Table of Contents

Covid 19 Information 1-2
Message from the Superintendent 3
Introduction 4-5
Know Your Rights 6
School Directory 7-8
Enrollment & Learning Support 9-13
Language Programs 14
Special Education 15
Rights & Responsibilities 16-27
Behavior & Discipline 28-33
Health Services 34-39
Additional Notices 40-45
2020-21 District Calendar– Revised 46
Acknowledgement Form 48
COVID-19 and our Schools

The COVID-19 pandemic has immensely changed our lives in so many ways. As we wait for a vaccine and treatment, we must work together to mitigate the risk in our community, while still educating and supporting the health and well-being of our students.

We are establishing new norms within our schools and office spaces - understanding it will take time and constant positive reinforcement to teach and learn these new ways of being. We urge our community to lean into this new normal and create a physically and emotionally safe space for everyone.

Physical distancing does not come naturally or easy. Maintaining physical distance violates so many of our social norms, especially for those we are closest with.

As we navigate our new normal, we must support each other in remaining humble and flexible. We continue to learn about COVID-19, and as the science changes our responses may need to change as well. We may find ourselves adopting new strategies or measures - and quickly having to revise our plans.

Flexibility is key as we try to contain the spread of COVID-19. As the CDC advises, there may be times when we need to return to remaining safer at home. In any situation, we will work together with our community, relying on our collective ingenuity and creativity to help us respond and address changes as needed.

Please see page 2 for additional information on what all of us need to do to stay safe when in-person instruction is offered. The complete Health and Safety Plan during COVID-19 for a Safe Return to School is also available on our district website at www.amadorcoe.org under the Coronavirus Resources tab.
HEALTH & SAFETY PLAN DURING COVID-19
APPENDIX A - ANNUAL PARENT NOTICE INSERT 2020-21

KEEPING EACH OTHER HEALTHY DURING COVID-19

The guidelines below will reduce the risk of spreading illness at school. Guidelines may change over time.

**Health Screening**

Every Day Before School: Check your child’s temperature and look for signs of illness

- Have any of these symptoms, or have been diagnosed with COVID-19
- Have been told to isolate or quarantine by your doctor or the health department
- Had recent contact with someone with COVID-19
- Recently traveled somewhere outside the U.S.

Please note that your child may be required to stay home and participate in distance learning for up to 10-14 days based on public health guidelines. Report your child’s absence and symptoms to the school each day.

**Use Cough/Sneeze Hygiene**

Teach children to sneeze into a tissue or elbow. Throw tissue away in a waste container. Wash hands with soap and water or use hand sanitizer. Do not touch face.

**Practice Hand Hygiene**

Students should wash hands before leaving home and upon returning home. All students will wash hands often or use hand sanitizer at school.

**Use Cloth Face Coverings at School**

Children should come to school with a cloth face covering, unless a doctor says not to, or the child can’t safely wear one due to their developmental level. Wash cloth face coverings daily at home. Face coverings may be available at school if needed.

**Maintain Physical Distancing at School**

Keep at least 6 feet away from other people. Space is the best way to avoid the spread of COVID-19. Do not form groups with other parents during drop off and pick up.
Message from the ACUSD Superintendent of Schools

Dear Families and Students,

Welcome to Amador County Unified School District! In our schools, we strive to provide welcoming and safe learning environments, build social-emotional wellness, increase student achievement, and prepare all students for career, college and citizenship. Now more than ever, this is very important as we continue to navigate through challenging times associated with the COVID-19 pandemic.

We have set the following goals through our Strategic Plan and our Local Control Accountability Plan (LCAP) and will continue to focus on them this year:

- We will develop and implement diverse, robust learning pathways to ensure students’ effective use of 21st century thinking skills including creativity, communication, collaboration, and digital literacies.
- We will ensure student success and social-emotional well-being through a comprehensive system of supports and resources for all students based on their individual needs.
- We will collaborate with staff, families and community to cultivate and strengthen partnerships that enrich and expand opportunities, preparing students for a rapidly evolving world.
- We will create caring, collaborative school environments that facilitate highly engaging, rigorous and personalized learning for all students through the use of effective strategies, practices and resources.

