion Bi-lingual program. Families self-identify home language, Spanish or English. Applications will be divided into two groups based on the students’ home language to achieve and maintain the ideal balance of languages.
- Student Selection: Completed Transfer Application; lottery.
Leavenworth

- Grades K-6 (253-6460)
- Two-way, dual immersion Bi-lingual program. Families self-identify home language, Spanish or English. Applications will be divided into two groups based on the students' home language to achieve and maintain the ideal balance of languages.
- Student Selection: Completed Transfer Application; lottery.

Yokomi Elementary Science and Technology

- Grades K-6 (457-3816)
- The downtown elementary school features “Classrooms of the Future” with state-of-the-art technology. Students participate in hands-on science instruction daily.
- Student Selection: Completed Transfer Application; lottery.

MIDDLE SCHOOL CHOICE AND MAGNET PROGRAMS

Ahwahnee Environmental Science

- Grades 7-8 (451-4300)
- The Environmental Science program at Ahwahnee includes electives to enhance the core academic program.
- Student Selection: Completed Transfer Application; lottery.

Baird Middle School

- Grades 5-8 (451-4310)
- Baird students are organized into interdisciplinary academic teams composed of Language Arts, Social Studies, Science, Math, and Physical Education. Agribusiness is embedded in all aspects of the curriculum so students learn to appreciate the nature of the San Joaquin Valley and its influence globally.
- Student Selection: Completed Transfer Application; lottery.

Sequoia Middle School

- Grades 7-8 (457-3210)
- The school features enhanced Science instruction through the latest technology.
- Student Selection: Completed Transfer Application; lottery.

HIGH SCHOOL CHOICE AND MAGNET PROGRAMS

Bullard High School Law and Public Science

- Grades 9-12 (451-4320)
- Introduction to legal careers.
- Student Selection: Completed Transfer Application; lottery.

Design Science

- Grades 9-12 (248-7353)
- A Fresno City College partnership which allows students to complete an Associate of Arts degree with their high school diplomas in five years.
- Student Selection: Completed Transfer Application; lottery.

Duncan Polytechnical High School

- Grades 9-12 (248-7080)
- A comprehensive high school organized into five (5) career pathways: Agriculture, Business, Public Service, Health, and Industrial Technology.
- Student Selection: Completed Transfer Application; lottery.

Hoover High School

- Grades 9-12 (451-4000)
- Architecture, construction and engineering.
- Student Selection: Completed Transfer Application; lottery.

McLane Medical Education and Research Academy

- Grades 9-12 (248-5100)
- Start your education by working in a state-of-the-art Human Performance Lab and utilizing computers as part of your everyday instruction in core classes.
- Student Selection: Completed Transfer Application; lottery.

Roosevelt School of the Arts

- Grades 9-12 (253-5324)
- Performing Arts magnet.
- Student Selection: Completed Transfer Application; lottery
CHOICE AND MAGNET PROGRAMS WITH ENTRANCE REQUIREMENTS

Cooper Academy International Baccalaureate (IB) Program
- Grades 6-8 (248-7050)
- Cooper Academy will be implementing the International Baccalaureate (IB) Middle Years Program. This is a three year program for students in grades 6-8. As a school of choice, the Copper Academy expands student and parent choices and options, providing all students access to a challenging, well-rounded curriculum that will foster academically competitive students. Students study Language Arts, Humanities, Mathematics, Technology, Science, Physical Education, Arts, and a Foreign Language. Approaches to Learning; Community Service; Environment; Homo Faber (students will realize the human ability to invent, create, transform, and improve the quality of life); and Health and Social Education are woven throughout the curriculum.
- Student Selection Criteria: Completed Transfer Application; Proficient or Advanced CST score; lottery.

Edison Computech 7-8
- Grades 7-8 (457-2640)
- Edison Computech is a 7-8 middle school Math, Science, and Technology Magnet, offering an eight (8) period day with extensive elective choices. Computech students may take accelerated high school courses during middle school.
- Student Selection Criteria: Completed Transfer Application; Computech Application; recommendations; standardized test scores; and recent report card.

Edison High Computech
- Grades 9-12 (457-2652)
- Edison High Computech is a 9-12 program that offers several advanced placement high school courses, and graduates meet or exceed entrance requirements for the University of California and California State University, Fresno.
- Student Selection Criteria: Completed Transfer Application; Computech Application; recommendations; standardized test scores; and recent report card.

Fresno High International Baccalaureate (IB) Program
- Grades 9-12 (457-2780)
- The rigorous and prestigious International Baccalaureate Diploma courses program.
- Student Selection: Completed Transfer Application; lottery.

Sunnyside High Doctors' Academy
- Grades 9-12 (253-6700)
- A partnership with the University of California San Francisco Medical Education Program; the Latino Center for Medical Education and Research; California State University; Fresno County Office of Education; and Fresno Unified School District to increase the number of students graduating prepared as competitive applicants to health professional schools. Enrollment is limited to 9th grade students that have a 3.0 Grade Point Average (GPA) in Math, Science, and English, and have completed Algebra prior to the 9th grade.
- Student Selection Criteria: Completed Transfer Application; Doctors' Academy Application; personal interview.

Manchester GATE
- Grades 2-6 (248-7220)
- Manchester GATE is a specialized program serving identified GATE students from throughout Fresno Unified. Students are selected for this program and invited to attend. There is no application.
- Student Selection Criteria: Eligibility for GATE services is based upon multiple criteria and not a score from one (1) test. Information collected and considered in assessing students’ eligibility for GATE services at Manchester or elsewhere includes:
  A. Teacher descriptions of outstanding characteristics, classroom performance and academic grades;
  B. A record of the student’s scores on standardized achievement tests and district-administered academic measures;
  C. Information from group tests of reasoning abilities administered by Fresno Unified staff;
  D. Evidence that new students are enrolled in and attending a Fresno Unified school;
  E. Documentation of other special needs; and
  F. Previous evaluations for GATE completed in Fresno Unified or other school districts. C.C.R., Title 5, Sec. 3831; B.P. 6172; A.B. 2313, Correa, Chapter 748 of the Statutes of 2000

CAREER TECHNICAL EDUCATION; GRADES K-12
The Career Readiness Department plays an integral part in achieving the District’s mission of preparing career ready graduates. “A career-ready graduate is a student who has all possible options available to them upon graduation from Fresno Unified School District. This
student has a strong academic foundation, has completed required courses, and has acquired the workplace skills and competencies necessary for success after high school." By providing opportunities for all students to learn about the world of work through a variety of experiences, including guest speakers, field trips, internships, and job shadowing, students learn key career workplace skills and competencies for success.

Through rigorous hands-on learning opportunities, students will better understand the relevance of what they are learning and learn early about potential career options. Elementary students learn about professions from industry leaders, visit local businesses, and visit two and four year colleges to better understand industry sectors and begin to develop their employability skills. Middle and high school students can select from classes in the following industry sectors: Agricultural and Natural Resources; Energy and Utilities; Health Science and Medical Technology; Marketing, Sales and Service; Arts, Media and Entertainment; Engineering and Design; Hospitality, Tourism and Recreation; Public Services; Building Trades and Construction; Fashion and Interior Design; Information Technology; Transportation; Education, Child Development and Family Services; Finance and Business; and Manufacturing and Product Development. CTE courses empower students to make meaningful career choices by providing opportunities to explore their interests, develop career skills, and reinforce academics. These courses also offer a wide range of additional educational benefits, including college credit for qualifying courses, industry certification, and internships when appropriate.

Regional Occupational Program (ROP) courses are offered primarily for juniors and seniors as capstone coursework for numerous pathway programs and are open to students from any campus. Transportation is provided to Duncan Polytechnical High School only. These CTE courses are two periods in length and include basic employability skills, such as interviewing techniques, resume writing, and professionalism. Many ROP courses offer community classroom experiences where students receive hands-on learning in related industry-specific businesses throughout the community. ROP also offers a wide range of additional educational benefits, including college credit for qualifying courses, industry certification, and internships when appropriate.

For more information, visit the Career Readiness website at: www.FUSDcareerready.org or contact the Career Readiness Department: 2500 Stanislaus, Fresno, CA 93721, (559) 457-6007.

Fresno Adult School
Fresno Adult School offers a wide variety of low cost or no cost classes and training programs for adults 18 years and older such as High School Diploma, GED, Career & Technical Education, English as a Second Language, Citizenship, Adult Basic Education, and Community Education. Classes are held during daytime hours and also in the evening as well as some Saturdays. The main campus, The César E. Chávez Adult Education Center, is located at 2500 Stanislaus Street, in downtown Fresno.

Classes are held at the main campus and other locations throughout the Fresno area. Check the Fresno Adult School webpage at www.fas.edu or call 457-6000 for current course offerings and details.

NCLB CHOICE TRANSFERS
Schools that do not make adequate yearly progress (AYP) for two consecutive years are identified for Program Improvement. Parents of students attending Program Improvement schools have the right to request a Choice Transfer to a Fresno Unified school not in Program Improvement, with transportation provided. For more information please call 457-3343.

The deadline date for filing all applications is Dec. 2, 2013 for 2014-15
Transfer Office
Julie Hoopes: 457-3343

ALTERNATIVE PROGRAMS

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

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

Alternative Schools
E.C. 58501; B.P. 6181
Specifies that any school may establish a separate school or separate classes within a school. School districts are required to notify parents/guardians that California State Law authorizes all school districts to provide for alternative school programs.

CHARTER EDUCATION PROGRAMS

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

For more information call (559) 457-3310.

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

1. Fresno ACEL (408-7077)
2. Dailey Charter School (248-7060)
3. New Millennium Institute of Education (497-9331)
4. School Of Unlimited Learning (SOUL) (498-8543)
5. Carter G. Woodson Public Charter School (229-3529)
6. Valley Prep Academy (225-7737)
7. Valley Arts & Science Academy (497-8272)
8. University High School (278-8263)
9. Sierra Charter School (490-4290)
10. Sunset Two-Way Immersion (K-8) (see above) (457-3310)

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

1. Center for Advanced Research and Technology (CART)
   Devin Blizzard, Ed.D., CEO: 248-7400 (authorizing agency --
   Clovis Unified School District)
2. Edison-Bethune Charter Academy
   Rodolfo Garcia: 457-2530 (authorizing agency
   -- Fresno County Office of Education)

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

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

1. Intradistrict Transfers Within Fresno Unified
   The parents/guardians of a school-age child who are residents
   in the District may request a transfer to a school other than
   the school to which their child is assigned. The Board retains
   the authority to grant or deny such a transfer in accordance
   with the process and procedures outlined in the regulation
   adopted pursuant to this policy. In the absence of an approved
   transfer, students are expected to attend the school in the
   attendance area in which they reside.

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

Intradistrict Choice
E.C. 35160.5 (c)

The Governing Board of each school district shall, as a condition
for the receipt of school apportionments from the state school fund,
adopt rules and regulations establishing a policy of open enrollment
within the District for residents of the District. This requirement does
not apply to any school district that has only one school or any school
district with schools that do not serve any of the same grade level.

Residency Based on Parent/Guardian
Employment
E.C. 48204; A.R. 5111.12, 5118

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

Appeals
Transfers denied due to lack of space at the requested school or
program may not be appealed. The process to appeal all other intra-
district or inter-district transfer requests starts with the School Choice/
Transfer Office. Contact the office at 457-3343 to speak with an
administrator regarding your appeal. Additional information regarding
the appeal of denied inter-district transfers only, is available through
the Fresno County Office of Education. E.C. 46601, 46602, 48024(b);
A.R. 5116

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

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

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

I. **Overcrowding (Grades K-6)**
The District will make every effort to ensure that students will not be required to attend schools that are overcrowded when there is adequate space at other schools. There shall be fixed, objective criteria established for identifying overcrowded schools.

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

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

III. **Involuntary Transfer to Opportunity or Continuation High Schools**
High school students, age sixteen (16) and over, may be involuntarily transferred to a continuation high school based on the finding that the student:

A. Committed an act enumerated in E.C. 48900; or

B. Has been habitually truant or irregular in attendance for instruction upon which he/she is lawfully required to attend. Parents/Guardians have the right to require a meeting prior to the involuntary transfer to a continuation school.

**Student Quality Education and Diversity Policy**
B.P. 5138

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

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

Our school system is fortunate to have the pluralism brought by the African-American, Native-American, Asian, Filipino, Pacific Islander, Hispanic/Latino, White, and multi-ethnic communities in our area and by the multitude of linguistic groups within each of these communities. In addition, the District has students from diverse socio-economic backgrounds, students with special needs and students of both genders. While some factors contributing to the diversity in the schools are under the control of the administration, other more powerful factors are due to the community’s economic and demographic conditions.

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

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

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

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

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

**HOMELESS AND FOSTER CARE CHILDREN**

**Project ACCESS**
The Fresno Unified Governing Board believes that all children should have the opportunity to receive appropriate educational services. Therefore, all children residing within the district shall have immediate access to district schools and services.
Families that move often or live in temporary housing can find help with immediate enrollment through the Project ACCESS Office.

Homeless children shall be admitted with or without a permanent address. When feasible, they shall remain at the “school of origin” for the remainder of the school year or until permanently housed.

Foster youth shall remain at the “school of origin” for the duration of court jurisdiction. When court jurisdiction is terminated, foster youth in K-8th grades may continue in the “school of origin” through the completion of the academic year, while those in high school may continue through 12th grade.

“School of origin” means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

What Are My Child’s Rights?

- A free, appropriate, public education-staff shall encourage parents/guardians to enroll all school-aged children in school (BP 5111.13);
- Be enroll without a permanent address (Project ACCESS form completed at the Department of Prevention and Intervention);
- Be enrolled by a caregiver who is not the legal guardian (Caregiver Affidavit form completed at Department of Prevention and Intervention);
- Be enrolled without the required documents;
- Be enrolled if living in a foster or group home, with placement papers provided by social services or probation;
- Maintain original school of enrollment. Bus tokens may be provided through the Department of Prevention and Intervention for homeless children; and
- Be provided Title I supplemental services

Contact Project ACCESS at 457-3359.

TIMELINE FOR SCHOOL CHOICE OPTIONS FOR 2014-15 SCHOOL YEAR

September 2, 2013
First day for parents/guardians to submit:

- Program-Improvement Choice Transfer, Intra-district Choice Transfer, and Magnet Applications to the School Choice/Transfers Office (Department of Prevention and Intervention)

December 2, 2013
DEADLINE: Last day for parents/guardians or schools to submit transfer request for:

- Program Improvement Choice Transfers for the 2014-2015 school year to the School Choice/Transfers Office (Department of Prevention and Intervention)
- Intra-district Choice Transfer applications for the 2014-2015 school year to the School Choice/Transfers Office (Department of Prevention and Intervention)

- Magnet applications for the 2014-2015 school year to the School Choice/Transfers Office (Department of Prevention and Intervention)

- All applications received after the deadline are considered late and students will be assigned as space becomes available.

January 20, 2014
- Parents of students who have been GATE certified will be notified.

March 1, 2014
- DEADLINE: Parents/Guardians must indicate acceptance of Magnet Placement by this date, to secure a spot for the 2014-2015 school year.

March 17, 2014
- Parents/Guardians who applied for Choice Transfers by December 1, 2012 will be notified through U.S. mail as to whether their request was approved.
- Students will be assigned as space becomes available.

March 31, 2014
- DEADLINE: Parents/Guardians must indicate acceptance of Choice Transfer by this date to secure a spot for the 2014-2015 school year.

