PARENT/GUARDIAN/STUDENT NOTIFICATION & INFORMATION HANDBOOK

2025-2026

Fresno Unified School District

www.fresnounified.org

2309 Tulare St., Fresno, CA 93721
559-457-3000

SUPERINTENDENT'S *message*

2309 Tulare Street Fresno, CA 93721 (559) 457-3000 www.fresnounified.org

Dear families,

Welcome to the 2025-26 school year! We value your participation in your child's education. As you begin the new school year, please take a few minutes to review the information in this parent handbook. The handbook includes the most current policies, regulations and procedures that govern our district's work as it relates to you and your student's rights and responsibilities in public education. Remember to keep the link in a convenient location for future reference.

In addition, we highly recommend you sign up for an ATLAS parent portal account so you can check your child's grades and attendance regularly. On the parent portal, you can also sign up for text message and email updates about your student's progress.

Also, to make certain that we are able to contact you in school-wide or district-wide emergencies, please sign up for ParentSquare, Fresno Unified's new safe and secure platform for all district and school-to-home communication. ParentSquare will send a text message to the cell phone listed as the primary contact in ATLAS. It is important for you to provide a cell phone number and update your child's school when you change your emergency contact information. Additional details and resources about ATLAS and ParentSquare are available on our district website.

Fresno Unified strives to be a district where students, families and staff are valued and empowered to achieve their greatest potential. Our mission is to nurture and cultivate the interests, intellect and leadership of our students by providing an excellent, equitable education in a culturally proficient environment. Thank you for choosing Fresno Unified schools and for being a valuable member of the Fresno Unified family. Have a great and rewarding school year!

Sincerely,

Misty Her
Superintendent

Fresno Unified's Parent/Guardian/Student Notification and Information Handbook is available in English, Hmong, and Spanish.

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

NONDISCRIMINATION STATEMENT

Fresno Unified School District prohibits discrimination, harassment (including sexual harassment), intimidation, and bullying based on actual or perceived race, color, ethnicity, national origin, immigration status, ancestry, age (40 and above), religious creed, religion, political belief or affiliation, gender, gender identity, gender expression, genetic information, mental or physical disability, sex, sexual orientation, marital status, pregnancy or parental status, childbirth, breastfeeding/lactation status, medical condition, military and veteran status, or association with a person or a group with one or more of these actual or perceived characteristics or any other basis protected by law or regulation, in its educational program(s) or employment. Not all bases of discrimination will apply to both education services and employment.
For questions or complaints, contact:

Title IX Coordinator – David Chavez, 2309 Tulare Street, (559) 457-3593
TitleIX@fresnounified.org

Equity Compliance Officer – Teresa Plascencia, 2309 Tulare Street, (559) 457-3736
Constituent.Services@fresnounified.org

Title II /ADA Coordinator – Steven Shubin, 2309 Tulare Street, (559) 457-3520
Accommodations@fresnounified.org

Section 504 Coordinator – Patrick Morrison, 890 S. 10th Street, (559) 457-3220

504@fresnounified.org

Education codes, required parent student notifications, and board policies found in the Parent/Guardian/Student Notification and Information Handbook are subject to change.
Please visit the following website for the most current policies: http://go.fresnou.org/handbook

Goals and Guardrails

Fresno Unified has adopted goals and guardrails as part of a broader initiative called Student Outcomes Focused Governance. This approach is designed to ensure that the district's leadership and the Board of Education remain focused on improving student outcomes through clear priorities and accountability.

GOALS

1. Early Literacy: The percentage of 1st graders who are proficient in literacy based on iReady results will increase from 48% in June 2024 to 80% June 2030.
2. Literacy Intervention: The percentage of 3rd-8th grade students who are more than one year behind as measured by Smarter Balanced (SBAC) English Language Arts (ELA) who make more than one year's growth will increase from X% in June 2024 to Y% by June 2030.
3. College and Career Readiness: The percentage of students graduating from high school who are college and career ready based on College/Career Indicator will increase from 43% in June 2024 to 64% by June 2030.
4. Life Skills: The percentage of 6th, 8th, and 12th grade students who demonstrate benchmarked competencies in the skills listed in the Portrait of a Learner using age-appropriate assessments will increase by X% in June 2027 to Y% by June 2030.

GUARDRAILS

1. Community Engagement: The superintendent may not propose major decisions, as outlined in policy, to the Board without first having a community engagement plan.
2. Equitable Access: The superintendent may not meet the goals by leaving out or denying access to any distinct and/or vulnerable population groups (for example, African American, English Learners, Foster Youth, Homeless and Students with Disabilities) or schools.
3. Effective Staff: The superintendent will not allow the hiring, promotion, or lateral movement of staff who are performing "does not meet standard" as defined by California Professional Standards for Education Leaders, California Standards for the Teaching Profession, and classified standards.
4. Health and Wellness: The superintendent may not meet the goals at the cost of unreasonably compromising the health and wellness of students and staff.

MISSION:

We nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment.

VISION:

Fresno Unified School District — where students, families, and staff are valued and empowered to achieve their greatest potential.

Board of Education

Valerie F. Davis
President

Veva Islas
Clerk

Claudia Cazares

Elizabeth Jonasson Rosas

Keshia Thomas

Andy Levine

Susan Wittrup

Misty Her
Superintendent

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Enrollment, Attendance, and Transfers

Question	Department / Office	Phone
• Which school can my child attend? • How can I transfer my child to another school? • What School Choice options are available for my child?	Transfers Department	(559) 248-7538
• Where can I get my child immunized?	Health Services	(559) 457-3294
• What preschool programs are available for my child?	Early Learning	(559) 457-3416
• What is the difference between pre-school, transitional kindergarten and kindergarten?	Early Learning	(559) 457-3416
• What is an excused absence vs. an unexcused absence? • What is Habitual Truant and Chronic Absence? • What is Student Attendance Review Board (SARB)	Attendance Office	(559) 457-3942

ENROLLMENT AND HEALTH REQUIREMENTS

MINIMUM AGE OF ADMISSION

A.R. 511; E.C. 48000 (a)

A child shall be admitted to a Transitional Kindergarten (TK) maintained by the school district at the beginning of a school year, or at a later time in the same year, if the child will have his or her fifth birthday on or before June 2. In addition, the age by which children are eligible for TK will expand over the next three years as follows:

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 residence by school district personnel.

Where permitted by law, the district's Executive Director, Department of Prevention and Intervention, shall enumerate alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

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

ENROLLMENT IN EARLY LEARNING PROGRAMS

To ensure children of all abilities in Fresno Unified School District have an equitable start for college, career, and life readiness, the Early Learning Department provides nurturing, child-centered environments and high-quality educational programs that value and respect the needs, languages, and cultures of all students, families, staff, and community.

Enrollment for preschool programs for the school year is open to families with children who are 3 or 4 years old by December

1. Families with children who are not 3 years old by December 1, may apply on or after the child's third birthday.

Interested families are encouraged to apply online. To apply online go to the district website at www.fresnounified.org/dept/earlylearning. To learn more about the enrollment process, please contact:

Early Learning Enrollment Office

Room # M20
2727 N. Cedar Ave
Fresno, CA 93703
Phone: 559-457-3416
Fax: 559-457-3419
Email: earlylearning@fresnounified.org
Online Enrollment: www.fresnounified.org/dept/earlylearning

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.

EMERGENCY ANAPHYLAXIS TREATMENT ANNUAL NOTIFICATION TO PARENTS

Effective January 1, 2015, Senate Bill 1266 amends California Education Code 49414 and now requires school districts to obtain and stock emergency epinephrine auto-injectors (EpiPen) at all school sites. This amended law authorizes school nurses and trained personnel volunteers to use epinephrine auto-injectors to provide emergency medical aid to students suffering, or reasonably believed to be suffering, from an anaphylactic reaction.

Anaphylaxis is a rapid, severe allergic response triggered by insect stings, foods, medications, latex materials, exercise, or in rare cases by unknown causes. This is a life-threatening allergic condition, requiring immediate treatment. Administering epinephrine to students during a medical emergency may help insure the student's health and safety at school. The epinephrine auto-injector rapidly delivers a pre-measured, sterile, single dose of epinephrine by direct injection through the skin. As a result, Fresno Unified School District has adopted a policy to provide the emergency medical care for anaphylaxis under this law.

This emergency treatment is considered to be first aid and part of our requirement to give diligent care to the health of students (California Education Code 49400 and 49407). All students suffering, or reasonably believed to be suffering, from a severe life-threatening allergic reaction will be administered emergency epinephrine by a licensed nurse or by a trained unlicensed volunteer staff member. If an EpiPen is administered under the guidelines of Education Code 49414, staff members are required to call emergency 911. In the event that a nurse or trained unlicensed volunteer is not immediately available, staff will also call emergency 911.

SEIZURE SAFE SCHOOLS ACT (AB 1810)

California Education Code (EC) Section 49468-49468.5, as amended by Assembly Bill 1810, effective January 1, 2023, authorizes a local educational agency (LEA) to designate volunteer personnel to receive initial and annual refresher training regarding the emergency use of anti-seizure medication.

The law requires the school district to review and update the minimum training standards for the administration of emergency anti-seizure medication at least every five years, and to annually distribute a notice to all staff that includes a description of volunteer training.

EMERGENCY ADMINISTRATION OF NALOXONE NASAL SPRAY

California Education Code (EC) Section 49414.3 authorizes school districts, county offices of education, and charter schools to provide emergency naloxone or another opioid antagonist to school nurses or trained personnel who have volunteered, and to use naloxone or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

In addition, Section 49414.3 states that a school district, county office of education, or charter school may designate one or more volunteers to receive initial and annual refresher training, based on standards regarding the storage and emergency use of naloxone or another opioid antagonist from the school nurse or other qualified person designated by an authorizing physician or surgeon.

PHYSICAL EXAMINATION REQUIREMENTS

As of July 1, 2024, physical examination requirements for any TK, kindergartener, or new first grader are no longer required for school entry, however it is still strongly recommended. The American Academy of Pediatrics (AAP) recommends annual well child exams until a child turns 19. Physical exams are crucial for early detection and management of potential health issues, routine monitoring of growth and development, and ensuring your child's physical, mental and emotional well-being. If available, please submit documentation of your child's physical exam to your child's school site nurse.

7TH GRADE IMMUNIZATION REQUIREMENT

(California Health and Safety Code, Sections 120325-120375 / SB

276 and SB 714)

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

California law SB277 no longer allows for a personal beliefs exemption as of July 2016. Any students entering 7th grade will need to be immunized or have a medical exemption from a California doctor. EC 5141.31

The only exemption now accepted is a Medical Exemption issued through CAIR-ME beginning January 1, 2021. Medical exemptions can only be issued by a California doctor.

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 their 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.

TYPE 1 DIABETES INFORMATION

Pursuant to Education Code 59452.6, information regarding Type I diabetes, including risk factors, is required to be provided to every incoming family. For questions or concerns related to Type I diabetes, please contact your school nurse.

Type I diabetes usually develops in children and young adults but can occur at any age. According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type I diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively. The peak age of diagnosis of type I diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.

Contact your student's school nurse, school administrator, or health care provider if you have questions regarding type I diabetes.

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 with information on type 2 diabetes.

This information will be distributed in the seventh grade packets provided by each school site with seventh grade students.

Parents may contact the school nurse at the school site where their child attends for any questions they may have regarding the information provided 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.

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

B.P. 5141.31; A.R. 5141.31 H. & S.C. 120325-120375; SB 276 and SB 714

To be admitted to school, children must be fully immunized in accordance with the law. Certain immunizations are required to attend public elementary and secondary schools, childcare centers, and developmental centers. Schools, and pre-kindergarten facilities are required to enforce immunization requirements, maintain immunization records of all children enrolled, and submit

reports. Children shall be excluded from school or exempted from immunization requirements only as allowed by law.

California law SB277 no longer allows for a personal beliefs exemption including religious belief exemptions as of July 2016. Any students entering school for the first time in California after July1, 2016 will need to be fully immunized or have a medical exemption from a California doctor. The only exemption now accepted is a Medical Exemption written by a California doctor for students through CAIR-ME beginning January 1, 2021. Any medical exemptions issued in CAIR-ME shall expire when the student enrolls in the next grade span, or the medical exemption issued was temporary and has an expiration date.

As of January 1, 2024, A.B. 659, the Cancer Prevention Act, requires that schools notify parents or guardians of 6th graders about HPV vaccine recommendations. HPV vaccines can be given starting at 9 years old. All preteens should have the HPV vaccination, so they are protected from HPV infections that can cause cancer later in life.

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) school 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.

Immunization Registry Disclosure Statement

H. & S.C. 120440 (a-l); A.R. 5125

Fresno Unified is an authorized member of the California Immunization Registry (CAIR /SCRL). CAIR operates centralized, computerized, confidential immunization information registry system (“SYSTEM”) containing vaccination histories. CAIR provides immediate access for authorized users to an individual’s current immunization status. California Health & Safety Code section 120440 authorized CVIIS to operate CAIR 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 CAIR.

The information that CAIR 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.

Exclusion Due to Infectious Disease

E.C. 49451

The Governing Board desires to protect students from risks posed by exposure to infectious diseases while providing an appropriate education for all students. The Board recognized that prevention and education are the most effective means of limiting the spread of infectious diseases.

Parent/guardians are strongly encouraged to inform school site staff if their child has an infectious disease so that school staff may work cooperatively with the child’s parent/guardians and when appropriated, with public health officials, to minimize exposure to other students. Students may be excluded, in accordance with law, until the infectious period is passed. Any student with a fever greater than 100 degrees should stay home until the fever has gone away without fever medication. Hours may be increased in the event of an advisement from the Health Department or student’s Medical Provider.

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 their authorized health care provider. Exemption is only 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

TB RISK ASSESSMENT

FCDPH Recommendation 12/2016.

All students new to the district need to have a risk assessment done. If risk assessment is positive, student will be required to submit results of a negative skin test/bloodwork. If skin test/bloodwork is positive student will be required to submit a negative chest x-ray report from their medical provider before attending school.

FIRST AID, ILLNESS AND INJURY

If a student becomes ill or injured while at school, student will receive

every care and consideration. Parents/guardians will be contacted for injuries of serious nature or if a student is too ill to remain at school. If the student needs to go home for an injury or illness, nurse or designee will contact the parent. Students will be released through the Health Office. The nurse is always happy to consult with parents regarding health problems, however, please note that injuries which occur at home should be cared for at home.

Crutches, wheelchairs and other devices require a doctor's prescription indicating directions for use and that the student has been educated to use the device.

If your child has ONE of the following, the student should be kept at home:

a) Illness with a fever greater than 100.0 degrees F

b) Illness that affects your child's ability to participate in class

c) Vomiting and/or diarrhea

d) Fever greater than 100.0 degrees F

e) Initiation of antibiotics within the past 24 hours.

Upon return to school after any extended illness or communicable disease the student should follow up with the school nurse.

HEAD LICE

Fresno Unified School District operates on NO LIVE LICE guidelines. Students will be sent home if evidence of live lice is found. Students must be treated and their hair/scalp is free from live lice. Students must check in with the Office and be cleared to return to class. Class checks are no longer part of district guidelines. Refer to Head Lice Guidelines on the FUSD Health Services Website.

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 carry and 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, 49423.2).

   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 and/or Anaphylaxis 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 their 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 their consent, or if a minor without the consent of their 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, their 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. Additional program information is available from the Home Hospital Instruction Office, Educational Resource Center 559-457-3344.

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 their 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 their 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

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. http://www.studentinsuranceusa.com at reasonable rates. E.C. 49472

With the e-mail address provided you will be able to view the coverage options and prices that are available to you. If you are interested you can log in and sign up for the selected coverage and your child will be covered on the same day it is purchased. For students who participate in athletics, we recommend the middle or upper ranges of coverage plans. B.P. 5143

If you have questions regarding coverage options, call Student Insurance Company directly at (800) 367-5830. 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, including absence for the benefit of the student's mental or behavioral health.
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 or, as determined by the student's parent/guardian, a person so closely associated with the student as to be considered the students immediate family. (Education Code 48205)

A student may be excused for this reason for up to five days for each incident. (Education Code 48205)

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 their 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

   Participation in religious exercises or to receive moral and religious instruction at the student's place of worship or other suitable place away from school: (Education Code 46014)

   The student must also attend school for at least the minimum school day and not be absent for this purpose for more than four days per school month. Pursuant to Education Code 46112, 46113, 46117, and 46141, unless otherwise provided by law, the minimum school day is generally 180 minutes for kindergarten, 230 minutes for grades 1-3, and 240 minutes for grades 4-12. For further information, see AR 6112 - School Day.
9. A student will be excused a maximum of one day for live head lice.
10. To spend time with an immediate family member who is an active-duty member of the uniformed services, as defined in the Education Code 49701, and has been called to duty for deployment to a combat zone or is on leave from or has immediately returned from such deployment (E. C. 48205)
11. Attendance at a naturalization ceremony to become a United States Citizen. (E.C. 48205)
12. A student who holds a work permit authorizing work in the entertainment or allied industries for a period of not more than five consecutive days, to work in such industry. (Education Code 48225.5)

    Such absence shall be excused provided that the student holds a work permit authorizing such work and is absent for a period of not more than five consecutive days and up to five absences per school year. (Education Code 48225.5)
13. Participation with a nonprofit performing arts organization in a performance for a public-school audience. (Education Code 48225.5)

    A student may be excused for up to five such absences per school year provided that the student's parent/guardian provides a written explanation of such absence to the school. (Education Code 48225.5)
14. Exclusion for failure to present evidence of immunization (EC 48216).
15. Exclusion from school because the student is either the carrier of a contagious disease or not immunized from a contagious disease (EC 48213).
16. Participation in a cultural ceremony or event which relates to the habits, practices, beliefs, and traditions of a certain group of people. (Education Code 48205)
17. For a middle school or high school student, engagement in a civic or political event, provided that the student notifies the school ahead of the absence. (Education Code 48205)

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.

When a student has had a pattern of chronic absenteeism due to illness district staff may require physician verification of any further student absences.

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 request a note from the 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. School authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian. (Education Code 46010.1)

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 their grade for elementary schools, and as provided by the relevant provisions of the rules and regulations of the State Board of Education for secondary schools.

E.C. 46014 (d)
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.

ALL SCHOOL UNEXCUSED ABSENCES

B.P. 5113; A.R. 5113

At all school levels, each individual school will assure teacher/office 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 six (6) 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 inviting them to attend an Attendance Intervention meeting.
- At nine (9) unexcused absences a third letter is sent to the parents/guardians at the end of the next attendance period notifying them of the absences and possible consequences.
- At twelve (12) unexcused absences, a Student Attendance Review Team (SART) meeting may be held with the student, parent/guardian, school site support staff, and an administrator.

Actions at this meeting will include:

1. Attendance policy explained, with reasons for the emphasis on attendance;
2. The High 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 Academy, or Summer School.

CHRONIC ABSENCE AND TRUANCY

E. C. 60901; A.R. 5113.1; B.P. 5223.1

The Governing Board believes that excessive student absenteeism and tardiness, whatever the cause, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the district.

Chronic absentee means a student who is absent for any reason on 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught in the regular schools of the district, exclusive of Saturdays and Sundays.

The Superintendent or designee shall work with students, parents/guardians, school staff, and community agencies, as appropriate, to identify factors contributing to chronic absence and truancy. Interventions for students with serious attendance problems shall be designed to meet the specific needs of the student and may include, but are not limited to, health care referrals, transportation assistance, counseling for mental or emotional difficulties, academic supports, efforts to address school or community safety concerns, discussions with the student and parent/guardian about their attitudes regarding schooling, or other strategies to remove identified barriers to school attendance. The Superintendent or designee also may collaborate with child welfare services, law enforcement, courts, public health care agencies, other government agencies, and/or medical, mental health, and oral health care providers to ensure that alternative educational programs and nutrition, health care, and other support

services are available for students and families.

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 one (1) day and a maximum of fifteen (15) days per school year.
- 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

In the areas of Student Safety, Social Emotional, and Behavior, please contact Educational Resource Center (ERC) to discuss if students' immediate education needs are best met with Short-Term Independant Studies.

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.

ADDRESSING CHRONIC ABSENCE

When a student is identified as a chronic absentee, the Superintendent or designee shall communicate with the student and their parents/guardians to determine the reason(s) for the excessive absences, ensure the student and parents/guardians are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance. If a student shows a pattern of chronic absenteeism due to illness, district staff may require physician verification of any further absences.(cf.5113.1)

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 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, B.P. 5113.12

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.

The Governing Board recognizes that poor school attendance and behavior problems negatively impact student achievement and put students at greater risk of dropping out of school. The Superintendent or designee shall establish a comprehensive and integrated system for the early identification of attendance problems and shall implement strategies to encourage students' attendance. After other interventions have been exhausted, students with a pattern of unexcused absences may be referred to a school attendance review board (SARB), in accordance with applicable law, in order to receive intensive guidance and assistance.

The Board shall appoint members to the district's SARB, who may include a parent/guardian as well as representatives of various agencies including, but not limited to, school districts; the county probation department; the county welfare department; the County Superintendent of Schools; law enforcement agencies; community-based youth service centers; school guidance personnel; child welfare and attendance personnel; school or county health care personnel; school, county, or community mental health personnel; the county district attorney's office; and the county public defender's office. (Education Code 48321)

The district's SARB shall provide support to improve student attendance and behavior through proactive efforts focused on building positive school environments and improved school connectedness, early identification and immediate intervention to re-engage students with poor attendance or behavior, and intensive intervention with students and families to address severe or persistent attendance or behavior issues.

Truancy letters are mailed to the address listed in ATLAS, and can be viewed/printed from the ATLAS Parent Portal.

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.

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

ANNUAL NOTIFICATION OF STUDENT DIRECTORY

E.C. 49061; B.P./A.R. 5125.1

At the beginning of each school year, if the district decides to release directory information, the district shall provide an annual notice to parents and guardians, and "eligible students" in attendance, of the district's directory information policy that includes: The categories of directory information the school or district has classified as public directory information that may be disclosed without parental consent and which only include the information specifically identified in Education Code section 49061, subdivision (c) and a statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where the district receives consent as required under state law). The notification shall also inform parents/guardians and/or students of their right to refuse to let the district designate any or all types of information as directory information, how to refuse release, and the period of time within which a parent/guardian and/or student must notify the district in writing that they do not want a certain category of information designated as directory information.

General Information Policy

Fresno Unified provides:

1. Assurances that the district will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.
2. Student record is any item of information other than directory information, gathered within or outside the district, that is directly related to an identifiable student and maintained by the district or required to be maintained by an employee in the performance of their duties. Any information maintained for the purpose of second-party review is considered a student record. A student record may be recorded in handwriting, print, computer media, video or audio tape, film, microfilm, microfiche or by other means. Student records include the student's health record. Please refer to AR 5125 for explanation of all student records.
   (Education Code 49061, 49062; 5 CCR 430; 34 CFR 99.3)
3. For a list of the circumstances or conditions under which the district might release student information to outside people or entities please refer to AR 5125.
4. A statement that, unless the district is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, the district shall notify parents or guardians and eligible students – and receive their written consent – before it releases a student's personally identifiable information. For further clarification please refer to AR 5125.

ACCESS TO STUDENT RECORDS

E.C. 49076; B.P./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 (SARB), who are authorized representatives of the district, and appointed pursuant to Section 48321;
2. Officials and employees of other public schools, school systems, post-secondary institutions, 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.
7. Local health departments operating countywide or regional immunization information and reminder systems and the California Department of Public Health, unless the parent/guardian has opted out.