To achieve our goals, we have made many investments in education including:

- Social-emotional learning supports such as counselor positions, supplemental materials special assemblies and support, mindfulness and anti-bullying initiatives
- Special Education and General Education collaboration to increase access to grade level curriculum for all students
- Updated, more rigorous high school graduation requirements
- Many career and college readiness initiatives including Advancement Via Individual Determination (AVID) at both junior high schools and expansion to 9th and 10th grades at Amador and Argonaut High Schools
- Professional development opportunities supporting all teachers in the effective use of standards aligned resources and strategies in all content areas
- Updated and expanding Career Technical Education (CTE) and Adult Education offerings including new “a to g” compliant courses and multiple industry sector pathways for our high school and adult students

In 2020-21, you will see the following improvements:

- Strengthened and improved educational opportunities through distance learning and other virtual learning options as we continue to plan for a safe return to our school campuses
- Increased focus and alignment of teacher collaboration and professional development
- Increased efforts and strategies to support multi-tiered systems of support for all students
- Ongoing work to improve facilities including new buildings to support Special Education at Plymouth Elementary School, Jackson Junior High School, and Argonaut High School

For additional information about school calendars, recent news, program information, and more, please visit our website at www.amadorcoe.org. We are committed to the success of all students.

Sincerely,

Dr. Amy L. Slavensky, Superintendent
Introduction

Each year, public school districts in the State of California are required by Education Code section 48980 to notify students, parents and guardians of their rights and responsibilities. In addition, Education Code section 48982 requires that an acknowledgement of notification of these rights and responsibilities must be signed by the parent or guardian and returned to the school.

The required notification below can be found in this Family Handbook on page 48 and is also available at www.amadorcoe.org

How to Use this Handbook

As a Guide to District Resources
In Amador County Public Schools, we are proud to offer a wide variety of programs, specialized classes and student services delivered by high quality, caring staff. This handbook provides a preview of many of these programs and we welcome you to visit our campuses and offices to learn more about any of the programs you read about here.

As a Reference of Rights and Responsibilities
In order to continue to grow as a strong school community, it is important our families and students are aware of their rights and responsibilities, as well as our district’s responsibility as a partner in your student’s educational experience.

As an Overview of Campus Rules
Our rules and regulations have been established to protect the rights of all students and promote a safe learning environment. Students must be free to learn and teachers must be free to teach. Campuses may have additional guidelines for student dress and conduct. We thank you for working with us to ensure student and campus safety.

A Reminder of our Strength as a Community
Amador County is a strong school community, working together to help our students meet their educational goals. We welcome your engagement in our district at every level.

Your signature on this notice is an acknowledgement that you have received our Family Handbook and have been informed of your rights, but the signature does not indicate consent to participate in any particular program has been either given or withheld.

Please review the contents of the Family Handbook with students, complete the signature section on page 48 and return to your school site. If you have any questions, please contact your student’s school.
Understanding Legal Codes in this Handbook

Many of the rights and responsibilities referenced in this handbook are based on legal mandates through the state and federal governments. While we have made an effort to explain these items in common terms, many of them are based on legal language contained in a variety of policy sources. Sometimes the sources are referenced in parenthesis at the end of each relevant section. All California or United States policies are available online but if you have any questions please contact our Educational Services department at 209-257-5334. Board policies and administrative regulations are available at http://www.amadorcoe.org

Americans with Disabilities Act (ADA)
California Education Code (EC)
California Health and Safety Code (HSC)

California Penal Code (PC)
California Vehicle Code (VC)
California Code of Regulations (CCR)
Family Educational Rights and Privacy Act (FERPA)
United States Code (USC)

Common Core State Standards
The goal of these rigorous standards is to instill 21st century, higher-thinking skills that prepare all students for college and careers - as well as to succeed in a global economy and society.

Thinking and writing: Rather than memorizing and repeating facts, students are asked to show the evidence and reasoning that supports their thinking. They'll have to demonstrate this through clear, convincing writing.

Not just worksheets: Because students will be expected to demonstrate deep reasoning, homework assignments might be thinner but could take longer, as they require more analysis, reading and writing.
Fact AND fiction: Students will be reading a much greater proportion of nonfiction writing to supplement their work with fiction as they practice analyzing evidence to formulate arguments.

Teamwork is key: Collaboration is vital for success; no one works in isolation anymore. Students must learn how to express ideas, listen to each others' thoughts and integrate and evaluate information.

Tests will challenge all students: Computer-adaptive testing adjusts the difficulty of tests depending on which questions students answer correctly, becoming progressively more challenging. This personalizes learning and pushes all students to grow academically.

Some struggle is good: Common Core State Standards encourage academic growth in all students, regardless of their starting points. That means all students will be challenged to stretch their thinking and learning.
Know Your Educational Rights

Your Child has the Right to a Free Public Education

All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students’ parents or guardians.

In California: All children have the right to a free public education.

- All children ages 6 to 18 years must be enrolled in school.
- All students and staff have the right to attend safe, secure, and peaceful schools.
- All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
- All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other characteristics.