School Choice Office Contact Number: 457-3343
## Student Learning

<table>
<thead>
<tr>
<th>Question</th>
<th>Department / Office</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What programs are available to support English Learners?</td>
<td>Contact your child's teacher or English Learner Services.</td>
<td>(559) 457-3928</td>
</tr>
<tr>
<td>• My school does not provide interpreters for me, whom can I contact?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• If my child fails a class or is not making progress, can he/she be retained (held back)?</td>
<td>Contact your child's school.</td>
<td>See school directory on page 77.</td>
</tr>
<tr>
<td>• What clubs or sports programs are available for my child?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What are the required state tests that my (elementary, middle, and high school) children will need to take?</td>
<td>Contact your child's school.</td>
<td>See school directory on page 77.</td>
</tr>
<tr>
<td>• What does my child need to graduate from high school?</td>
<td>Contact your child's school to speak to a counselor.</td>
<td>See school directory on page 77.</td>
</tr>
<tr>
<td>• If my child does not pass the CAHSEE, can he/she receive a high school diploma?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• I have questions about my child's IEP, whom can I contact?</td>
<td>Contact your child's school.</td>
<td>See school directory on page 77.</td>
</tr>
<tr>
<td>• How can I keep track of my child’s progress in school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What is the ATLAS Parent Portal?</td>
<td>Contact your child's teacher.</td>
<td>See school directory on page 77.</td>
</tr>
</tbody>
</table>
FEATURES TO ENGLISH LEARNERS

CONSULTATION WITH PARENTS/GUARDIANS
C.C.R., Title 5, Chap. 11, Sub Chap. 4, Sec. 11309; E.C. 52173; A.R. 6174

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

ASSESSMENT REQUIREMENTS FOR ENGLISH LEARNER (EL) STUDENTS
E.C. 52164.1; A.R. 6174

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

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

NOTICE OF REASSESSMENT OF LANGUAGE SKILLS
E.C. 52164.3 (a)

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

E.C. 52164.3 (b)

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

STATE TESTING REQUIRED FOR ENGLISH LEARNER STUDENTS
U.S.C., Title 20, Chap. 70, Sub Chap. I, Sec. 6312, 6316; A.R. 0520.2

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

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

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

Reclassification of English Language Learners
C.P.M., Title 5, Sec. 11303

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

1. Assessment of English language proficiency using the CELDT, as provided for by E.C. 60810 pursuant to the procedures for conducting that test provided in Subchapter 7.5 (commencing with section 11510);

2. Comparison of performance in basic skills as indicated by the California Standards Test in English Language Arts;

3. Participation of the pupil’s classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil; and

4. Parental involvement through:
   A. Notice to parent(s)/guardian(s) of language reclassification and placement, including a description of the reclassification process and the parent’s/guardian’s opportunity to participate; and
   B. Encouragement of the participation of parent(s)/guardian(s) in the school district’s reclassification procedure, including seeking their opinion and consultation during the reclassification process.

Monitoring Fluent English Proficient (FEP) Students
C.C.R., Title 5, Chap. 11, Sub Chap. 4, Sec. 11304-11305

Districts are required to monitor for two (2) years the progress of English Learners who have been redesignated to ensure adequate progress is maintained. Districts are required to provide evidence that monitoring has taken place.

TRANSLATIONS

When fifteen (15) percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1
through 12 speak a single primary language other than English, as determined from the census data submitted to the Department of Education pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent/guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in such primary language, and may be responded to either in English or the primary language. E.C. 48985, 51101.1

**MIGRANT EDUCATION**  
E.C. 54444.2; B.P. 6175; A.R. 6175

The Superintendent or designee shall plan for the late enrollment of migrant students and shall ensure that all migrant students are correctly identified and placed; that services are coordinated with other district resources such as health screenings and programs for English language learners; and that records are acquired, updated, and provided to other districts in a timely manner. The Superintendent or designee shall convene a district parent/guardian advisory council to actively involve parents/guardians in planning, operating, and evaluating the migrant children program. Advisory council members shall receive training to help them carry out their responsibilities.

For more information call 457-3984, Migrant Education Office

**ENGLISH LEARNER ADVISORY COMMITTEE (ELAC) PARTICIPATION**

One important way for parents to participate in schools is to join the English Learner Advisory Committee (ELAC). These committees are designed to increase the participation of parents of English Learner students. The purpose of ELAC is to advise the principal and staff on the school's program for English Learners. ELAC is also responsible for assisting in the development of the school needs assessment, language census, and ways to make parents aware of the importance of regular school attendance. It is not necessary to be a parent of an English Learner to join ELAC.

Members of ELAC can also serve as the school representative to the District English Learner Advisory Committee (DELAC). The purpose of DELAC is to advise the school district's governing board on district programs, goals, and objectives for programs and services for English Learners.

**SPECIAL EDUCATION**

Fresno Unified School District serves students with disabilities from birth through the age of 21 in compliance with the Individuals with Disabilities Education Act (IDEA). The Individuals with Disabilities Education Act (IDEA) is a federal law that requires school districts to provide a free appropriate public education to eligible children with disabilities. A “free appropriate public education” (FAPE) means special education (specially designed instruction) and related services are to be provided as described in an Individualized Education Program (IEP) at no cost to the parent/guardian/surrogate parent of children with disabilities or an adult student with disabilities ages 18 through 21.

**CHILD FIND**

**What is Child Find?**

The purpose of Child Find is to identify, locate, and evaluate children between the ages of birth through 21 years of age who are suspected of having or have a diagnosed disability or developmental delay, in order to provide appropriate special education services under the law.

**When Should a Child Be Referred to Child Find?**

A child should be referred when:

- A health or a medical disorder interferes with development and/or learning.
- A child seems to have significant difficulty seeing or hearing.
- A child appears to have significant social, emotional or behavioral difficulties that affect his/her ability to learn or interact with others.
- A child has a diagnosed progressive or degenerative condition that will eventually impair or impede the child’s ability to learn.
- A child seems to have significant difficulty understanding directions unlike others who are his/her age.
- A child’s speech is not understood by family or friends.

**What is Special Education?**

Special education is instruction designed to meet the unique learning strengths and needs of the individual student with disabilities from ages birth through 21 years of age. It is defined as:

- Specially designed instruction
- At no cost to the parents
- To meet the unique needs of a child with a disability.

Special education services may be provided in a variety of educational settings; services are required by the Individuals with Disabilities Education Act (IDEA) to be delivered in the least restrictive environment.

**Who is Eligible for Services?**

A student must be evaluated and identified as having a disability to be eligible for special education programs and related services. The degree of the student’s impairment determines the special education. The disability categories are as follows:

- Autistic-Like Behaviors/Autism
- Deaf-Blindness
- Deafness
- Emotional Disturbance
- Hard of Hearing
- Intellectual Disability
- Multiple Disabilities
• Orthopedic Impairment
• Other Health Impairment
• Specific Learning Disability
• Speech or Language Impairment
• Traumatic Brain Injury
• Visual Impairment

How Can Children Be Referred?
A written referral may be made by a parent/guardian or by any person concerned about a child. Parent/Guardian involvement and agreement is obtained prior to any further action. Information is confidential and the privacy of children and parents is protected.

Can a Child Attending a Private School Be Referred?
School districts are required to conduct Child Find for all parentally placed children with disabilities attending private schools within the district’s boundaries. Once the child is located and identified, the school district where the private school is located is responsible, upon parental consent, to conduct an initial evaluation.

Contact Information:
• For children ages birth-2, contact the Lori Ann Infant Program at (559) 248-7236.
• For children ages 3 through 21, contact the Department of Special Education at (559) 457-3220.

Citations: E.C. 56300 and 56301

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION
The Governing Board recognizes the need to actively seek out and evaluate district residents from birth through age twenty-one (21) who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law. The Superintendent or designee shall identify processes to determine when an individual’s academic, behavioral or other difficulties may be related to disabilities and shall establish systematic procedures for special education identification, referral, assessment, planning, implementation, review, and triennial assessment. A student shall be referred for special educational instruction and services only after the resources of the regular (general) education program have been considered and used where appropriate.

The Superintendent or designee shall consult with appropriate representatives of private school children with disabilities on how to identify, locate, and evaluate these children.

The Superintendent or designee shall notify parents/guardians in writing of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the District’s procedures for initiating a referral for assessment to identify individuals. For assessment purposes, staff shall use appropriate tests to identify specific information about the student’s abilities in skill areas. In addition, staff shall use multiple measures, including direct observation, to study the effect of interventions or modifications to the regular instructional program. Staff also may consider the student’s personal history, development and adaptive behavior.

Citations: (E.C. 56301; B.P. and A.R. 6164.4)

PROCEDURAL SAFEGUARDS

What are Procedural Safeguards?
Procedural Safeguards provide you as the parent/guardian/surrogate parent of a child with disabilities/adult student with disabilities ages 18 through 21 with an overview of the educational rights of children with disabilities.

The Notice of Procedural Safeguards must be provided to you:
• When you request a copy
• The first time your child is referred for a special education assessment
• Each time you are given an assessment plan to evaluate your child
• Upon receipt of the first state or due process complaint in a school year
• When a decision is made to make a removal that constitutes a change of placement

Who would I contact for a copy of the Procedural Safeguards?
Contact the Fresno Unified School District's Department of Special Education at 559-457-3220 to request a complete copy of the “Special Education Rights of Parents and Children: Notice of Procedural Safeguards” or download a copy from our website at http://go.fresnounified.org/spedparentforms

Citations: 20 USC 1415[d]; 34 CFR 300.504; EC 56301[d] [2], EC 56321, and 56341.1[g][1]

PRIOR WRITTEN NOTICE FOR SPECIAL EDUCATION
The District must inform the parent/guardian/surrogate parent of children with disabilities/adult student with disabilities about proposed evaluations of the child in a written notice that is understandable and in their native language or other mode of communication, unless it is clearly not feasible to do so. This notice must also be given when the District proposes or refuses to initiate a change in the identification, assessment, or educational placement of the child with special needs or a provision of a free appropriate public education.

The Prior Written Notice must include the following:
1. A description of the actions proposed or refused by the school district;
2. An explanation of why the action was proposed or refused;
3. A description of each assessment procedure, record, or report
   the agency used as a basis for the action proposed or refused;
4. A statement that a child with a disability has protection under
   the procedural safeguards;
5. Sources for parents to contact to obtain assistance in
   understanding the provisions related to the actions.
6. A description of other options that the IEP team considered
   and the reasons those options were rejected.
7. A description of any other factors relevant to the action
   proposed or refused.
8. A description of the actions proposed when a parent/guardian/
   surrogate parent/adult student with disabilities revokes
   consent in writing for the receipt of special education services
   after the child is initially provided special education and
   related services.

If the notice is not in regard to an initial referral for assessment,
the notice must provide a statement that parent/guardian/surrogate
parent/adult student with disabilities have protection under procedural
safeguards; information on how to obtain a copy of described
procedural safeguards; and sources of additional assistance in
understanding the procedural safeguards.

Citations: 20 USC 1415[b][3], [c] and (4), 1415[c][1], 1414[b][1]; 34
CFR 300.503; EC 56321; EC 56329 and 56506[a]; A.R. 6159.1

PARENTAL NOTIFICATION AND CONSENT FOR
SPECIAL EDUCATION

The parent/guardian/surrogate parent of a child with disabilities/adult
student with disabilities must give informed, written consent before
the child’s first special education assessment can proceed. S/he
must also give informed, written consent before the school district can
provide special education and related services if the child is eligible.

In the case of reevaluations, the school district must document
reasonable attempts to obtain the consent of the parent/guardian/
surrogate parent of a child with disabilities/adult student with
disabilities. If the parent/guardian/surrogate parent of a child with
disabilities/adult student with disabilities does not respond to these
attempts, the District may proceed with the reevaluation without
the consent of the parent/guardian/surrogate parent of a child with
disabilities/adult student with diseases.

The parent/guardian/surrogate parent of a child with disabilities/adult
student with disabilities must be given opportunities to participate in
any decision-making meeting regarding the child’s special education
program. The parent/guardian/surrogate parent of a child with
disabilities/adult student with disabilities has the right to participate in
Individualized Education Program (IEP) team meetings about the
identification (eligibility), assessment, or educational placement of the
child, and other matters relating to the child’s free appropriate public
education (FAPE), including all program options, and all available
alternative programs, both public and nonpublic.

The parent/guardian/surrogate parent of a child with disabilities/
child with disabilities/adult student with disabilities to records and copies, if requested, within five (5) business days after the request has been made orally or in writing.

Citations: 20 USC 1415 (b); EC 49060, 56043[n], 56501[b][3], and 56504

**DUE PROCESS**

The parent/guardian/surrogate parent of a child with disabilities/adult student with disabilities has the right to request an impartial due process hearing regarding the identification, assessment, and educational placement of the child or the provision of FAPE. The request for a due process hearing must be filed within two years from the date that the parent/guardian/surrogate parent of a child with disabilities/adult student with disabilities knew or should have known about the alleged action that forms the basis of the due process complaint.

Prior to filing for a due process hearing, the school district shall be provided the opportunity to resolve the matter by convening a resolution session, which is a meeting between the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request.

A written request for a due process hearing is filed with Office of Administrative Hearings and must include the following information:

1. Name of the child
2. Address of the residence of the child
3. Name of the school the child is attending
4. In the case of a homeless child, available contact information for the child and the name of the school the child is attending, and
5. A description of the nature of the problem, including facts relating to the problem(s) and a proposed resolution of the problem(s)

Federal and state laws require that either party filing for a due process hearing must provide a copy of the written request to the other party.

Citations: 20 USC 1415[b][6][h] [f][1][B]; 34 CFR 300.507, 300.510; EC 56501, 56502 (a), and 56505[f][l]

**Additional Information**

Community Advisory Committee for Special Education (CAC)

Community Advisory Committee for Special Education (CAC) is a volunteer group composed predominately of parents of children with special needs who attend school within the Fresno Unified School District. CAC is a group of parents, school personnel, agency, representatives and other community members who work together to ensure that children with special needs are receiving the best education available. Fresno Unified is required by law to have a CAC.

The CAC general and executive committee meetings are open to the public. The CAC also has several subcommittees that include Procedural Safeguards for Students, Mental Health, and other subcommittees that meet regularly and are open to interested members of the community. Dates, times, and locations of CAC meetings are publicly posted at Fresno Unified School District sites, the Education Center at Tulare and “M” streets, and the Kissing Education Center where the Special Education office is located, and on the special education website at http://www.fresnounified.org/dept/specialeducation.

Where can I get more help?

When you have a concern about your child’s education, it is important that you call or contact your child’s teacher(s) or administrator(s) to talk about your child and any problems you see. When you have a concern, this informal conversation often solves the problem and helps to maintain open communication. Special Education staff at your child’s school can also answer questions about your child’s special education services/program and the Procedural Safeguards. Or, you may contact the Department of Special Education at (559) 457-3220.

**GENERAL EDUCATION SERVICES FOR STUDENTS WITH DISABILITIES**

**SECTION 504 OF THE 1973 REHABILITATION ACT**

The Fresno Unified School District provides a free and appropriate public education designed to meet the educational needs of students with disabilities as adequately as the needs of non-disabled students are met.

The District provides accommodations for all students in the general education population who have a physical or mental impairment that substantially limits a major life activity (like learning or working). A few examples of physical or mental impairments are:

- Diabetes;
- Seizure Disorders;
- Attention Deficit Disorder;
- Auditory Processing Deficit;
- Asthma;
- Cerebral Palsy;
- Depression;
- Eating Disorders; and/or
- Auto-Immune Illnesses.

Once a Section 504 referral is made, a school site team of individuals (who are knowledgeable about the student) is convened to determine Section 504 eligibility. For all eligible students, a 504 Accommodation Plan is written. Students who are receiving Special Education services on an Individualized Education Plan (IEP) generally do not need a 504 Accommodation Plan. This would be a duplication of service.
Procedure safeguards and protections for students receiving accommodations through Section 504 of the Rehabilitation Act of 1973 can be found in Fresno Unified School District Board Policy and Administrative Regulations Section 6164.6. For questions and information on Section 504 please contact Ron Sheppard. The 504 Office is located at Addicott School, 559.253.6517.

FILING FOR DUE PROCESS COMPLAINT FOR STUDENTS WITH DISABILITIES

How do I request a due process hearing?

You need to file a written request for a due process hearing. Parents should use the OAH (Office of Administrative Hearings) Form. You or your representative need to submit the following information in your request:

1. Name of the child;
2. Address of the residence of the child;
3. Name of the school the child is attending; and
4. A description of the nature of the problem, including facts relating to the problem(s) and a proposed resolution to the problem(s) to the extent the parent knows what would solve the problem.

If the request does not contain enough information, the due process request can be dismissed. The district must hold a resolution session within 15 days of receipt of the due process complaint unless there is a written waiver by both parties. C.C.R., Title 5, Sec. 3052

SCHOOL DISCIPLINE AND PLACEMENT PROCEDURES FOR STUDENTS WITH DISABILITIES

Can my child be suspended or expelled?

Children with disabilities may be suspended or placed in other alternative interim settings or other settings to the same extent these options would be used for children without disabilities.

If a child exceeds ten (10) days of suspension a Manifestation Determination Meeting must be held to determine whether the child's misconduct is caused by the disability. When a student is recommended for expulsion, the Manifestation Determination Meeting must take place within 10 days of the date of disciplinary action. U.S.C., Title 20, Sec. 1415 (k)

As a parent/guardian, you will be invited to participate as a member of this Manifestation Determination Meeting. The school district may be required to develop an assessment plan to address the misconduct or, if your child has a behavior intervention plan, review and modify the plan, as necessary.