No information or documents regarding the citizenship or immigration status of students or their family members shall be collected, except as required by state or federal law or as required to administer a state or federally supported educational program. The Superintendent or designee shall not disclose student records to a person, agency, or organization for immigration enforcement purposes without parental consent, a court order, or a judicial subpoena. (Education Code 243.7)

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 their 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.

ABSOLUTE RIGHT TO ACCESS

C.F.R., Title 34, Sec. 99.7; E.C. 49063, 49068, 49069; B.P. 5125; A.R. 5125

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. 49061, 49063, 49070; A.R. 5125, 5125.3

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

E.C. 49061, 49070 (a)
The parent/guardian having legal custody 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 their 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 their 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 the 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.

Any other rights and requirements set forth in Education Code 49060-49078, and the right of parents/guardians to file a complaint with the U.S. Department of Education concerning an alleged failure by the district to comply with 20 USC 1232g.

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; B.P./A.R. 5125.1

At the beginning of each school year, all parents/guardians and/or students shall be notified as to the categories of directory information the school or district plans to release and the recipients of the information and a statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where the district receives consent as required under state law). The notification shall also inform parents/guardians and/or students of their right to refuse to let the district designate any or all types of information as directory information and the period of time within which a parent/guardian and/or student must notify the district in writing that he/she does not want a certain category of information designated as directory information.

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 QUALITY EDUCATION AND DIVERSITY POLICY

B.P. 5138, 0410

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 co-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.

HOMELESS AND FOSTER CARE CHILDREN

B.P. 6173, 6173.1; A.R. 6173, 6173.1

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 who are homeless or who live in temporary housing can find help with immediate enrollment through the Project ACCESS Office.

Homeless children shall be enrolled with or without a permanent address. They shall remain at the "school of origin" for the remainder of the school year or until permanently housed to the extent feasible, continuing a student's enrollment in the school of origin for the duration of their homelessness. Those in high school may continue through 12th grade.

Foster youth shall remain at the "school of origin," including feeder pattern for the duration of court jurisdiction if it is in the child's best interest. When court jurisdiction is terminated, foster youth in K-8th grades may continue in the "school of origin" including through feeder patterns, while those in high school may continue through 12th grade.

"School of origin" is defined as the school that the child or youth attended when permanently housed, the school in which the child or youth was last enrolled or the school with which the child most identified during the last 15 months..

What Are My Child's Rights?

- A free, appropriate, public education-staff shall encourage parents/guardians to enroll all school-aged children in school (B.P. 5111.13);
- Students identified as homeless shall be enrolled without a permanent address (Project ACCESS form completed at the Department of Prevention and Intervention, Project ACCESS);
- Be enrolled by a caregiver who is not the legal guardian (Caregiver Affidavit form completed at Department of Prevention and Intervention, Attendance Office contact 559-457-3942);
- Students in foster care/or experiencing homelessness have the right to immediate enrollment and shall 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 school origin. Bus tokens may be provided if eligible through the Department of Prevention and Intervention Project ACCESS.
- Be provided Title I supplemental services

Contact Project ACCESS at (559) 457-3359.

CAREER TECHNICAL EDUCATION: GRADES K-12

Fresno Unified's Career Technical Education (CTE) program provides academic and technical skills, knowledge, and training essential for students to succeed. CTE provides students with real-world, hands-on skills that align with the current workforce and future economy. While building marketable skill sets, CTE provides students with a sense of purpose and self-expression. CTE provides employers with a talent pipeline by aligning education with the demands of the job market. Fresno Unified CTE offers over 80 programs in various industries, including agriculture, automotive, manufacturing, medical and professional services.

Elementary students focus on career awareness through grade level activities:

PK-second grade: LEGO building challenges

First and second grade: Bricks for Kidz classroom visits – STEM related activities

Third grade: Teaching How Innovation Nurtures Knowledge (THINK) classroom visits; culminates at Innovation Day

Fourth grade: Teaching How Innovation Nurtures Knowledge (THINK) classroom visits; culminates at Innovation Day

Fifth grade: Teaching How Innovation Nurtures Knowledge (THINK) classroom visits; culminates at Innovation Day; CTE City with WorkEd classroom visits

Sixth grade: Teaching How Innovation Nurtures Knowledge (THINK) classroom visits; culminates at Innovation Day; CTE Breakout Box experience with WorkEd classroom visitst

Middle school students focus on career exploration through the following options:

- Career Technical Education (CTE) courses
- Visits to a four-year college or university
- Exploring career choices through IMAGO and other web-based tools including Minecraft: Virtual Campus

High school students begin to apply career related skills through the following options:

- Linked Learning Pathways that include:
  - Rigorous academics
  - Demanding technical courses
  - Work-based learning
  - Personalized student supports
- Career Technical Education (CTE) courses
- Work-Based Learning (WBL) and/or Regional Occupational Program (ROP) courses
  - 2 period capstone courses designed for juniors and seniors
- Visits to a four-year colleges and/or universities
- Industry recognized student certifications
- Identifying career choices
- Work-based learning experiences that include guest speakers, field trips, job shadowing and internships
- Dual enrollment opportunities to earn college credit

For more information, contact the College and Career Readiness Department: 4120 N. First Street, Fresno, CA 93726, (559) 248-7465.

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.

ALTERNATIVE EDUCATION PROGRAMS

E.C. 58501; B.P. 6181

Education Code 58501 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.

Fresno Unified offers several school options for Alternative Education students. These schools are specialized in offering credit attainment as well as personalized educational plans to meet the diverse needs of our students.

To find out more about all options, please call the Educational Resource Center (ERC) office at (559) 457-3190. The ERC is located at 822 N. Abby Fresno, CA 93701.

Programs

All students interested in enrollment in Alternative Education must contact their home school, meet with a school counselor and have a referral submitted to ERC.

- De Wolf High School (10-12)
  - Regional areas – Fresno High School, Bullard High School, Duncan Polytechnical High School, and Hoover High School
- Farber Educational Campus
- Farber Online (K-12)
- Farber Credit Attainment (10-12)
- Farber Independent Study (9-12)
- Regional areas – Roosevelt High School, Sunnyside High School, McLane High School, and Edison High School
- Phoenix Secondary (7-12)
- Phoenix Elementary (K-6)

CHARTER SCHOOLS

Fresno Unified has authorized oversight responsibilities for the charter schools listed below. For more information, please contact the Charter Office, at 457-3923.

1. Aspen Meadow Public Charter School (559) 369-2456
2. Aspen Ridge Public Charter School (559) 374-0080
3. Aspen Valley Prep Academy Charter School (559) 225-7737
4. Carter G. Woodson Public Charter School (559) 229-3529
5. Carter G. Woodson Public Charter School of Multimedia (226-1073)
6. Dailey Elementary Charter School (559) 248-7060
7. Endeavor Charter School (559) 248-0471
8. Golden Charter Academy (559) 293-3157
9. Fresno EOC School of Unlimited Learning (559) 500-1352
10. Sierra Charter School (559) 490-4290
11. University High School (559) 278-8263

STUDENT TRANSFER POLICIES

The transfer process and procedure shall be centralized to allow for as many transfers to be granted and to ensure that the District's facilities are equitably utilized. Accordingly, the Transfers Department shall be charged with administering the transfer process.

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.

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.

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 the district.

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 Transfer Department. Contact the office at (559) 248-7538 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 Superintendent of Schools. E.C. 46601, 46602, 48024(b); A.R. 5116

Revoking Student Transfers

Intradistrict and Interdistrict Transfers, including magnet school placements, could be subject to revocation if the Superintendent or designee determines that a student has violated a condition of the intradistrict or interdistrict transfer. A revocation shall be considered only during time frames outlined in the administrative regulation pursuant to this policy, to place the student back to the district or school of residence. The decision to revoke the transfer shall be communicated in writing to the parent/guardian.

SCHOOL CHOICE AND MAGNET PROGRAMS

B.P. 5116.1

Fresno Unified is pleased to offer a variety of school choice options that allow for families to attend a school beyond their neighborhood school. Along with the magnet programs listed below a transfer to other neighborhood schools that are outside of the student's attendance boundary might be available if there is space. Families may request these options by utilizing the Transfer Request Form. Application deadline for all program types is December 1, 2025 for the 2026-2027 school year.

To find out more about all options, please call the Transfers Department at (559) 248-7538. The Transfers Department is located at 2011 Fresno St Fresno, CA 93721.

DUAL LANGUAGE IMMERSION PROGRAMS

Students are selected by random lottery for the schools listed below:

- Ewing (Preschool-6), Leavenworth (Preschool-6), Wawona (Preschool-8), and Sunset (Preschool-6) - Two-way, dual language immersion Spanish/English program to Pre-K and K. Admission in grade 1 -12 requires tested proficiency in both languages.

Site based Spanish/English Dual Language Immersion Programs are also available. Resident students may participate in the program. If the student attends the following schools parents may discuss participation in the program at the school site:

- Birney Dual Language Immersion (Preschool-2)
- Burroughs Dual Language Immersion (Preschool-6)
- Calwa Dual Language Immersion (Preschool-6)
- Centennial Dual Language Immersion (Preschool-6)
- Fort Miller Dual Language Immersion (7)
- Hidalgo Dual Language Immersion (Preschool-5)
- Herrera Dual Language Immersion (Preschool-3)
- Jackson Dual Language Immersion (TK-6)
- Lane Dual Language Immersion (Preschool-6)
- McLane Dual Language Immersion (9-12)
- Roeding Dual Language Immersion (Preschool-6)
- Rowell Dual Language Immersion (Preschool-6)
- Tehipite Dual Language Immersion (7)
- Terronez Dual Language Immersion (7)
- Tioga Dual Language Immersion (7)
- Winchell Dual Language Immersion (Preschool-4)
- Wawona Dual Language Immersion (7-8)
- Yosemite Dual Language Immersion (7-8)

Hmong/English Program

- Balderas Dual Language Immersion (Preschool-4)
- Sequoia Middle School Dual Language Immersion (8)
- Vang Pao Dual Language Immersion (Preschool-6)

MAGNET SCHOOLS

Students are selected by random lottery for the schools listed below:

- Yokomi (TK-6) - Science and Technology
- Bullard TALENT (K-8) - “Arts are Academic”
- Hamilton (TK-8) Global Studies
- Baird Middle School (5-8) – Global Interdisciplinary Program
- Ahwahnee (7-8) - Environmental Science
- Cooper Academy International Baccalaureate (IB) (6-8)
- Design Science (9-12) – Middle College High School
- Duncan Polytechnical High School (9-12) – Career Technical Education
- Fresno High International Baccalaureate (IB) (9-12)
- Roosevelt School of the Arts (9-12)
- Phillip J. Patiño School of Entrepreneurship (9-12)

MAGNET PROGRAMS WITH ENTRANCE REQUIREMENTS

Students are selected for the schools listed below by academic admission criteria:

- Edison Computech (7-12) – Math, Science and Technology
- Sunnyside High Doctors’ Academy (9-12) – contact the school at 253-6700 for an additional application packet

GIFTED AND TALENTED EDUCATION (GATE) PROGRAM

Available seats are proportioned by the percentage of each high school region’s elementary population and a random lottery is conducted by high school region of all eligible students to fill seats at Manchester and Yokomi GATE programs.

Manchester GATE (Grades 2-6) (248-7220)

Yokomi GATE (Grades 2-6) (457-6140)

- GATE is a specialized program serving identified GATE students from throughout Fresno Unified. Students are selected for this program and invited to attend.
- 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 includes:

A. Teacher descriptions of outstanding characteristics, classroom performance and academic grades;

B. A record of the student’s scores on 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

TIMELINE FOR SCHOOL CHOICE OPTIONS FOR 2026-27 SCHOOL YEAR

September 1, 2025

First day parents/guardians may submit transfer request applications for the 2026-2027 school year

December 1, 2025

DEADLINE to submit transfer request applications for intra-district schools and Magnet Schools

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

May 1, 2026

- The vast majority of Intra-district placements complete.
- All applicants remaining on a waiting list will be assigned if additional space becomes available at the school requested

Transfers Department is located at:
2011 Fresno St Fresno, CA 93721
Phone number: (559) 248-7538
Email: TransfersDepartment@fresnounified.org

Student Learning

Question	Department / Office	Phone
• What programs are available to support English Learners?	English Learner Services	(559) 457-3928.
• What if my school does not provide interpreters for me? • Whom can I contact?	Contact the Translation & Interpretations Services	(559) 457-3988
• If my child fails a class or is not making progress, can he/she be retained (held back)? • What clubs or sports programs are available for my child? • What are the required state tests that my (elementary, middle, and high school) children will need to take?	Contact your child's school.	See school directory on page 102.
• In high school, what classes will my child need to take to be ready for college?	Contact your child's school to speak to a counselor.	See school directory on page 102.
• I have questions about my child's IEP, whom can I contact?	Contact your child's school.	See school directory on page 102.
• How can I keep track of my child's progress in school? • What is the ATLAS Parent Portal?	Contact your child's teacher.	See school directory on page 102.

AVAILABLE LANGUAGE PROGRAMS AND LANGUAGE ACQUISITION PROGRAMS FOR ALL STUDENTS AND PARENT CHOICE

Fresno Unified School District offers the following language and language acquisition programs for student enrollment. Parents/Guardians may choose a language program or acquisition program that best suits their child (EC Section 310[a]).

STRUCTURED ENGLISH IMMERSION (SEI) PROGRAM:

We are required to offer, at minimum, a Structured English Immersion (SEI) program option (EC Section 305[a][2]) where English learners are instructed in English at all times with grade-level curriculum and materials. Students continue to receive additional and appropriate instruction in order to meet the requirements to be reclassified as proficient in the English language.

WORLD LANGUAGE COURSES

E.C. 51228; E.C. 51225.3; E.C. Article 6 [51460-51464]; E.C. Article 3 [51220-51230]

World Language courses are offered to students as they acquire a language other than English. Depending on their school's offerings, students in grades 7-12 can choose from courses such as Spanish, Spanish for Native Speakers, AP Spanish, French, AP French, American Sign Language, or IB Latin. To do this, a student or their parent/guardian, can speak with an academic counselor. Successful completion of one year of a World Language is required for graduation and two years for A-G college eligibility. Students receive one year of "E" credit toward college eligibility upon successfully completing a World Language course while students who successfully complete a Spanish for Native Speakers course will receive two years of "E" category credit. Upon completion of four years of a World Language (or its equivalent) and additional State criteria, students are eligible to earn the State Seal of Biliteracy on their high school diploma as well as medallion from Fresno Unified.

DUAL LANGUAGE PROGRAMS

Spanish Two-Way Dual Language Program (DLI): English Learners receive instruction in both English and Spanish, which is the pupil's native language for literacy and academic instruction, enabling non-English speakers or students who have emerging literacy skills in their native language to achieve language proficiency and meet academic achievement goals. This program begins in Preschool and continues to 12th grade.

The Hmong One-Way Dual Language (DLI) acquisition program is open to all students, comprising mostly of Hmong students who speak predominantly English. It implements the 50:50 immersion model where students learn to read, write, and speak simultaneously in English and Hmong for an equally distributed amount of time beginning in preschool (PK). Students receive Hmong instruction primarily in the morning where they develop Hmong oral language and literacy skills through social studies, science, and physical education for 50% of the time. They learn to read and write in English through English language arts (ELA) and mathematics for the other 50% of the day. As students move into middle and high schools, they continue to develop biliteracy and bilingualism with taking two courses in Hmong while the remaining classes are in English. The goals of the Hmong DLI Program are to develop students who will (1) become fully bilingual and biliterate in both Hmong and English, (2) achieve grade-level proficiency or beyond in both languages, and (3) develop sociocultural competence.

Hmong Heritage Language courses are offered to all students but consist primarily of Hmong students who no longer speak their native language, yet may have family members speaking Hmong in the home. These courses teach Hmong literacy through a thematic approach grounded in reading, writing, listening, speaking, thinking, and language development around authentic Hmong topics. Students taking these classes receive two years of "e" credit toward college eligibility in one year and upon successful completion of the course and meeting other state criteria, students earn the State Seal of Biliteracy on their high school diploma, as well as a medallion from the district.

How to Enroll Your Child in a Language Acquisition Program:

Parents/Guardians may choose to have their students participate in an alternative program such as a dual language immersion program by submitting a verbal or written request of the program of their choice at their home school or parents/guardians will be referred to the closest school where a program is offered.Dual language immersion programs are available at selected schools and are accessed through a lottery process.

How to Request the Establishment of a New Program at a School: Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (EC Section 310[a].) When parents or guardians of 30 or more students in a school make a request for a new program by December 1st or when parents or guardians of 20 or more students at a grade level in a school make a request by December 1st, the district provides the requested program, if possible, for the following school year. Within 10 days of receiving the number of requests noted above, the district provides written notification to parents and school personnel that a new program has been requested. The district conducts an analysis to determine if it can supply the materials, teaching faculty, and facilities necessary to run the program. Within 60 days of reaching the required number of requests, the district provides notice of its determination.

Additionally, all schools retain written records of verbal requests for language acquisition programs other than, or in addition to, such programs available at the school. Written records include the date of the request, names of the parent and student enrolled in the school, and a general description of the request. A parent whose pupil is enrolled in a school for attendance in the next school year may also submit a request for a language acquisition program. A school shall

maintain these records for at least three years from the date of the request. Each school shall monitor the number of parent requests for language acquisition programs on a regular basis and notify English Learner Services immediately upon reaching a threshold specified in the above paragraph and shall consider requests for a multilingual program model from parents of pupils enrolled in the school who are native speakers of English when determining whether the threshold specified above is reached. Each school shall assist parents in clarifying requests, as needed.

About Language Acquisition Programs and Language Programs

Any language acquisition program shall: (1) Be designed using evidence-based research and include both Designated and Integrated ELD; (2) Be allocated sufficient resources by the LEA to be effectively implemented, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and (3) Within a reasonable period of time, lead to: (A) Grade-level proficiency in English, and, when the program model includes instruction in another language, proficiency in that other language; and (B) Achievement of the state-adopted academic content standards in English, and, when the program model includes instruction in another language, achievement of the state-adopted academic content standards in that other language.

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 when first enrolling in a California public school.

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 Initial English Language Proficiency Assessments for California (ELPAC) (C.C.R., Title 5, Chap. 11, Sub Chap. 7.5, Sec. 11511.5; E.C. 48985) Based on the results of the Initial ELPAC, parents/guardians receive a \ notification letter informing them when their child is classified as an English Learner. This letter also notifies parents/guardians that students who are learning English as a second language will be placed in a Standards-based Content and Language program, where instruction is offered overwhelmingly in English. Parents/Guardians may choose an alternative program (dual immersion) by requesting it at their home school.

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 California Assessment of Student Performance and Progress (CAASPP). In addition, all Spanish-speaking English Learners who: are enrolled in a Spanish dual-immersion program are required to be assessed in Spanish as well as English. Additionally, Spanish-speaking English Learners who are enrolled in a Structured English Immersion setting in United States schools less than twelve (12) months have the option to be assessed in Spanish.

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 Learner Success. The progress of English Learners in acquiring English is measured annually through the English Language Proficiency Assessments for California (ELPAC).

Reclassification of English Language Learners

C.P.M., Title 5, Sec. 11303

The reclassification procedures used to determine when an EL student is Reclassified Fluent English Proficient (RFEP) shall follow the guidelines established by the California State Department of Education. The requirement for reclassification shall consist of the following criteria:

1. Assessment of English language proficiency using the State's English Language Assessment (ELPAC score of 4), 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 Fresno Unified School District's locally selected standardized assessments
3. Teacher recommendation
4. Parental consultation

Monitoring Reclassified Fluent English Proficient (RFEP) Students

C.C.R., Title 5, Chap. 11, Sub Chap. 4, Sec. 11304-11305

Districts are required to monitor for four (4) years the progress of English Learners who have been reclassified 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.

MIGRANT EDUCATION

E.C. 54444.2; B.P. 6175; A.R. 6175

The Superintendent or designee shall plan for the late enrollment of students who are migratory and shall ensure that all 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 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 providing input through the school needs assessment survey, reviewing data and services provided to English Learners and making 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.

AMERICAN INDIAN EDUCATION PROGRAM

20 USC 7424; A.R. 6173.4

Fresno Unified School District's American Indian Education program is a federally funded program designed to provide academic and support services for American Indian and Alaska Native students in grades K-12. The program is designed to meet the special academic, cultural, and linguistic needs of eligible students so they can master state academic content standards.

Each student enrolled in the American Indian Education Program must attend a Fresno Unified School and is required to complete and submit a Title VI Student Eligibility Certification, 506 Form to the program office. You may obtain a 506 Form at https://mk0englishlearnbsr2c.kinstacdn.com/wp-content/uploads/IndEdForm-1.pdf or contact the American Indian Education program at (559) 457-3949.

The program also includes an active Parent Advisory Committee (PAC), who represent parents/guardians, staff, family members of American Indian students and other community representatives. PAC meets every third Tuesday of the month from September through May. Special meetings are held when necessary.

The highest priority of the program is to improve the achievements levels of American Indian and Alaska Native students by providing academic/culturally appropriate support services and access to all available resources. Services may include:

- Parent/Teacher consultation
- Native American Library for students/parents
- Reading and Math Intervention
- American Indian/Community Involvement
- Monthly Parent Meetings
- One on one Tutoring
- Social emotional support referrals for students

For more information, please visit https://www.fresnounified.org/departments/american-indian-education or contact the program's manager, Amber Esquivel at Amber.Esquivel@fresnounified.org or the program's community school Liaison, Michelle Lira at michelle.lira@fresnounified.org or 559-457-3949.

EXPANDED LEARNING OPPORTUNITIES PROGRAM

The Expanded Learning Department provides after school program and expanded learning opportunities to support students during out-of-school time. Program offerings vary by school site. For more information, please contact (559) 247-7560 or visit: https://www.fresnounified.org/departments/expandedlearning

<u>After School Programs and Winter/Summer Programs</u>

Fresno Unified offers district-operated grant-funded programs and partners with community-based organizations to serve students in grades TK–12. In partnership with a variety of enrichment activities, nutritious snacks or meals, and/or physical fitness all within a safe and supportive environment led by trained staff.

SPECIAL EDUCATION

Fresno Unified School District serves students with disabilities from birth through the age of 22 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 22.

CHILD FIND

What is Child Find?

Child Find requires all school districts to identify, locate, and evaluate all children with disabilities, regardless of the severity of their disabilities. This obligation to identify all children who may need special education services exists even if the school is not providing special education services to the child. IDEA requires all states to develop and implement a practical method of determining which children are children with disabilities are receiving special education and related services and which children are not.

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 22 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. Special Education 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 eligibility disability categories are as follows:

- Autism
- Deaf-Blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- 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 district where the private school is located 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-two (22) who are suspected of having a disability 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 suspected disabilities and shall establish systematic procedures for special education, referral, assessment, identification, instructional planning, implementation, review, and triennial assessment. A student shall be referred for special and related services only after the resources of the regular 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/adult students with disabilities 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 with a suspected disability. 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 accommodations/modifications to the regular instructional program. In addition, staff shall 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 22 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 https://sped.fresnounified.org/se-documents/#parent-rights

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.

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 disabilities.

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.

The parent/guardian/surrogate parent of a child with disabilities/adult student with disabilities shall be notified of the IEP meeting early enough to ensure they can attend. The IEP meeting shall be scheduled at a mutually agreed-upon time and place. The notice of the meeting shall indicate the purpose, time, and location of the meeting, who shall be in attendance, participation of others with special knowledge, and consideration of postsecondary goals and transition services for students aged 16 and older.

A written request for an IEP meeting by the parent/guardian/surrogate parent of a child with disabilities/adult student with disabilities will be held within 30 days from the date of receipt of the written request. If

a parent/guardian/ surrogate parent of a child with disabilities/adult student with disabilities makes an oral request, the local educational agency (LEA) shall notify the parent/guardian/surrogate parent of a child with disabilities/adult student with disabilities of the need for a written request and the procedures for filing such a request.