Information Required for School Enrollment

When enrolling a child, schools must accept a variety of documents from the student’s parent or guardian to demonstrate proof of child’s age or residency. You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information

Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.

Some schools collect and provide publicly basic student “directory information.” If they do, then each year, your child’s school district must provide parents/guardians with written notice of the school’s directory information policy, and let you know of your option to refuse release of your child’s information in the directory.

Family Safety Plans if You Are Detained or Deported

You have the option to provide your child’s school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.

You have the option to complete a Caregiver’s Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.

Right 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.

The California Attorney General’s website provides “know your rights” resources for immigrant students and family members online at: https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf
Board of Trustees
Susan Ross, President
(209) 267-1853
sross@acusd.org
Term Expires: 11/2020

Kandi Thompson, Clerk
kandi.thompson@acusd.org
Phone: (209) 304-5674
Term Expires: 11/2022

James Marzano, Member
james.f.marzano@acusd.org
Phone: (408) 394-9547
Term Expires: 11/2022

Deborah Pulskamp, Member
deborah.pulskamp@acusd.org
Phone: (916) 806-2592
Term Expires: 11/2022

Janet White, Member
jwhitepol186@gmail.com
Phone: (209) 245-3186
Term Expires: 11/2020

Cabinet Members
Superintendent ACUSD
Amy Slavensky, Ph.D.
Communication & Executive Operation’s Specialist: Demi Wright
Phone: (209) 257-5353 || Fax: (209) 257-5360

Assistant Superintendent, Educational Services
Sean Snider
Administrative Assistant: Malinda Hemig
Phone (209) 257-5334 || Fax: (209) 257-5385

Assistant Superintendent, Business Services
Jared Critchfield
Administrative Assistant: Haley Maciel
Phone: (209) 257-5345 || Fax: (209) 223-1733

Assistant Superintendent, Human Resources
David Vicari
Administrative Assistant: Emily Weinzheimer
Phone: (209) 257-5350 || Fax: (209) 223-5174

Director of Special Education
Kathryn Brown
Administrative Assistant: Anne Stewart
Phone: (209)257-5306

Superintendent, ACOE
Robert Steve Russell, Ed D.
Administrative Assistant: Debra Lasich
Phone: (209) 257-5330 || Fax: (209) 223-4739

Educational Programs
Early Childhood Education/Preschool
Our Early Childhood Education department offers a variety of programs to meet the needs of families and children on a variety of campuses. For registration information, call (209) 257-5338, visit http://www.amadorcoe.org or come to our office at 217 Rex Ave, Jackson.

Elementary School Choices
All Amador County schools offer the same excellent curriculum for core subjects (English, history, math and science), and require students to follow our behavior standards and welcome family involvement. Beyond these similarities, each school has developed special programs and teaching strategies to meet the needs of students.

Elementary Schools
Ione Elementary
TK- 5th
415 S. Ione St. Ione, CA 95640
Phone: (209) 257-7000 || Fax: (209) 274-2167
Principal: Jeni DeWalt
Administrative Assistant: Laurie McQuiston
ioneel.amadorcoe.org

Jackson Elementary
TK- 5th
220 Church St. Jackson, CA 95642
Phone: (209) 257-5600 || Fax: (209) 223-2366
Principal: Barbara Magpusao
Administrative Assistant: Jana Whitlock
jacksonel.amadorcoe.org

Pine Grove STEM Magnet School
TK - 6th
20101 Hwy. 88 Pine Grove, CA 95665
Phone: (209) 296-2800 || Fax: (209) 296-3133
Principal: John Hawley
Administrative Assistant: Renee Julian
pinegroveel.amadorcoe.org

Pioneer Visual & Performing Arts Magnet School
Kindergarten - 6th
24625 Hwy 88 Pioneer, CA
Mailing Address
217 Rex Avenue Jackson, CA 95642
Phone: (209) 295-6500 || Fax: (209) 295-1660
Principal: Carmen Glaister
Administrative Assistant: Tina Lowery
pioneerel.amadorcoe.org
Plymouth Elementary
Kindergarten - 6th
18601 Sherwood, Plymouth, CA
Mailing Address
PO Box 847, Plymouth, CA 95669
Phone: (209) 257-7800 || Fax: (209) 245-6376
Principal: Joseph Horacek
Administrative Assistant: Sara Holmes
plymouthel.amadorcoe.org

Sutter Creek Elementary
Grades 3rd-6th
340 Spanish St. Sutter Creek, CA 95685
Phone: (209) 257-7200 || Fax: (209) 267-1231
Principal: Tia Peters
Administrative Assistant: Donna Giordano
suttercreekel.amadorcoe.org