If the Manifestation Determination Meeting concludes that the misconduct was not a manifestation of your child’s disability, the school district may take disciplinary action, such as expulsion, in the same manner as it would for a child without disabilities.

If you disagree with the Manifestation Determination Meeting’s decision, you may request an expedited due process hearing from the US Office for Civil Rights of Education’s Special Education Office of Administrative Hearings Office.

GRADUATION REQUIREMENTS

Refer to the 2013-2014 High School Course Guide for complete, updated information at www.fresnounified.org

GRADES

E.C. 49067 (a)

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

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

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

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

Grade 9 (freshman year):

<table>
<thead>
<tr>
<th>COURSES</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>10</td>
</tr>
<tr>
<td>English</td>
<td>10</td>
</tr>
<tr>
<td>Mathematics***</td>
<td>10</td>
</tr>
<tr>
<td>Science</td>
<td>10</td>
</tr>
<tr>
<td>Geography</td>
<td>10</td>
</tr>
<tr>
<td>Elective**</td>
<td>10</td>
</tr>
<tr>
<td>Total Units</td>
<td>60</td>
</tr>
</tbody>
</table>

Grade 10 (sophomore year):

<table>
<thead>
<tr>
<th>COURSES</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>10</td>
</tr>
<tr>
<td>English</td>
<td>10</td>
</tr>
<tr>
<td>Mathematics***</td>
<td>10</td>
</tr>
<tr>
<td>Science</td>
<td>10</td>
</tr>
<tr>
<td>Modern World History</td>
<td>10</td>
</tr>
<tr>
<td>Elective**</td>
<td>10</td>
</tr>
<tr>
<td>Total Units</td>
<td>60</td>
</tr>
</tbody>
</table>
Grade 11 (junior year):

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

Grade 12 (senior year):

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

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

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

To be advanced to Grade 10, the student must earn 50 units.
To be advanced to Grade 11, the student must earn 110 units.
To be advanced to Grade 12, the student must earn 170 units.

High School Exit Examination: State law, Senate Bill 2, authorized the development of the High School Exit Examination that students in California public schools have to pass to receive a high school diploma, began with the graduating class of 2006. The purpose of the CAHSEE is to improve student achievement in high school. It is also to help ensure that students who graduate from high school can demonstrate competency in the content standards for reading, writing and mathematics, adopted by the State Board of Education. Students in the graduating class of 2006 and classes after 2006 will have to pass all sections of the CAHSEE to receive a diploma.

Middle School and Summer School Credits

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

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

Summary of Subjects Required & Total Number of Units Per Subject

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>40</td>
</tr>
<tr>
<td>American Government</td>
<td>5</td>
</tr>
<tr>
<td>U.S. History</td>
<td>10</td>
</tr>
<tr>
<td>Modern World History</td>
<td>10</td>
</tr>
<tr>
<td>Biological Science</td>
<td>10</td>
</tr>
<tr>
<td>Physical Science</td>
<td>10</td>
</tr>
<tr>
<td>Algebra</td>
<td>10</td>
</tr>
<tr>
<td>Geometry</td>
<td>10</td>
</tr>
<tr>
<td>Physical Education</td>
<td>20</td>
</tr>
<tr>
<td>Sociology for Living</td>
<td>5</td>
</tr>
<tr>
<td>Foreign Language/Arts</td>
<td>10</td>
</tr>
<tr>
<td>Economics</td>
<td>5</td>
</tr>
<tr>
<td>Electives</td>
<td>65</td>
</tr>
<tr>
<td>Total</td>
<td>230</td>
</tr>
</tbody>
</table>

REQUIRED “A-G” COURSES

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

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

C. Mathematics – 3 YEARS REQUIRED, 4 YEARS RECOMMENDED
Three (3) years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra, and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the 7th and 8th grades that a high school accepts as equivalent to its own math courses.

D. Laboratory Science – 2 YEARS REQUIRED, 4 YEARS RECOMMENDED
Two (2) years of laboratory science providing fundamental knowledge in two of these three foundational subjects: biology, chemistry, and physics. Advanced laboratory science classes that have biology, chemistry, or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement. The final two (2) years of an approved three-year integrated science program may be used to fulfill this requirement.

E. Language Other Than English – 2 YEARS REQUIRED, 3 YEARS RECOMMENDED
Two (2) years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition, and culture. Courses in languages other than English taken in the 7th and 8th grades may be used to fulfill part of this requirement if a high school accepts them as equivalent to its own courses.

F. Visual and Performing Arts (VPA) – 1 YEAR REQUIRED
A single year-long approved arts course from a single VPA discipline: dance, drama/theater, music, or visual art.

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

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

CAREER COUNSELING/PROHIBITED SEX DISCRIMINATION
E.C. 221.5; A.R. 6164.2
Parents/Guardians of pupils in the Fresno Unified School District are hereby notified that career counseling and course selection will take place in the District's schools, and will include affirmative exploration career or career courses that are nontraditional for the pupil's gender. This counseling will take place beginning at the 7th grade; parents/guardians are encouraged to take part in the counseling sessions and decisions.

FEES AND CHARGES
The Governing Board recognizes its responsibility to ensure that books, materials, instructional equipment, supplies, and other resources necessary for students' participation in the educational program are made available to them. No student shall be required to pay any fees, deposits, or other charges for his/her participation in an educational activity which constitutes an integral fundamental part of the district’s educational program, including curricular and extracurricular activities.

As necessary, the Board may approve fees, deposits, and other charges which are specifically authorized by law.

For such authorized fees, deposits and charges, the district shall consider students’ and parents/guardians’ ability to pay when establishing fee schedules and granting waivers or exceptions.

Whenever a student or parent/guardian believes that an impermissible fee, deposit, or other charge is being required of the student for his/her participation in an educational activity, the student or his/her parent/guardian may file a complaint with the principal or designee using the district’s procedures in BP/AR 1312.3 – Uniform Complaint Procedures. (Education Code 49013)

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

1. Comes from a household with taxable income for the preceding year not exceeding 185% of the Federal poverty level; or
2. Is eligible for Federal free or reduced-cost meal programs.


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

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

1. Comes from a household with taxable income for the
preceding year not to exceed 185% of the Federal poverty level; or
2. is eligible for Federal free or reduced-cost meal programs.

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

STATE TESTING

California High School Exit Examination (CAHSEE)
C.C.R., Title 5, Sec. 1200-1225; E.C. 48980 (e), 60850-60859; B.P. 6162.52; A.R. 6146.1, 6162.52

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

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

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

CAHSEE -- Test Variations for English Learners
E.C. 12001, 33031, 60810(7)(d)(1), 60850 and 60852; 20 USC Sec. 6311; 5 CCR 1217

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

CAHSEE 2013-14 Testing Dates

English/Language Arts: July 23, 2013
Mathematics: July 24, 2013
• Students in Graduation Requirement Year 2013 who have not previously passed both parts of the CAHSEE and have completed their district course requirements by the exam date

English/Language Arts: Oct. 1, 2013
• Students in Graduation Requirement Year 2013 who have not previously passed both parts of the CAHSEE

English/Language Arts: Nov. 5, 2013
Mathematics: Nov. 6, 2013
• Students in Graduation Requirement Years 2014 and 2015 who have not previously passed both parts of the CAHSEE

English/Language Arts: Feb. 4, 2014
Mathematics: Feb. 5, 2014
• Students in Graduation Requirement Year 2014 who have not previously passed both parts of the CAHSEE.

English/Language Arts: March 18, 2014
Mathematics: March 19, 2014
• Students in Graduation Requirement Year 2016
• Students In Graduation Requirement Years 2014 and 2015 who have not previously passed both parts of the CAHSEE

English/Language Arts: May 13, 2014
Mathematics: May 14, 2014
• Makeup test for students in Graduation Requirement year 2015 or 2016 who were absent for March 2013 Administration
• Students In Graduation Requirement Year 2014 who have not previously passed both parts of the CAHSEE

CAHSEE -- Students With Exceptional Needs
C.C.R., Title 5, Sec. 1215-1216;
B.P. 6162.52; A.R. 6162.52; E. 6162.52; E.C. 60852.3; E.C. 60852.4

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

When Special Education or Section 504 Plan students take the CAHSEE with modifications and receive the equivalent of a passing score, the parent/guardian may request in writing that the Principal of their child’s school initiate a waiver on behalf of their child to have
the local school board waive the requirement to pass the CAHSEE in order to receive a high school diploma. Such students must still meet the District’s requirements for graduation.

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

**CAHSEE – DISTRICT INTERVENTION**

**Supplemental Instruction**

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

**District Interventions**

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

- 9th grade and 10th grade intervention classes for students that have scored “Far Below Basic” on the CSTs. These intervention classes are a supplemental 7th class in addition to a regular 6 period day. They are not intended to supplant a regular academic schedule.

- 9th grades students meeting the above criteria are enrolled in Math Intervention classes. The initial placement criterion is based on 7th grade CST scores. The placement is to be reviewed prior to the start of the 9th grade school year to determine if the score has changed.

- 10th grade students meeting the above criteria are placed in either an English or a Math CAHSEE Intervention class. Services may be extended to students scoring “Below Basic” if the needs of the “Far Below Basic” students have been met.

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

- CAHSEE Intervention classes were created for students that have not passed either the English Language Arts Section or the Math Section of the CAHSEE. It is recommended that the student be enrolled in the CAHSEE Intervention class in which the student has the lowest deficit. Students may be enrolled in both CAHSEE Intervention classes if they have met their graduation credit requirements.

- CAHSEE Case Managers (8)

- Provide individual student diagnostic conferences (all seniors)

- 11th and 12th grade Site Intervention Classes (7th class for those who have not passed the CAHSEE)

- Curriculum developed by District curriculum coordinators and site lead teachers, aligned to State Standards

- Site tutorial classes – teacher and college

- Site Saturday Test Prep classes

- Hire “Push – in” teachers (Sped Teachers are in CAHSEE Intervention class with SEED students during their prep period to provide support.

For more information, contact:
The Office of Assistant Superintendent of Secondary
(559) 457-3908

**CHSPE (CALIFORNIA HIGH SCHOOL PROFICIENCY EXAMINATION)**

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

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

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

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

**CHSPE Testing Dates**

Please visit the website for testing dates.

2013-2014 test dates are posted on the CHSPE website at:
http://www.chspe.net

Results are mailed approx. 5 weeks after test completion.

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

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

CHSPE Office - Sacramento County Office of Education
P.O. Box 269003
Sacramento, CA 95826-9003
Telephone: (866) 342-4773 (toll free) or visit the web site:
http://www.chspe.net
STANDARDIZED TESTING AND REPORTING (STAR)

STAR 2013-2014 Testing Dates
Elementary/Middle School: April 28-May 16, 2014
High School: April 22-May 9, 2014

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

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

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

STAR -- Test Variations for English Learners
E.C. 12001, 33031, 60605, 60640; 20 USC Section 6311; 5 CCR 853.5

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

STAR -- Students With Exceptional Needs
5 C.C.R. 853, 853.5

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

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

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

STAR -- Parent Right to Exempt
C.C.R., Title 5, Sec. 852; E.C. 33051, 60605 (g) & (h), 60615, 60640, 60651

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

STAR -- Reports to Parents/Guardians
C.C.R., Title 5, Sec. 863; E.C. 60641

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

CELDT (CALIFORNIA ENGLISH LEARNER DEVELOPMENT TEST)

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

CELDT Testing Dates
September 3 – October 18, 2013
## Dress Code and Discipline Policies

<table>
<thead>
<tr>
<th>Question</th>
<th>Department / Office</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>- If my child is suspended, can he/she be sent home without my knowledge?</td>
<td>Contact your child's principal or vice-principal.</td>
<td>See school directory on page 77.</td>
</tr>
<tr>
<td>- Are there alternative programs to suspension/expulsion?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Where can I find the dress code for my child's school?</td>
<td>Contact your child's school.</td>
<td>See school directory on page 77.</td>
</tr>
<tr>
<td>- I have questions about the school dress code, whom can I contact?</td>
<td></td>
<td></td>
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DRESS AND GROOMING

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

DRESS AND GROOMING
B.P. 5132; A.R. 5132

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

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

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

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

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

- Body piercing (eyebrows, nose, lips) are not permitted.
- Hair styles which draw undue attention detract from the educational environment and not acceptable; i.e. unusual designs, colors, mohawks, tails, or unusual razor cuts.
- Non-prescription sunglasses worn indoors:
- Head coverings other than caps/hats with school logos (must be removed in school buildings).
- Non-school logos (other than for own school).
- See-through clothing, clothing that reveals a bare midriff or chest, or clothes that expose the body in a sexually suggestive manner are not acceptable.
- Underwear-type sleeveless shirts, tube tops, halter tops and spaghetti straps are not acceptable.
- Sagging or baggy pants that do not fit the waist or that are drastically altered or frayed are not acceptable.
- Skirts, shorts, and dresses that are more than 4 inches above the knee, or are form-fitting or tight around the body (such as bike shorts).
- Attire that may be used as a weapon may not be worn, including steel-toed boots, chains, items with spikes or studs.
- Thongs, flip flops, backless sandals/shoes are not acceptable.
- Any fashions that draw undue attention to the wearer, or detract from the educational environment, including exotic clothing, extreme make-up, body piercing, military, or camouflage attire.
- Gang-related tattoos must be covered.

GANG-RELATED APPAREL

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

DRESS CODES AND SCHOOL UNIFORMS
E.C. 35183

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

UNIFORMS

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

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

Parents/Guardians may exempt their children from participation in a school uniform program. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians choose not to comply with the school uniform policy. A student exempted from participation in a school uniform dress program must comply with the Dress and Grooming Code in the school's safety plan.

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

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

### Sun Protective Clothing

AR 5132 (b)

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

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

### Sunscreen

E.C. 35183.5 (b)

1. Each school site shall allow pupils the use of sunscreen during the school day without an authorized health care provider’s note or prescription.

2. Each school site may set a policy related to the use of sunscreen by pupils during the school day.

### STUDENT DISCIPLINE

### EXPECTED STUDENT BEHAVIOR

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

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

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

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

### DISCIPLINE

The Governing Board desires to provide a safe, supportive and positive school environment conducive to student learning and to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

The superintendent or designee shall provide a complement of effective, age appropriate strategies for correcting student behavior. Such strategies may include but are not limited to conferences which restore the relationships between staff, students and parents/guardians; youth court, mediation, use of study, guidance, or other intervention related teams; enrollment in a program teaching positive social behavior or anger management; and participation in a restorative justice program. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. Disciplinary measures that may result in a loss of instructional time or cause students to be disengaged from school, such as suspension and expulsion, shall be imposed only when required by law and when other means of correction have failed (Education Code 48900.5)

Conflict resolution and other strategies shall be considered as part of each school’s comprehensive safety plan. B.P./A.R. 5144, 5144.1

### CONFERENCING

Students will be counseled regarding appropriate school behavior.

### DETENTION

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

### Suspension by Teacher

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

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

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may require that the student’s parent/guardian attend a portion of a school day in that class from which the student is being...
suspended, to assist in resolving the classroom behavior problems. When a teacher requires parental attendance, the principal shall send a written notice to the parent/guardian stating that his/her attendance is required pursuant to law. A parent/guardian who has received a written notice shall attend class as specified in the notice. B.P. 5144.1

**SUSPENSION**

B.P. 5144.1; A.R. 5144.1

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

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Suspension Procedure requires:

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

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

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

E.C. 48900 (b)
Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Principal or designee.

E.C. 48900 (c)
Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, an alcoholic beverage, or an intoxicant of any kind.

E.C. 48900 (d)
Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid substance, or material and represented it as a controlled substance, alcoholic beverage, or intoxicant.

E.C. 48900 (e)
Committed or attempted to commit robbery or extortion.

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

E.C. 48900 (g)
Stole or attempted to steal school property or private property.

E.C. 48900 (h)
Possessed and/or used tobacco products.

E.C. 48900 (i)
Committed an obscene act or engaged in habitual profanity or vulgarity.

E.C. 48900 (j)
Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.

E.C. 48900 (k)
Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

E.C. 48900 (l)
Knowingly received stolen school property or private property.

E.C. 48900 (m)
Possessed an imitation firearm.

E.C. 48900 (n)
Committed or attempted to commit specified acts of sexual assault or committed sexual battery.

E.C. 48900 (o)
Harassed, threatened, or intimidated a pupil who is a complaining witness.

E.C. 48900 (p)
Unlawfully offered, arranged, negotiated to sell, or sold the prescription drug Soma.