The parent/guardian/surrogate parent of a child with disabilities/adult student with disabilities must give written consent before a functional behavioral assessment to address the child's serious behavioral issues can be conducted. Whenever a behavioral intervention plan is developed, the parent/guardian/surrogate parent of a child with disabilities/adult student with disabilities and the behavioral intervention case manager or qualified designee may make minor modifications without an IEP team meeting. The parent/guardian/surrogate parent of a child with disabilities/adult student with disabilities shall be notified of the need for modification and shall be able to review the existing program evaluation data prior to implementing the modification. The parent/guardian/surrogate parent of a child with disabilities/adult student with disabilities shall be informed of the right to question any modification to the plan through the IEP procedures.

The parent/guardian/surrogate parent of a child with disabilities/adult student with disabilities, or the local educational agency (LEA), has the right to participate in the development of the IEP and to initiate their intent to electronically record the proceedings of the IEP team meetings. At least 24 hours prior to the meeting, the parent/guardian/surrogate parent of a child with disabilities/adult student with disabilities shall notify the members of the IEP team of their intent to record a meeting. If the parent/guardian/surrogate parent of a child with disabilities/adult student with disabilities does not consent to the LEA recording an IEP meeting, the meeting shall not be recorded.

Citations: 20 USC 1401[3], 1412[a][3], 1414[a][1][D] and 1414[c], 1414[d] [1]B–[d][1][D]; 34 CFR 300.300, 300.111, 321; EC 56301; 56321[c] and [d], 56341[b][g][1], 56341.5, 56343[c], 56346, 56506; 5 CCR 3052; A.R. 6159 and 6159.4

ANNUAL NOTIFICATIION OF MEDI-CAL BILLING RIGHTS FOR HEALTH RELATED SPECIAL EDUCATION SERVICES

(34 CFR Section 200 (IDEA) and 300.154[d][2][iv][A & B]).

Annual Notification

Fresno Unified School District (FUSD) participates in a federal program that reimburses FUSD for a small portion of costs in providing health-related special education services to Medi-Cal eligible students while in the school environment. Any funds received are reinvested into special education supports and services to benefit FUSD students and their families. By this notification, please be advised of the following: 1) In order to receive reimbursement, the district must first receive written consent from a parent or guardian to disclose student information or records to Medi-Cal regarding the health-related special education and related services. 2) This disclosure is for the limited purpose of accessing benefits and billing for eligible health-related services provided to a student. 3) You are not required to sign-up or enroll in Medi-Cal in order for your child to receive health-related special education and related services. 4) Your student's and your family's Medi-Cal benefits will never be affected in any way. There is no cost to you or your child. 5) Your student's and your family's Medi-Cal benefits will never be affected in any way. 6) You have the right to withdraw your consent at any time and it will not affect the special education services provided to your child. Please contact the district at 457-3220 if you have any questions.

ACCESS TO EDUCATIONAL RECORDS

The parent/guardian/surrogate parent of a child with disabilities/adult student with disabilities has a right to inspect and review all of the child's education records without unnecessary delay including prior to an IEP meeting or before a due process hearing. The school district must provide access to the parent/guardian/surrogate parent of a 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 a Free Appropriate Public Education (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, locations and agendas of CAC meetings are publicly posted at Fresno Unified School District sites, the Education Center at Tulare and "M" streets, and 890 S. 10th St. where the Special Education office is located. CAC dates, times, locations, agendas and the CAC parent handbook can also be found on the special education website at www.fresnounified.org/dept/specialeducation/Pages/Community-Advisory-Committee.aspx

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

NOTIFICATION: IDENTIFICATION AND EDUCATION UNDER SECTION 504

B.P. /A.R. 6164.6

The Superintendent or designee shall ensure that the district has taken appropriate steps to notify students and parents/guardians of the district's duty under Section 504. (34 CFR 104.32)

The Governing Board believes that all children, including children with disabilities, should have the opportunity to learn in a safe and nurturing environment. The Superintendent or designee shall work to identify children with disabilities who reside within the jurisdiction of the district in order to ensure that they receive educational and related services required by law.

The Superintendent or designee shall provide qualified students with disabilities with a free appropriate public education (FAPE), as defined under Section 504 of the federal Rehabilitation Act of 1973. Such students shall receive regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of students without disabilities are met. (34 CFR 104.33)

In addition, qualified students with disabilities shall be provided an equal opportunity to participate in programs and activities that are integral components of the district's basic education program, including, but not limited to, extracurricular athletics, interscholastic sports, and/or other nonacademic activities. (34 CFR 104.37)

The district's local control and accountability plan shall include goals and specific actions to improve student achievement and other outcomes of students with disabilities. At least annually, the Superintendent or designee shall assess the district's progress in attaining the goals established for students with disabilities and shall report these results to the Board. (Education Code 52052, 52060)

In providing services to students with disabilities under Section 504, the Superintendent or designee shall ensure district compliance with law, including providing the students and their parents/guardians with applicable procedural safeguards and required notifications. Any dispute as to the identification, evaluation, or placement of any student with a disability shall be resolved in accordance with the processes specified in the "Procedural Safeguards" section of the accompanying administrative regulation.

The superintendent or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with the district in any other capacity except as hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

For the purpose of implementing Section 504 of the Rehabilitation Act of 1973, the following terms and phrases shall have only the meanings specified below:

Free appropriate public education (FAPE) means the provision of regular or special education and related aids and services designed to meet the individual educational needs of a student with disabilities as adequately as the needs of nondisabled students are met, without cost to the student or their parent/guardian, except when a fee is imposed on nondisabled students. (34 CFR 104.33)

Student with a disability means a student who has a physical or mental impairment which substantially limits one or more major life activities. (34 CFR 104.3)

Physical impairment means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal, special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive, genito-urinary; hemic and lymphatic; skin; and endocrine. (34 CFR 104.3)

Mental impairment means any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental

illness, and specific learning disabilities. (34 CFR 104.3)

Substantially limits major life activities means limiting a person's ability to perform functions such as caring for themself performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. Major life activities also includes major bodily functions such as functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Substantially limits shall be determined without regard to the ameliorative effects of mitigating measures other than ordinary eyeglasses or contact lenses. Mitigating measures include, but are not limited to, medications, prosthetic devices, assistive devices, learned behavioral, or adaptive neurological modifications which an individual may use to eliminate or reduce the effects of an impairment. (42 USC 12102; 34 CFR 104.3)

Identification, Referral Procedures, or Evaluation

Any action or decision to be taken by the district involving the referral, identification, or evaluation of a student with disabilities shall be in accordance with the following procedures:

1. A parent/guardian, teacher, or other school employee, student success team, or community agency may refer a student to the principal or 504 Coordinator for identification as a student with a disability under Section 504.
2. Upon receipt of any such referral, the principal, 504 Coordinator, or other qualified individual with expertise in the area of the student's suspected disability shall consider the referral and determine whether an evaluation is appropriate. This determination shall be based on a review of the students school records, including those in academic and nonacademic areas of the school program; consultation with the student's teacher(s), other professionals, and the parent/guardian, as appropriate; and analysis of the student's needs.
3. If it is determined that the student needs or is believed to need special education or related services under Section 504, the district shall conduct an evaluation of the student prior to their initial placement. Prior to conducting an initial evaluation of a student for eligibility under Section 504, the district shall obtain written parent/guardian consent.

The district's evaluation procedures shall ensure that the tests and other evaluation materials: (34 CFR 104.35)

a. Have been validated and are administered by trained personnel in conformance with the instruction provided by the test publishers
b. Are tailored to assess specific areas of educational need and are not merely designed to provide a single general intelligence quotient
c. Reflect the student's aptitude or achievement or whatever else the tests purport to measure rather than their impaired sensory, manual, or speaking skills, except where those skills are the factors that the tests purport to measure

Section 504 Services Plan and Placement

Services and placement decisions for student with disabilities shall be determined as follows:

1. A multi-disciplinary 504 team shall be convened to review the evaluation data in order to make placement decisions. The 504 team shall consist of a group of persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. In interpreting evaluation data and making placement decisions, the Section 504 Student Study Team shall draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The team shall also ensure that information obtained from all such sources is documented and carefully considered and that placement decision is made in conformity with 34 CFR 104.34. (34 CFR 104.33)
2. If, upon evaluation, a student is determined to be eligible for services under Section 504, the team shall meet to develop a written 504 services plan which shall specify the types of regular or special education services, accommodations, and supplementary aides and services necessary to ensure that the student receives FAPE. The parents/guardians shall be invited to participate in the Section 504 Student Study Team meeting and shall be given an opportunity to examine all relevant records.
3. If the Section 504 Student Study team determines that no services are necessary for the student, the record of the team's meeting shall reflect whether or not the student has been identified as a disabled person under Section 504 and shall state the basis for the determination that no special services are presently needed. The student's parent/guardian shall be informed in writing of their rights and procedural safeguards, as described in the "Procedural Safeguards" section below.
4. The student shall be placed in the regular educational environment, unless the district can demonstrate that the education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. The student shall be educated with those who are not disabled to the maximum extent appropriate to their individual needs.
5. The district shall complete the identification, evaluation, and placement process within a reasonable time frame.
6. A copy of the student's Section 504 services plan shall be kept in their student record. The student's teachers(s) and any other staff who provide services to the student shall be informed of the plan's requirements.

If a student transfers to another school within the district, the principal or designee at the school from which the student is transferring shall ensure that the principal or designee at the new school receives a copy of the plan prior to the student's enrollment in the new school.

Review and Reevaluation

The Section 504 Student Study Team shall monitor the progress of the student and, at least annually, review the effectiveness of the student's Section 504 plan to determine whether the services are appropriate and necessary and whether the student's needs are being met as adequately as the needs of the non-disabled students. In addition, the needs of each student with a disability under Section 504 shall be reevaluated at least once every three years.

Prior to any subsequent significant change in placement, a reevaluation of the student's needs will be conducted. Parents/guardians will receive reasonable written notice of any meeting convened to propose a significant change in placement.

Procedural Safeguards

The Superintendent or designee shall notify the parents/guardians of students with disabilities of all actions and decisions by the district regarding the identification, evaluation, or educational placement of their children. They shall notify the parents/guardians of all the procedural safeguards available to them if they disagree with the district's action or decision, including an opportunity to examine all relevant records and an impartial hearing in which they shall have the right to participate. (34 CFR 104.36)

If a parent/guardian disagrees with any district action or decision regarding the identification, evaluation, or education placement of their child under Section 504, they may request a Section 504 due process hearing within 30 days of that action or decision.

Parents/Guardians may initiate the following three procedures. Parent/Guardians are encouraged to utilize Levels One and Two, but may proceed directly to Level Three if they so choose.

Section 504 due process hearing shall be conducted in accordance with the following procedures:

LEVEL ONE: In writing, request a meeting with the Section 504 Student Study Team in an attempt to resolve the disagreement through an administrative review. This meeting shall be held within fifteen (15) school days after receiving the parents/guardians' request. This time frame may be extended by mutual agreement of the parties.

LEVEL TWO: If disagreement continues, the parent/guardian may request, in writing, an impartial hearing with the district's:

Section 504 Coordinator
Fresno Unified School District
890 S. 10th Street, 93702
(559) 457-3220
504@fresnounified.org

The request for the due process hearing shall include:

1. The specific nature of the decision with which they disagree
2. The specific relief they seeks
3. Any other information they believe is pertinent to resolving the disagreement

Within 30 days of receiving the parent/guardian's request, the Superintendent or designee and 504 Coordinator shall select an impartial hearing officer. This 30-day deadline may be extended for good cause or by mutual agreement of the parties.

Within 45 days of the selection of the hearing officer, the Section 504 due process hearing shall be conducted and a written decision mailed to all parties. This 45-day deadline may be extended for good cause or by mutual agreement of the parties.

The parties to the hearing shall be afforded the right to:

1. Be accompanied and advised by counsel and by individuals with special knowledge or training related to the problems of students with disabilities under Section 504
2. Present written and oral evidence
3. Question and cross-examine witnesses
4. Receive written findings by the hearing officer stating the decision and explaining the reasons for the decision

If desired, either party may seek a review of the hearing officer's decision by a federal court of competent jurisdiction. (34 CFR Part 104.36)

LEVEL THREE: Parents/guardians have the right to file a complaint with the Office of Civil Rights. The address of the regional office, which covers California, is:

United States Department of Education
Office of Civil Rights
50 Beale Street, Suite 7200
San Francisco, CA 94105-1818
415-486-5555

If you think your child may require the supports of a Section 504 plan, contact the School Site 504 Coordinator or Administrator at your child's school of attendance. More information on Section 504 Plan and the procedural safeguards and protections for students with a Section 504 Plan can be found in Fresno Unified School District Board Policy and Administrative Regulations Section 6164.6. You may also contact the District's 504 Coordinator at 559-457-3227.

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 has a direct and substantial relationship to the disability or is a district failure to implement the IEP or 504 plan. When a student is recommended for expulsion, the Manifestation Determination Meeting must take place within 10 school 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 current 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 credits 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.

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

SUBJECTS REQUIRED AND TOTAL NUMBER OF CREDITS PER SUBJECT TO MINIMALLY MEET HIGH SCHOOL GRADUATION REQUIREMENTS

B.P. 6146.1

Students shall receive diplomas of graduation from high school only after completing the prescribed course of study and meeting the standards of proficiency established by the district.

Units to verify completion of the 230-unit requirement must include the following:

English Language Arts	40
American Government	5
U.S. History	10
Modern World History	10
Biological Science	10
Physical Science	10
Biological/Physical Science	10
Algebra	10
Geometry	10
Mathematics	10
Physical Education	20
Ethnic Studies *	10
World Language/Arts	10
Economics	5
Electives **	60
TOTAL	230

* 10 credits of Ethnic studies will replace 10 credits of electives as graduation requirements beginning with the class of 2027.

**Any courses taken in excess of the minimum required in any subject area will count toward the fulfillment of the Elective requirement.

COURSES EARNING HIGH SCHOOL CREDIT

Currently Algebra and Foreign Language are offered at all middle

schools. Middle school students can enter high school with up to 30 credits of high school graduation credit; i.e., Algebra 10 credits and two years of foreign language, 20 credits. 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) A-G 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).

REQUIRED "A-G" COURSES

Students must complete all "a-g" courses (with grade of C or better) to meet the minimum requirements for UC/CSU eligibility:

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.

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 8th grade that a high school accepts as equivalent to its own math courses.

D. **Laboratory Science – 2 YEARS REQUIRED, 3 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.

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, or courses that have been approved solely in the elective area.

Contact your child's high school counselor to verify or confirm your child's individual progress toward high school graduation and a-g.

Meeting minimum a-g requirements does not ensure University admission. Students who take more a-g courses earn additional a-g credits, which makes them more competitive in the admission process.

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.

PHYSICAL EDUCATION (P.E.) REQUIREMENTS

Education Code 51222 requires that all students in grades 7-12 must receive no less than 400 minutes each 10 school days of physical education activities. Education Code 51210 mandates students in grades 1-6 to participate in at least 200 minutes of physical education activity every 10 school days. In Fresno Unified School District. Students must complete 20 physical education graduation credits. Furthermore, 5th, 7th, and 9th grade students shall participate in State Physical Fitness Testing during the spring semester.

Education Code 51241 and Fresno Unified School District Board Policy 6142.7 allows the Superintendent or designee to grant exemptions from the minimum number of required physical education minutes to students who meet specific conditions. Students enrolled in Marching Band, JROTC I or II or Aerospace Science I or II with a non-PE credentialed teacher, will be allowed to count less than half of the PE class minutes toward the requirement of no less than 400 minutes of each 10 school days of physical education activities. The

students assigned to these courses will be expected to complete an activity log (which demonstrates physical activities completed outside of the class period) as a requirement of the course to fulfill the required minutes of physical education (no less than 400 minutes each 10 school days).

For more information, please contact the Physical Education Department at (559) 457-3839 or contact your child's guidance counselor.

COMPREHENSIVE SEXUAL HEALTH EDUCATION

B.P. 6142.1, E.C. 51930

In order to satisfy the requirement set forth by the California Healthy Youth Act (EC 51930), our Fresno Unified School District Board of Education adopted the curriculum, Positive Prevention PLUS, for middle and high school levels, which will be taught once in the 7th grade and in 9th/10th grade biological sciences in high school. The California Healthy Youth Act requires the District:

- To provide pupils with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy.
- To provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.
- To promote understanding of sexuality as a normal part of human development.
- To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.
- To educate pupils on healthy relationships, including the prevention of teen dating violence, recognizing unhealthy behaviors, and seeking support when needed.

All materials are available for parent inspection at each site. Parents or guardians have the right to excuse their child from comprehensive sexual health education and HIV prevention education. The request must be made in writing to the school (EC 51934). For a copy of the California Healthy Youth Act, please contact your child's school.

FEES AND CHARGES

B.P. 3260

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 their 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 their participation in an educational activity, the student or their parent/guardian may file a complaint with the principal or designee using the district's procedures in B.P./A.R. 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. Their family's income is at or below 185% of the poverty level issued annually by the U.S. Department of Health and Human Services, or
2. They qualify as an "identified student" because they are in foster care or Head Start, or homeless or migrant, or living in households that receive SNAP/Food Stamps, TANF cash assistance, or the Food Distribution on Indian Reservation benefits.

For more information, see the AP liaison/counselor at your high school.

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. Their family's income is at or below 185% of the poverty level issued annually by the U.S. Department of Health and Human Services, or
2. They qualify as an "identified student" because they are in foster care or Head Start, or homeless or migrant, or living

in households that receive SNAP/Food Stamps, TANF cash assistance, or the Food Distribution on Indian Reservation benefits.

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 PROFICIENCY PROGAM (CPP)

The CPP has replaced the California High School Proficiency Exam (CHSPE) established by California Education Code Section 48412. The CPP utilizes the State Board of Education approved HiSET® subtests for both language arts and mathematics to measure proficiency. Students may take the CPP with paper-pencil or on a computer at a testing center, or at home, online, with live proctoring. Paper-pencil tests are only available at testing centers. Please visit the website at: https://www.hiset.org for more information regarding eligibility, application requirements, and prep materials.

After passing the language arts and mathematics subtests of the proficiency program, eligible students will be awarded a California Certificate of Proficiency which holds the same legal equivalent as a California issued high school diploma.

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

CAASPP Testing Dates

Grades 3-8, 11: April 7 – June 11, 2026

CAASPP Program

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

This year students will participate in the California Assessment of Student Performance and Progress (CAASPP) system by taking a series of computer-based tests developed by the Smarter Balanced Assessment Consortium that will provide an academic checkup for students by measuring real-world skills like critical thinking and problem solving. These assessments offer significant improvements over tests of the past, including new types of questions and performance tasks that require students to apply a variety of skills to complete complex tasks that will prepare them for college and the workplace. Students in grades 3 – 8 and 11 will be assessed in English Language Arts/Literacy and mathematics.

Recently-Arrived English Learners

English Learners (EL) who have been enrolled in United States schools for less than 12 months are not required to take the English Language Arts/Literacy assessment but are required to take the mathematics assessment.

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 such as, Braille, American Sign Language, the use of a reader, scribe, or calculator. The IEP must state the specific accommodation. Also, students with current plans under Section 504 of the Rehabilitation Act of 1973 specifying such accommodations will be tested with the prescribed accommodations. No other students are allowed testing accommodations.

California Alternate Assessment

As part of the CAASPP Program, the California Alternate Assessment (CAA) provides students with significant cognitive disabilities the opportunity to demonstrate achievement in English Language Arts/Literacy and mathematics by taking a test commensurate with their abilities. This test is designed for students in grades 3-8 and 11, who have an individualized education program and who have a significant cognitive disability. CAA is administered online only and one-on-one by a test examiner. A certificated or licensed test examiner who is familiar with the student will administer the test. The CAA for Science Test will be administered to eligible students in grades 5 and 8, and one time in high school.

California Science Test

The California Science Test (CAST) is an online test based on the California Next Generation Science Standards. Students in grades 5 and 8, and one time high school will participate. The CAST uses the current CAASPP test delivery system and is administered online.

CAASPP - 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 their child from any or all parts of the CAASPP tests. The District and its employees may discuss the CAASPP 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.

English Language Proficiency Assessments for California (ELPAC)

Test dates: February 1 to May 31, 2026

C.C.R., Title 1, Sec. 313; E.C. 60810

The ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. State and federal law require that school districts administer a state test of ELP to English learners in kindergarten through grade 12. The ELPAC consists of two separate tests: one for the initial identification of students as English learners, and a second for the annual summative assessment to measure a student's progress in learning English. Every year students who

are identified as English learners will take the Summative ELPAC. Identifying students who need help learning in English is important so these students can get the extra help they need to do well in school and access the full curriculum. An alternate ELPAC is available for students in kindergarten through grade 12 with IEPs who have been identified by the IEP team as having the most significant cognitive disabilities and being eligible for alternate assessments, in addition to being identified as an English learner.

Reading Difficulties Risk Screener

E.C. Section 53008

Students in kindergarten, first grade, and second grade are required to be screened annually for risk of reading difficulties. Students may be exempted from screening with prior written consent of the parent or guardian if they have a current identification or diagnosis of a reading difficulty, reading disorder, or other disability; are eligible for special education and related services pursuant to the federal Individuals with Disabilities Education Act or a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973; are in the process of being assessed for eligibility for special education and related services pursuant to the federal Individuals with Disabilities Education Act or a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973; or are being evaluated with diagnostic assessments that make screening pursuant to this section redundant.

Families will be notified of the dates of screening dates at least 15 calendar days before the administration of the screening. Student results will be provided to families no later than 45 calendar days after the screening. The information provided will describe how to interpret the screener results as well as student academic support.

Dress Code and Discipline Policies

Question	Department / Office	Phone
• If my child is suspended, can they be sent home without my knowledge? • Are there alternative programs to suspension/expulsion?	Contact your child's principal or vice-principal.	See school directory on page 102.
• Where can I find the dress code for my child's school? • I have questions about the school dress code, whom can I contact?	Contact your child's school.	See school directory on page 102.

DRESS AND APPEARANCE

A.R. 5132; B.P. 5132

The Governing Board believes that appropriate dress and appearance 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 interfere with the educational process. In adopting this Dress and Appearance policy, it is the Board's intention to comply with Education Code 221.5.

Administrative Regulation 5132: Educationally Appropriate Dress and Appearance

The responsibility for the dress and appearance of a student rests primarily with the student and their parents or guardians. In the interest of maintaining an appropriate learning environment, the district believes in the following basic principles:

- All students are encouraged to dress in a manner that is appropriate, comfortable and conducive to an active academic school day.
- Students should be able to wear clothing without fear of or actual unnecessary discipline or body shaming.
- The student dress code should serve to support all students to develop a body-positive self-image.
- The district standard dress and appearance policy is gender neutral and applies to all students equally regardless of gender on school campuses and at school-sponsored functions and will be enforced consistently and fairly by all members of the school staff
- Clothing and hair styles are a matter of personal choice (except for schools with uniforms). The school shall be concerned only when these impact the health and safety of students and staff.