Sutter Creek Primary
TK-2nd
110 Broad St. Sutter Creek, CA 95685
Phone: (209) 257-7100 || Fax: (209) 267-9210
Principal: Tia Peters
Administrative Assistant: Tracy Ament
suttercreekel.amadorcoe.org

Middle School Choices
All Amador County schools offer excellent curriculum for core subjects (English, history, math and science) and require students to follow the same behavior standards. In addition, all schools welcome family involvement. Each middle school has developed special programs and teaching strategies to meet the needs of their students. More information is available in the School Accountability Report Cards at http://www.amadorcoe.org (EC § 35256)

Middle Schools
Ione Junior High School
Grades 6-8
450 S. Mill St. Ione, CA 95640
Phone: (209) 257-5500 || Fax: (209) 274-0671
Principal: Richard Modesti
Administrative Assistant: DeAnna Stiltz
ioneerj.amadorcoe.org

Jackson Junior High School
Grades 6-8
747 Sutter Street Jackson, CA
Phone: (209) 257-5700 || Fax: (209) 257-5757
Principal: Andrew Gardner
Administrative Assistant: Tara Hooper
jacksonjr.amadorcoe.org

High School Choices
All Amador County schools offer excellent curriculum for core subjects (English, history, math and science) and require students to follow the same behavior standards. In addition, all schools welcome family involvement. Each high school has developed special programs and teaching strategies to meet the needs of their students. More information is available in the School Accountability Report Cards at http://www.amadorcoe.org

High Schools
Amador High School
Grades 9-12
330 Spanish St. Sutter Creek, CA 95685
Phone: (209) 257-7300 || Fax: (209) 267-5942
Principal: Jessica Dorris
Administrative Assistant: Tammy Kaup
amadorhs.amadorcoe.org

Argonaut High School
Grades 9-12
501 Argonaut Ln. Jackson, CA 95642
Phone: (209) 257-7700 || Fax: (209) 223-3149
Principal: Troy Gassaway
Administrative Assistant: Wendy Bridges
argonauths.amadorcoe.org

Alternative School Programs
North Star Independent Study School
525 Independence Dr. Sutter Creek, CA
Phone: (209) 257-7773 || Fax: (209) 267-7788
Principal: Kelly Hunkins,
Administrative Assistant: Ethel Allen
northstar.amadorcoe.org

Educational Options
Independence High School
Community Court School
525 Independence Dr. Sutter Creek, CA
Phone: (209) 257-5100 || Fax: (209) 267-5497
Principal: Kelly Hunkins
Administrative Assistant: Melissa Case
independencehs.amadorcoe.org
communityday.amadorcoe.org

Adult Education
525 Independence Dr. Sutter Creek, CA
Phone: (209) 257-5100 || Fax: (209) 267-5497
Principals: Kelly Hunkins
Administrative Assistant: Melissa Case
Enrollment
You can find information about each school in our district on each school website, on their School Accountability Report Cards or at the specific school site at www.amadorcoe.org (EC § 5256)

State law requires parents or guardians to send their children to school unless otherwise provided by law. To enroll, two proofs of residence are required.

Proof may include:
- A current rental/lease agreement, mortgage statement or rental receipt with current physical address
- Current utility bill (SMUD, PG&E or water) with name and physical address
- Proof of birth - original birth certificate for the first entry into a California school (copies are acceptable for student continuing their education in our district)
- Immunization records for each child that will be enrolled - please see the grade level immunization requirements in the health services section of this handbook. (EC § 48200)
- Report cards or transcripts for grades 6-12
- IEP if student has special education needs

Foster youth, families in the process of migrating to the United States (Assembly Bill 677) or families who lack permanent, adequate or stable housing may not have all the necessary documents listed above. Let our staff know about your situation and we can assist with immediate enrollment.

Children who will be five years of age on or before September 1, 2020 may enroll in kindergarten for the 2020-21 year. Since good health is crucial to a child’s success in school, we also recommend that each entering student have a physical and dental examination. Please see the health services section of this handbook.

Transitional Kindergarten is a two year kindergarten experience that is offered at selected elementary schools. If your child’s fifth birthday falls between September 2nd and December 2nd, he/she is eligible to enroll.

Intra-District Attendance Permit
A parent or guardian who would like their child to attend a school in another attendance area within the district may submit a Request for Intra-District Attendance Permit (IAP) during the open enrollment period. The form can be obtained at your student’s home school or at www.amadorcoe.org.

Inter-District Attendance Permit
Families that reside in Amador county’s attendance boundaries but wish to attend school in another district must obtain approval from Amador as well as the district they wish to attend. The form is available at www.amadorcoe.org.