E.C. 48900 (q)
Engaged in, or attempted to engage in, hazing as defined in Section 32050.

E.C. 48900 (r)
Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

E.C. 48900 (t)
Aided or abetted the infliction or attempted infliction of physical injury to another person. (May be subject to a suspension but not expulsion).

E.C. 48900.2 (Grades 4-12)
Committed sexual harassment, such as gestures, verbiage, or
unsolicited, inappropriate touching, as defined by E.C. 212.5.

E.C. 48900.3
(Grades 4-12)
Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of E.C. 233.

E.C. 48900.4
(Grades 4-12)
Intentionally engaged in harassment, threats, or intimidation directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably-expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidation or hostile educational environment.

E.C. 48900.7
(Grades K-12)
Made terrorist threats against school officials or school property, or both. The Gun Free School Zone Safety Act requires expulsion for not less than one (1) year of any student who is determined to have brought a firearm or explosive device to school. B.P. 5131.7

**Additional Causes and Procedures for Disciplinary Action:**

- Bomb threats L.C. 3367; P.C. 148.1;
- Fires, explosives, or the threat thereof P.C. 448 (a), 449 (a); H. & S.C. 12034-12036;
- Forging E.C. 48907;
- Violation of grooming and dress policies B.P. 5132;
- Unauthorized use or possession of keys to school buildings P.C. 469;
- Loitering P.C. 653 (g);
- Violation of rules relating to picketing, sit-ins, walk-ons, etc. P.C. 407, 409, 416, 602 (j) & (p), 626.2, 626.4, 626.6, 626.8;
- Disrupting schools or classrooms E.C. 44810;
- Membership in secret clubs on campus A.R. 5133;
- Violating bus regulations while on district transportation C.A.C., Title V, Sec. 14263;
- Unauthorized presence at school campuses or events E.C. 44810; P.C. 626.8, 647 (b), 653 (g);
- Vandalizing school property or possessions belonging to the school, its staff, students, or visitors C.A.C. 305; C.C. 171.1; E.C. 19910, 44806, 44810, 48907, 48909; G.C. 6201, 53069.5, 53069.6; P.C. 448 (a), 449 (a), 594, 594.5, 602 (j);
- Damaging, losing, or overdue instructional materials E.C. 48904; A.R. 5125.2;
- Failing to follow posted school traffic and parking rules V.C. 21113, 42001;
- Gambling, hazing, or immoral behavior E.C. 32050-32052, 48900 (g) & (h); P.C. 330;
- Possessing or using laser and electronic signaling devices, such as pagers, and signaling equipment E.C. 48901.5; and/or
- Parent/guardian must be notified when an injurious instrument is taken from a student. E.C. 49332; A.R. 5131.7

**ALTERNATIVE TO SUSPENSION (ATS)**

To correct the behavior of any student who is subject to discipline, the Superintendent or designee shall, to the extent allowed by law, first use other means of correction. (Education Code 48900.5)

The Superintendent or designee shall establish a supervised in-house suspension program which meets the requirements of law for students suspended for any of the offenses enumerated in Education Code Section 48900 and 48900.2, who pose no imminent danger or threat to anyone at school and for whom an expulsion action has not been initiated. The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences which restore the relationship between staff, parents/guardians and students; detention; youth court, mediation, student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

School-based conflict resolution programs are designed to help students learn constructive ways of handling conflict. These programs can reduce violence, restore relationships and promote communication, personal responsibility and problem-solving skills among students. Conflict resolution programs shall not supplant the authority of staff to take appropriate action as necessary to prevent violence, ensure student safety, maintain order in the school, and institute disciplinary measures.

**Additional Education Codes Regarding Suspension:**

E.C. 48911
Rules and Procedures regarding suspension.

E.C. 48912
Suspensions handled in closed meetings to protect students.

E.C. 48915.1; A.R. 5119
Enrollment of a student expelled from another District. A hearing may be held to determine if the student will be enrolled based on the act that caused the expulsion, and if the student poses a continuing danger.

E.C. 48916; A.R. 5144.1
Explanation of the readmission process after an expulsion, including the use of a rehabilitation plan.
School personnel may retain possession of any injurious object taken from a student until the risk of its use is posted.

SEARCH AND SEIZURE
B.P. 5145.12

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

EXPULSION

Expulsion means removal of a pupil from:

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

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

Expulsion Timeline

An expulsion hearing shall be held within thirty (30) school days of date the Principal or designee determines that the student committed the violation. A written notice of the hearing shall be forwarded to the student at least ten (10) calendar days prior to the date of the hearing. If parent/guardian wants to have the hearing take place before this time, the parent/guardian may sign a ten (10)-day waiver. To postpone the expulsion panel hearing, the request must be made in writing five (5) days prior to the expiration hearing and sent to:

Department of Prevention and Intervention
Discipline Office
1350 M Street
Fresno CA 93721

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

Extension of the Suspension
E.C. 48911; A.R. 5144.1

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

1. Prior to the decision regarding the extension, the pupil and his/her parent/guardian are provided an opportunity to meet with the Superintendent or designee regarding the extension.

2. The Superintendent or designee has determined, by clear and convincing evidence, the student presents a danger to persons or property or an ongoing threat of disrupting the instructional process. E.C. 48911

Timeline

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

Hearing
A.R. 5144.1

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

WHAT HAPPENS AT A HEARING?

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

At the hearing, the Panel will hear the evidence and testimony provided by the school and student. Parent/guardian will have a
chance to tell the Panel if the information from the school is not accurate. Parent/guardian may also inform the Panel of any concerns they have before the Panel makes a recommendation.

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

**HEARING PROCEDURE**

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

**PARENT OPTIONS AND RESPONSIBILITIES**

- If the student has moved to another school district, the law requires that the new district be notified of the expulsion or any pending expulsion (E.C. 48915.1, 48918).
- A student may apply to another school district and must inform its staff of the expulsion order or any pending expulsion.
- A student may apply for admission to a private school.
- A request may be made for placement in a county or district community school (limited space).

**Appeal May Be Filed With the County Board of Education**

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

**Student Placement**

There are two (2) types of expulsions:

1. Straight; and
2. Suspended.

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

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

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

**Community Schools**

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

**Right to an Attorney (Parent’s/Guardian’s Expense)**

Fresno Unified intends to conduct a hearing in a manner which does not require attorneys. This information is to help the applicant understand the hearing process. While attorneys are not required, it is the right of the student and the parent/guardian and the right of the Fresno Unified School District to have an attorney or advocate present.
On March 27, 1997, the Fresno Unified Board of Education approved the following Zero Tolerance Policy. The Board of Education hereby declares the Fresno Unified School District to have a Zero Tolerance Policy on:

1. Possession of loaded or unloaded firearms;
2. Possession of other dangerous objects*;
3. Possession of laser and explosive devices;
4. Possession of knives;
5. Possession and/or sale of controlled substances—with the exception of first time possession of not more than one ounce of marijuana, as outlined in EC 48915(a)(3);
6. Caused, attempted to cause or threatened to cause serious physical injury to another person, or willfully used force or violence upon person of another, except in self-defense;
7. Commission of/or attempted arson;
8. Commission of sexual battery or sexual assault or attempt to commit sexual assault; and

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Department / Office</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>• If I have a concern about bullying, whom do I contact?</td>
<td>Contact your child's principal or vice-principal.</td>
<td>See school directory on page 77.</td>
</tr>
<tr>
<td>• Is bus transportation to school available for my child?</td>
<td>Contact your child's school or Transportation.</td>
<td>See school directory on page 77 or (559) 457-3138.</td>
</tr>
</tbody>
</table>
SCHOOL SAFETY

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

Locked Gates

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

LOCK DOWN/FIRE DRILLS, AND EARTHQUAKE PREPAREDNESS DRILLS - DISTRICT POLICY

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

Elementary and Middle School

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

High School

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

EMERGENCY AND CRISIS INFORMATION

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

RADIO STATIONS
- English: AM-580, FM -89.3, FM -99.3
- Spanish: AM-790, FM-92.9, FM-101.9
- Hmong: AM-900

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

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

SCHOOL RESOURCE OFFICERS (SRO)

Each comprehensive high school as well as DeWolf, Cambridge and Phoenix Secondary have a SRO assigned. The SRO is a Police Officer employed by Fresno Unified to provide a police presence and assist in deterring crime on and around the campus. The SRO assists the site administration in keeping our schools safe. The SRO supervising sergeant is a member of the Fresno Unified Safety/Security Office team. Any complaints of the Fresno Police or SRO regarding a student, please contact the Fresno Unified Safety Office at 457-3729.

CRIME STOPPERS

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

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

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

CIVILITY POLICY

B.P./A.R 1265

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

Expected Level of Behavior:

1. District employees and representatives should treat parents/guardians and other members of the public with civility, courtesy and respect.

2. Parents/guardians and other members of the public should treat staff and students and each other, while on school
grounds and/or participating in school-related activities, with civility, courtesy and respect.

**Unacceptable/Disruptive Behavior:**

Any conduct that disrupts or interferes with the discipline, good order, lawful conduct or administration of any school class or activity of the school or district, constitutes unacceptable conduct behavior. Unacceptable conduct includes but is not limited to:

1. Disruption of or threats to disrupt school classrooms, activities, and/or operations;
2. Threats to the health and safety of students or district employees;
3. Battery or assault upon students, district employees or other persons;
4. Using obscenities or speaking in a demanding, loud, insulting and/or demeaning manner; and/or
5. Unauthorized entry onto district premises and school grounds.

**Recourse Available to Parents/Guardians and Public in handling Unacceptable/disruptive Behavior:**

The superintendent or designee shall establish regulations and procedures as necessary to provide a complaint process for alleged violations of the Civility Policy.

**GANG INVOLVEMENT**

**Warning signs of gang involvement:**

**Individual:**

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

**Family:**

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

**Friends:**

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

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

**ANTI-BULLYING**

**B.P. 5138.1**

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

**Bullying Prevention**

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.
**Intervention**

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously. School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 – Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When circumstances involve cyberbullying, individuals with information about the activity shall be encourage to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

**DISCIPLINE RULES**

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

Requires school site discipline rules to be established by school committees with specific membership and filed with the Governing Board, and requires notification to parents/guardians and enrollees of site and District rules. In addition to the written Discipline Rules, all schools shall determine a method to orally deliver to the students, at regular intervals during the school year, the behavioral expectations and consequences arising from non-compliance with the written Discipline Rules. This delivery method may take the form of an all-school assembly, small group discussions, or even delivery in a specific class (such as P.E.) or by a class-by-class basis.

**SEARCH AND SEIZURE**

B.P. 5145.12

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

**MONITORING YOUR CHILD'S INTERNET USE**

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

**SAFE SCHOOL PLAN**

B.P. 3515 E.C. 32281

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

Emergency Planning/Crisis Response
2348 Mariposa
Fresno, CA 93721
Phone: (559) 457-3981
FAX: (559) 457-3738

**SEXUAL HARASSMENT**

E.C. 212.5 and 231.5

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

**Sexual Harassment/Students**

BP/AR 5145.7

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person, who files a complaint, testifies, or otherwise participates in the district complaint processes.

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 sex and could involve sexual violence

2. A clear message that students do not have to endure sexual harassment

3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained

4. Information about the district’s procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made

5. Information about the rights of students and parents/guardians to file a criminal complaint as applicable

Any student who feels that he/she is being of has been sexually harassed on school grounds or at a school-sponsored or school-related activity shall immediately contact his/her teacher or any other employee. A school employee who receives such a complaint shall report it in accordance with administrative regulation.

The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

Any student who engages in sexual harassment or sexual violence 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.

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address and prevent repetitive harassing behavior in its schools.

Sexual Harassment Personnel
BP/AR 4119.11

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

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

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

Sex Offender Information
BP 3515.5

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

The Superintendent’s designee shall establish an ongoing relationship with law enforcement officials to coordinate the receipt of such information. The Superintendent or designee shall also establish procedures for notifying appropriate staff as necessary.

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

Notification of Release of Pupil to Peace Officer
E.C. 48906; B.P. 5145.11

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

Leaving School During Lunch
E.C. 44808.5; B.P. 5112.5

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

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

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

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

Section 44808.5 of the Education Code further states:

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

School Safety Patrol/Parental Consent
E.C. 49302; A.R. 5142.2

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

Transportation School Bus Emergency Training
B.P. 3543

E.C. 39831.5 (a)
All pupils in pre-kindergarten, kindergarten, and grades 1 to 12, inclusive, in public or private school who are transported in a school bus or school pupil activity bus shall receive instruction in school bus emergency procedures and passenger safety. The county Superintendent of Schools, Superintendent of the school district, or owner/operator of a private school, as applicable, shall ensure that the instruction is provided as follows:

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

2. At least once in each school year, all pupils in pre-kindergarten, kindergarten, and grades 1 to 8, inclusive, who receive home-to-school transportation shall receive safety instruction that includes, but is not limited to, proper loading and unloading procedures, including escorting by the driver, how to safely cross the street, highway, or private road, instruction on the use of passenger restraint systems, as described in paragraph (3), proper passenger conduct, bus evacuation, and location of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit. As part of the instruction, pupils shall evacuate the school bus through emergency exit doors.

3. Instruction on the use of passenger restraint systems, when a passenger restraint system is installed, shall include, but not be limited to, all of the following:
   A. Proper fastening and release of the passenger restraint system;
   B. Acceptable placement of passenger restraint systems on pupils;
   C. Times at which the passenger restraint systems should be fastened and released; and
   D. Acceptable placement of the passenger restraint systems when not in use.

4. Prior to departure on a school activity trip, all pupils riding on a school bus or school pupil activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.

E.C. 39831.5 (b)
The following information shall be documented each time the instruction required by paragraph (2) of subdivision (a) is given.

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

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

STUDENT I.D. BADGES, GRADES 7-12

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

Safe School Zones (Loitering)

All Fresno Unified schools are designated “Safe School Zones”. Any person, not having business with the school may not loiter around (within 1500 ft.) of a school. Violators may be cited under Penal Code 653(b).

CHILD CARE

Child Day Care Visitation
A.R. 5148

H. & S.C. 1596.857 (a)
Upon presentation of identification, the responsible parent/guardian of a child receiving services in a child day care facility has the right to
enter and inspect the facility without advance notice during the normal operating hours of the facility or at any time that the child is receiving services in the facility. Parents/Guardians when inspecting shall be respectful of the children’s routines and programmed activities. The facility shall inform parents/guardians of children receiving services in the facility of the right of the parents/guardians to inspect the facility pursuant to this section.

H. & S.C. 1596.857 (b)

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

H. & S.C. 1596.857 (c)

If any child day care facility denies a parent/guardian the right to enter and inspect a facility or retaliates, the department shall issue the facility a warning citation. For any subsequent violation of this right, the department may impose a civil penalty upon the facility of fifty dollars ($50) per violation. The department may take any appropriate action, including license revocation.

H. & S.C. 1596.857 (d)

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

H. & S.C. 1596.857 (e)

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

USE OF PORTABLE COMMUNICATION DEVICES

Board Policy
B.P. 5139

PURPOSE

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

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

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

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

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

Definition

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

Procedures

1. High Schools and Middle Schools

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

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

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

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

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

5. Penalty for Violation of Policy
Any staff member or student having knowledge or reasonable suspicion of unauthorized possession or use of a portable communication device by a student on district property should promptly report this information to the Principal or designee.

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

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

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

6. Communication devices can be used for safety concerns or emergency situations.

7. Communication Devices must be used for the purpose of improving student learning and to prepare students to be career ready graduates.

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

TECHNOLOGY ACCEPTABLE USE POLICY

By using Fresno Unified's technology and networks, Learners have implicitly agreed to all of the terms of this Acceptable Use Policy. If a Learner is uncertain about whether a particular use is acceptable or appropriate, he or she should consult a teacher, supervisor or other appropriate District personnel.

SUMMARY: This Acceptable Use Policy ("AUP") was written to inform students, their families, and District staff about the acceptable ways in which information technology systems belonging to Fresno Unified School District may be used. These systems will be referred to as "District Technology" in the rest of this document.

As used in this document, the word “Learner” includes anyone—employees, students, parents, and guests—who uses District Technology. Only Learners who agree to this Acceptable Use Policy are authorized to use District Technology. The use of District Technology is offered to students and staff primarily for educational purposes, one which must be safeguarded by all learners. Fresno Unified School District is committed to improving student achievement and preparing all students to be career ready graduates, and uses District Technology for this purpose.