Examples of inappropriate clothing include:

- clothing where the buttocks or torso is exposed, i.e., tube tops, half shirts, halters
- clothing that is see-through. (clothing must be opaque)
- clothing or accessories which show profanity, obscene words or pictures, sexually suggestive statements, or incites to violence
- clothing representing gang-related activities
- clothing where the entire thigh is exposed, such as micro minis or short shorts.
- bathing suits or cut-offs
- the wearing and carrying of tobacco promotional items, or items promoting controlled substances (drugs) and/or alcohol,
- clothing where undergarments are exposed
- clothing that has text that is libelous, bullying, constitutes harassment or discrimination
- footwear must be worn at school and all functions
- no backless footwear for elementary students

Additionally, site leadership may establish a site-specific dress code addendum in the following circumstances:

- Times when students are engaged in extracurricular or other special school activities and where the standard dress and appearance policy would not be appropriate for the activity.
- Times when students are engaged in specific courses where modification is needed to ensure the safety of the students engaged in the class. Examples include lab sciences, CTE classes or other classes that contain potential hazards.
- Schools may set their own site-specific addendum relating to hats, caps and other head coverings. There shall be no restriction on student head coverings worn for bona fide religious purpose.
- Each school site, in accordance with the District Dress Code Review Process may develop additional guidelines stricter than the district's minimum standard dress and appearance policy; however, these site-specific dress code addendums may not contradict the district's dress and appearance policy outlined in this AR. Schools are responsible for following the identified district policies on notification of students and parents for their site-specific addendums.

SUN PROTECTIVE CLOTHING

Each school site shall allow for outdoor use during the school day, articles of sun-protective clothing, including, but not limited to, hats, provided that sun-protective clothing does not otherwise violate this regulation. Each school site may set a policy related to the type of sun protective clothing, including, but not limited to, hats, that students will be allowed to use outdoors, if that policy is stricter than this regulation. Specific clothing and hats determined by the school district or school site to be gang-related or inappropriate apparel may be prohibited by the school site's dress code policy.

CONSEQUENCES OF DRESS AND APPEARANCE CODE VIOLATIONS

Site Leadership can determine consequences for dress and appearance code violations provided these consequences are applied consistently and equitably. Except under exigent circumstances, suspension or expulsion will not be used as a consequence for the violation of a dress code.

Site Staff shall provide students opportunity to remedy the violation. Opportunities to remediate may include, but are not limited to, parental contact or offer of exchange of clothing. Any discipline that shall arise out of dress code violations shall have minimal loss of instructional time as its goal.

If a parent/guardian or student disagrees with the site administrator's decision on a standard violation, the parent/guardian or student shall attempt to resolve the problem by requesting a personal conference with the site administrator. If the problem cannot be resolved informally to the parent/guardian or student's satisfaction, the site administrator's decision may be appealed to the Superintendent's designee, whose decision shall be final.

Dangerous or Disruptive Violations: Dress or appearance violations that cause actual disruption of the educational environment, result in actual violation of law or other school rules, including hate-crime laws, or cause actual injury may result, at the discretion of the district Administration, in more serious disciplinary action, up to and including expulsion without regard to the policy set forth above for standard violations. The process for appeal of these dangerous or disruptive violations shall be consistent with standard district disciplinary procedures.

Physical Education Grades: No grade of a student participating in a physical education class shall be adversely affected due to the fact that the student does not wear standardized physical education apparel where the failure to wear such apparel arises from circumstances beyond the student's control. (Education Code 49066) (cf. 5121 - Grades/Evaluation of Student Achievement)

EXCEPTION TO REGULATIONS

Generally, these neutral dress rules will be applied to all students without regard to personal circumstances. However, religious beliefs, medical requirements or other reasons may be grounds for an exception to a specific portion of the district Standard Dress & Appearance policy with specific advance approval from the district. A petition for an exemption from enforcement of a specified portion of district Standard Dress & Appearance policy may be submitted to the principal. Under no circumstances will the principal allow an exception for dress that displays gang symbols, uses profanity, displays products or slogans that promote tobacco, alcohol, drugs or sex, materially interferes with school work, materially disrupts the school environment, substantially disrupts the school environment or which creates a risk of safety.

GANG-RELATED APPAREL

Gang-related apparel is not acceptable. If individual schools that have a dress code prohibiting gangrelated apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Principals will collaborate with Law Enforcement Agencies to update changes in gang-related apparel at the beginning of each semester or as often as needed. Because gang-related symbols are constantly changing, definitions of gang related apparel shall be reviewed at least once each semester and updated whenever related information is received.

UNIFORMS

E.C. 35183

In schools where a school-wide uniform is required, the principal, staff, and parents/guardians of the individual school shall jointly select the specific uniform, and uniform combinations to be worn. (Education Code 35183)

The principal or designee shall give parents/guardians at least six months' notice before a school uniform policy is implemented. (Education Code 35183)

Parents/guardians shall be informed of their right to have their child exempted from a school uniform policy. A student exempted from participation in a school uniform policy by his/her parents/guardians must comply with this regulation and any supplemental site-specific dress code adopted at the site level.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

The Superintendent or designee shall establish a method for recycling or exchanging uniforms as students outgrow them.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

Fresno Unified School District does not harass, intimidate, or discriminate on the basis of race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity or expression or genetic information, mental or physical disability, sex, sexual orientation, parental or marital status, military veteran status, or any other basis protected by law or regulation, in its educational program(s) or employment.

Regulation FRESNO UNIFIED SCHOOL DISTRICT approved: July 8, 1993 Fresno, California revised: September 10, 1997 reviewed: May 18, 2001 revised: July 16, 2003 revised: July 9, 2019

Policy Section: 5000

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

B.P. 5144; A.R. 5144

The Governing Board is committed to providing a safe, supportive and positive school environment which is conducive to student learning and achievement and desires 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, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The superintendent or designee shall develop effective, age appropriate strategies for maintaining a positive school climate correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices. In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures. Disciplinary measures that may result in a loss of instructional time or cause students to be disengaged from school, such as, detention, suspension and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed (Education Code 48900.5)

Conflict resolution strategies shall be considered as part of each school's comprehensive safety plan and incorporated into other district discipline procedures as appropriate. B.P. 5138.2 Staff shall enforce disciplinary rules fairly, consistently and in accordance with the district's nondiscrimination policies. B.P. 5144, 5144.1

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

CONFERENCING

Students will be counseled regarding appropriate school behavior.

DETENTION

A.R. 5144

Students may be detained for disciplinary or other reasons up to one (1) hour after the close of the maximum school day. 5 California Code of Regulations section 353.

SUSPENSION BY TEACHER

B.P./A.R. 5144.1

A teacher may suspend a student, from for the remainder of the day and the following day, for any of the acts specified in 48900, E.C. 48910

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)

As soon as possible after the teacher decides to suspend the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if requested by the parent/guardian or teacher. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

A teacher may also refer a student, for any of the acts specified above in Education Code 48900, to the principal or designee for consideration of a suspension from school. (Education Code 48910))

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

ON-CAMPUS SUSPENSION

A.R. 5144.1

The Board recognizes that students who are suspended from school frequently have no supervision or guidance during the school hours when they are off campus and may fall behind in the course work. The Board believes that in many cases, it would be better to manage

the student's behavior by keeping the student at school and providing them with supervision that is separated from the regular classroom.

To ensure the proper supervision and ongoing learning of students, for any of the offenses enumerated in Education Code Section 48900 and 48900.2, but 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 establish a supervised suspension program which meets the requirements of law.

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)

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (E.C. 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law
2. The student shall have access to appropriate counseling services
3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension
4. The student shall be responsible for contacting the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign classwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the tribal social worker and, if applicable, county social worker, in person, by email, or by telephone. When the assignment is for longer than one class period, this notification may be made in writing. (E.C. 48911.1)

SUSPENSION

B.P. 5144.1; A.R. 5144.1

Suspension means the removal of a student from ongoing instruction for adjustment purposes. Suspended students shall be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion. A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

Suspension Procedure requires:

1. An informal conference with the student;
2. All requests for student suspension are to be processed by the principal or designee.
3. At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the tribal social worker and, if applicable, county social worker, in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian or, if applicable, the foster youth's educational rights holder, attorney, and the county social worker, or the Indian child's tribal social worker and, if applicable, the county social worker, shall be notified in writing of the suspension. (Ed. Code 48911) This notice shall state the specific offense committed by the student. (E.C. 48900.8) In addition, the notice may state the date and time when a student may return to school.
4. That parents/guardians respond to the school's request for a conference without delay, as per state law;
5. That parents/guardians be informed that suspension may be reviewed by the Superintendent or designee; and
6. 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 object of this type, the student 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 (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 student 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.

E.C. 48900 (r)
Engaged in an act of bullying, Including, but not limited to, bullying committed by means of an electronic act.

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, 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 school district personnel or pupils, that is sufficiently severe or pervasive so as to have the actual and reasonably-expected effect of materially disrupting classwork, creating substantial disorder, and invading rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

E.C. 48900.7
(Grades K-12)

Made terrorist threats against school officials or school property, or both.

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

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)

Other means of correction 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.

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 student privacy.

E.C. 48915.1; A.R. 5119
Enrollment of a student expelled from another District. A hearing will 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.

E.C. 49332; A.R. 5144.1
School personnel may retain possession of any injurious object taken from a student until the risk of its use has dissipated.

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, bags, items, or vehicles on school property.

EXPULSION

B.P./A.R. 5144.1

Except when otherwise permitted by law, a student may be suspended or expelled only when their behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus (cf. 5112.5 - Open/Closed Campus)
4. During, going to, or coming from a school-sponsored activity

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 notice waiver. To postpone the expulsion panel hearing, the request must be made in writing five (5) days prior to the expulsion hearing and sent to:

Department of Prevention and Intervention
Discipline Office
2011 Fresno 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 Superintendent or designee may, in writing, extend the suspension until the Governing Board has rendered a decision in the action. 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 their parent/guardian are provided an opportunity to meet with the Superintendent or designee regarding the extension.
2. The Superintendent or designee has determined, that the student presents a danger to persons or property or 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)
- Student Postponement: Entitled to not more than thirty (30) calendar days--additional days at Board's discretion. E.C. 48918 (a)

Student Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in administrative regulation and law. (Education Codes 48911, 48915, 48915.5, 48918)

Expulsion Hearing

A.R. 5144.1

- To be conducted within thirty (30) school days of determination of student violation. E.C. 48918 (a) (1)
- Administrative Panel Determination: Within three (3) school days or thirty-three (33) days without postponements. E.C.48918 (e)
- Decision of Governing Board: Within ten (10) school days or forty (40) days without student requested hearing postponement. E.C. 48918 (a)(2)
- Appeal to County Board: Within thirty (30) calendar days following School 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 student 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 recorded, may be transcribed at the parent's/guardian's expense if the Board's decision is appealed.

At the hearing, the Panel will hear facts/evidence about the incident from testimony provided by the school and any/all witnesses. The panel will also receive information about the student related to their academic performance, attendance, and discipline. Parent/guardian will have a chance to tell the Administrative Panel if the information from the school is not accurate. Parent/guardian may also inform the Administrative Panel of any concerns they have before the Administrative 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.

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 recording 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, and the student's representative will be sworn in.
- Presentation of witnesses and evidence will be made by the representative of the school district.
- The student, parent/guardian, and/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, and/or Student's 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.

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, they may not attend any Fresno Unified school during the expulsion term set by the Board of Education.

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 their 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 Schools are made through the Fresno Unified Department of Prevention and Intervention. 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.

NOTIFICATION REGARDING

EXPULSION

The Fresno Unified School District Board of Education has established policies and standards of behavior which promote learning and protect the safety and well-being of students. When these policies are violated, it may be necessary to suspend or expel a student. Board Policy 5144.1 aligns with California Education Code in the approach to serious offenses.

The following offenses will warrant a mandatory referral for expulsion:

1. Possessing loaded or unloaded firearms
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance
5. Sexual assault (including attempt) or sexual battery
6. Possessing an explosive

The offenses listed above will not be tolerated in the school buildings, school grounds, and buses, going to or coming from lunch or school or at any school-sponsored activity.

For all other violations, the principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following:

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Students who violate the applicable Penal Codes referenced by this policy will be referred to the appropriate law enforcement authorities.

This policy is publicized and each student and parent/guardian will be asked to sign a copy of the Notification Regarding Expulsion. Parents/Guardians are also requested to acknowledge the receipt of the Notification Regarding Expulsion (formerly referred to as the Zero Tolerance Letter of Notification) by their signature on the Illness and Accident Procedure Card. If the letter and/or card are not returned to the school, the policy still applies to all students.

HATE-MOTIVATED BEHAVIOR

B.P.5145.9

The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate. Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur. The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society, explains the harm and dangers of explicit and implicit biases, discourages discriminatory attitudes and practices and provides strategies to manage conflicts constructively.

Complaint Process

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident the principal or designee, a teacher, district compliance officer, or other staff member. Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure.

If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint. Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal, or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, they shall also contact law enforcement.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students, staff, and Parents/guardians. This policy shall be posted in a prominent location on the

district's web site in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion
2. Discourages the development of discriminatory attitudes and practices
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
4. Supports the prevention, recognition, and response to hate-motivated behavior
5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

School Safety

Question	Department / Office	Phone
• If I have a concern about bullying, whom do I contact?	Contact your child's principal or vice principal.	See school directory on page 102.
• Is bus transportation to school available for my child?	Contact your child's school or Transportation.	See school directory on page 102 or (559) 457-3138.
• What is ParentSquare?	Contact your child's principal or vice principal	See school directory on page 102.

SCHOOL SAFETY

SAFE PLACE

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, EARTHQUAKE, RE-UNIFICATION 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
- 4 lock-down drills per year
- 4 earthquake preparedness drills per year
- 2 Re-Unification Drills per school year

High School

- 3 fire drills per year.
- 4 lock-down drills per year
- 2 earthquake preparedness drills per year
- 2 Re-unification drills per school year

  (Lockdown drills should be held during the following times: 1 before school, 1 after school, 1 during lunch and 1 during instruction period. Fire Drills should be held during the following times: 1 before/after school, 1 during lunch, 1 during instruction period.)

EMERGENCY AND CRISIS INFORMATION

ParentSquare's Urgent Alert: Emergency Text Notification System

What is ParentSquare's Urgent Alert:?

ParentSquare is Fresno Unified's emergency text notification system. ParentSquare will send a text message to the cell phones of parents or guardians in the event of a safety issue or incident that occurs on or near school sites. This system provides an additional tool for quickly notifying parents/guardians and staff. Because a text message only allows for 160 characters, messages will be brief, but will provide pertinent details and any necessary instructions.

What kind of safety issue will warrant a ParentSquare Urgent Alert?

The district has given that question a lot of thought and have determined the system will be used in the event there is a safety issue at a school site that is going to 1) disrupt the school day or 2) cause an early dismissal. So, for example:

- Gas leak
- Water main break that requires early dismissal
- School cancellation (power outage for example)
- Full-scale reunification causing early dismissal
- Lockdowns that impact arrival and dismissal

It is extremely important that parents/guardians are aware of this communication tool. We can't emphasize enough how vital it is that you include an updated cell phone number on the yellow emergency card and update the school sites and/or your ATLAS Parent Portal when you change your emergency contact information, especially your cell phone number. We want to encourage each parent/guardian to notify your child's school when your cell phone number changes. Please be sure to notify your child's school, provide the school with your new cell phone number so you do not miss any ParentSquare Urgent Alerts, in the event there is a safety issue at school.

For more information on ParentSquare including how to register, please visit the district website at www.fresnounified.org.

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, 51
Hmong Channel: 32.6 (Hmong TV Network)

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

STUDENT RESOURCE OFFICERS (SRO)

Each comprehensive high school and middle school, as well as DeWolf, Farber Educational Campus, and Phoenix Secondary have an SRO assigned to their campus. The SRO is a Police Officer employed through a contractual agreement with the Fresno Police Department- 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 sergeants are a member of the Fresno Unified Safety and Security Office. Any complaints of an SRO regarding a student, please contact the Fresno Unified Safety Office at (559) 457-3980.

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 small amount of cash.

Help stop crime in your school and community. Call Crime Stoppers at (559) 498-STOP (7867) or tell an adult at your school, at home, or the school's Student Resource Officer. If there are any threats made, contact the Fresno Police Department at (559) 621-7000.

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 their 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.
6. 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:

- Avoiding family functions;
- Loss of interest in the family and school;
- Sudden demand for privacy or freedom;
- Frequent and increasing combative behavior
- Loss of old friends;
- New friends with negative influence

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

GENDER AND IDENTITY INCLUSION

B.P. 5145.31

The Governing Board is committed to addressing the safety needs of all students, including those needs related to a student's actual or perceived gender identity, gender expression, or sexual orientation. The purpose of this Board Policy is to set out guidelines regarding issues related to transgender and gender expansive/gender non-conforming students.

The Board recognizes that a safe and civil school environment is necessary for students to have equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities; and is integral to student success.

The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying targeted at any student by anyone, based on the student's actual or perceived sex, sexual orientation, gender, gender identity, or gender expression, race, ancestry, national origin, ethnicity, ethnic group identification, age, religion, color, marital or parental status, physical or mental disability, age or, 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 (42 USC 2000d-2000e-17, 20 USC 1681-1688, Education Code 200, 220, 221.5 (f)).

ANTI-BULLYING

B.P. 5131.2

The Board recognizes the harmful effects of bullying on student well-being, student learning and school attendance and desires to provide a welcoming, safe, and supportive school environments that protects students from physical, mental, and emotional harm.

No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes creation or 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 unauthorized access of another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

The superintendent or designee shall develop strategies for addressing bullying in district schools shall be developed with the involvement of students, parents/guardians, and staff as appropriate,. The Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in and the community. Such strategies shall be incorporated into the comprehensive safety plan, the local control and accountability plan and, to the extent possible, into Local Control and Accountability Plan, and other applicable district and school plans.

SUICIDE PREVENTION, INTERVENTION, AND POSTVENTION

AB2246, AB1767, AB748, B.P./A.R. 5141.52, Exhibit (E) 5141.52

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention

1. Staff development on suicide awareness and prevention for teachers, school counselors, school psychologists, school social workers, site administrators, and other district employees who interact with students in grades K-12.
2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others.
3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students in grades K-12.
4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the youth suicide problem, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis.
5. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Coping strategies, warning signs, site-specific and community resources will be displayed at each site in accordance to AB748.
6. Crisis intervention procedures for addressing suicide threats or attempts and Wellness Plans to promote student safety upon returning from crisis stabilization.
7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

Student identification cards shall include the National Suicide Prevention Lifeline telephone number (988) and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number. (Education Code 215.5)

Please visit https://www.fresnounified.org/dept/dpi/sews/ and Exhibit (E) 5141.52 for more information.

STUDENT MENTAL HEALTH AND WELLNESS

Student Mental Health and Wellness: When a student mental health need is identified, District staff will speak with a student to determine the level of need and risk by asking questions related to student history. If ongoing support is recommended, the District will

communicate with families to obtain consent for ongoing services or outside referrals.

CALIFORNIA YOUTH BEHAVIORAL HEALTH INITIATIVE (CYBHI)

CYBHI is a statewide initiative designed to expand access to school-based mental, emotional, and behavioral health services. Through this program, school districts can be reimbursed for school-based behavioral health services. These may include check-ins, walk-in visits with support staff, stress management strategies, mindfulness activities, and academic support—all facilitated by trained professionals. In some cases, students may receive ongoing services like intensive behavior support, small group skill building, or individual/group counseling. For ongoing services, parent/guardian consent will be requested before support begins.

As a part of the CYBHI program, families are asked to provide their students' health insurance information. Information can be submitted through the emergency card, digital emergency card in ATLAS, or when contacted by our district partner, Care Solace. Only the necessary information from your child's educational records will be shared to allow the district to request reimbursement through the CYBHI Fee Schedule program. All health information will be securely stored and shared only with approved third-party administrators, in full compliance with FERPA and HIPAA. There is no cost to families, and participating in this program will not affect your insurance coverage or co-pays. For more information, please visit:

https://www.fresnounified.org/departments/dpi/children-and-youth-behavioral-health-initiative-cybhi

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.

TOBACCO

B.P. 5131.62

Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees. Prohibited products include, but are not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. (Education Code 48900, 48901)

Students' possession or use of electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products is also prohibited.

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 B.P. 5141.4

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:

The Safety and Security Office
1301 "M" Street
Fresno, CA 93721
Phone: (559) 457-3981

SAFE PLACE: RESPONSE TO IMMIGRATION ENFORCEMENT

B.P. /A.R. 5145.13

The Governing Board is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status.

District staff shall not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members or provide assistance with immigration enforcement at district schools, except as may be required by state and federal law. (Education Code 234.7)

No student shall be denied equal rights and opportunities nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities based on their

immigration status. (Education Code 200, 220, 234.1)

RESPONDING TO REQUESTS FOR INFORMATION

Unless authorized by the Family Educational Rights and Privacy Act pursuant to 20 USC 1232g, student information shall not be disclosed to immigration law enforcement authorities without parental consent, a court order, or judicial subpoena. The Superintendent or designee shall annually notify parents/guardians that the district will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a court order or judicial subpoena.

Upon receiving any verbal or written request for information related to a student's or family's immigration or citizenship status, district staff shall:

1. Notify the Superintendent or designee about the information request
2. Provide students and families with appropriate notice and a description of the immigration officer's request
3. Document any request for information by immigration authorities
4. Provide students and parents/guardians with any documents provided by the immigration enforcement officer, unless such disclosure is prohibited by a subpoena served on the district or in cases involving investigations of child abuse, neglect, or dependency

Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

RESPONDING TO REQUESTS FOR ACCESS TO STUDENTS OR SCHOOL GROUNDS

District staff shall receive parent/guardian consent before a student is interviewed or searched by any officer seeking to enforce civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge or a valid, effective court order. A student's parent/guardian shall be immediately notified if a law enforcement officer requests or gains access to the student for immigration enforcement purposes, unless the judicial warrant or subpoena restricts disclosure to the parent/guardian.

All visitors and outsiders, including immigration enforcement officers, shall register with the principal or designee upon entering school grounds during school hours. Each visitor or outsider shall provide the principal or designee with their name, address, occupation, age if less than 21, purpose in entering school grounds, proof of identity, and any other information required by law. (Penal Code 627.2, 627.3)

District staff shall report the presence of any immigration enforcement officers to the appropriate school site or district administrator(s).

As early as possible, district staff shall notify the Superintendent or designee of any request by an immigration enforcement officer for access to the school or a student or for review of school documents, including service of lawful subpoenas, petitions, complaints, warrants, or other such documents.

In addition, district staff shall take the following actions in response to an officer present on the school campus specifically for immigration enforcement purposes:

1. Advise the officer that before school personnel can respond to the officer's request, they must first receive notification and direction from the Superintendent or designee, except under exigent circumstances that necessitate immediate action
2. Request to see the officer's credentials, including their name and badge number, and the phone number of the officer's supervisor, and note or make a copy of all such information
3. Ask the officer for their reason for being on school grounds and document the response
4. Request that the officer produce any documentation that authorizes their school access
5. Make a copy of all documents produced by the officer and retain one copy for school records
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, comply with the officer's orders and immediately contact the Superintendent or designee
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation, as follows:
   a. If the officer has an Immigrations and Customs Enforcement (ICE) administrative warrant, district staff shall inform the agent that they cannot consent to any request without first consulting with the district's legal counsel or other designated district official.
   b. If the officer has a federal judicial warrant, such as a search and seizure warrant or an arrest warrant signed by a federal judge or magistrate, district staff shall promptly comply with the warrant. If feasible, district staff shall consult with the district's legal counsel or designated administrator before providing the officer with access to the person or materials specified in the warrant.
   c. If the officer has a subpoena for production of documents or other evidence, district staff shall inform the district's legal counsel or other designated official of the subpoena and await further instructions as to how to proceed.
8. Do not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, district staff shall document the officer's actions while on campus.

9. After the encounter with the officer, promptly make written notes of all interactions with the officer, including:
    a. A list or copy of the officer's credentials and contact information
    b. The identity of all school personnel who communicated with the officer
    c. Details of the officer's request
    d. Whether the officer presented a warrant or subpoena to accompany their request, what was requested in the warrant or subpoena, and whether the warrant or subpoena was signed by a judge
    e. District staff's response to the officer's request
    f. Any further action taken by the officer
    g. A photo or copy of any documents presented by the officer
10. Provide a copy of these notes and associated documents collected from the officer to the district's legal counsel or other designated district official

The district's legal counsel or other designated official shall submit a timely report to the Governing Board regarding the officer's requests and actions and the district's responses. (Education Code 234.7)

The Superintendent or designee shall also email the Bureau of Children's Justice in the California Department of Justice (BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a school site or a student for immigration enforcement purposes.

RESPONDING TO THE DETENTION OR DEPORTATION OF STUDENT'S FAMILY MEMBER

The Superintendent or designee shall encourage students and their families to update their emergency contact information as needed throughout the school year and to provide alternative contacts, including an identified trusted adult guardian, in case a student's parent/guardian is detained or is otherwise unavailable. The Superintendent or designee shall notify students' families that information provided on the emergency cards will only be used in response to specific emergency situations and not for any other purpose.

The Superintendent or designee shall also encourage all students and families to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information that would allow the students and families to be prepared in the event that a family member is detained or deported.

In the event that a student's parent/guardian is detained or deported by federal immigration authorities, the Superintendent or designee shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. The Superintendent or designee shall only contact child protective services if district personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit.

The Superintendent or designee shall notify a student whose parent/guardian was detained or deported that the student continues to meet the residency requirements for attendance in a district school, provided that the parent/guardian was a resident of California and the student lived in California immediately before they are moved out of state as a result of the parent/guardian's departure. (Education Code 48204.4)

The Superintendent or designee may refer a student or their family members to other resources for assistance, including, but not limited to, an ICE detainee locator, legal assistance, or the consulate or embassy of the parent/guardian's country of origin.

NONDISCRIMINATION/HARASSMENT

B.P. 5145.3, B.P. 5146; B.P. 1312.3

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, programs, practices, or school attendance within a school under the jurisdiction of the Superintendent, unlawful discrimination, including discriminatory harassment (including sexual harassment), intimidation, and bullying of any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, pregnancy, child birth, termination of pregnancy or lactation, including related medical conditions and recovery; parental, marital, and family status, mental or physical disability, medical condition, sex, sex stereotypes, sex characteristics, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or a group with one or more of these actual or perceived characteristics.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of

students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

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

The Board also prohibits any form of retaliation against any student who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint or investigates or refuses to participate in the investigation of a complaint or report alleging unlawful discrimination, Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. Staff shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. They shall report their findings and recommendations to the Board after each review.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, bullying, or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include, suspension or expulsion for behavior that is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, bullying, or retaliation may be subject to disciplinary action, up to and including dismissal.

When a student has been suspended, or other means of correction have been implemented against the student for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Allegations of unlawful discrimination in district programs and activities shall be brought, investigated, and resolved in accordance with Board Policy 1312.3 – Uniform Complaint Procedures, when required by law. However, complaints alleging sex discrimination, including sex-based harassment, under Title IX shall be investigated and resolved in accordance with the procedures specified in 34 CFR 106.44 and 106.45 and Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools. The district shall maintain documentation of complaints and their resolution must be maintained for a minimum of one review cycle. (EC Section 234.1(f))

SEX DISCRIMINATION AND SEX-BASED 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.

FRESNO UNIFIED BOARD POLICY- SEX DISCRIMINATION AND SEX-BASED HARASSMENT

B.P. 5145.7

The Governing Board is committed to maintaining a welcoming, safe, and supportive school environment that is free from discrimination and harassment. The Board prohibits at school or at school-sponsored or school-related activities, sex discrimination and sex-based harassment, as defined in the accompanying administrative regulation, targeted at any student, based on the student's actual or perceived sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; and, parental, marital, and family status.

Additionally, the Board prohibits retaliatory behavior or action against any person who complains or testifies about conduct that reasonably may constitute sex discrimination, including sex-based harassment, reports such conduct, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1; 34 CFR 106.71)

The district strongly encourages students who feel that they are

being or have experienced sex discrimination, including sex-based harassment on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sex discrimination, including sex-based harassment,by or against a student in a district education program or activity shall notify the Title IX Coordinator or any other available school employee.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 – Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures or BP/AR 1312.3 – Uniform Complaint Procedures, as applicable.

The Title IX Coordinator shall offer and coordinate supportive measures to be provided to the complainant and, if the district has begun grievance procedures or offered an informal resolution process to the respondent, offer and coordinate supportive measures to be provided to the respondent, as deemed appropriate under the circumstances.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sex discrimination and sex-based harassment. Such instruction and information shall include:

1. What acts and behavior constitute sex discrimination and sex-based harassment including the fact that sex discrimination and sex-based 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 sex discrimination and sex-based harassment under any circumstance
3. Encouragement to report observed incidents of sex discrimination and sex-based harassment even when the alleged victim of the discrimination or harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sex discrimination and sex-based harassment incident will be addressed separately and will not affect the manner in which the sex discrimination and sex-based harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sex discrimination and sex-based harassment allegation that involves a student, whether as the complainant, respondent, or victim of the discrimination or harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students.
6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sex discrimination and/or sex-based harassment be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district sex discrimination and sex-based harassment complaint continues

A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sex discrimination and sex-based harassment and/ or other students during an investigation.

Disciplinary Actions

Upon completion of an investigation of a sex discrimination and sex-based harassment complaint, any student found to have engaged in sex discrimination and/or sex-based harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, 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.

Upon investigation of ~~a~~ sex discrimination and/or sex-based harassment complaint, any employee found to have engaged in sex discrimination and/or sex-based harassment sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain records in accordance with law, including in accordance with 34 CFR 106.8 as specified in Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures, and district policies and regulations, of all reported cases of sex-based harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

STUDENTS TITLE IX SEX DISCRIMINATION AND SEX-BASED HARASSMENT COMPLAINT PROCEDURES

A.R. 5145.71

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a student, while in an education program or activity in which a district school exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sex discrimination and sex-based harassment: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking defined as follows:
   - Forcible sexual assault includes any sexual act directed against a student, forcibly, against the student's will, or without consent, including rape, sodomy, sexual assault with an object, and fondling. (See 20 USC 1092(f)(6)(A)(v).)
   - Non-forcible sexual assault includes offenses that do not involve force where the student is incapable of giving consent, including statutory rape and incest. (See 20 USC 1092(f)(6)(A)(v).)
   - Dating violence includes violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the student, where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship, the type of relationship and/or the frequency of interaction between the persons involved in the relationship. (See 34 USC 12291(a)(10).)
   - Domestic violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the student. (See 34 USC 12291(a)(8).)
   - Stalking which includes engaging in a course of conduct directed at a student that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress. (See 34 USC 12291(a)(30).)

All other sex discrimination and sex-based harassment complaints or allegations brought by or on behalf of students shall be investigated and resolved in accordance with BP/AR 1312.3 - Uniform Complaint Procedures and BP/AR 5145.7 Sex Discrimination and Sex-Based Harassment.The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by the district's Title IX Coordinator.

Because the complainant has a right to pursue a complaint under BP/AR 1312.3 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Title IX Coordinator shall ensure that all requirements and timelines for BP/AR 1312.3 and 5145.7 are concurrently met while implementing the Title IX procedure.

Reporting Allegations/Filing a Formal Complaint

A student who is the alleged victim of sex discrimination and sex-based harassment or the student's parent/guardian may submit a report of sex discrimination and sex-based harassment to the district's Title IX Coordinator using the contact information listed in AR 5145.7 - Sex Discrimination and Sex-Based Harassment or to any other available school employee, who shall forward the report to the Title IX Coordinator within one day of receiving the report.

Chief of Human Resources/Title IX Coordinator Human Resources
Address: 2309 Tulare Street, Fresno, CA 93721
Phone: (559) 457-3593
Email: TitleIX@fresnounified.org

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the right to file a formal complaint and the process for filing a formal complaint. (34 CFR 106.44)

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations when a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations, including as part of the district's obligation to not be deliberately indifferent to known allegations of sexual harassment. In such cases, the Title IX Coordinator shall provide the alleged victim notices as required by the Title IX regulations at specific points in the complaint process.

The Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Such persons shall receive training in accordance with 34 CFR 106.45. (34 CFR 106.45)

Supportive Measures

Upon receipt of a report of Title IX sex discrimination and sex-based harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures and shall consider the complainant's wishes with respect to the supportive measures implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures shall be nondisciplinary, nonpunitive, and designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment. Supportive measures may include, but are not limited to, counseling, course-related adjustments, modifications of class schedules, mutual restrictions on contact, increased security, and monitoring of certain areas of the campus. (34 CFR 106.30, 106.44)

The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that

maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)

Emergency Removal from School

A student shall not be disciplined for alleged sex discrimination and sex-based harassment under Title IX until the investigation has been completed. However, on an emergency basis, the district may remove a student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sex discrimination and sex-based harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint in which the alleged conduct did not occur in the district's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer enrolled or employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)

Upon dismissal, the Title IX Coordinator shall promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties, and shall inform them of their right to appeal the dismissal of a formal complaint or any allegation in the complaint in accordance with the appeal procedures described in the section "Appeals" below. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to BP/AR 1312.3 - Uniform Complaint Procedures as applicable.

Informal Resolution Process

When a formal complaint of sex discrimination and sex-based harassment is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. (34 CFR 106.45)

The district may facilitate an informal resolution process provided that the district: (34 CFR 106.45)

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student

Written Notice

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's formal Title IX complaint process, including any informal resolution process
2. The allegations potentially constituting sex discrimination and sex-based harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sex discrimination and sex-based harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process
4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence
5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process

The above notice shall also include the name of the investigator, facilitator of an informal process, and decision-maker and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.

Investigation Procedures

During the investigation process, the district's designated investigator shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present

witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence

2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence
3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney
4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties
5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate
6. Send in an electronic format or hard copy to both parties and their advisors, if any, any evidence that is obtained as part of the investigation that is directly related to the allegations raised in the complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence obtained by a party or other source, so that each party can meaningfully respond to the evidence, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report
7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness
8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response
9. After sending the investigative report to the parties for review and before a decision-maker reaches a determination regarding responsibility, the decision-maker must afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. (34 CFR 106.45)

The District shall maintain confidentiality and privacy rights of all parties to the complaint in accordance with applicable state and federal laws, except as may be permitted or required by law or to carry out the purposes of this formal Title IX complaint process.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

Written Decision

The Superintendent shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter. (34 CFR 106.45)

After the investigative report has been sent to the parties but before reaching a determination regarding responsibility, the decision-maker shall afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct. (34 CFR 106.45)

The written decision shall be issued within 60 calendar days of the receipt of the complaint. The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)

In making this determination, the decision-maker shall use the "preponderance of the evidence" standard for all formal complaints of sex discrimination and sex-based harassment. The same standard of evidence shall be used for formal complaints against students as for complaints against employees. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

1. Identification of the allegations potentially constituting sex discrimination and sex-based harassment as defined in 34 CFR 106.30
2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process
3. Findings of fact supporting the determination
4. Conclusions regarding the application of the district's code of conduct or policies to the facts
5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent,

and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant

6. The district's procedures and permissible bases for the complainant and respondent to appeal

Appeals

Either party may appeal the district's decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, the district shall: (34 CFR 106.45)

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties
2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome
4. Issue a written decision describing the result of the appeal and the rationale for the result
5. Provide the written decision simultaneously to both parties

An appeal must be filed in writing within 10 calendar days of receiving the notice of the decision or dismissal, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal.

The district's decision may be appealed to the California Department of Education within 30 days of the written decision in accordance with BP/AR 1312.3.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Remedies

When a determination of responsibility for sex discrimination and sex-based harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent. (34 CFR 106.45)

Corrective/Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44)

For students in grades 4-12, discipline for sex discrimination and sex-based harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the principal or Superintendent shall immediately suspend the student and shall recommend expulsion. This section does not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive. (Education Code 48900.2, 48915)

Other actions that may be taken with a student who is determined to be responsible for sex discrimination and sex-based harassment include, but are not limited to:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education of the student regarding the impact of the conduct on others
4. Positive behavior support
5. Referral of the student to a student success team
6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law

When an employee is found to have committed sex discrimination and sex-based harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain, for a period of seven years: (34 CFR 106.45)

1. A record of all reported cases and Title IX investigations of sex discrimination and sex-based harassment any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, and any appeal or informal resolution and the results therefrom
2. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sex discrimination and sex-based harassment including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and, if no

supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances

3. All materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. The district shall make such training materials publicly available on its web site, or if the district does not maintain a web site, available upon request by members of the public.

SEX DISCRIMINATION AND SEX-BASED HARASSMENT

B.P./A.R. 4119.11

The Board prohibits sex discrimination and sex-based 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 sex discrimination and sex-based harassment or who has knowledge of any incident of sex discrimination and sex-based harassment by or against another employee, job applicant or a student, shall immediately report the incident to their supervisor, the principal, district administrator, or the Superintendent.

Any district employee who engages or participates in sex discrimination and sex-based 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

B.P. 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 shall annually notify the parents/guardians of the district's planned response to this situation.

The district has implemented Raptor, a visitor management system that streamlines visitors and identifies anyone who might be on the national sex offender list prior to entering campus. In an emergency, Raptor is a quick tool for identifying who is on campus and where.

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 nor 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.

STUDENT CONDUCT ON BUSES

BP/AR 5131.1; E.C. 39831.1; 39831.2; 39831.3; 39831.5; E.C. 14103

Bus transportation is a privilege extended to students who display good conduct while preparing to ride, riding or leaving the bus. Continued disorderly conduct or persistent refusal to comply with the authority of the driver shall be sufficient reason for a student to be denied transportation. The Superintendent or designee shall establish regulations related to student conduct on buses, bus driver authority, and the suspension of riding privileges. The Superintendent or designees shall make these rules available to parents/guardians, students and other interested parties. (5 CCR 14103).

Bus Rider Rules

The following rules apply at all times when students are riding a school bus, district-chartered or district-contracted buses including

when on school activity trips. The following conduct is a violation of district bus regulations:

1. Riders shall follow the instructions and directions of the bus driver at all times. (cf. 3542 - School Bus Drivers)
2. Riders should arrive at their designated bus stop on time and stand in a safe place at the stop to wait quietly for the bus. (cf. 3541 - Transportation Routes and Services)
3. Riders shall enter the bus in an orderly manner and go directly to their seats.
4. Riders shall sit down and fasten any passenger restraint systems. Riders shall remain seated while the bus is in motion.
5. Riders shall not block the aisle or emergency exit with their body or personal belongings. Riders may bring large or bulky items, such as class projects or musical instruments, on the bus only if the item does not displace any other rider or obstruct the driver's vision.
6. Riders should be courteous to the driver and to fellow passengers. Vulgarity, rude, or abusive behavior is prohibited.
7. Any noise or behavior that could distract the driver, such as loud talking, scuffling or fighting, throwing objects, or standing or changing seats, is prohibited and may lead to suspension of riding privileges. (cf. 5144 - Discipline)
8. Riders shall not use tobacco products, eat, or drink while riding the bus. (cf. 5131.62 - Tobacco)
9. Riders may bring electronic devices onto the bus only if such devices are permitted at school. If the use of cellular telephones or similar devices disrupts the safe operation of the school bus, the bus driver may direct the student to no longer use the device on the bus. (cf. 5131 - Conduct)
10. Riders shall not put any part of the body out of the window nor throw any item from the bus.
11. Riders shall help keep the bus and the area around the bus stop clean. Riders shall not damage or deface the bus or tamper with bus equipment.
12. Service animals are permitted on school transportation services; all other animals are prohibited. (Education Code 39839; 13 CCR 1216) (cf. 6163.2 - Animals at School)
13. Upon reaching their destination, riders shall remain seated until the bus comes to a complete two stop and upon the signal from the driver, unfasten any restraint system, enter the aisle, and go directly to the exit.
14. Riders should be alert for traffic when leaving the bus and shall follow the district's transportation safety plan when crossing the road and exiting the bus. (cf. 3543 - Transportation Safety and Emergencies)
15. Having dangerous objects, glass, weapons, etc., on bus.
16. No Fighting or abusive body contact on or off the bus
17. Riders shall give proper identification when requested by driver.
18. Possession, use, or sales of a controlled substance.
19. Any action that is determined by the bus driver to be dangerous.

The driver or any passenger shall report any violation of the district's bus rules to the principal or designee. The principal or designee shall notify the student's parent/guardian of the misbehavior, determine the severity of the misconduct, and take action accordingly. In instances of a severe violation or repeated offenses, the rider may be denied transportation for a period of time determined appropriate by the principal or designee. Bus drivers shall not deny transportation services except as directed by the principal or designee.

Authority of the Driver (5 CCR 14103)

Pupils transported in a school bus or in a school pupil activity bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street, highway or road. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation. A bus driver shall not require any pupil to leave the bus enroute between home and school or other destinations.

If it is determined by the principal or designee, in consultation with the Transportation Department that a rider is guilty of misconduct, the principal or designee will initiate the following actions:

1. Upon the first offense of misconduct, the rider and their parent/guardian will be given notice and warning.
2. Upon a second offense of misconduct, the rider will be denied transportation services for a period not to exceed two weeks.
3. Upon a third offense of misconduct, the rider may be denied transportation services for the remainder of the school year.

Bus Surveillance Systems

Students are prohibited from tampering with the bus surveillance system. Any student found tampering with the system shall be subject to discipline and shall be responsible for the costs of any necessary repairs or replacement. Camera supports may be installed in all buses, and cameras may be rotated among the buses and activated at the discretion of the Superintendent or designee. The content of any recording is a student record and may only be accessed in accordance with the district's policy and administrative regulation concerning student record.

Please visit the Transportation website at https://transportation.fresnounified.org or call 559-457-3138 if you have any questions.

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 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 their 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. In addition, this notice shall include information stating that the specified registered sex offender database is available to the public via an Internet Web site maintained by the Department of Justice as www.meganslaw.ca.gov. 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.

(e) At the time of acceptance of each child into a child day care facility after January 1, 2007, the licensee shall provide the child's parent or guardian with a copy of the Family Child Care Home Notification of Parents' Rights provided by the State Department of Social Services, which shall include information stating that the specified registered sex offender database is available to the public via an Internet Web site maintained by the Department of Justice as www.meganslaw.ca.gov.

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, hand-held 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 their 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.

DISTRICT TECHNOLOGY ACCEPTABLE USE POLICY

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

Acceptable use of District Technology occurs where the primary purpose of such use is to improve student learning and prepare students to be career ready graduates.

By using District technology and networks, Learners implicitly agree to the terms of this Acceptable Use Policy. If a Learner is uncertain about whether a particular use is acceptable, he or she should consult a teacher, administrator or other appropriate District personnel.

Based on the notice provided by the PARENT/GUARDIAN/STUDENT NOTIFICATION & INFORMATION HANDBOOK, District Technology policies and regulations (e.g., 0440.1, 6163.4), and students participation in District Technology, this is to highlight that parents, guardians, and students assent to the Acceptable Use Policy and agree not to hold the District or any District staff responsible for the failure of any District Technology protection measures, violations of any legal restrictions, or user mistakes or negligence. Further, by virtue of this notice, assent is also given to indemnify and hold harmless the District and District personnel for any damages or costs arising from or related to use of District Technology and/or any violation of the Acceptable Use Policy.

DISTRICT TECHNOLOGY RESPONSIBLE USE

I am responsible for practicing positive digital citizenship and ethical conduct.

- I will practice appropriate behavior and contributions on websites, social media, discussion boards, media sharing sites, and all other electronic communications, including new technology.
- I will be honest in all digital communication.
- I understand that what I do and post online must not disrupt school activities or compromise school safety and security.
- I will use school appropriate language in all electronic communications, including email, social media posts, audio recordings, video conferencing, and artistic works.
- I will not send and/or distribute hateful, discriminatory, or harassing digital communications, or engage in sexting.
- I understand that bullying in any form, including cyberbullying, is unacceptable.
- I will not seek out, display, or circulate material that is hate speech, sexually explicit, or violent.
- I will not share personal information about myself or others including, but not limited to, names, home addresses, telephone numbers, birth dates, or visuals such as pictures, videos, and drawings.
- I understand that the use of the District technology for illegal, political, or commercial purposes is strictly forbidden.

I am responsible for the use and care of my computer.

- I will bring my computer every day to school, charged and ready for learning.
- I will ensure the computer is secure and safe.
- I will discuss with my parents or guardian expectations regarding the use of the Internet and the device.
- I will return any borrowed devices before transferring, leaving, or graduating from Fresno Unified School District.
- I will not alter, deface, or remove any district labels on my computer.*
- I will return borrowed devices in the same condition as it was given to me.*
- *Schools may set guidelines for repeated device damage, loss, or theft, including a student device success plan.

I am responsible for my passwords and my actions on District technology.

- I will not share any school or District usernames and passwords with anyone.
- I will not access the account information of others.
- I will log out of unattended equipment and accounts in order to maintain privacy and security.
- I understand devices issued to students and staff are for learning or District business.

I am responsible for respecting the works of others.

- I will follow all copyright (http://copyright.gov/title17/) guidelines.
- I will not download illegally obtained music, software, apps, and other works.

*Family Education Rights and Privacy Act (FERPA) is a federal law that requires confidentiality of student information. Publicly posting students personal information, student records or graded work is a violation of FERPA. To learn more about FERPA beyond responsible use and posting online please visit https://studentprivacy.ed.gov/.

Definitions. As used in this document, the word “Learner” includes anyone—employees, students, parents, vendors, 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 for educational purposes, as a privilege that must be safeguarded by all learners. The 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 is issued to appropriate staff to perform their job duties.

District Technology includes, but is not limited to, cell phones, computer hardware, laptops, classroom display panels, document cameras, tablets, e-readers, software, (including cloud resources), hotspots, local wired and wireless networks, and access to the Internet. These items provide tools that can be used to access information and communicate with people, enhance learning, and enable the district to operate efficiently. Technology and people’s use of technology is always changing so it is critical that the District ensure a safe learning environment for students and staff; safeguards for the privacy of electronic data; and protect the District’s technology assets. District Technology remains at all times the property of the District.

TECHNOLOGY ACCEPTABLE USE POLICY

This Acceptable Use Policy shall conform to existing district policies including Board Policy 0440 (Technology Board Policy & Administrative Regulations), 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.

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 the District.
- Enhance teaching and learning;
- Increase safety for students and staff;
- Improve the efficiency of district technology systems;
- Ensure alignment with the District's Core Beliefs and Commitments;
- Ensure compliance with applicable district policies, state and federal laws; and
- Educate students, staff, and other who use the District's technology

Filtering. The District will use a variety of technology protection measures on the District's networks to block or filter, to the extent practicable, access to visual depictions that are obscene, pornographic, or harmful to minors, or other content that is not academically relevant. Filtering measures are installed on district devices to protect the user and the device that operate away from the District network. 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. While our intent is to make computer access available to students to support their educational growth, students may find ways to access inappropriate material as well. Ultimately, parents and guardians are responsible for setting and conveying the standards that their students should follow when using technology. Disabling content filtering technologies on District issued devices or using tools to circumvent the content filter is a violation of this policy.

Distance Learning and Remote Workers. I understand that I am bound by the Acceptable Use Policy (AUP) regardless of my physical location. I also recognize that FUSD has limited ability to assist in network-related issues. The District may request reimbursement for lost, stolen, or damaged equipment if negligent. Upon request, users are required to bring their District issued device occasionally for a check-up, re-imaging, or support.