District Technology includes but is not limited to: computer hardware, laptops, tablets, e-readers, software, local wired and wireless networks, and access to the Internet. Taken together these elements provide powerful tools that can be used to access information and communicate with people, enhance learning, and enable the district to operate efficiently. With the constant introduction of new technology, new ways to communicate, and new ways to access and transfer information, it is critical that the District ensure a safe learning environment for students and staff and safeguards the privacy of electronic data, as well as protect the district’s technology.
District Technology remains at all times the property of Fresno Unified.

Technology Acceptable Use Policy

This Acceptable Use Policy shall conform to existing district policies including Board Policy 0440 (Technology Board Policy & Administrative Regulations) and 6162.7, as well as established procedures and copyright laws. If any portion of these policies conflicts with federal, state or local laws, those laws take precedence, leaving the remaining policies in this AUP in full effect.

In a single sentence, Fresno Unified’s policy can be summarized as follows:

“Acceptable use of District Technology occurs when it is used for the primary purpose of improving student learning and preparing students to be career ready graduates.”

This Technology AUP is intended to:

- prevent or discourage unauthorized access and other unlawful activities online;
- prevent or discourage unauthorized disclosure of or access to sensitive information;
- comply with the Children’s Internet Protection Act of 1997 (“CIPA”);
- define policies for managing electronic documents that are the property of Fresno Unified.

These policies, in general, are established in order to:

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

Filtering. The District will use a variety of technology protection measures to block or filter, to the extent practicable, access of visual depictions that are obscene, pornographic, and harmful to minors using Fresno Unified’s networks, or other content that is not academically relevant. The District reserves the right to monitor Learners’ online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Learners should have no expectation of privacy regarding their use of District property, network and/or Internet access or files, including email or other forms of communication using District Technology.

Bring your Own Device (“BYOD”). Some Fresno Unified sites allow students or staff to bring their own technology – including cell phones, smartphones, tablets, e-readers, laptops, or other mobile computers – for approved use in the school environment. Each school decides on its own whether or not to allow BYOD. If Learners do bring their own devices, they are still subject to this AUP to the extent that their device uses District Services and Networks (wired or wireless) to access internal or Internet based information and data. The Learner and his/her parent/guardian, if applicable agree not to hold the district or any district staff responsible for the failure of any technology protection measures, violations of copy restrictions, or user mistakes or negligence. They also agree to indemnify and hold harmless the district and district personnel for any damages or costs incurred to personal devices the Learner brings to school.

Obligations. Learners and other users are required to follow this policy and report any misuse of District Technology, including Fresno Unified’s network or the Internet to a supervisor or other appropriate District personnel. Access to Fresno Unified information technology is provided primarily for education and District business. Staff may use the Internet for incidental personal use during duty-free time.

Violations. Violation of these policies may result one or more of the following: disciplinary action and/or termination for employees and temporary staff; termination of contracts for consultants or contract employees; or dismissal for interns and volunteers. In the case of a student violation, the violation can result in disciplinary action as deemed appropriate by site administration up to and including removal of technology privileges, removal from class, suspension and expulsion. Additionally, individuals are subject to loss of access privileges, civil, and if warranted, criminal prosecution. The District will attempt to tailor any disciplinary action to the specific issues related to each violation.

Unacceptable Uses of Fresno Unified Technology

Listed below are several examples of inappropriate activities using District Technology. The list is not meant to be all-inclusive, but is representative of inappropriate uses. The District reserves the right to take immediate action regarding inappropriate activities that (1) create security and/or safety issues for the District, students, employees, schools, network or computer resources; (2) expend District resources on content that the District in its sole discretion determines lacks legitimate educational content/purpose; or (3) are otherwise determined by District as inappropriate.

Inappropriate activities include:

1. Violating any state or federal law or municipal ordinance, such as: accessing or transmitting -- pornography of any kind; obscene depictions; harmful materials; materials that encourage others to violate the law; confidential information; or copyrighted materials.
2. Criminal activities that can be punished under law.
3. Selling or purchasing illegal items or substances.
4. Obtaining and/or using anonymous email or “anonymizer” sites, especially for the purpose of evading Fresno Unified’s content filtering systems; spamming; or spreading viruses.
5. Causing harm to others or damage to their property.
6. Using profane, abusive, or impolite language; cyberbullying, including threatening, harassing, or making damaging or false statements about others; or accessing, transmitting, or downloading offensive, harassing, or disparaging materials.
7. Deleting, copying, modifying, or forging other users’ names, emails, files, or data disguising one’s identity, impersonating other users, or sending anonymous email.
8. Damaging computer equipment, files, data or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs, or disrupting any computer system performance.
9. Using any District computer to pursue “hacking,” whether on targets internal or external to the District, or attempting to access information protected by privacy laws.
10. Accessing, transmitting or downloading large files— in particular, but not limited to, using “torrent” software to illegally download copyrighted digital materials— or using valuable bandwidth for non-academic activities such as network games or serving as a host for such activities.
11. Using email or web services to distribute “chain letters” or any type of “pyramid schemes”.
12. Using web sites, email, networks, or other technology for political uses or personal gain, including advertising, or promoting non-district websites or commercial efforts and events. Fresno Unified internet and intranet property must not be used for personal benefit. Learners must not intentionally access, create, store or transmit material that may deemed to be offensive, indecent, obscene, intimidating, or hostile; or material that harasses, insults or attacks others. Learners must not violate any applicable copyright laws. This includes, but is not limited to, the installation of software on district computers for which software the Learner does not have a valid and unexpired software license.

Supporting Information or Additional Obligations
The following information or additional obligations support the District Technology AUP.

Network Security and Password Policies
1. Learners must report any weaknesses in Fresno Unified Internet and intranet security or any incidents of possible misuse or violation of this agreement to the District Webmaster, by sending email to: webmaster@fresnounified.org.
2. Learners must not attempt to access any data or programs for which they do not have authorization or explicit consent.
3. District Technology includes networks and services that are shared resources. Learners must not purposefully engage in activities that deliberately degrade the performance of District Technology systems and related Information Technology property; deprive an authorized Fresno Unified Learner access to a Fresno Unified resource; obtain extra resources beyond those allocated; or circumvent Fresno Unified security measures.
4. Learners must not download, install or run security programs or utilities that reveal or exploit weaknesses in the security of Fresno Unified Information Technology systems and related Information Technology property.
5. All private data must be kept confidential and secure by the Learner. The fact that the data may be stored electronically does not change the requirement to keep information confidential and secure. Rather, the type of information or the information itself is the basis for determining whether the data must be kept confidential and secure. If this data is stored in a paper or electronic format, or if the data is copied, pirated, or transmitted electronically the data must still be protected if it is confidential and secured.
6. All software programs, applications, source code, object code, documentation and data shall be guarded and protected.
7. Fresno Unified reserves the right to remove any content (organizational or personal) on the internet or intranet at any time, without cause or notice.
8. There is no guarantee of personal privacy or access to Fresno Unified Technology. The district reserves the right to search and/or monitor any information created, accessed, sent, received, and/or stored in any format by any district employee on district equipment or any equipment connected to the district’s network.
9. All commercial software used on District Technology systems are copyrighted and designated for District use. Learners must abide by all license agreements.

Password Policy
1. Every Learner provided with a Learner ID and Password should maintain his or her password privately, and should not share his or her password with anyone else. No personnel should ask for, or be given, another Learner’s password, even for support purposes.
2. Passwords should be treated as confidential information.
3. It is recommended that personal passwords be changed at least every 180 days.
4. The district may, at its sole discretion, enforce periodic password changes based on role responsibility and usage.
5. Passwords must have a minimum length of 8 alphanumeric characters for faculty or staff learners.

6. Passwords must contain a mix of upper and lower case characters and have at least 1 numeric character.

7. Passwords must not include your employee number, name, SSN, phone number, birthday, or the name of your department or school.

8. Learner account passwords shall be protected by the individual Learner from use by, or disclosure to, any other individual or organization. All security violations shall be reported to school or department administration.

Access Controls, Information Security, and Accountability

1. Departments and schools that have District Technology must provide adequate access controls in order to monitor and protect business data and associated programs from misuse.

2. All Learners are responsible for managing their own use of District Technology and are accountable for their actions relating to security. Learners are also equally responsible for reporting any suspected or confirmed violations of this policy to the appropriate management responsible for Fresno Unified Information Technology system security incident handling.

3. Access to Fresno Unified Information Technology equipment must be properly documented, authorized and controlled.

4. Access authority for each Learner will be reviewed on a regular basis, as well at each job status change such as: a transfer, promotion, demotion, or termination of service.

5. Schools and Departments responsible for the custody and operation of District technology shall be responsible for proper authorization and related technology utilization, the establishment of effective use, and reporting of performance to management.

6. On termination of the relationship with Fresno Unified all security policies for Fresno Unified apply and remain in force surviving the terminated relationship.

Compliance / Regulation Contributed to by this Policy

This Acceptable Use Policy relies, in part, in requirements or concept from the following:

1. The Health Insurance Portability and Accountability Act of 1996 (HIPAA)
2. Family Education Rights and Privacy Act 1974 (FERPA)
3. Copyright Act of 1976
5. Computer Fraud and Abuse Act of 1986
7. Children’s Internet Protection Act of 2000 (CIPA)

SCHOOL ASBESTOS INSPECTION AND MANAGEMENT PLAN NOTIFICATION

It is the intent of this letter to provide annual notice of the status of Fresno Unified School District’s Asbestos Management Plans, as required by 40 CFR Part 763. Complete plans for each site are available at the District Service Center, 4600 N. Brawley Avenue, Fresno. Individual site plans are available at each school.

Within the last year, the following activities have taken place:

- Ayer – removal of vinyl floor tile and transite board
- Bethune – removal of vinyl floor tile
- Carver – removal of vinyl floor tile, thermal system insulation
- Fresno High – removal of floor tile in portables
- Holland – removal of gypsum board
- Hoover – removal of mud-type fittings
- King – removal of vinyl floor tile
- Removal of vinyl floor tile
- Robinson – removal of pipe joints
- Roosevelt – removal of thermal system insulation, transite pipe
- Viking – removal of vinyl floor tile

These projects were designed, monitored, and cleared by Hazardous Management Services, Inc., employing Cal/OSHA Certified Asbestos Consultants and conducted by Cal/OSHA Registered Abatement Contractors. Documentation of these abatement projects is on file as part of the District Asbestos Hazard Emergency Response Act (AHERA) Management Plan.

Six-month surveys were done in July and August, 2012, and in February and March, 2013.

The LEA Designee for Fresno Unified School District is Beth Gonzales, 457-3043.
HEALTHY SCHOOLS ACT OF 2000

The Healthy Schools Act of 2000 requires all California school districts to notify parents/guardians of pesticides, which may be applied during the year. It is the policy of Fresno Unified School District to use the least toxic pest management practices in order to reduce pesticide exposure of the students. The District applies pesticides only when less toxic methods have failed. Only personnel trained in principles of integrated pest management may apply these pesticides. Parents/Guardians may request prior notification, in writing, at least 72 hours before pesticides are applied. Notices of this pesticide application will be posted at the school. E.C. 17612, 48980.3; A.R. 3514.2

<table>
<thead>
<tr>
<th>Name of Substance</th>
<th>Active Ingredient(s)</th>
<th>Name of Substance</th>
<th>Active Ingredient(s)</th>
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</thead>
<tbody>
<tr>
<td>Aggreszor 75 WSP</td>
<td>Imidacloprid</td>
<td>Maxforce FC Gel</td>
<td>Fipronil</td>
</tr>
<tr>
<td>Alpine Cockroach Gel Bait Reservoir</td>
<td>Dinotefuran</td>
<td>PCQ Rodenticide</td>
<td>Dihacinone</td>
</tr>
<tr>
<td>Anderson Professional Turf Products 16-0-9</td>
<td>Potash</td>
<td>Phantom</td>
<td>Chlorfenapyr</td>
</tr>
<tr>
<td>Archer Insect Growth Regulator</td>
<td>Pyriproxyfen</td>
<td>Premise 75</td>
<td>Imidacloprid</td>
</tr>
<tr>
<td>Avert Gel Bait Cockroach Bait Formula I</td>
<td>Abamectin B_1</td>
<td>Prothor WP</td>
<td>Imidacloprid</td>
</tr>
<tr>
<td>Boric Acid</td>
<td>Ethylene glycol</td>
<td>Ranger Pro Herbicide</td>
<td>Isopropylamine salt of glyphosate</td>
</tr>
<tr>
<td>Bora Care</td>
<td>Ethylene glycol</td>
<td>Speed Zone</td>
<td>2,4-Dichlorophenoxyacetic acid, isooctyl; 3,6-Dichloro-o-acid; Carfentrazone-ethyl; R(+)(2-Methyl-4-chlorophenoxy) propionic acid</td>
</tr>
<tr>
<td>Borid</td>
<td>Orthoboric Acid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chlor-O-Pic</td>
<td>Chloropicrin</td>
<td>Surflan A.S. Herbicide</td>
<td>Oryzalin</td>
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<tr>
<td>Contrac</td>
<td>Bromadiolone</td>
<td>Suspend SC</td>
<td>Deltamethrin</td>
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<tr>
<td>Dragnet SFR Termicide</td>
<td>Permethrin</td>
<td>Talpirid</td>
<td>Bromethalin</td>
</tr>
<tr>
<td>Fumitoxin</td>
<td>Aluminum phosphide</td>
<td>Termidor SC</td>
<td>Fipronil</td>
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<tr>
<td>Gopher Getter Type 2 AG Bair</td>
<td>Diphacinone</td>
<td>Vikane Gas Fumigant</td>
<td>Sulfuryl fluoride</td>
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<tr>
<td>IMAXX Pro</td>
<td>Imidacloprid</td>
<td>ULD BP-100</td>
<td>Pyrethrins, piperonyl butoxide, N-octyl bicycloheptene dicarboximide</td>
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<tr>
<td>JT Eaton Answer for Control of Pocket Gophers</td>
<td>Diphacinone</td>
<td>Wasp Freeze</td>
<td>Phenothrin, D-Trans Allethrin</td>
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<tr>
<td>JT Eaton Bait Block Rodenticide</td>
<td>Diphacinone</td>
<td>ZP Rodent Bait</td>
<td>Zinc phosphate</td>
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<td>Maxforce Professional Insect Control Fine Granular Bait</td>
<td>Hydramethylnon</td>
<td>Zythor</td>
<td>Sulfur fluoride</td>
</tr>
</tbody>
</table>

You can find more information regarding these pesticides and pesticide use reduction at the following web site: www.cdpr.ca.gov. If you have any questions, please contact the Fresno Unified Environmental Services Department at 457-3043.

If you would like to be notified every time we apply a pesticide, please complete and return the form below to your child’s school.

----------------------------------------------------------------------------------------------------------------------------------------------------------------------------

REQUEST FOR INDIVIDUAL PESTICIDE APPLICATION NOTIFICATION 2013/2014

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

Please print neatly:

School __________________________________________________________ Date: ________________________
Student’s Name _________________________________________________ Room Number __________________
Name of Parent/Guardian: ________________________________________
Address: _______________________________________________________ City: __________________ Zip: ________________
Day Phone: (____) __________________________ Evenings Phone: (____) __________________________

Return a separate notification for each child to his/her school
School Meal Services

<table>
<thead>
<tr>
<th>Question</th>
<th>Department / Office</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What breakfast or lunch choices are available for my child?</td>
<td>Food Services</td>
<td>(559) 457-6250</td>
</tr>
</tbody>
</table>
SCHOOL MEAL SERVICES

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

Meal Prices (*)

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>$0.40</td>
<td>$0.50</td>
</tr>
<tr>
<td>Lunch</td>
<td>$1.00</td>
<td>$1.25</td>
</tr>
</tbody>
</table>

Subject to change pending United States Department of Agriculture legislation

Food Services
E.C. 49590

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

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

Fresno Unified has a modern and state of the art Nutrition Center at 4480 North Brawley, that provides meals to 44 satellite kitchens.

Free or Reduced Lunch Applications

National School Lunch Applications are available to all households wishing to apply for free or reduced price meals. Meal applications may be picked up at your child’s school anytime during the school day, or by contacting the Food Services Department at 457-6250.

B.P. 3553

1. All information remains confidential, the information will not be shared for any purpose.

2. A household adult is required to fill out, sign and enter the last (4) digits of their social security number on the application. If the adult was never issued a social security number the box “none” must be marked. The student’s social security number is not required.

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

Food Services will provide the household with additional copies of their eligibility notification upon request. Parents wishing to participate in any of the above benefits should keep all documents confirming their child's eligibility.