Staff Issued and One to One Computers. Laptops and computers issued to students and staff remain the property of the District. I understand that I am responsible for keeping the device safe and only used for their intended purpose while it is in my care. The District may remotely maintain the device by installing software, updating software, or installing security patches.

Bring your Own Device ("BYOD"). Some Learners may choose to bring their own technology. BYOD devices must meet or exceed the minimum specifications established by the District for effective learning. Check the Fresno Unified website for current minimum specifications. 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. Internet access from BYOD devices will be content filtered while on the District network. The District does not content filter BYOD devices while away from the District network. Students and parents should be aware that devices may be subject to search by school administrators if the device is suspected of a violation of the student misconduct. If the device is locked or password-protected, the student may be asked to unlock the device at the request of a school administrator. The District is not responsible for damage or harm to persons, files, data, hardware, or service interruptions while students are using their device. The property owner assumes any risk or loss by bringing their device.

Digital Classroom Management. As part of our commitment to providing a safe and conducive learning environment, the district utilizes classroom management software to support teachers in managing classrooms effectively. The classroom management software is utilized exclusively during in-person classes and on district-issued computers connected to the school district's network. This system allows for the viewing of student screens on school-issued devices, content sharing, and classroom settings management. Students are expected to adhere to the guidelines outlined in the technology acceptable use policy, which includes the responsible use of the classroom management software. For questions or concerns, please contact your teacher or school administrator.

Lost or stolen devices. A police report will be filed for lost or stolen devices and the device will be remotely locked if possible. Staff is responsible for reporting lost or stolen devices immediately to Risk Management. Parents report lost or stolen devices to the parent and student help desk.

Obligations. Learners and other users are required to follow this policy and report any misuse of District Technology, including the District's network or the Internet to a supervisor or other appropriate District personnel. Access to District 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 in one or more of the following: disciplinary action and/or termination for employees and temporary staff; termination of contracts for consultants or contract employees; reimbursement to the District for disallowed charges; 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.

UNACCEPTABLE USES OF DISTRICT 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; obscene depictions; materials harmful to minors; materials that encourage others to violate the law; confidential information; or copyrighted materials.
2. Criminal activities that can be punishable under the 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 the District's content filtering systems; spamming email accounts; spreading viruses; or conducting phishing attacks.
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 technology 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 Technology 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. District 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 the District's 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 District Learner access to a District resource; obtain extra resources beyond those allocated; or circumvent the District's security measures.
4. Learners must not download, install or run security programs or utilities that reveal or exploit weaknesses in the security of the District's 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, printed, 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. The District 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 the District's 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.

ARTIFICIAL INTELLIGENCE

The use of Artificial Intelligence (AI) technology in our educational environment is intended to enhance learning experiences and foster innovation. Artificial Intelligence (AI) technology is defined as and includes, but is not limited to, Large Language Models

(LLM), Machine Learning (ML), and Natural Language Processing (NLP) Platforms. All learners are expected to utilize AI resources responsibly and ethically. This includes respecting the privacy of individuals, being mindful of the accuracy and reliability of AI-generated information, and refraining from using AI for malicious or inappropriate purposes.

1. Learners will follow all guidelines set by teachers and school site staff regarding the use of AI as part of planning, instruction, and learning.
2. Learners must abide by the AI platform's terms of service (TOS) and federal and state student data privacy laws, and teachers and staff must solicit parental consent when necessary.
3. Learners are prohibited from using any AI system to access, create, or display harmful, deceptive, or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit or that could be construed as harassment or disparagement of others based on their sex, or perceived race, color, ancestry, national origin, age, religious creed, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, sex, sexual orientation, gender, gender identity, or association with a person or group with one or more of these actual or perceived characteristics or interact with the AI in a manner that supports any of the above.
4. Learners shall not share confidential information or personally identifiable information with an AI system of themselves, students, staff members, or others. Personally identifiable information includes but is not limited to, a person's name, address, email address, telephone number, Social Security number, or other personally identifiable information.
5. Learners will not employ AI systems to make high-stakes decisions that significantly impact people's lives without proper human oversight, transparency, or the ability to appeal.
6. Learners will not allow AI systems to run unchecked and make decisions that could jeopardize safety in dangerous industrial settings, vehicles, infrastructure, etc.

PASSWORD POLICY

1. Passwords should be treated as confidential information.
2. No personnel should ask for, or be given, another Learner's password, even for support purposes.
3. Passwords should be changed at least every 180 days. However, the district may, at its sole discretion, enforce periodic password changes based on role responsibility and usage.
4. Default passwords should be changed within one day.
5. Password complexity must conform to the password policy based on user's role responsibility, usage or appropriate for learner's age.
6. Passwords must not include your employee number, name, SSN, phone number, birthday, or the name of your department or school.
7. All security violations shall be reported to school or department administration.
8. Staff will provide Human Resources (HR) or Law Enforcement with passwords, passphrases, passcodes, and device PINs, to district-issued technology as required.

ACCESS CONTROLS,INFORMATION SECURITY, AND ACCOUNTABILITY

1. Departments and schools that have District Technology must provide appropriate 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 responsible for reporting any suspected or confirmed violations of this policy to the appropriate management responsible for FUSD Information Technology system security incident handling.
3. Periodic user cybersecurity assessments may be conducted to measure organizational preparedness or to support staff in cyber-safety education.
4. Access to FUSD Information Technology equipment must be properly documented, authorized and controlled.
5. 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.
6. Schools and Departments responsible for the custody and operation of District technology shall be responsible for proper authorization and related technology use, the establishment of effective use, and reporting of performance to management.
7. Some District staff are required to use a VPN or other approved network security procedures to access internal systems or data when working remotely.
8. On termination of the relationship with FUSD all security policies for FUSD apply and remain in force surviving the terminated relationship.
9. Staff accessing district resources may be required to use Multi-Factor Authentication (MFA).
10. Staff will be required to use elevated access logins when accessing sensitive district resources to ensure limited and controlled access within the organization's enterprise technology ecosystem.
11. Misuse of non-human accounts, which are user accounts created for automated or programmatic access to systems and services, is strictly prohibited. This includes unauthorized access, manipulation, or the development of automated bots, processes, or scripts by employees to carry out unauthorized activities.

12. Access to district online resources may be blocked from locations outside of the United States.
13. Staff will no longer have access to any district systems or physical technology after their last working day.

DOCUMENT RETENTION

It is each employee's responsibility to save and/or archive email that he or she receives and wishes thereafter to access, or that are District records and required to be retained by law. Emails must be kept in your online email inbox or archive folder only, or in an appropriate SharePoint or OneDrive Document Repository. Archiving district-related emails outside a Fresno Unified system is prohibited.

If you store such documents outside of their required locations, you may be subject to disciplinary actions.

INCIDENTAL USE

As a convenience to the District Learner community, incidental personal use of District technology is permitted The AUP Policy still applies to incidental use with the addition of the following limitations:

1. Incidental personal use of District technology by Learners does not extend to family members or other acquaintances.
2. Incidental personal use must not result in direct costs to the District.
3. Incidental personal use must not interfere with the normal performance of an employee's work duties or student learning.

COMPLIANCE / REGULATION CONTRIBUTED TO BY THIS POLICY

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

1. Family Education Rights and Privacy Act 1974 (FERPA)
2. The Health Insurance Portability and Accountability Act of 1996 (HIPAA)
3. Children's Internet Protection Act of 2000 (CIPA)
4. Protection of Pupil Rights Amendment (PPRA)
5. Copyright Act of 1976
6. Foreign Corrupt Practices Act of 1977
7. Computer Fraud and Abuse Act of 1986
8. Computer Security Act of 1987
9. California Ed Code
10. Student Online Personal Information Protection Act (SB1177)

ACCEPTANCE

Based on this notice and your student's use of District Technology, parents and students assent to this Acceptable Use Policy and acknowledge the importance of personal responsibility to these policies including, but not limited to the following.

Parent/Guardian Responsibilities:

- Supervise your student's use of the device outside of the District network.
- Review and discuss the District's Acceptable Use Policy (AUP) with your student.
- Return the device if requested, or your student withdraws or graduates from Fresno Unified.
- Pay fees associated with replacement or repair of damaged computers.
- Indemnify and hold harmless the District and District personnel for any damages or costs arising from or related to a violation of the Acceptable Use Policy.

STUDENT BRING YOUR OWN DEVICE (BYOD) POLICY

Fresno Unified has adopted a one to one device strategy. The District does have laptops available for students to borrow. However, some parents and students may opt to use their own devices. Students who choose to bring their own devices will have the same access to internet accessible resources. Students participating in BYOD must adhere to the Student Code of Conduct, Student Handbook, Acceptable Use Policy, Board Policies, Federal and State laws. Using devices in a manner that disrupts the learning environment may result in an appropriate intervention.

The District does have the authority to establish standards on devices connected to District networks, applications, and cloud services.

Parent/Guardian and Student Readiness

Using your own device for learning requires planning preparation as well as parent understanding. Devices are to be used for student learning while at school. District standard applications and platforms have been tested with the minimum specified requirements. District resources may not operate optimally on non-Windows based devices.

Parent/Guardian Responsibilities

- Discuss your family's expectations regarding the use of the Internet and the device.
- Review the Acceptable Use Policy with your student. (https://go.fresnou.org/aup)
- Supervise your student's use of the device outside of the District network.
- Ensure the student charged the device and it is ready for learning.

Resources: For more information on student safety, please visit: https://it.fresnounified.org/cybersafety-parents/

Student Responsibilities

- Practice good digital citizenship.

- Review the Acceptable Use Policy with your Parent or Guardian. (https://go.fresnou.org/aup)
- Always maintain a secure working device.
- Make sure the device is available for learning when required.
- Ensure the device is charged and ready for learning and can sign into online resources.

MINIMUM AND RECOMMENDED DEVICE SPECIFICATIONS

Current Minimum Windows Laptop Specs
Operating System: Windows 10
Processor: Intel Pentium 1.1ghz or better
Display: 11" or larger (touchscreen recommended)
Memory: 4GB
Storage: 128 GB SSD
Camera: HD with microphone
Connectivity: 802.11 AC (2x2) + Bluetooth
Ports: USB 3.0, HDMI

Current Recommended Windows Laptop Specs
Operating System: Windows 10
Processor: Intel Pentium Silver N5030 3.1 GHz
Display: 11.6" or larger
Memory: 4GB
Storage: 128 GB SSD
Camera: HD with microphone
Connectivity: 802.11 AC (2x2) + Bluetooth
Ports: USB 3.0, HDMI

Security Protocols & Content Filtering
All devices must use an anti-malware solution or have Windows Defender enabled. Devices may be quarantined on the district network if it is exhibiting signs of being compromised. The District recommends students use a device password to prevent unauthorized access. Students and parents should be aware that devices may be subject to search by school administrators if the device is suspected of a violation of district policy. If the device is locked or password-protected, the student may be asked to unlock the device at the request of a school administrator. The District will filter content accessed by devices on the District wireless network. It is up to the parent/guardian to use a filtering solution while the student is at home.

Network
BYOD devices may be segmented on district networks to ensure security standards and protect District assets. Students who bring their devices to school must use the "Guest" filtered wireless network. Wired access to the District's network is strictly prohibited. BYOD devices may not have access to local resources, such as printers.

Support
The District may be able to provide support on District approved applications and minor district network configuration issues. The District cannot troubleshoot/diagnose problems with computer hardware, Operating System (OS), virus/malware infections on student-owned devices, or install District licensed software.

Family Learning and Technology Support
(559)457-3939
Hours of Operation: Monday-Friday 7:00-4:00

Liability Waiver
No Warranties, expressed or implied, are made by Fresno Unified School District (FUSD). The District is not responsible for damage or harm to persons, files, data, hardware, or service interruptions while students are using their device. The property owner assumes any risk or loss by bringing their device to school.

ASBESTOS LETTER OF COMPLIANCE

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:

- Bi annual testing across the district of all known asbestos materials every summer and winter break
- Removal of asbestos flooring at Tehipite MS / January of 2023
- Removal of TSI at Fresno High mechanical room / April of 2023
- Testing for asbestos across the district monthly in 2024

The AHERA six-month building inspections were completed in December 2022 and June 2023. All records of these inspections are located at the Environmental Services office, as well as onsite AHERA Management Plans.

The LEA Designee for Fresno Unified School District is Derek Vedenoff, 457-3055.

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

Name of Substance	Active Ingredient(s)	Name of Substance	Active Ingredient(s)
Advion Cockroach Gel Bait	Indoxacarb; carboxylet 0.6%	Optigard Gel/Flex	Thlamethoxam
Advion Granule	Idoxacarb 0.22%	Permethrin E-Pro; Permethrin	
SFR			
	Permethrin		
Archer IGR	Pyridine	Petcor; Precor IGR	Methoprene
Avert Dry Bait	Abamectin	Phantom	
	Chlorfenapyr		
Bedlam	3 phenoxybenzyl, 2-di-methyl, 3-cyclopropan-ecarboxyl		
Bifen 1/T; Talstar EZ/PL/P; Wisdom EZ/TC	Bifenthrin		
CB 80	Pyrethrins;Piperonly;n-Octy	Tempo SC Ultra/Ultra WP	Beta-Cyfluthrin
CrossFire			
	Clothianidin; Metofluthrin; Piperonyl Butoxide		
	Temprid SC		
Cynoff EC; Up Cyde	Cypermethrin	Transport GHP/Mikron	Acetamiprid, Bifentrhin
Cy-Kick CS			
	Cyfluthrin	Vendetta/Vendetta Plus	Abamectin B1/x, Pyrlproxfen
Cyonara 9.7; Cyzmic CS; Demand CS/EZ; 221L	Lambda-cyhalothrin	Wasp Freeze	D-trans Allethrin, Phenothrin
DeltaDust; Deltaguard D/G; D-Force HPX			
	Deltamethrin	ULD BP100/300; 565 Plus XLO; Pyrethrin Fog; Purge	Pyrethrins; PiperonylButoxide, technical; n-OctylBicycloheptene Dicarboximide
Demon WP; Demon Max	Cypermethrin		
	Rodenticides		
Dragnet SFR/Tengard SFR	Permethrin	ContracBlox/Pack	Bromadlolone
ExciteR; CB-80 Extra			

	Pyrethrins, PiperonylBu-toxide-Technical	FastracBlox; Just one Bite; Top Gun Blox/ Pacs	Bromethalln
Exponent	PiperonylButoxide	Final Blox/Soft Bait	Brodifacoum
Gentrol IGR	(S)-Hydroprene	First Strike SB	Difethlalone
Kills Bed Bugs Plus	Pyrenthrins. PiperanylBu-toxide, Permethrins	Takedown	Bromethalin
MasterlineBifenthrine 7.9	Bifenthrine	*Birds* Avitrol	Aminopyrodine
MaxForce FC Gel/Mag.; Taurus SC; Termidor SC	Fipronil	Fumitoxin	Aluminum Phosphide
MaxForce Fly Spot Bait; Quantum; Premise Pro	Imidacloprid	Selontra	Chloacalciferol
MaxForce Gran./Comp.	Hydramethylon	ZP Rodent Bait Ag	Zinc Phosphide
Metaldehyde			
	Metaldehyde		
	ZP Rodent Oat Bait Ag	Zinc Phosphide	
Niban	Orthoboric acid	Weevil-Cide	Aluminum Phosphide
NuvanPostrips/x x Plus	Dichlorvos	Cheetah Pro	Glufosinate
NyGuard IGR; Tekko Pro	Pytlproxifen; x, Novaluron	Specticle Flo	Indaziflam
Onslaught	(S)-cyano ; 3-phenoxyphe-nyl; methyl-(S)-4-chloro-alpha-(1methylethyl); benzeneacetate	Gallry SC	Isoxaben

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. I would prefer to be contacted by (check one) U.S. Mail _____ Email _____ Phone _____

REQUEST FOR INDIVIDUAL PESTICIDE APPLICATION NOTIFICATION 2024/2025

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: _____

Email:_____ City: _____ Zip: _____

Day Phone: (____) _____ Evening Phone: (____) _____

Return a separate notification for each child to their school

Integrated Pest Management Plan

When completed, this template meets the Healthy Schools Act requirement for an integrated pest management (IPM) plan. An IPM plan is required if a child care center uses pesticides[1]

Contacts

Fresno Unified School District — Child Care Center Name

4600 N Brawley Ave Fresno, CA 93722 — Address

Derek Vedenoff — Center IPM Coordinator

(559) 908-6882 — IPM Coordinator's Phone Number

derek.vedenoff@fresnounified.org — Email Address

IPM statement

It is the goal of Fresno Unified School District to implement IPM by focusing on long-term prevention or suppression of pests through accurate pest identification, by frequent monitoring for pest presence, by applying appropriate action levels, and by making the habitat less conducive to pests using sanitation and mechanical and physical controls. Pesticides that are effective will be used in a manner that minimizes risks to people, property, and the environment, and only after other options have been shown ineffective.

Our pest management objectives are to: *(Example: Focus on long-term pest prevention)*

The School District will focus on using the industry's best practices to provide a safe and healthy learning environment for students, faculty, staff and the community.

IPM team

In addition to the IPM Coordinator, other individuals who are involved in purchasing, making IPM decisions, applying pesticides, and complying with the Healthy Schools Act requirements, include:

Name and/or Title	Role in IPM program
Derek Vedenoff	IPM Coordinator

Pest management contracting

- [x] Pest management services are contracted to a licensed pest control business.
  Pest Control Business name(s): EagleShield Pest Control, Inc.
- [x] Prior to entering into a contract, the school district has confirmed that the pest control business understands the training requirement and other requirements of the Healthy Schools Act.

Pest identification, monitoring and inspection

Pest Identification is done by: EagleShield Pest Control, Inc.
(Example: College/University staff, Pest Control Business, etc.)

Monitoring and inspecting for pests and conditions that lead to pest problems are done regularly by EagleShield Pest Control, Inc. and results are communicated to the IPM Coordinator.
(Example: District staff title, e.g. Maintenance staff)

Specific information about monitoring and inspecting for pests, such as locations, times, or techniques include:
(Example: Sticky monitoring boards are placed in the kitchen and are checked weekly by custodial staff.)

District facilities are cleaned daily by custodial services staff. Any sign of active pest species will be reported to the IPM Coordinator. The IPM Coordinator will work with EagleShield Pest Control, Inc. to mitigate the pest problem.

Pests and non-chemical management practices

This child care center has identified the following pests and routinely uses the following non-chemical practices to prevent pests from reaching the action level:

Pest	Remove food	Fix leaks	Seal cracks	Install barriers	Physical removal	Traps	Manage irrigation	Other
Roaches	☑	☑	☑	☑	☑	☑	☐	Sanitation
Ants	☑	☐	☑	☑	☐	☐	☐	Sanitation
Spiders	☐	☐	☐	☑	☑	☐	☐	Sanitation
Rodents	☑	☐	☑	☑	☐	☑	☐	Sanitation
Gophers/Squirrels	☐	☑	☐	☑	☑	☑	☑	
	☐	☐	☐	☐	☐	☐	☐	

Chemical pest management practices

If non-chemical methods are ineffective, the school district will consider pesticides only after careful monitoring indicates that they are needed according to pre-established action levels and will use pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property and the environment.

This child care center expects the following pesticides (pesticide products and active ingredients) to be applied during the year. (This list includes pesticides that will be applied by school district staff or licensed pest control businesses.):

See attached

Healthy Schools Act

☑ This child care center complies with the notification, posting, recordkeeping, and all other requirements of the Healthy Schools Act.(Education Code Sections 17608 - 17613, 48980.3; Food & Agricultural Code Sections 13180 - 13188)

Training

Every year child care center employees who make pesticide applications receive the following training prior to pesticide use:

☑ Pesticide specific safety training (Title 3 California Code of Regulations 6724)

☑ School IPM training course approved by the Department of Pesticide Regulation (Education Code Section 16714; Food & Agricultural Code Section 13186.5).

Submittal of pesticide use reports

☑ Reports of all pesticides applied by child care center staff during the calendar year, except pesticides exempt[1] from HSA recordkeeping, are submitted to the Department of Pesticide Regulation at least annually, by January 30 of the following year, using the form provided at www.cdpr.ca.gov/schoolipm. (Education Code Section 16711)

Notification

This child care center has made this IPM plan publicly available by the following methods (check at least one):

☑ This IPM plan can be found online at the following web address: fresnounified.org

☑ This IPM plan is sent out to all parents, guardians and staff annually.

Review

☑ This IPM plan will be reviewed (and revised, if needed) at least annually to ensure that the information provided is still true and correct.

Date of next review: July 1, 2026

I acknowledge that I have reviewed this school district's IPM Plan and it is true and correct.

Signature: [illegible] Date: 7-3-2025

[1] These pesticides are exempt from all Healthy Schools Act requirements, except the training requirement: 1) products used in self-contained baits or traps, 2) gels or pastes used as crack and crevice treatments, 3) antimicrobials, and 4) pesticides exempt from U.S. EPA registration. (Education Code Section 17610.5)

School Meal Services

Question	Department / Office	Phone
• What school meals are available for my child?	Nutrition Services	(559) 457-6250

SCHOOL MEAL SERVICES

The Fresno Unified School District offers breakfast and lunch at no charge to all students regardless of income levels. This reduces burdens for both families and school administrators and helps ensure that all students receive nutritious meals. This practice further supports the Districts efforts to eliminate all barriers to student learning and helps ensure students are not hungry at school while they are trying to learn.

This change is the result of the district implementing the Community Eligibility Provision, a new option available to schools under the National School Lunch Program and School Breakfast Program. The Community Eligibility Provision is for high-poverty schools to expand access to free school meals while reducing paperwork and streamlining meal service operation. **Meal Applications will no longer be required.**

The goal of the Nutrition Services Department is to provide nutritious, appetizing meals to help students do their best in school each day.

NUTRITION 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 108 school sites.

School site menus can be found at the following website:
https://fresnounified.nutrislice.com/

CALIFORNIA FRESH FRUIT AND VEGETABLE PROGRAM

The Fresh Fruit and Vegetable Program (FFVP), administered by the California Department of Education (CDE), provides elementary schools with funding to offer students a free fresh fruit or vegetable snack during the school day.

The FFVP is a reimbursement grant program that the U.S. Department of Agriculture (USDA) administers at the federal level. At the state level, the CDE Nutrition Services Division (NSD) administers the FFVP and selects elementary schools to receive a year-long grant (July–June) to implement the program. The purpose of this federal assistance program is to provide an additional free fresh fruit or vegetable snack to students during the school day as a supplement to (and not part of) the School Breakfast Program and the National School Lunch Program, and to teach students about good nutrition. The FFVP also encourages grantees to develop partnerships at the state and local level for support in implementing and operating the program.

SPECIAL DIETS MEAL ACCOMMODATIONS

Fresno Unified School District's Nutrition Services department strives to accommodate the special dietary needs of our students. To request a special diet accommodation, the student's Parent/guardian must submit a medical statement request form signed by a licensed physician, physician's assistant, or nurse practitioner to Nutrition Services through the school site cafeteria leader.

All Medical Statement Forms must be completely filled out. Lines answered with "N/A" or lines left blank will be required to be sent back to the doctor for completion prior to being accommodated.

Should you have any questions or concerns, please contact the Special Diets team at Nutrition Services by phone: (559) 457-6250

Parents can get a copy of the Medical Statement Request Form from the school site nurse or by visiting the Nutrition Services department website.

COMPETITIVE FOODS

Competitive foods and beverages are those that are sold to students on school campus, during the school day, outside of and in competition with the federally reimbursable meal programs. Examples of competitive foods and beverages include those sold during the school day in vending machines (that are not reimbursable meals), student stores, á la carte items sold by the school Nutrition Services department, or as fundraisers.

Competitive foods and beverages are governed by different laws, regulations, and policies at the federal, state, and school district levels. Congress enacts laws and the USDA promulgates regulations related to school nutrition. At the state level, the Legislature enacts laws and the State Board of Education adopts regulations related to nutrition. Lastly, each SFA participating in a federally reimbursable meal program is required to adopt a local school wellness policy that includes nutrition standards for all foods and beverages that are available for sale to students.

Fresno Unified School District follows the guidelines set forth by the Smart Snack Standards, as described in the Quick Reference cards published by the California Department of Education, Nutrition Services Division in July 2014, updated January 2017.

SCHOOL WELLNESS POLICY BP 5030

The federal government requires any school district that participates in the National School Meals Program to have a local school wellness policy. Local wellness policies are an important tool for school districts in promoting student wellness, preventing, and reducing childhood obesity, and providing assurance that school meal nutrition guidelines meet the minimum federal school meal standards. (Education Code 49432; 42 USC 1758b; 7 CFR 210.31)

Fresno Unified recognizes the link between student health and learning and aims to create a healthy school environment that enhances the development of life-long wellness practices to promote healthy eating and physical activity that support student achievement.

The Fresno Unified Student Wellness Policy was revised in 2020 to comply with the new federal and state regulations. Guided by the Student Wellness Policy BP 5030, together we can help all students learn, grow, and thrive. For further information, please email student.wellness@fresnounified.org.

NUTRITION PROGRAM COMPLIANCE

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: https://www.usda.gov/oascr/how-to-file-a-program-discrimination-complaint , and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. mail: U.S. Department of Agriculture
   Office of the Assistant Secretary for Civil Rights
   1400 Independence Avenue, SW
   Washington, D.C. 20250-9410;
2. fax: (202) 690-7442; or
3. email: program.intake@usda.gov.

A complaint alleging discrimination in the district's nutrition program(s) on the basis of race, color, national origin, sex, age, or disability shall, within 180 days of the alleged discriminatory act, be filed or referred to USDA at: (5 CCR 15582)

U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410, (866) 632-9992, (800) 877-8339 (Federal Relay Service - English, deaf, hard of hearing, or speech disabilities), (800) 845-6136 (Federal Relay Service - Spanish), fax (202) 690-7442, or email program.intake.usda.gov

Complaints of discrimination on any other basis shall be investigated by the district using the process identified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Parent Notification and Family Engagement

Question	Department / Office	Phone
• What do I need to do, if I want to volunteer? • Is it required for all volunteers to be fingerprinted?	Contact your child's school for volunteer opportunities.	See school directory on page 102.
• What types of parent learning classes are offered to parents/ guardians?	Parent University 822 N. Abby St. Fresno, CA 93701	(559) 457-3390
• What is a Title 1 school? • What services are available for Title 1 schools?	Contact your child's school or State and Federal Programs.	(559) 457-3934

RIGHTS AND RESPONSIBILITIES

BP/AR 5020; Ed. Code 51110

The Governing Board recognizes that parents/guardians of district students have certain rights as well as responsibilities related to the education of their children. Parents/guardians shall have the opportunity to work with schools in a mutually supportive and respectful partnership and to help their children succeed in school.

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, even in the presence of a 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

E.C. 51101-51102

- 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

- 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

B.P. 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.

For the most current parental notifications, please visit the district website at https://www.fresnounified.org/sites/board/policies/Documents/5145-6-E-Parental-Notifications.pdf

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/she has been informed of their 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. 5145.3, B.P. 0410, B.P. 5146, B.P. 6145, B.P. 6145.2

The Board desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment intimidation, and bullying targeted at any student by anyone, based on the student's actual or perceived race, color, ethnicity, national origin, immigration status, ancestry, age (40 and above), religious creed, religion, political belief or affiliation, gender, gender identity, gender expression, genetic information, physical or mental disability, sex, sexual orientation, marital status, pregnancy or parental status, childbirth, breastfeeding/lactation status, medical condition, military and veteran status, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by law or regulation, in its educational program(s) or employment.

"That 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 AMENDMENTS OF 1972

"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."

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school- related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliation or action against any person who reports, files a complaint, or testifies about, or otherwise supports a complainant in alleging sexual harassment. The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

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. 48904.3; 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 their 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

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; A.R. 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 (j); B.P. 6154

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

PROMOTION/RETENTION

E.C. 48070-48070.5; A.R. 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, 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. 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 words 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 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 their 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

E.C.48980 (c)

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 participate 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.

KNOW YOUR EDUCATIONAL RIGHTS

B.P. 1312.3

Fresno Unified promotes a safe and secure learning environment for all. Additional language that was recently added to the parent 'Know Your Educational Rights' includes an update regarding rights to file a complaint:

- Your child has the right to report a hate crime or file a complaint to the school district if he or she is discriminated against, harassed, intimidated, or bullied on the basis of his or her actual or perceived nationality, ethnicity, or immigration status.

NOTIFICATION OF RIGHTS FOR PREGNANT AND PARENTING PUPILS

MARRIED/PREGNANT/PARENTING STUDENTS

B.P. 5146

"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. In addition, the district shall not adopt any rule concerning a pupil's actual or potential parental, family, or marital status that treats students differently on the basis of sex."

Student-Parent programs are available. For information contact: The Early Learning Office at 559-457-3683

The Governing Board recognizes that responsibilities pertaining to marriage, pregnancy or parenting including related obligations, medical conditions, or recovery may disrupt a students' education and increase the chance of a student dropping out of school. The Board therefore desires to minimize interruption to such students' educational process by supporting married, pregnant and parenting students to continue their education, assisting them to attain strong academic and parenting skills, and promoting the healthy development of their child(ren).

The district shall not exclude or deny any pupil from any educational program or activity, including any class or extracurricular activity, solely on the basis of the students' current, potential or past pregnancy, childbirth, false pregnancy, termination of pregnancy, or lactation related medical conditions or recovery. In addition, the district shall not adopt any rule concerning a student's actual potential or past parental, family, or marital status that discriminates against and/or treats a student differently on the basis of sex. (Education Code 221.51(a)(b); 5 CCR 4950(a); 34 CFR 106.40(a)(b)(1))

The district shall notify pregnant and parenting pupils of the rights and options available under the law through the annual school year welcome packets and through independent study packets. (Education Code 222.5(a))

The Superintendent or designee shall annually notify parents/guardians at the beginning of the school year of the rights and options available to pregnant and parenting students under the law. In addition, pregnant and parenting students shall be notified of the right and options available under the law through the annual school year welcome packets and through independent study packets. (Education Code 222.5 48980)

Any employee who is informed by a student, or a person who has a legal right to act on behalf of a student, of a student's pregnancy or related conditions shall provide that person with the Title IX Coordinator's contact information and inform the person that the

Title IX Coordinator can coordinate specific acts to prevent sex discrimination, including sex-based harassment, and ensure the student's equal access to the district's education program or activity. (34 CFR 106.8)

When notified of a student's pregnancy or related conditions, the Title IX Coordinator shall provide the student, and if applicable the person who has a legal right to act on behalf of the student and who notified the Title IX Coordinator of the student's pregnancy or related conditions, with the district's notice of nondiscrimination, as specified in Administrative Regulation 5145.3 - Nondiscrimination/ Harassment and Exhibit (1) 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures. The Title IX Coordinator shall also coordinate actions specified in 34 CFR 106.40 to prevent discrimination against, and ensure equal access to, the student, including the following: (34 CFR 106.44)

1. Notifying the student that the district is required to not discriminate in its education program or activity against any student based on the student's current, potential, or past pregnancy or related conditions

However, a student's voluntary participation in a separate portion of the district's education program or activity does not constitute prohibited discrimination if the district ensures that the separate portion is 2 comparable to that offered to students who are not pregnant and do not have related conditions.

2. To the extent consistent with 34 CFR 106.40(b)(3), ensuring that pregnancy or related conditions are treated in the same manner and under the same policies as any other temporary medical condition with respect to any medical or hospital benefit, service, plan, or policy the district administers, operates, offers, or participates in with respect to students admitted to the district's education program or activity

3. Informing the student that the district may not require the student who is pregnant or has related conditions to provide certification from a healthcare provider or any other person verifying that the student is physically able to participate in the district's class, program, or extracurricular activity unless the certified level of physical ability of health is necessary for participation in the class, program, or extracurricular activity; the district requires such certification of all participating students; and, the information obtained is not used as a basis for Title IX discrimination

For school-related purposes, a student under the age of 18 years who enters into a valid marriage shall have all the rights and privileges of students who are 18 years of age or older, even if the marriage has been dissolved. (Family Code 7002)

Education and Support Services for Pregnant and Parenting Students

Pregnant and parenting pupils students shall retain the right to participate in the regular education program or an alternative education program. The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the student and/or the child. (Education Code 222.51; 5 CCR Section 4950)

Any alternative education program, activity, or course that is offered separately to pregnant or parenting pupils students, including any class or extracurricular activity, shall be equal to that offered to other district students. A student's participation in such programs shall be voluntary.(Education Code 221.51, 5 CCR 4950)

The Superintendent or designee shall not require a student, based on pregnancy, childbirth, false pregnancy, termination of pregnancy, lactation, or related medical conditions or recovery, to obtain certification from a physician or nurse practitioner indicating that the student is physically and emotionally able to continue participation in the district's education program or activity, including extracurricular activity, unless the certified level of physical ability is necessary for participation and such certification is required for all students. (Educational Code Section 221.51; 5 CCR 4950; 34 CFR Section 106.40).

To the extent feasible, the district shall provide educational and related support services, either directly or in collaboration with community agencies and organizations, to meet the needs of pregnant and parenting students and their children. Such services may include, but are not limited to:

1. Child care and development services for the children of parenting students on or near school site(s) during the school day and during school-sponsored activities
2. Parenting education and life skills instruction
3. Special school nutrition supplements for pregnant and lactating students pursuant to Education Code 49553, 42 USC 1786, and 7 CFR 246.1-246.28
4. Health care services, including prenatal care
5. Tobacco, alcohol, and/or drug prevention and intervention services
6. Academic and personal counseling
7. Supplemental instruction to assist students in achieving grade-level academic standards and progressing toward graduation

As appropriate, teachers, administrators, and/or other personnel who work with pregnant and parenting students shall receive related professional development.

Absences

Pregnant or parenting students may be excused for absences for

medical appointments and other purposes specified in BP/AR 5113 - Absences and Excuses.

A student shall be excused for absences to care for a sick child for whom the student is the custodial parent. A note from a physician shall not be required for such an absence. (Education Code 48205)

Parental Leave

A student who is pregnant or parenting, or has a related condition, shall be entitled to parental leave in order to protect the health of the student and/or infant and to allow the student to care for and bond with the infant. The period of the leave shall be the greater of eight weeks, or the length of time deemed necessary by the student's health care provider, or, if the district has a leave policy for which the student qualifies, the amount of time provided for in such policy. Such leave may be taken before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction. (Education Code 46015; 34 CFR 106.40)

The student, if age 18 years or older, or the student's parent/guardian shall notify the school of the student's intent to take parental leave. No student shall be required to take all or part of the parental leave. (Education Code 46015)

When a student takes parental leave, the attendance supervisor shall ensure that absences from the regular school program are excused until the student is able to return to the regular school program or an alternative education program. A student who is pregnant or parenting or has related conditions, student shall not be required to complete academic work or other school requirements during the period of the parental leave. (Education Code 46015)

Following the leave, a student who is pregnant or parenting, or has related conditions, may elect to return to the school and the course of study in which the student was enrolled before taking parental leave or to an alternative education option provided by the district. Upon return to school, a pregnant or parenting student shall have opportunities to make up work missed during the leave, including, but not limited to, makeup work plans and reenrollment in courses. (Education Code 46015)

When necessary to complete high school graduation requirements, the student may remain enrolled in school for a fifth year of instruction, unless the Superintendent or designee makes a finding that the student is reasonably able to complete district graduation requirements in time to graduate by the end of the fourth year of high school. (Education Code 46015)

Accommodations

When necessary, the district shall provide reasonable accommodations to enable a pregnant or parenting, or with related conditions, to access the educational program. The district shall consult with the student when identifying potential modifications. Any modification accepted by the student shall be implemented. Any proposed modification that would fundamentally alter the nature of the district's education program or activity shall not be implemented. (34 CFR 106.40)

Reasonable modifications may include, but are not limited to, (34 CFR 106.40)

1. Breaks during class to express milk, breastfeed, or attend to health needs associated with pregnancy or related conditions, including eating, drinking or using the restroom
2. Intermittent absences to attend medical appointments
3. Access to online or homebound education
4. Changes in schedule or course sequence
5. Extensions of time for coursework and rescheduling of tests and examinations
6. Allowing a student to sit or stand, or carry or keep water nearby
7. Counseling
8. Changes in physical space or supplies, such as access to a larger desk or a footrest
9. Elevator access
10. Any other change to policies, practices, or procedures

A student who is pregnant or who has a related condition shall have access to any services available to other students with temporary medical conditions. (34 CFR 106.40)

The school shall provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. A student shall not incur an academic penalty for using any of these reasonable accommodations, and shall be provided the opportunity to make up any work missed due to such use.

a. Reasonable accommodations include, but are not limited to (Education Code 222; 34 CFR 106.40)
   i. Access to a private and secure room, other than a restroom, that is clean, shielded from view, and free from intrusion by others to express breast milk or breastfeed an infant child
   ii. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk
   iii. Access to a power source for a breast pump or any other equipment used to express breast milk
   iv. Access to a place to store expressed breast milk safely
b. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child

Complaints

Any complaint alleging discrimination on the basis of a student's current, potential or past pregnancy, family or marital status, district noncompliance with the requirements of Education Code 46015, or 34 CFR 106.40 or district noncompliance with the requirement

to provide reasonable accommodations for lactating students shall be investigated and resolved in accordance with the Title IX grievance procedures or specified in 34 CFR 106.44 and 106.45 and Administrative Regulations 5145.71 – Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures. (Education Code 222, 46015; 5 CCR 4600- 4670; 34CFR 106.44, 106.45)

Program Evaluation

The Superintendent or designee shall periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on student participation in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.

NOTIFICATION TO FAMILIES ABOUT KEEPING FIREARMS OUT OF THE HANDS OF CHILDREN

S.B. 906

There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

To help understand legal responsibilities and California law these practices should be in place:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a a minor never actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020 a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- A parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

To learn more visit https://cde.ca.gov

FAMILY ENGAGEMENT

FAMILY ENGAGEMENT POLICY

State Board of Education Policy #89-01

A critical dimension of effective schooling is parent involvement. Research has shown conclusively that parent and family involvement at home and in their children's education, improves student achievement. Furthermore, when parents are involved at school, their children perform better academically and are better prepared for higher education and beyond.

IMPORTANT FACTS:

1. Families provide the primary educational environment.
2. Family engagement improves student achievement.
3. Family engagement is most effective when it is comprehensive, supportive, long-lasting, and well planned.
4. The benefits of Family engagement are not limited to early childhood or the elementary level; there are continuing positive effects through high school and beyond.
5. Engaging families 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 family engagement in a child's education is more important to student success than family income or parent 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 FAMILY ENGAGEMENT POLICY

B.P. /A.R. 6020

The Governing Board recognizes that families members are their children's first and most influential teachers and that sustainedn family engagement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and families to jointly develop and agree upon policy and strategies to meaningfully

involve engage parents/guardians and family members families in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

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

The district's Local Control Accountability Plan shall include goals and strategies for family engagement, including district efforts to seek family input in district and school site decision making and to promote family participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities.

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's family engagement. This includes, but not limited to input from families and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

The Superintendent or designee shall involve families in establishing district expectations and objectives for meaningful family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all families. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve families of participating students in decisions regarding how the district's Title I funds will be allotted for family engagement activities. (20 USC 6318)

Expenditures of such funds shall be consistent with the activities specified in the district's policy and shall include at least one of the following: (20 USC 6318)

The Superintendent or designee also shall ensure:

(a) Support for schools and nonprofit organizations in providing professional development for district and school staff regarding family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and families.

(b) Support for programs that reach families at home, in the community, and at school.

(c)Dissemination of information on best practices focused on family engagement, especially best practices for increasing the engagement of economically disadvantaged families.

(d) Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing family engagement.

(e) Any other activities and strategies that the district determines are appropriate and consistent with this policy.

If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform families and organizations of the existence of Title IV. (20 USC 6318)

The district's Board policy and administrative regulation containing family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

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

District and school-level family engagement policies and administrative regulations shall be distributed to families of students participating in Title I programs and shall be available to the local community. Families shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the families can understand. (20 USC 6318)

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

For more information regarding the Parent Involvement Board Policy and Administrative Regulation, please visit:

https://bp.fresnounified.org/6000-instruction/

SCHOOL SITE FAMILY ENGAGEMENT 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 parent opportunities for:

- Policy Engagement
- Shared Responsibilities for High Student Academic Achievement
- Building Capacity for Involvement
- Accessibility

OPPORTUNITIES FOR FAMILY ENGAGEMENT

Families may choose to participate in various school advisory committees such as; School Site Council (SSC), English Learner Advisory Committee (ELAC), and District English Learner Advisory Committee (DELAC), Community Advisory Committee for Special

Education (CAC), Parent Teacher Association (PTA), Parent Advisory Committee (PAC) and other site or district-based committees and/or programs. Contact your child's school for additional opportunities for involvement.

PARENT UNIVERSITY

Fresno Unified's Parent University Department is a comprehensive approach to strengthening families and supporting student success. Parent University's mission is to empower, engage, and connect families to support student achievement. With a focus on Family Learning, Family Leadership, Family Engagement, Family Resources and Family Community Partnerships, Parent University has empowered and connected over 190,000 families in our district. The program offers curriculum and activities in multiple languages, including English, Hmong, and Spanish, to ensure accessibility for all families. Parent University also collaborates with community-based partners, such as Central Valley Immigrant Integration Collaborative, Success Together, The City of Fresno, and Hmong USA TV, to provide relevant content and resources to support families.

FAMILY LEARNING

Parent University offers a wide range of family learning opportunities during both the fall and spring semesters of each academic year. Our department collaborates with families, principals, teachers, department leaders, and staff, to identify new family learning topics and create resource toolkits to be implemented during the family engagement hour to support student achievement. Furthermore, Parent University provides professional development to support home-school liaisons and staff in building strong home-school- community partnerships with families to implement monthly family engagement hours at the school sites. To stay current on the latest topic descriptions and offerings, please visit the Parent University website at parentu.fresnounified.org.

FAMILY LEADERSHIP

The Family Leadership component offers a comprehensive hybrid series designed to empower family leaders to become effective decision-makers and strong advocates for their students' education. A tailored leadership component has been created, including a specialized series for African American families and families of students with disabilities, ensuring every family leader receives inclusive and targeted support.

The primary goal of the academies is to nurture leadership qualities, foster advocacy skills, enhance decision-making abilities, and promote collaboration among students, school staff, district, and community leaders to reinforce student success. To achieve this, Parent University incorporates motivational speakers from the district and community, offers hands-on skill-building leadership activities, and provides a multilingual curriculum altered to empower families in advocating for their child(ren)'s education.

The Family Leadership Academies provide a diverse array of programs in English, Hmong, and Spanish, including such as the Special Education Family Leadership Academy, the African American Family Leadership Academy, and Strong Dads, a program designed to encourage families to actively participate in their student's education both at home and at school.

PARENT UNIVERSITY IS LOCATED AT:

822 N. Abby St. Fresno, CA. 93701
Phone: (559) 457-3390
Website: parentu.fresnounified.org
Email: Parent.University@FresnoUnified.org

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. Fingerprinting costs will be covered by the District.
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.

VISITORS/OUTSIDERS

B.P./A.R. 1250

The Governing Board encourages parents/guardians and interested members of the community to visit the schools and view the educational program. To ensure minimum interruption of the instructional program, the Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours should be first arranged with the teacher and principal or designee. If a conference is desired, an appointment should be set with the teacher during noninstructional time.

To ensure the safety of students and staff and avoid potential disruptions, all visitors shall register immediately upon entering any school building or grounds when school is in session. For purposes of school safety and security, the principal or designee may design a visible means of identification for visitors while on school premises. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher and principal's permission. (Education Code 51512)

Any person who is denied registration or whose registration is revoked may appeal to the Superintendent or principal by submitting, within five days after the person's departure from school, a written request for a hearing. This request must state why they believe the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon receipt of the request for a hearing, the Superintendent or principal shall promptly mail a notice of the hearing to the person requesting it. A hearing before the Superintendent or principal shall be held within seven days after receipt of the request. (Penal Code 627.5)

TITLE I PARENT/GUARDIAN NOTIFICATION

You have the right as a Title I parent/guardian to:

- Provide suggestions, ideas into the development of the site Title I plan in a "timely and meaningful" manner
- Receive information in an understandable format; and to the extent practicable in a language you understand
- Conference with your child's teacher, observe or volunteer at your child's school
- 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 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) At the beginning of each year an LEA that receives Title I funds shall notify the parents of each student attending any school receiving Title I funds that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following, whether the student's teacher: has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived; is teaching in the field of discipline of the certification of the teacher; and whether the student is provided services by a paraprofessional, and if so, their qualifications.
- 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 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

How can parents help their Local Educational Agency (LEA) Improve?

Here are some suggestions to help you work with your school and LEA to support improvements.

1. Learn more about California State Standards. Become aware of strategies to improve student academic achievement. Additional information and resources are available at the following Websites:
   - The California Department of Education, http://www.cde.ca.gov
   - U.S. Department of Education http://www.ed.gov
   - California School Dashboard https://www.caschooldashboard.org/#/Home
2. Talk with district staff about the Local Educational Agency Plan and LCAP. Visit your child's school and volunteer.

You are encouraged to contact the office of State & Federal Programs 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

Question	Department / Office	Phone
• Whom can I contact if I have concerns about my child's school? • Whom can I contact, if I have concerns about a school employee?	Contact your child's principal.	See school directory on page 102.

CONSTITUENT SERVICES OFFICE

The Board created the Constituent Services Office on June 13, 2007, and the main responsibilities are:

- To provide an efficient pathway for families, community members and staff to resolve concerns informally and respond to formal complaints
- Meet with parents, community members, and advocates to problem solve and facilitate resolution
- Provide constituents with requests for district information and or other services
- 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
- 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
- Assist the district with legislation and government relations

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, discriminatory harassment, intimidation, or bullying in district program and activities, 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, or requiring students to pay fees, deposits for participating in educational activities; parents/guardians may initiate the formal complaint process.

The Constituent Services Office is responsible for receiving, logging, and distributing Personnel and Uniform Complaints to the Superintendent's designees and to offer informal resolution or 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, Williams Act, 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.
3. The complaint process is handled in a confidential manner. Retaliation for filing complaint is prohibited by law and Board policy.

COMPLAINTS CONCERNING SCHOOL PERSONNEL

(B.P./A.R. 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 complainant within 40 working days.

ANNUAL NOTIFICATION OF THE UNIFORM COMPLAINT PROCEDURES (UCP)

(B.P./A.R. 1312.3)

To all students, employees, parents or guardians of its students, school and district advisory committee members, appropriate private school officials or representatives, and other interested parties:

The Fresno Unified School District has the primary responsibility to ensure compliance with applicable state federal laws and regulations and has established Uniform Complaint Procedures (UCP) to address and resolve any complaints alleging unlawful discrimination, including discriminatory harassment, (including sexual harassment), intimidation, and/or bullying in any district educational programs.