2013-2014 MEAL APPLICATION QUESTIONS, ANSWERS, AND FACTS

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

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

A) Yes. Any child enrolled at a non-provision II site who submitted an application and qualified for the program with Fresno Unified School District the previous year, will have temporary status for the first 30 school days. If a new application is not received and processed by that date, you will need to send your child to school with either a meal or money to purchase a meal. Students coming from Provision II sites (students eat free of charge) must begin school on a paid status.

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

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

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

A) No. All household income must be reported.

Q) What numbers make up a case number?

A) The case number /letter combination on your Eligibility Award letter from the county. If you do not have a valid case number, you must list all household income.

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

A) Self employed families report NET monthly income (after taxes). If you need assistance, please call the Food Services Department, and we will be glad to help you complete this application, call (559) 457-6250.
### 2013–2014 INCOME ELIGIBILITY GUIDELINES

<table>
<thead>
<tr>
<th>Household Size</th>
<th>Year</th>
<th>Month</th>
<th>Twice Per Month</th>
<th>Every Two Weeks</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1*</td>
<td>$21,257</td>
<td>$1,772</td>
<td>$866</td>
<td>$818</td>
<td>$409</td>
</tr>
<tr>
<td>2</td>
<td>$28,694</td>
<td>$2,392</td>
<td>$1,196</td>
<td>$1,104</td>
<td>$552</td>
</tr>
<tr>
<td>3</td>
<td>$36,131</td>
<td>$3,011</td>
<td>$1,506</td>
<td>$1,390</td>
<td>$695</td>
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<tr>
<td>4</td>
<td>$43,568</td>
<td>$3,631</td>
<td>$1,816</td>
<td>$1,676</td>
<td>$838</td>
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<tr>
<td>5</td>
<td>$51,005</td>
<td>$4,251</td>
<td>$2,126</td>
<td>$1,962</td>
<td>$981</td>
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<tr>
<td>6</td>
<td>$58,442</td>
<td>$4,871</td>
<td>$2,436</td>
<td>$2,248</td>
<td>$1,124</td>
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<tr>
<td>7</td>
<td>$65,879</td>
<td>$5,490</td>
<td>$2,745</td>
<td>$2,534</td>
<td>$1,267</td>
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<tr>
<td>8</td>
<td>$73,316</td>
<td>$6,110</td>
<td>$3,055</td>
<td>$2,820</td>
<td>$1,410</td>
</tr>
</tbody>
</table>

For each additional family member, add:

- $7,437
- $620
- $310
- $287
- $144

- If you now receive CalFresh, CalWORKs, KinGAP or FDPIR benefits, your child will receive free meals.
- A foster or institutionalized child who is the legal responsibility of the welfare agency or ward of the court will receive free meals. Foster children do not have to submit a separate application. One household application that lists all household income, including the foster child's personal income, is all that is needed.

Homeless children automatically qualify for free lunch. An application is still required and can be completed on behalf of a homeless family (McKinney-Vento Homeless Assistance Act).

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

### Senate Bill 12 Fact Sheet

Signed into Law September 15, 2005

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

### Definitions

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

**Middle School**
- Any public school maintaining grades 7 or 8, 7 to 9, inclusive, or 7 to 10, inclusive.

**High School**
- Any public school maintaining any of grades 10 to 12, inclusive.

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

### Sold

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

### Entrée

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

### Snack

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

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

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

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

1. Snacks, except food served as part of the USDA meal program, shall meet all of the following standards:
   - Not more than 35% of its total calories shall be from fat. Nuts, nut butters, seeds, eggs, cheese packaged for individual sale, fruits, vegetables that have not been deep fried, or legumes, are exempt;
   - Not more than 10% of its total calories shall be from saturated fat. Eggs or cheese packaged for individual sale, are exempt;
• Not more than 35% of its total weight shall be composed of sugar, including naturally occurring and added sugar. Fruits and vegetables that have not been deep fried, are exempt; and
• Not more than 250 calories per individual food item.

2. Entrée items, except food served as part of a USDA meal program shall:
   • Contain no more than 400 calories per entrée; and
   • Contain no more than 4 grams of fat per 100 calories contained in each entrée, and shall be categorized as entrée items in the School Breakfast or National School Lunch Programs.

3. Non-compliant foods may be sold provided:
   • The sale of those items takes place off of and away from school premises; or
   • The sale of those items takes place on school premises at least one-half hour before the start of the school day or after the end of the school day; or
   • The sale of those items occurs during a school-sponsored pupil activity after the end of the school day.

Senate Bill 965 Fact Sheet
Signed into Law September 15, 2007

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

Definitions

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

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

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

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Department / Office</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What do I need to do, if I want to volunteer?</td>
<td>Contact your child’s school for volunteer opportunities.</td>
<td>See school directory on page 77.</td>
</tr>
<tr>
<td>• Is it required for all volunteers to be fingerprinted?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Are there workshops for parents?</td>
<td>Parent University</td>
<td>(559) 457-6006</td>
</tr>
<tr>
<td>• What is a Title 1 school?</td>
<td>Contact your child’s school or State and Federal Programs.</td>
<td>(559) 457-3934</td>
</tr>
<tr>
<td>• What services are available for Title 1 schools?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RIGHTS AND RESPONSIBILITIES

E.C. 48980 (a)

Rights of Students

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

Responsibilities of Students

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

Rights of Parents/Guardians

CF 5020; E.C. 51100-51102

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

Responsibilities of Parents/Guardians

CF 5020

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

Rights of Teachers

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

Responsibilities of Teachers

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

Rights of Administrators

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

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

PARENT’S RIGHT TO KNOW

PARENTAL NOTIFICATIONS

BP 5145.6

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

Time and Means of Parent/Guardian Notification

E.C. 48981

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

SIGNATURE; RETURN TO SCHOOL; EFFECT OF SIGNATURE

E.C. 48982

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

NONDISCRIMINATION

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

The Governing Board is committed to equal opportunity for all individuals in education. All aspects of the District’s school environment, including all academic, extra-curricular and school-sponsored programs, activities and practices shall be free from harassment, intimidation, and discrimination based on sex, race, color, religion ancestry, national origin, ethnic group identification, age, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

“No person in the United States shall, on the ground of race, color, national origin, handicap, religion, or sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance.”

Section 504 of Rehabilitation Act of 1973 (U.S.C., Title 29, Sec. 794), Title IX of the Education Amendments of 1972 (U.S.C., Title 20, Sec. 1681 et seq.), Age Discrimination Act of 1975 (U.S.C., Title 42, Sec. 6101 et seq.), Title VI of the Civil Rights Act of 1964 (U.S.C., Title 42, Sec. 2000d et seq.)

Employment: Fresno Unified is an equal opportunity employer.

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

TITLE IX OF THE EDUCATIONAL AMENDMENT

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

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

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

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

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

NO CHILD LEFT BEHIND (NCLB) TEACHER QUALIFICATIONS

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

This information includes:

- The type of credential the teacher holds.
- The teacher’s college degree(s) and major(s).
A parent may also request information regarding the professional qualifications of a teacher assistant who provides services to his/her child.

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

**ACCREDITATION**

E.C. 35178.4; B.P. 6190

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

**SCHOOL ACCOUNTABILITY REPORT CARD**

E.C. 35256; B.P. 0510

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

**OVERDUE, DAMAGED OR LOST INSTRUCTIONAL MATERIALS**

E.C. 49804; B.P. 6161.2

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

**CONTINUOUS SCHOOL PROGRAM**

E.C. 37616; B.P. 6117

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

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

**Availability of Course Prospectus**

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

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

**Right to Refrain From Harmful or Destructive Use of Animals**

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

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

**Primary Prevention Program**

W.I.C. 18976.5

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

**Grade/Credit Cannot Be Reduced**

E.C. 48205, 48980 (k); A.R. 6154; AR5113: BP5113

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

**PROMOTION/RETENTION**

E.C. 48070-48070.5; AR 5123

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

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

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

**STUDENT IN DANGER OF FAILING A COURSE**

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

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

**PERSONAL INFORMATION**

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

NO test, questionnaire, survey, or examination containing any questions about the pupil’s personal beliefs or practices in sex, family life, morality, and religion, or any questions about the pupil’s parents’/guardians’ beliefs and practices in sex, family life, morality, and religion, shall be administered to any pupil in kindergarten or grades 1 to 12, inclusive, unless the parent/guardian of the pupil is notified in writing that this test, questionnaire, survey, or examination is to be administered and the parent/guardian of the pupil gives written permission for the pupil to take this test, questionnaire, survey, or examination.

**Pupils: School Building**

E.C. 17288

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

**RELIGIOUS EXPRESSION IN THE SCHOOLS**

B.P. 6141.2

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

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

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

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

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

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

**Religious Training and Beliefs**

E.C. 51240

(a) If any part of a school’s instruction in health conflicts with the religious training and beliefs of a parent or guardian of a pupil, the pupil, upon written request of the parent or guardian, shall be excused from the part of the instruction that conflicts with the religious training and beliefs.

(b) For purposes of this section, “religious training and beliefs” includes personal moral convictions.

Religious expression in public schools involves a careful balancing of free speech rights and the right to free exercise of religion without promoting or establishing religion. In order to provide guidance to school staff in the balancing of these competing interests, the Board directs the administration to develop a regulation that provides general guidance regarding religious expression in the schools consistent with this policy, existing law, existing District regulations, and the U.S. Secretary of Education’s General Guidance Regarding Religious Expression in Public Schools.
STAFF DEVELOPMENT/TESTING/EARLY DISMISSAL

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

Schedule of Minimum Days
E.C. 48980 (c); B.P. 6111

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

Contents of Notice
E.C. 48983

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

Activities Prohibited Unless Notice Given
E.C. 48984

NO school district shall undertake any activity covered by the sections set forth in Section 48980 with respect to any particular pupil unless the parent/guardian has been informed of such action pursuant to this article or has received separate special notification.

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

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

PARENT INVOLVEMENT

PARENT INVOLVEMENT POLICY
State Board of Education Policy #89-01

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

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

FRESNO UNIFIED PARENT INVOLVEMENT POLICY BP 6020

The Governing Board recognizes that parents/guardians are their children’s first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. Parents/guardians can directly affect academic success by reinforcing their children’s motivation and commitment to education. Although parents/guardians are diverse in culture, language, and needs, they share the school’s commitment to the educational success of their children. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities for parents/guardians to be involved in district and school activities that support student achievement at home and in the school community by:

a. Providing parents with techniques and strategies that they may utilize to improve their children’s academic success
b. Build effective communication between home and the school, so parents are encouraged to support their children’s learning
c. Encourage and support effective communication between parents and school personnel

Parents/guardians shall be notified of their parental rights and opportunities to be involved in their children’s education and opportunities available to them.

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district’s parent involvement strategies implemented to increase parent involvement.

The Superintendent or designee shall ensure that each school receiving Title I funds develop a school-level parent involvement strategy in accordance with 20 USC 6318. Furthermore, shall identify the district’s goals for the parent involvement program for all schools and involve parents/guardians in the development of the school site parent involvement plan.

SCHOOL SITE PARENT INVOLVEMENT POLICY

With approval from the school board, each Title I school shall jointly develop with, and distribute to parents of Title I students a written parental involvement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (20 U.S.C. 6318 (b)(1).)

This policy will include description of the means for:

• Policy Involvement
• Shared Responsibilities for High Student Academic Achievement
• Building Capacity for Involvement
• Accessibility

OPPORTUNITIES FOR FAMILY INVOLVEMENT

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

PARENT UNIVERSITY

Parent University is a District-wide strategy initiated by Fresno Unified to empower, engage, and connect families to their school community. At the core of this family and community engagement strategy is a focus on Parent Learning for the purpose of supporting student achievement. Parent University aims to strengthen and sustain meaningful family engagement at all levels of the school system.

The goal of Parent University is to focus on Parent Learning for the purpose of increasing parent involvement in schools. Parent University strives to:

• Empower families to be vital partners in educating their child(ren);
• Engage and equip families with the tools and “know-how” to access services and understand how the school district operates;
• Connect families to resources within Fresno Unified and the Community.

Parent University courses are based upon four strands of Parent Learning:

Strand 1- Parent Education:
This strand provides workshops and training to cover child development as a child enters preschool through 12th grade and beyond. Topics such as creating a home environment conducive to learning, discipline, and communication strategies to help families become their child’s first and foremost teacher are included.

Strand 2- Fresno Unified 101:
This strand is designed to connect families with the respective school sites, District programs and services. Baseline Parent Learning Modules help students and families to know what is available and know how to access programs and services.

Strand 3- Career Ready Graduate:
This strand provides the knowledge and resources for families to monitor, guide, plan, and make informed decisions about their child’s education. Families learn about K-12 opportunities and what it takes to transition successfully from elementary to secondary and become a career ready graduate.

Strand 4- Personal Growth/Development:
This strand includes civic engagement and leadership development to build capacity of parent leaders for ELACs, DELAC, SSC, CAC, District Task Forces, Parent Advisory Committees, and other parent leadership groups. Additional Parent Learning opportunities aligned with District goals may be offered by the District, community partners, and other organizations.

REGISTRATION FOR PARENT UNIVERSITY

Parent University courses are free to all District families and caregivers. Courses are held at various school sites and available in English, Spanish, and Hmong. Families have three options to register for any Parent University course:

• Call (559)457-6006,
• Complete and return the registration form to our office,
• Or e-mail: Parent.University@fresnounified.org

Parent University course descriptions and registration forms are available in English, Spanish and Hmong on our website: http://www.fresnounified.org/dept/parentuniversity

Parent University is located at:
Fresno Adult School and Community Education
2500 Stanislaus
Fresno, California 93721
VOLUNTEER POLICY
B.P. 1240; A.R. 1240

The wealth of experience available in the community is a resource that should be used in appropriate ways to enrich the educational program and strengthen the schools’ relationships with homes, businesses, public agencies and private institutions. By their presence, volunteers also can make school environments safer and more closely supervised.

The Governing Board encourages parents/guardians and other members of the community to share their time, knowledge and abilities with our students.

Each year, our valuable parents/guardians and community members are now expected to complete a volunteer application form at the school where they serve.

Expectations and requirements for volunteers in Fresno Unified:

1. Volunteers shall act in accordance with district policies and regulations, as well as individual site requirements.

2. Each volunteer is required to complete the District Volunteer Application Form, and the completed form must be on file in the Principal’s office by commencement of service. This form includes a requirement to disclose any prior criminal convictions. Failure to provide accurate information will result in immediate dismissal.

3. It is recommended, although not required, that each volunteer keep Tuberculosis (TB) testing up-to-date. The TB testing is at the expense of the volunteer.

4. Each volunteer is expected to maintain confidentiality regarding each student and family.

5. If volunteers hear about or observe evidence of child abuse, they will report the information to the site Principal or designee immediately.

6. E.C. 35021 provides that a person who is required to register as a sex offender pursuant to P.C. 290 shall not serve as a volunteer.

7. Registered sex offenders cannot serve as chaperones for field trips or other school activities.

TITLE I PARENT/GUARDIAN NOTIFICATION

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

- Have your child’s test results explained to you in an understandable way annually
- Provide suggestions to and annually receive the District Board Policy (B.P. 6171) for Title I parent/guardian involvement, and the site parent/guardian involvement policy
- An annual Title I parent/guardian meeting
- Meet at other times in the year in a place and time convenient for Title I parents/guardians
- Receive written notice if your child’s school becomes a school in need of improvement including your right to school choice, transportation and supplemental services (U.S.C., Title 20, Chap. 70, Sub Chap. I, Sec. 6312, 6316; B.P. 5116.1; A.R. 0520.2-.3)
- Receive written notice if district is identified as an NCLB Program Improvement District.
- Receive written notice of your child’s teacher’s qualifications (U.S.C., Title 20, Chap. 70, Sub Chap. I, Sec. 6311; A.R. 4112.2, 4112.22, 4112.24, 4222)
- Help design the Title I Parent/Guardian Involvement Program (U.S.C., Title 20, Chap. 70, Sub Chap. I, Sec. 6318; A.R. 6171)
- Receive training in how to help your child succeed academically
- Help design teacher training related to helping teachers increase their skills and understanding of working with parents/guardians as equal partners
- Receive information on the qualifications of the staff teaching your children (U.S.C., Title 20, Chap. 70, Sub Chap. I, Sec. 6311; A.R. 4112.2)
- Receive a description of your school’s Title I services and the school curriculum
- Receive information on whether your child attends a “persistently dangerous” school
- Provide annual feedback on the success of the Title I Parent/Guardian Involvement Program
- Receive a list of parent/guardian resources

PARENT NOTIFICATION OF FRESNO UNIFIED SCHOOL DISTRICT’S IDENTIFICATION AS AN NCLB PROGRAM IMPROVEMENT DISTRICT

Dear Parents/Guardians of Students in Fresno Unified School District:

The No Child Left Behind Act (NCLB) of 2001 requires all states to create their own high academic standards for what a child should know and be able to do for all grades in English-language arts and mathematics. Every school must improve each year until all students meet these standards. This yearly improvement in school performance, which includes the academic standards and other components, is called Adequate Yearly Progress (AYP).
NCLB requires the California Department of Education to inform parents/guardians of students about district performance. For the 2012-2013 school year, Fresno Unified School District has been identified as a Program Improvement, Year 3 district.

As a Program Improvement district, Fresno Unified must:

- Notify parents that the district is in Program Improvement status.
- Reserve at least 10 percent of its annual Title I allocation to provide professional development for teachers and administrators.
- Implement the LEA Plan.
- Implement Corrective Action F as assigned by the State Board of Education in March 2008: Instituting and fully implementing a new curriculum that is based on state academic content and achievement standards, including providing appropriate professional development based on scientifically based research for all relevant staff that offers substantial promise of improving educational achievement for high-priority pupils.

How can parents help their local educational agency improve?

Here are some suggestions to help you work with your school and LEA to support improvements.

1. Learn more about the new NCLB requirements. Become aware of strategies to improve student academic achievement. Additional information and resources are available at the following Websites:
2. Talk with district staff about the Local Educational Agency Plan to help students in meeting the state standards in reading and mathematics.
3. If you are a parent of an eligible student who attends a Title I Program Improvement school in Year 1 through 5, ask about school choice options to transfer your child with paid transportation to a public school in your LEA that is not identified as a Program Improvement school.
4. If you are a parent of an eligible student who attends a Title I Program Improvement school in Year 2 through 5, ask about supplemental educational services that may be available for your child. Supplemental Educational Services are extra academic services provided to eligible Title I students outside of the regular school day.
5. Visit your child's school and volunteer.

You are encouraged to contact State & Federal at 457-3934 for further information about any of these requirements and to find out how you can become involved in Program Improvement efforts.
## Constituent Services

<table>
<thead>
<tr>
<th>Question</th>
<th>Department / Office</th>
<th>Phone</th>
</tr>
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<tbody>
<tr>
<td>• Whom can I contact if I have concerns about my child’s school?</td>
<td>Contact your child’s principal.</td>
<td>See school directory on page 77.</td>
</tr>
<tr>
<td>• Whom can I contact, if I have concerns about a school employee?</td>
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Constituent Services

Contact your child’s principal. See school directory on page 77.
constituent services office

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

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

The Executive Director of Constituent Services can be reached at 457-3736.

It is the district’s goal to resolve most parents/guardians concerns or complaints informally and/or at the level closest to the concern/complaint as possible with the assistance of the school site administrators and the Ombudsperson, who is part of the Constituent Services Office. If this is not possible, or if parents/guardians wish to file a written complaint about an employee, or unlawful discrimination, or alleged violations of federal or state laws/regulations, or deficiencies related to instructional materials, the condition of a facility that is not maintained in a clean or safe manner or in good repair, a teacher vacancy or misassignment, and high school exit examination intensive instruction and services; parents/guardians may initiate the formal complaint process.

The Constituent Services Office is responsible for receiving, logging, and distributing the Uniform Complaints to the Superintendent’s designees to offer mediation through the Ombudsperson to resolve the complaint.

procedures for filing complaints

1. Complaint forms are specific to the type of complaint (i.e., employee, program, discrimination, Uniform Complaints, etc.). Complaint forms are available at any school site, the Constituent Services Office or at www.fresnounified.org

2. The process begins by completing a complaint form and returning it to the site administrator, department head, or the district person/department identified to receive the complaint. Complaints concerning school personnel must be filed within three (3) months from the date of the alleged incident. Uniform Complaint Procedures (UCP) Board Policy (BP/AR) 1312.3, complaints concerning discrimination must be initiated within sixty (60) days after a complainant knew or should have known of the alleged discrimination.

3. The complaint process is handled in a confidential manner. Retaliation for filing complaint is prohibited by law.

complaints concerning school personnel (BP/AR 1312.1)

Complaint forms can be obtained at any school site, the Constituent Services Office (457-3736) or at www.fresnounified.org. The form must be completed in full and submitted within three months of the alleged incident to the Constituent Services Office. If the complaint is not resolved informally, a written response will be submitted to the complaining within 40 working days.

uniform complaint procedures (UCP) BP 1312.3

5CCR & 4631

The Governing Board, has the primary responsibility to ensure with applicable federal and state laws and regulations governing educational programs, including all academic, extra-curricular and school-sponsored activities. The district shall investigate complaints and seek to resolve any complaints alleging failure to comply with such laws and/or alleging unlawful discrimination, harassment, intimidation, or bullying and shall seek to resolve those complaints in accordance with the district’s uniform complaint procedure.

The district shall follow uniform complaint procedures to resolve any complaints alleging unlawful discrimination, harassment, intimidation, or bullying in district programs and activities based on actual or perceived characteristics of race, or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical mental or disability, sex, sexual orientation, gender, gender identity or expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135 or based on association with a person or group with one or more of these actual or perceived characteristics.

Uniform complaint procedures shall also be used when addressing complaints alleging the district’s failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the development and adoption of the school safety plan, and state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and career technical and technical training programs,
child care and development programs, and child Nutrition programs, and Special Education programs.

The Board encourages the early, informal resolution of complaints at the site level whenever possible.

The Board acknowledges and respects every individual’s right to privacy. As appropriate, for any complaint alleging discrimination, harassment, intimidation or bullying, the Superintendent may keep the identity of the complainant confidential to the extent that the investigation of the complaint is not obstructed. Complaints shall be investigated in a manner that protects the confidentiality of the parties and maintains the integrity of the process.

The Board prohibits any form of retaliation against any complainant in the complaint process. Participation in the complaint process shall not in any way affect the status, grades, or work assignment of the complainant.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the Superintendent or designee shall initiate the process. The Superintendent shall ensure that the results are consistent with state and federal laws and regulations.

**AR 1312.31 UNIFORM COMPLAINT PROCEDURE**

**Compliance Officers**

The Governing Board designates the following compliance officer(s) to receive and investigate formal and informal complaints from constituents, including students, to ensure district compliance with law. An informal complaint may be filed by a student or a constituent by contacting any of the compliance officers. A student may file a formal complaint at any time without filing an informal complaint first.

Executive Director
Constituent Services Office
Fresno Unified School District
2309 Tulare Street
Fresno, California 93721
(559) 457-3736

Associate Superintendent, Human Resources
Title IX Officer/AgeDA (Discrimination Act)
Fresno Unified School District
2309 Tulare Street
Fresno, California 93721
(559) 457-3528

Special Education Manager/
Section 504 Coordinator
Fresno Unified School District
4784 E. Dayton Avenue
Fresno, CA 93726
(559) 253-6517

Special Education Assistant Superintendent
Special Education Office
Fresno Unified School District
1301 M Street
Fresno, CA 93721
(559) 457-3220

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

**Notifications**

The Superintendent or designee shall annually provide written notification of the district's uniform complaint procedures to students, employees, parents/guardians, the district advisory committees, school advisory committees, appropriate private school officials or representatives, and other interested parties (Education Code 262.3, 490135 CCR 4622).

The notice shall:

1. Identify the person(s), position(s) or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil remedies that may be available to him/her under state or federal discrimination laws, if applicable
3. Advise the complainant of the appeal process including, if applicable, the complainant’s right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies
4. Include statements that:
   a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing education programs.
   b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the compliant agrees in writing to an extension of the timeline
   c. A complaint alleging unlawful discrimination complaint must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying
   d. The complainant has a right to appeal the district’s decision to the CDE by filing a written appeal within 15 days of receiving the district’s decision
   e. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district’s decision
   f. Copies of the district’s uniform complaint procedures are available free of charge
Procedures

All complaints shall be investigated and resolved within 60 days of receipt of the complaint. Compliance officer(s) shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency or organization may file a written complaint of the district’s alleged noncompliance with federal or state laws or regulations governing educational programs. (5CCR 4630)

A complaint concerning unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation, or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged discrimination, harassment, intimidation, or bullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. However, upon written request by the complainant, the Superintendent or designee may extend the filing period for up to 90 days. (5 CCR 4630)

A complainant alleging noncompliance with the law regarding the prohibition against requiring students to pay student fees, deposits, and charges may be filed anonymously if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance. (Education Code 49013)

The complaint shall be presented to the compliance officer(s) who shall maintain a log of complaints received, providing each with a reference number and a date stamp.

If a complainant is unable to put a complaint in writing, due to conditions such as a disability or illiteracy or other disabilities, district staff shall help him/her to file the complaint. (5 CCR 4600)

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer(s) may informally discuss with the parties the possibility of using mediation. If parties agree to mediation, the compliance officer(s) shall make all arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer(s) shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer(s) shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district’s time lines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (5 CCR 4631)

Step 3: Investigation of Complaint

Within 10 calendar days of receiving the complaint, the compliance officer shall provide the complainant and/or his/her representative an opportunity to present the complaint and any evidence, or information leading to evidence, to support the allegations in the complaint. The compliance officer also shall collect all documents and interview all witnesses, including witnesses identified by the complainant, with information pertinent to the complaint.

A complainant’s refusal to provide the district’s investigator with documents or other evidence related to the allegations in the complaint, or failure or refusal to cooperate in the investigation or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and/or other information related to the allegation in the complaint, and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5CCR 4631)

The District uses a “preponderance of the evidence” standard when it makes a determination regarding whether or not alleged discriminatory, harassing, intimidating, or bullying behavior has occurred. This means that if the evidence gathered by the District in the course of investigating a complaint establishes that it is more likely than not that the allegedly unlawful behavior occurred; then the District will proceed with resolution of the complaint on the basis that the behavior did occur.

In any case in which the allegations in the complaint relate to the creation of a “hostile environment” on the basis of any of the actual or perceived characteristics set forth above, the District shall determine whether the alleged conduct occurred, and if so, whether or not the conduct was sufficiently severe or pervasive to deny or limit the person’s ability to participate in or benefit from the District’s programs, activities, or services.

Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the district’s investigation and decision, as described in Step #5 below, within 60 calendar days of the district’s receipt of the complaint. (5 CCR 4631)

Step 5: Final Written Decision

The district’s decision shall be in writing and sent to the complainant. (5 CCR 4631)

The district’s decision shall be written in English and, when required by Education Code 48985, in the complainant’s primary language.
For all complaints, the decision shall include (5 CCR 4631):
1. The findings of fact on evidence gathered
2. The conclusion(s) of law
3. Disposition of the complaint
4. Rationale for such disposition
5. Corrective actions, if any are warranted
6. Notice of the complainant’s right to appeal the district’s decision within 15 calendar days to the CDE, and procedures to be followed for initiating such an appeal

In addition, any decision concerning a discrimination, harassment, intimidation, or bullying complaint based on state law shall include a notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies (Education Code 262.3)

If investigation of a complaint results in discipline to a student or an employee, the decision shall simply state that effective action was taken and the student or employee was informed of district expectations. The report shall not give any further information as to the nature of the disciplinary action.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges is found to have merit, the district shall provide a remedy to all affected students and parents/guardians, which, where applicable, shall include reasonable efforts to ensure full reimbursement to them. (Education Code 49013)

Appeals to the California Department of Education

If dissatisfied with the district’s decision, the complainant may appeal in writing to the CDE (Education Code 49013; 5CCR 4632). The complainant shall file his/her appeal within 15 calendar days of receiving the district’s decision, and the appeal shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

Upon notification by the CDE that the complainant has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)
1. A copy of the original complaint
2. A copy of the decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered in the decision
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's complaint procedures
7. Other relevant information requested by CDE

The CDE may directly intervene in the complaint without waiting for action by the district when one of the conditions listed in 5 CCR 4650 exists; including cases in which the district has not taken action within 60 calendar days of the date the complaint was filed with the district.

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 complaints alleging discrimination, harassment, intimidation, and bullying a complainant shall wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies provided district has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The moratorium does not apply to injunctive relief and to discrimination complaints based on federal law. (Education Code 262.3)

Williams Uniform Complaint Procedures

Education Code 35186 requires that the following notice be posted in your child’s classroom. A.R. 1312.4

- There should be sufficient textbooks and instructional materials.
- School facilities must be clean, safe, and maintained in good repair. Good repair means that the facility is maintained in a manner that assures that it is clean, safe and functional as determined by the Office of Public School Construction; and
- There should be no teacher vacancies or misassignments; and
- There should be intensive instruction and services available to pupils who have not passed the high school exit exam by the end of grade 12.

To file a complaint regarding the above matters, Williams Uniform Complaint forms can be obtained at any school site, the Constituent Services Office (457-3736), or at www.fresnounified.org. Copies of the local educational agency complaint procedures shall be available free of charge. Williams Uniform Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must indicate that a response is required and must provide contact information.

Nondiscrimination in District Programs and Activities

BP 0410

The Governing Board is committed to equal opportunity for all individuals in education. All aspects of the District's school environment, including all academic, extra-curricular and school-sponsored programs, activities and practices shall be free from harassment, intimidation, and discrimination based on sex, race, color, religion ancestry, national origin, ethnic group identification, age, marital or parental status, physical or mental disability, sex,
sexual orientation, gender, gender identity or expression or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Pursuant to 34 Code of Federal Regulations (CFR) 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admissions and employment, and sources of referral for applicants about the district’s policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, application form, or other recruitment materials distributed to these groups.

Concurrently the Board reaffirms its commitment to promote diversity training, racial harmony among its students, staff and the community; and to promote education that is anti-racist and multi-cultural.

District programs and facilities viewed in their entirety, shall be in compliance with the Americans with Disabilities Act and any implementing standards and/or regulations.

The district’s nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand and, when required by law, in a language other than English.

The Superintendent or designee shall ensure that the district provides auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, note-takers, written materials, taped text, and Braille or large print materials.

Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program, or meeting.

**Formal and Informal Complaints regarding discrimination and inquiries regarding the district’s nondiscrimination policies should be directed to the following:**

**Compliance Coordinators:**

Executive Director
Constituent Services Office
Fresno Unified School District
2309 Tulare Street
Fresno, California 93721
(559) 457-3736

Special Education Manager/
Section 504 Coordinator
Fresno Unified School District
4784 E. Dayton Avenue
Fresno, CA 93726
(559) 253-6517

Associate Superintendent, Human Resources
Title IX Officer/AgeDA (Discrimination Act)
Fresno Unified School District
2309 Tulare Street
Fresno, California 93721
(559) 457-3528

Special Education Assistant Superintendent
Special Education Office
Fresno Unified School District
1301 M Street
Fresno, CA 93721
(559) 457-3220

Complaints Concerning Fresno Unified Employees
Employee’s Immediate Supervisor

Complaints Concerning Special Education Programs/Due Process
Assistant Superintendent
Special Education Department
1301 M Street
Fresno, CA 93721
Phone: (559) 457-3226

(All above staff can also be contacted at www.fresnounified.org)

**Referrals of Complaints to Other Agencies**

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

1. Allegations of child abuse shall be referred to the applicable County Development Program of Social Services (DPSS), Protective Services Division or appropriate law enforcement agency. E.C. 48987; B.P. 1321.1: B.P./A.R. 5141.4

2. Health and Safety complaints regarding a Child Development Program shall be referred to the Department of Social Services for licensed facilities and the appropriate Child Development Regional Administration for licensing-exempt facilities.

3. Discrimination issues involving Child Nutrition Programs shall be referred to the USDA, Director, Office for Civil Rights (OCR).