The Fresno Unified School District shall investigate all allegations of unlawful discrimination, discriminatory harassment, intimidation, or bullying against any person in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race, color, ethnicity, national origin, immigration status, ancestry, age (40 and above), religious creed, religion, political belief or affiliation, gender, gender identity, gender expression, genetic information, mental or physical disability, sex, sexual orientation, marital status, pregnancy or parental, childbirth, breastfeeding/lactation status medical condition, military and veteran status, or association with a person or a group with one or more of these actual or perceived characteristics or any other basis protected by law or regulation, in its educational program(s) or employment, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135 or based on the person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3,

that is funded directly by, or that receives or benefits from, any state financial assistance. (5 CCR 4610).

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety Programs
- Agricultural Career Technical Education
- Child Care and Developmental Programs
- Compensatory Education
- Consolidated Categorical Aid Program
- Course Periods Without Educational Content
- Education of Pupils (Foster Care, Homeless, former Juvenile Court Pupils, and Children of Military Families)
- Federal Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- School site Councils
- State and Federal Career Technical Education, Career Technical and Training Programs
- And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate

A UCP complaint shall be filed no later than one year from the date the alleged violation occurred. For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by our agency.

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil fees or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support the complaint. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

Complaints of noncompliance with laws relating to pupil fees are filed with a principal of a school. A pupil fee complaint shall not be filed later than one year from the date the alleged violation occurred. A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district pupils who are migratory, and pupils in a newcomer program, as specified in Education Code 48645.7 48853, 48853.5, 49069.5, 51225.1 and 51225.2. The notice shall include complaint process information, as applicable.

In order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the California Health and Safety Code (HSC, a notice shall be posted in each California state preschool program classroom in each school in the district. The notice shall (1) state the health and safety requirements under Title 5 of the California Code of Regulations (5CCR) that apply to California state preschool programs pursuant to HSC Section 1596.7925 and (2) state the location at which to obtain a form to file a complaint.

Complaints should be filed in writing and signed by the complainant or complaints may be filed anonymously. However, if a complainant wishes to receive a response, the complainant must indicate that a response is required and provide contact information. If a complainant is unable to put their complaint in writing, for example, due to conditions such as a disability or illiteracy, district staff shall assist them in the filing of the complaint.

The Governing Board designates the following compliance officer(s) to receive formal and informal complaints from constituents, including students, and investigate them to ensure district compliance with law (Title II, V, IX, Title 5, Section 504 of the Rehabilitation Act):

Teresa Plascencia
Executive Director/Equity Compliance Officer
Constituents Services Office
Fresno Unified School District
2309 Tulare Street,
Fresno, CA 93721
(559) 457-3736
Constituent.Services@fresnounified.org

David Chavez
Chief of Human Resources
Title IX Coordinator/AgeDA (Discrimination Act)
Human Resources
Fresno Unified School District
2309 Tulare Street, Fresno, CA 93721
Telephone Number: (559) 457-3730
titleix@fresnounified.org

Instructional Superintendent
Special Education Office
Fresno Unified School District
890 S. 10th Street, Bldg C , Fresno, CA 93702
(559) 457-3220
SPEDLeadership@fresnounified.org

Patrick Morrison
Section 504 Coordinator
Fresno Unified School District
890 S. 10th Street, Bldg C , Fresno, CA 93702
(559) 457-3220
504@fresnounified.org

The district shall post a standarized notice, in addition to this notice, with educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program.

Complaints alleging unlawful discrimination, discriminatory harassment, intimidation or bullying must be filed not later than six (6) months from the date the alleged incident occurred or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, discriminatory harassment, intimidation or bullying. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. As appropriate for any complaint alleging retaliation, unlawful discrimination, discriminatory harassment, intimidation, or bullying, the Superintendent or designee 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 maintaining the integrity of the process.

Complaints will be investigated, and a written decision or report will be sent to the complainant within sixty (60) calendar days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time. The Local Educational Agency (LEA) person responsible for investigating the complaint shall conduct and complete the investigation in accordance with sections 4680-4687 and in accordance with local procedures adopted under section 4621.

The complainant has a right to appeal the LEA's investigation report/decision of complaints regarding programs within the scope of the UCP to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the LEA's decision. In any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the respondent also shall have the right to file an appeal with the CDE in the same manner as the complainant, if they are dissatisfied with the district's decision. The appeal must include a copy of the complaint filed with the LEA and a copy of the LEA's decision. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of the LEA's complaint procedures, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

The district prohibits retaliation in any form for filing a complaint and shall ensure that complainants or anyone who has acted to uncover or report a violation subject are protected from retaliation. The UCP shall also be used when addressing complaints alleging retaliation against a complainant or other participant in the complaint process. A copy of the Fresno Unified School District's UCP policy and complaint procedures shall be available free of charge and is available on the district's website.

NON-UCP COMPLAINTS

The following complaints shall not be subject to the district's UCP; but shall be referred to the specified agency **for appropriate resolution** (5 CCR 4611):

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division and the appropriate law enforcement agency (5 CCR 4611; cf. 5141.4 - Child Abuse Prevention and Reporting).
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services. (5 CCR 4611).
3. Any complaint alleging that a student, while in an education program or activity in which the district exercises substantial control over the context and respondent, was subjected to sexual harassment as defined in 34 CFR 106.30 shall be addressed through the federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45, as specified in AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.
4. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Civil Rights Department.
5. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education, (FAPE), failure or refusal to implement a due process hearing order to which the district is subject, or a physical safety concern that interferes with the district's

provision of FAPE shall be submitted to the California Department of Education (CDE) in accordance with AR 6159.1 - Procedural Safeguards and Complaints for Special Education (5 CCR 3200-3205).

6. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with BP 3555 - Nutrition Program Compliance (5 CCR 15580-15584).
7. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance (5 CCR 15582).
8. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, teacher vacancies and misassignments, shall be investigated and resolved in accordance with the procedures in AR 1312.4 - Williams Uniform Complaint Procedures (Education Code 35186).

WILLIAMS UNIFORM COMPLAINT PROCEDURES

NOTICE TO PARENTS, GUARDIANS, PUPILS, AND TEACHERS:

E.C. 35186; A.R. 1312.4; E 1312.4 (a)

Pursuant to Education Code 35186 requires that the following notice be posted in your child's classroom.

1. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each pupil, including English learners, must have a textbook or instructional material, or both, to use in class and to take home. Instructional Materials are:

   Grades K-12 English/language arts, Mathematics, history/social science, science

   Grades 7-12 Foreign Language

   Grades 9-12 Laboratory science equipment
2. School facilities must be clean, safe, and maintained in good repair. An adequate number of pupil restrooms should be open, clean, stocked and fully functional. An adequate supply of menstrual products, available and accessible, free of cost in all women's restrooms and all-gender restrooms, and in at least one men's restroom. For purposes of this section, menstrual products means menstrual pads and tampons for use in connection with the menstrual cycle (Education Code 35292.6).
3. There should be no teacher vacancies or misassignments as defined in Education Code 35186 (hi) (2) and (3). There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

   Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. (Education Code 35186; 5 CCR 4600)

   Misassignment means that the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (Education code 35186; 5 CCR 4600)
4. If you choose to file a complaint alleging that any of the above conditions is not being met, your complaint will be addressed through the district's Williams Uniform Complaint Procedures as required by law. A complaint form may be obtained at each school's office or Constituent Services Office at 2309 Tulare, Fresno Unified, Fresno, CA 93721, or downloaded from the district's website at https://board.fresnounified.org/williams-case/. You may also download a copy of the California Department of Education (CDE) complaint form from CDE's, website when available. However, a complaint need not be filed using either the district's complaint form or the complaint form from CDE.

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES

B.P. 0410

This policy shall apply to all acts related to a school activity or school attendance and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Governing Board is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices or school attendance within a school under the jurisdiction of the Superintendent shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age (40 and above), religion, marital status, pregnancy, parental status, reproductive health decision-making, childbirth, breast feeding/lactation status, medical condition, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, veteran or military status or genetic information; a 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.

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

District programs and activities shall be free of any discriminatory use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources.

The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

The Board recognizes that with few exceptions, as expressly set forth in Government Code section 12951, speaking languages other than English is a legally protected right and critically important asset in providing educational services in a community as ethnically and culturally diverse as Fresno Unified.

Additionally, pursuant to Title VII of the Civil Rights Act of 1964, district programs and activities shall be free from any unlawful language discrimination, which falls under the class of national origin discrimination. Language discrimination occurs when a person is treated differently because of their native language or other characteristics of their speech, including their accent, vocabulary, and/or syntax.

The Superintendent or designee shall review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities, including the use of facilities. He/she shall take prompt, reasonable actions to remove any identified barrier.

(cf. 1330 – Use of Facilities)

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in Board Policy (BP/Administrative Regulation (AR) 1312.3 - Uniform Complaint Procedures.

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 the annual parental notification distributed pursuant to Education Code 48980 and, as applicable,in announcements, bulletins, catalogs, application forms, or other materials distributed by the district. As appropriate, such notification shall be posted in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations and shall be posted on the district's web site and, when available, district-supported social media.

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Superintendent or designee. (Education Code 234.7)

District Compliance Officers

The Governing Board designates the following compliance officer (s) to receive formal and informal complaints from constituents, including students, and investigate them to ensure district compliance with law (Title II, V, IX, Title 5, Section 504 of the Rehabilitation Act):

Teresa Plascencia, Executive Director/Equity Compliance Officer-
Constituent Services Office
Fresno Unified School District
2309 Tulare Street
Fresno, California 93721
(559) 457-3736
Constituent.Services@fresnounified.org

Patrick Morison
Section 504 Coordinator
Fresno Unified School District
890 S. 10th St., Bldg. C
Fresno, CA 93702
(559) 457-3220
504@fresnounified.org

Chief of Human Resources
Title IX Coordinator/Age DA (Discrimination Act)
Fresno Unified School District
2309 Tulare Street
Fresno, California 93721
(559) 457-3593
titleix@fresnounified.org

Instructional Superintendent
Special Education Office
Fresno Unified School District
890 S. 10th St., Bldg. C

Fresno, CA 93702
(559) 457-3220
spedleadership@fresnounified.org

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.

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language. (Education Code 48985; 20 USC 6312)

ACCESS FOR INDIVIDUALS WITH DISABILITIES

District programs and facilities viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

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, assistive technologies or other modifications to increase accessibility to district and school web sites, 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 a school-sponsored function, program, or meeting

The individual identified in A.R. 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws is hereby designated as the district's ADA coordinator. They shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

Title II/ADA Coordinator
2309 Tulare Street
Fresno, CA 93721
Phone (559) 457-3520
Fax (559) 457-3838
Accomodations@fresnounified.org

GENDER AND IDENTITY INCLUSION

B.P. 5145.31

The Governing Board is committed to addressing the safety needs of all students, including those needs related to a student's actual or perceived gender identity, gender expression, or sexual orientation. The purpose of this Board Policy is to set out guidelines regarding issues related to transgender and gender expansive/gender non-conforming students.

The Board recognizes that a safe and civil school environment is necessary for students to have equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities; and is integral to student success.

The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying targeted at any student by anyone, based on the student's actual or perceived sex, sexual orientation, gender, gender identity, or gender expression, race, ancestry, national origin, immigration status, ethnicity, ethnic group identification, age, religion, color, marital status, medical information, pregnancy or parental status, physical or mental disability, age or, 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 (42 USC 2000d-2000e-17, 20 USC 1681-1688, Education Code 200, 220, 221.5 (f)).

FORMAL AND INFORMAL COMPLAINTS REGARDING DISCRIMINATION AND INQUIRIES REGARDING THE DISTRICT'S NONDISCRIMINATION POLICIES SHOULD BE DIRECTED TO THE FOLLOWING:

Compliance Coordinators:

Teresa Plascencia
Executive/Equity Compliance Officer
Title 5 Compliance Officer
Constituents Services Office
2309 Tulare Street, Room 218
Fresno, California 93721
(559) 457-3736

Patrick Morrison
Section 504 Coordinator
Fresno Unified School District
890 S. 10th St., Fresno, CA 93702
(559) 457-3220

Chief, Human Resources
Title IX Coordinator/AgeDA (Discrimination Act)
Fresno Unified School District
2309 Tulare Street, Fresno, California 93721
(559) 457-3593

Tangee Pinheiro
Instructional Superintendent
Special Education Office
Fresno Unified School District
890 S. 10th St., Fresno, CA 93702

(559) 457-3226

All above staff can also be contacted at titleix@fresnounified.org or by visiting 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 County Department of Social Services Protective Services Division and the appropriate law enforcement agency.
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 Administrator.
3. Discrimination issues involving Child Nutrition Programs shall be referred to the USDA, Director, Office for Civil Rights (OCR). http://www.fns.usda.gov/civil-rights
4. Employment discrimination or harassment complaints shall be investigated and resolved by the district in accordance with the procedures specified in A.R. 4030 - Nondiscrimination in Employment including the right to file the complaint with the California Department of Fair Employment and Housing.
5. Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.

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
Birney ..... (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
ELearn Academy ..... (559)248-5600
Ewing..... (559) 253-6460
Figarden ..... (559) 451-4480
Fremont ..... (559) 457-2910
Gibson ..... (559) 451-4500
Greenberg ..... (559) 253-6550
Heaton ..... (559) 457-2920
Herrera ..... (559) 248-7130
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
Lawless..... (559) 451-4520
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
McCardle ..... (559) 451-4540
Muir..... (559) 457-3150
Norseman ..... (559) 253-6500
Olmos ..... (559) 253-6620
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
Tatarian ..... (559) 451-4490
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
Gaston ..... (559) 457-3400
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
Scandinavian ..... (559) 253-6510
Sequoia ..... (559) 457-3210
Tehipite..... (559) 457-3420
Tenaya..... (559) 451-4570
Terronez ..... (559) 253-6570
Tioga..... (559) 248-7280
Wawona..... (559) 248-7310
Yosemite..... (559) 457-3450

HIGH SCHOOLS

Bullard ..... (559) 451-4320
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
McLane ..... (559) 248-5100
Patiño ..... (559) 248-7360
Roosevelt..... (559) 253-5200
Sunnyside ..... (559) 253-6700

OTHER

Cesar Chavez Adult School..... (559) 457-6000
Farber Educational Campus..... (559) 457-3190
- Credit Attainment ....(559) 457-3190
- Independent Study ..... (559) 457-3190
- Online Learning... ..... (559) 457-3190

Fulton School..... (559) 248-7385
Lori Ann Infant Center ..... (559) 248-7236
Phoenix Elementary Academy .. (559) 248-7500
Phoenix Secondary Academy .. (559) 457-2990
Rata 7-12..... (559) 451-4585

DEPARTMENT DIRECTORY

After School Program/Extended Learning	559-248-7461
Athletics	559-457-3655
Attendance	559-457-3537
Career Technical Education	559-248-7175
Communications	559-457-3735
Constituent Services	559-457-3736
Early Learning	559-457-3683
English Learner Services	559-457-3928
Food Services	559-457-6250
Fresno Adult School - Cesar Chavez Education Center	559-457-6000
General Information	559-457-3000
Gifted and Talented Education (GATE) Office	559-457-6073
Health Services	559-457-3301
Migrant Education	559-457-3984
Parent University/Parent Involvement	559-457-3390
Preschool (Pre Kindergarten) Enrollment	559-457-3416
Project ACCESS/Passport to Life	559-457-3359
Safety and Security Office	559-457-3980
School Asbestos	559-457-3043
School Attendance Review Board (SARB)	559-457-3942
Special Education	559-457-3220
State & Federal Programs	559-457-3934
Student Discipline: Suspension and Expulsion	559-457-3348
Student Records	559-457-3362
Technology	559-457-2570
Transfers Office	559-248-7538
Translation/Interpretation Services	559-457-3988
Transportation	559-457-3138

Fresno Unified School District + ParentSquare™

ParentSquare is a safe and secure platform for all district- and school-to-home communication. The group messaging, two-way direct messaging, district-wide alerts and notices, and simple user experience keeps everyone connected, creating a vibrant school community.

DOWNLOAD THE APP TODAY

Download on the App Store

GET IT ON Google Play

FOR MORE VISIT
FRESNOUNIFIED.ORG/PARENTSQUARE

STUDENT TRANSFER REQUEST FORM

Fresno Unified School District

2026-2027 Student Transfer Request

Electronic Application available on the Fresno Unified website

Mail or deliver applications to:
Transfers Department
2011 Fresno St. Fresno, CA 93721
Email: TransfersDepartment@fresnounified.org
Phone: 559-248-7538 Fax*: 559-248-7481

STUDENT _____ _____ **Yes No**
(Please Print) First Name Last Name FUSD Student ID Special Ed?

_____ _____ _____ **Male Female Non-Binary**
Birth Date Grade Level Requested Home Address (Student) Zip (Circle One)

Directions: *May choose up to two schools in each category. Mark 1 or 2 to indicate first or second choice in each category: Other School Transfers, Admission Criteria, Magnet Schools, Dual Language Immersion.* Application and admission is not limited on the basis of race, color, national origin, sex, disability, sexual orientation, gender, ethnic group identification, or ancestry.

View this application and status updates on the Atlas Parent Portal. For more information on student transfers and lottery details visit fresnounified.org

Other School Transfers

For any Fresno Unified school not listed on this form, write in the school's name below.
Transportation is the responsibility of the parent/guardian.

1	
2	

Admission Criteria Schools

Admission Criteria schools require students meet specific academic or other criteria in order to be considered for admission. Contact the Transfers Department for additional details.

	Edison Computech 7 – 12
	Sunnyside Doctor's Academy 9 – 12 *Additional Application Required (Contact Sunnyside For more information) No Transportation provided*

Magnet Schools

	Yokomi TK – 6 Parent Employed Downtown: Yes No Address_____
	Hamilton TK – 8
	Bullard Talent K – 8
	Baird 5 – 8
	Cooper IB Academy 6 – 8
	Ahwahnee 7 – 8
	Design Science Middle College 9 – 12
	Duncan **Medical** 9 – 12
	Duncan **Applied Technology** 9 – 12
	Fresno High IB 9 – 12
	School of the Arts at Roosevelt 9 – 12 *Students must be enrolled in two fine arts courses*
	Patiño School of Entrepreneurship 9 – 12

Dual Language Immersion Programs (DLI)

Step 1: Student's Home Language (Circle One)

English Spanish

Students in grades 2-12 will be assessed in Spanish Reading, Writing, Listening, and Speaking (Gr. 1 Listening & Speaking only) and must score a minimum of 3 out 5 in every domain before being eligible for the lottery into DLI.

I AGREE to have my child tested in Spanish for DLI.

Parent/Guardian Initial _____

Step 2: *Choose a first or second choice*

	Dual Language Immersion PK – 6 Ewing
	Dual Language Immersion PK – 6 Leavenworth
	Dual Language Immersion PK – 6 Sunset
	Dual Language Immersion PK – 6 Wawona

Transfers to Dual Language Immersion Programs:

- Lottery selection by primary language is used when space is available.
- Transportation to attend a dual language immersion program is the responsibility of the parent/guardian.
- **Site based Dual Language Immersion Programs are also available.** To view site-based schools go to the Transfers Department website. To request a site-based school, under "Other School Transfers" write "*school name* DLI." Resident students may participate in the program. Discuss participation at the school site.

Important information regarding approved transfers:

- **On-time applications received on or before December 2nd receive priority for selection.**
- Students are selected for most schools using a random lottery when space is available at the requested school and grade level.
- Transfers are good to the highest-grade level at the assigned school.
- A new transfer must be completed when entering middle or high school.
- Transfers may be revoked for excessive tardies, absences, or brought to school early or left excessively late. Revocation may occur if student fails to uphold appropriate behavior standards or has poor academic performance.

I attest all information on this form is accurate. If any court order pertains to this student, the other parent may be required to sign an agreement. Transfers may be revoked for false information.

Signature of Parent/Guardian _____ Date _____ Email _____

Parent/Guardian Print Name _____ Parent Birth Date _____ Phone #1 _____ Phone#2 _____

Out of District Employment-Related Transfer (Attach proof of employment, annual verification is required.)

Business Name_____ Address_____

School Districts may exchange student records before processing this request.

*FUSD will not be responsible for faxes not received

ACADEMIC CALENDAR SCHOOL YEAR 2025-26

FRESNO UNIFIED SCHOOL DISTRICT ACADEMIC CALENDAR SCHOOL YEAR 2025-2026

Board Revised
March 26, 2025

TEACHER INSTITUTE DAYS
August 14 & 15

DISTRICT BUYBACK DAYS

August 13, 2025

October 17, 2025

March 13, 2026

INSTITUTE & BUYBACK DAYS ARE NON-STUDENT DAYS

VACATION & HOLIDAYS
Independence Day: July 4
Labor Day: Sept. 1
Veterans' Day: Nov. 11
Thanksgiving: Nov. 24-28
Winter Break: Dec. 22-Jan. 9
M.L. King, Jr. Day: Jan. 19
Lincoln's Birthday: Feb. 9
Presidents' Day: Feb. 16
Spring Break:Mar 30-Apr. 6
Memorial Day: May 25
Juneteenth: June 19
Independence Day: July 4, 2026
(Observed July 3, 2026)

HOLIDAYS FOR CLASSIFIED PERSONNEL

2025: July 4, Sept. 1, Nov.11, Nov. 27 & 28, Dec. 24 & 25.

2026: Jan. 1, Jan 19, Feb. 9, Feb. 16, April 3, May 25, June 19, July 3

Board of Education Meetings
are held at the
FUSD Education Center
2309 Tulare Street, 2nd Floor

Public Schools Month	April 2026
CA Day of the Teacher	May 13, 2026
Classified Employee Week	May 17-23, 2026

BLACK FIGURES DENOTE DAYS SCHOOL WILL BE IN SESSION
RED FIGURES DENOTE NON-STUDENT DAYS WHEN SCHOOL WILL NOT BE IN SESSION

HOLIDAY | INSTITUTE DAY | NOT IN SESSION | BUYBACK DAY

JULY 2025

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

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AUGUST 2025

S	M	T	W	T	F	S
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

10

SEPTEMBER 2025

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	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

21

OCTOBER 2025

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

22

NOVEMBER 2025

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23	24	25	26	27	28	29
30						

14

DECEMBER 2025

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21	22	23	24	25	26	27
28	29	30	31			

15

JANUARY 2026

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18	19	20	21	22	23	24
25	26	27	28	29	30	31

14

FEBRUARY 2026

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15	16	17	18	19	20	21
22	23	24	25	26	27	28

18

MARCH 2026

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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

19

APRIL 2026

S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

18

MAY 2026

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

20

JUNE 2026

S	M	T	W	T	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

9

JULY 2026

S	M	T	W	T	F	S
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

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Traditional School Year - 180 teaching days and 5 non-student days

Visit us on the web
www.fresnounified.org

SCHOOL BEGINS
August 18, 2025
SCHOOL ENDS
June 11, 2026

Elementary & Secondary Reporting Periods

Oct. 10 ..... Period 1 ends (39 days)
Dec.19 ..... Period 2 ends (43 days)
Mar. 20 ..... Period 3 ends (46 days)
Jun. 11 ..... Period 4 ends (52 days)

REPORT TO PARENTS

Sept.15-19 ..... 1st Progress Notice
Oct. 14-17 ..... 1st Report Card
(Elementary Parent Conferences Oct. 20-24)
Nov 10-14 ..... 2nd Progress Notice
Jan. 12-16 ..... 2nd Report Card
Feb. 17-20 ..... 3rd Progress Notice
Mar. 23-27 ..... 3rd Report Card
May 4-8 ..... 4th Progress Notice
June 11 ..... 4th Report Card

END OF SEMESTER DATES
ELEMENTARY & SECONDARY

Dec. 19	(82 days)
June 11	(98 days)

STANDARDIZED TESTING WINDOW

State Testing
April 7 - June 11