4. Employment discrimination complaints shall be referred to the State Department of Employment Housing (DFEH) pursuant to CCR, Title 22, Sec.98410
## Exhibits

<table>
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<th>Contents</th>
<th>Page</th>
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<td>Magnet School Choice Form</td>
<td>Page 84</td>
</tr>
</tbody>
</table>
SCHOOL DIRECTORY

ELEMENTARY SCHOOLS
Addams ........................................ (559) 457-2510
Addicott ...................................... (559) 253-6517
Anthony ....................................... (559) 457-2520
Ayer ................................................ (559) 253-6400
Aynesworth ................................. (559) 253-6410
Bakman ......................................... (559) 253-6610
Balderas ....................................... (559) 253-6420
Binney ........................................... (559) 248-7000
Burroughs .................................... (559) 253-6430
Calwa........................................... (559) 457-2610
Centennial .................................. (559) 248-7040
Columbia ...................................... (559) 457-2630
Del Mar ......................................... (559) 248-7070
Easterby ........................................ (559) 253-6440
Eaton ............................................ (559) 451-4470
Ericson ........................................ (559) 253-6450
Ewing ........................................... (559) 253-6460
Figarden ...................................... (559) 451-4480
Forkner ......................................... (559) 451-4490
Fremont ........................................ (559) 457-2910
Gibson ........................................... (559) 451-4500
Greenberg .................................... (559) 253-6550
Heaton .......................................... (559) 457-2920
Hidalgo .......................................... (559) 457-2930
Holland ......................................... (559) 248-7140
Homan .......................................... (559) 457-2940
Jackson .......................................... (559) 457-2950
Jefferson ....................................... (559) 457-2960
King ............................................... (559) 457-2970
Kirk ............................................. (559) 457-2980
Kratt ............................................ (559) 451-4510
Lane ............................................ (559) 253-6480
Leavenworth ................................. (559) 253-6490
Lincoln .......................................... (559) 457-3010
Lowell ......................................... (559) 457-3020
Malloch ........................................ (559) 451-4530
Manchester GATE .......................... (559) 248-7220
Mayfair ......................................... (559) 457-3140
McCordle ...................................... (559) 451-4540
Muir ............................................. (559) 457-3150
Norseman ....................................... (559) 253-6500
Olmos ............................................ (559) 253-6620
Phoenix Elementary Academy .... (559) 248-7500
Powers-Ginsburg ......................... (559) 248-7230
Pyle ............................................. (559) 248-7240
Robinson ....................................... (559) 451-4550
Roeding ......................................... (559) 248-7250
Rowell ........................................... (559) 457-3200
Slater ........................................... (559) 248-7260
Starr ............................................ (559) 451-4560
Storey .......................................... (559) 253-6530
Sunset .......................................... (559) 457-3310
Thomas ........................................ (559) 248-7270
Turner .......................................... (559) 253-6540
Vang Pao ..................................... (559) 457-3380
Viking .......................................... (559) 248-7290
Vinland ........................................ (559) 248-7300
Webster ........................................ (559) 457-3430
Williams ....................................... (559) 248-7540
Wilson ......................................... (559) 248-7320
Winchell ..................................... (559) 457-3440
Wishon ......................................... (559) 248-7330
Wolters ........................................ (559) 248-7340
Yokomi ........................................ (559) 457-6140

MIDDLE SCHOOLS
Ahwahnee .................................... (559) 451-4300
Baird ........................................... (559) 451-4310
Bullard Talent K-8 ......................... (559) 248-7030
Carver Academy ............................ (559) 457-2620
Computech ................................... (559) 457-2640
Cooper Academy ............................ (559) 248-7050
Fort Miller .................................... (559) 248-7100
Hamilton K-8 ................................ (559) 248-7370
Kings Canyon ................................ (559) 253-6470
Lawless K-8 .................................... (559) 451-4520
Scandinavian ............................... (559) 253-6510
Sequoia ......................................... (559) 457-3210
Tehachapi ..................................... (559) 457-3420
Terronez ...................................... (559) 451-4570
Tioga ............................................. (559) 248-7280
Wawona ....................................... (559) 248-7310
Yosemite ...................................... (559) 457-3450

HIGH SCHOOLS
Bullard ........................................ (559) 451-4320
Cambridge .................................... (559) 253-6560
CART ............................................ (559) 248-7400
Design Science ............................. (559) 248-7353
DeWolf ......................................... (559) 248-7350
Duncan ........................................ (559) 248-7080
Edison ......................................... (559) 457-2650
Fresno ......................................... (559) 457-2780
Hoover ......................................... (559) 451-4000
J.E. Young Academic Center .... (559) 457-3190
McLane ....................................... (559) 248-5100
Phoenix Secondary Academy .... (559) 457-2990
Roosevelt ..................................... (559) 253-5200
Sunnyside .................................... (559) 253-6700

OTHER
Cesar Chavez Adult School .......... (559) 457-6000
Fulton School ............................... (559) 600-6880
Lori Ann Infant Center ............... (559) 248-7236
Rata 7-12 .................................... (559) 451-4585
<table>
<thead>
<tr>
<th>Department</th>
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<tbody>
<tr>
<td>After School Program</td>
<td>559-248-7461</td>
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<tr>
<td>Athletics</td>
<td>559-457-3655</td>
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<td>Attendance</td>
<td>559-457-3537</td>
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<td>Career Technical Education</td>
<td>559-248-7175</td>
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<td>Constituent Services</td>
<td>559-457-3736</td>
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<td>Early Learning</td>
<td>559-457-3682</td>
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<td>English Learner Services</td>
<td>559-457-3928</td>
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<tr>
<td>Food Services</td>
<td>559-457-6250</td>
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<td>Fresno Adult School - Cesar Chavez Education Center</td>
<td>559-457-6000</td>
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<tr>
<td>General Information</td>
<td>559-457-3000</td>
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<td>Health Services</td>
<td>559-457-3294</td>
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<tr>
<td>Migrant Education</td>
<td>559-457-3984</td>
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<td>Parent University/Parent Involvement</td>
<td>559-457-6006</td>
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<td>Preschool</td>
<td>559-457-3682</td>
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<td>Project ACCESS/Passport to Life</td>
<td>559-457-3359</td>
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<td>Safety and Security Office</td>
<td>559-457-3980</td>
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<tr>
<td>School Asbestos</td>
<td>559-457-3043</td>
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<td>School Attendance Review Board (SARB)</td>
<td>559-457-3351</td>
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<tr>
<td>School Choice Options - Magnet and Choice Transfers</td>
<td>559-457-3343</td>
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<td>Special Education</td>
<td>559-457-3220</td>
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<td>State &amp; Federal Programs</td>
<td>559-457-3934</td>
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<td>Student Discipline: Suspension and Expulsion</td>
<td>559-457-3348</td>
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<td>Student Records</td>
<td>559-457-3362</td>
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<td>Technology</td>
<td>559-457-2570</td>
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<tr>
<td>Transfers Office</td>
<td>559-457-3343</td>
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<tr>
<td>Transportation</td>
<td>559-457-3138</td>
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### Fresno Unified School District Academic Calendar 2013-14

**SCHOOL YEAR 2013-2014**

**SCHOOL BEGINS**
- August 19, 2013
- January 20, 2014
- April 14, 2014
- May 26, 2014
- July 4, 2014

**SCHOOL ENDS**
- June 12, 2014

**Vacation & Holidays**
- Independence Day: July 4, 2013
- Labor Day: Sept. 2
- Veterans’ Day: Nov. 11
- Thanksgiving: Nov. 28-29
- Christmas Break: Dec. 23-Jan. 10
- M.L. King, Jr. Day: Jan. 20
- Lincoln’s Birthday: Feb. 10
- Presidents’ Day: Feb. 17
- Spring Break: Apr. 14-21
- Memorial Day: May 26
- Independence Day: July 4, 2014

**Holidays for Classified Personnel**
- 2013: July 4, Sept. 2, Nov. 11, Dec. 24 & 25
- 2014: Jan. 1, Jan. 20, Feb. 10, Feb. 17, Apr. 18, May 26, July 4

**Institute & Buyback Days**
- August 15-16, 2013
- August 14, 2013
- November 12, 2013
- February 3, 2014

**Traditional School Year**
- 180 teaching days and 5 non-student days.

**Star Testing Windows**
- Elementary & Secondary Reporting Periods

**Board of Education Meetings**
- 2nd & 4th Wednesdays

**Board Meetings are held at the FUSD Education Center 2309 Tulare Street, 2nd Floor**

**Institute Days**
- August 15-16, 2013

**Buyback Days**
- August 14, 2013
- November 12, 2013
- February 3, 2014

**Public Schools Month - April, 2014**

**CA Day of the Teacher - May 14, 2014**

** Classified Employee Week - May 19-25, 2014**

**Visit us on the web**
- www.fresnounified.org

**Teaching Institute Days**
- August 15-16, 2013

**District Buyback Days**
- August 14, 2013
- November 12, 2013
- February 3, 2014

**End of Semester Dates**
- Elementary & Secondary
- Dec. 20 (82 days)
- June 12 (98 days)

**STAR Testing Window**
- Elem & Midd: Apr. 28-May 16, 2014
- High School: Apr. 22-May 9, 2014

**Enrollment Days**
- 2 Inst Days: August 15-16, 2013
- 3 Dist Buyback Days: August 14, 2013; November 12, 2013; February 3, 2014

**Deviations from the Calendar require Board approval.**
FUSD Student ID # ____________________________

☐ Change of Address to remain at the Current School

☐ Enrollment Choice – transfer request to attend any FUSD school from within the district

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Date of Birth</th>
<th>Grade Requested</th>
<th>Special Ed.</th>
<th>Gender</th>
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<tbody>
<tr>
<td></td>
<td></td>
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<td>Yes/No</td>
<td>M/F</td>
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Requested Schools

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<tr>
<th>School of Residence</th>
<th>1st Choice*</th>
<th>2nd Choice*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

*Approval is subject to space availability.

PARENT/GUARDIAN INFORMATION

☐ I attest that this information is true and that I am the legal parent/guardian of this student.

Current Address: ____________________________________________ Apt. ____ ZIP Code ____________

Print Name: _______________________________________________ Date: ________________

Signature: ____________________________________________________________________________ Phone #1: __________ Phone #2: __________

Information Regarding Transfers:

- Transfer must be approved before student can enroll at the requested school.
- Transportation is the responsibility of the parent/guardian for most transfers.
- Transfers are granted only to the highest grade level at the school, a new transfer must be completed when entering middle or high school.
- Transfers may be revoked for false information on this application.
- Transfers may be revoked for excessive tardies, absences, or brought to school excessively early or left excessively late.
- Transfers may be revoked if student fails to uphold appropriate behavior standards or has poor academic performance.

Approver: _________________________________

☐ Approved ☐ Denied Date: __________

Notes: __________________________________________________________________________

*FUSD will not be responsible for faxes not received.*
**INTER-DISTRICT TRANSFER FORM (PAGE 1 OF 2)**

Fresno Unified School District  
Department of Prevention & Intervention  
School Choice/Transfers Office  
1350 M Street, Fresno, CA 93721  
(559) 457-3343 – FAX: (559) 457-3375

**Inter-District Transfer Request**  
School Year Requested: 20___ to 20____  

- [ ] NEW  
- [ ] RENEWAL

**REQUESTING TRANSFER FROM**  
FRESNO UNIFIED  
District of Residence  
**TO**  
Requested District of Attendance

<table>
<thead>
<tr>
<th>FUSD I.D.#</th>
<th>STUDENT INFORMATION</th>
<th>TERMS AND CONDITIONS OF APPROVAL</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Name of Student</td>
<td>Date of Birth</td>
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<tr>
<td></td>
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</table>

- [ ] Approval is subject to space availability in the District of desired attendance.  
- [ ] Approval may not be at the requested school site.  
- [ ] This transfer requires annual verification.

**LIST ALL SIBLINGS** under age 18 who currently attend school and live at the same home address:

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of Birth</th>
<th>Current School</th>
<th>Sibling Name</th>
<th>Date of Birth</th>
<th>Current School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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**PARENT/GUARDIAN INFORMATION:**  
MY SIGNATURE BELOW INDICATES MY UNDERSTANDING THAT THE SENDING AND RECEIVING SCHOOL DISTRICT MAY REQUEST STUDENT RECORDS BEFORE THIS TRANSFER IS PROCESSED.

- [ ] I attest that this information is true and that I am the legal parent or guardian of this student.  

Print Name: ___________________________  Date: ___________________________

Signature: ___________________________  Home Phone: ___________________________

Cell Phone: ___________________________

<table>
<thead>
<tr>
<th>OFFICE USE ONLY</th>
<th>DISTRICT OF RESIDENCE</th>
<th>Request Approved</th>
<th>Request Denied</th>
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<td></td>
<td>Fresno Unified</td>
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Administrator Signature: ___________________________  Date: ___________________________

Notes/Terms: ___________________________

<table>
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<th>DISTRICT OF ATTENDANCE:</th>
<th>Request Approved</th>
<th>Request Denied</th>
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<tr>
<td>Clovis</td>
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<td>Central</td>
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<tr>
<td>Sanger</td>
<td></td>
<td></td>
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<tr>
<td>Washington</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other __________________</td>
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</table>

Administrator Signature: ___________________________  Date: ___________________________

Notes/Terms: ___________________________

**PLEASE NOTE: THE FUSD/SCHOOL CHOICE/TRANSFERS OFFICE WILL NOT BE RESPONSIBLE FOR FAXES NOT RECEIVED.**

Enrollment:  
Grade:  
G.P.A.:  
Special Ed.:  
ATTENDANCE:  
Absences:  
Tardies:  
Behavior:  
FAX/Email/Scan date:  
ATLAS coded:  
Parent Ltr Date: 

Rev_05_09_2013_Release OUT_English
Please describe the reason for this transfer request; include details.

Student Name: ____________________________  Birthdate: ____________________

Present School: ____________________________  Grade: ______________________

Date: ____________________________  Parent Name: ____________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
Fresno Unified School District
SPECIALTY AND MAGNET SCHOOL TRANSFER REQUEST
2014-2015 School Year

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>First Name</th>
<th>Last Name</th>
<th>Yes/No</th>
<th>Special Ed?</th>
<th>FUSD Student ID</th>
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</thead>
<tbody>
<tr>
<td>(Please Print)</td>
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<td></td>
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<td></td>
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</tbody>
</table>

Birth Date | Grade Level | Home Address (Student) | Zip |
|-----------|-------------|------------------------|-----|

Student’s Current School:

BP 5116.2: When there are more applicants than seats, students enrolled in FUSD will receive priority.

Choose up to two schools. Label 1 and 2

### Elementary School
- Bullard Talent K-8
- Ewing
- Dual-Immersion K-6
  
  *Indicate home language:*
  - Spanish
  - English
  
  *A student in the same household attends. Student’s name:*

- Hamilton K-8
- Leavenworth
- Dual-Immersion K-6
  
  *Indicate home language:*
  - Spanish
  - English
  
  *A student in the same household attends. Student’s name:*

- Yokomi K-6
  
  *Indicate parent/guardian work location:*

### Middle School
- Ahwahnee 7-8
- Baird 5-8
- Cooper Academy 6-8* 
- Computech 7-8 *

### High School
- Bullard Law 9-12
- Design Science 9-12
- Math Requirement, more information at the school
- Duncan Polytechnical 9-12
- Edison Computech High 9-12*
- Fresno High IB 9-12
- Hoover Magnet 9-12
- McLane Medical 9-12
- Roosevelt School of the Arts 9-12
- Sunnyside Doctor’s Academy 9-12*

#### Admission Criteria Schools
Students are selected for admission to these schools based on academic admission criteria, which may include test scores, grades, writing samples, attendance, recommendations and/or personal interviews. An additional packet may be required to complete the applications process and is available on request.

### PARENT/GUARDIAN INFORMATION

Signature of Parent/Guardian ____________________________ Date __________

Parent/Guardian Name (please print): ____________________________________________

Home Phone __________________________ Daytime/Cell phone __________________________

☐ I attest that all information on this form is true and accurate.

This form must be received in the Office of School Choice no later than December 2, 2013

Mail or deliver to: Office of School Choice/Transfers, Department of Prevention and Intervention
1350 M Street, Fresno, CA. 93721

or fax to: (559) 457-3375 (FUSD will not be responsible for faxes not received.)

For additional forms or information, please contact the Office of School Choice at 457-3343.
Our Mission:
“To Empower, Engage and Connect Families to Support Student Achievement”

Benefits of Family Engagement

**Students**  
- Higher achievement  
- Positive perception of home-school connection  
- Positive attitudes toward school

**Parents**  
- Understand the school system  
- Learn tools and strategies to support student achievement  
- Increase communication between families and schools

**Teachers/Schools**  
- Higher morale  
- Improved student achievement  
- Family and community support for the school

BE A PART OF PARENT UNIVERSITY TODAY!

3 WAYS TO REGISTER:

- Call (559) 457-6006
- Complete and return the registration form to our office
- Or e-mail: Parent.University@fresnounified.org

Parent University * 2500 Stanislaus * Fresno, CA 93721 * (559) 457-6006 * FAX (559) 457-6001
Visit us online at: http://www.fresnounified.org/dept/parentuniversity