Curriculum
The California Department of Education develops state frameworks and standards recommending what students should be learning in each subject area. The state also develops an assessment and accountability program that measures student progress toward the standards. The state also provides a list of approved textbooks and other materials for use in classrooms.

In our district, staff members and citizens’ review state approved textbooks and classroom materials and make recommendations to the school board about which materials should be purchased and used in ACUSD schools. The final decisions are made by our school board at public meetings.

Textbooks and other curriculum materials, including titles, descriptions, course objectives and academic standards are available at schools and at the district office for review by families (EC § 49091.14). These standards describe what students are expected to know and be able to do at each grade level and in each subject. In addition, information on academic standards and assessment of student achievement is available from schools or the district office at (209) 257-5334.

District Academic Standards
Our district will be collecting and reporting to students and their families information about students’ ability to perform according to the Common Core State Standards (CCSS) describing what students should know and should be able to do. This information is based on student performance on the California Assessment of Student Performance and Progress (CAASPP) Tests and/or California Alternative Performance Assessment, as well as
district and classroom assessments. Families may request copies of the academic standards from the school. More information about CCSS is available online at www.cde.ca.gov.

Promotion and Retention
Current laws require school districts to establish practices and procedures related to retaining students, or not promoting students to the next grade, if the student’s skills in reading and math are below grade level. The laws mean everyone needs to work together—students, teachers, families and school staff—to make sure students are demonstrating progress and mastering the reading, writing and math standards in each grade, so students are well prepared for the next grade.

Elementary students who have very low scores in English/language arts or math are in danger of being retained. Progress notices and report cards are early notifications to alert families of concerns. Specifically, students may be retained if they have marks of 1 or 2 in English/language arts or mathematics; or are not meeting district adopted grade level standards in either English/language arts or mathematics.

The family may appeal the decision to retain, but the burden shall be on the appealing party to show why the recommendation should be overruled. The appeal will be heard by the school principal, and the final appeal will be heard by the principal’s supervisor. Appeals at each level are to be acted upon within 30 days of receiving the written appeal. Our goal is to help students master the skills they need to successfully move into the next grade level.

Adult Learning
The Adult Education program offers a variety of core services including high school completion, HiSet test preparation and workforce development courses through Career Education, English as Second Language (ESL) classes. Adult education classes are open to all community members ages 18 years and older. For more information on all classes call (209) 257-5100.

School Accountability Report Cards
The district as a whole and all our schools are accountable to the community. Published School Accountability Report Cards for each school are available online, at schools, the district office and on the district website at www.amadorcoe.org. The report cards include a description of the school and its staff and students, community involvement, student achievement, student support services, expenditures, school facilities, class size, textbooks, staff training and evaluation.

Graduation Requirements -
The chart on this page is a brief summary of the district graduation requirements and entrance requirements for colleges in the University of California (UC) and California State University (CSU) systems.

High school counselors are available to meet with students during the school day as well as before and after school. Students may schedule an appointment in the counseling office at their school. The list of courses at each school site that meet the UC and CSU admission requirements is available in the campus counseling office.

<table>
<thead>
<tr>
<th>Subject</th>
<th>District</th>
<th>UC/CSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years</td>
<td>4 years</td>
</tr>
<tr>
<td>World History</td>
<td>1 year</td>
<td>1 year</td>
</tr>
<tr>
<td>U.S. History</td>
<td>1 year</td>
<td>1 year or 1 semester + 1 semester American Government</td>
</tr>
<tr>
<td>American Government</td>
<td>1 semester</td>
<td>1 year or 1 semester US History</td>
</tr>
<tr>
<td>History Social Science Elective</td>
<td>1 semester</td>
<td>Elective</td>
</tr>
<tr>
<td>Economics</td>
<td>1 semester</td>
<td>Elective</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 years incl. Algebra 1</td>
<td>3 years (4 years recommended)</td>
</tr>
<tr>
<td>Science</td>
<td>3 years</td>
<td>2 years lab science (3 years recommended)</td>
</tr>
<tr>
<td>Visual and Preforming Arts</td>
<td>1 year or 1 year Foreign Language</td>
<td>1 year</td>
</tr>
<tr>
<td>Foreign Language *</td>
<td>See The Arts</td>
<td>2 Years (3 years recommended)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2 years</td>
<td>Elective</td>
</tr>
<tr>
<td>Health</td>
<td>1 semester</td>
<td>Elective</td>
</tr>
<tr>
<td>Electives **</td>
<td>80 credits</td>
<td>1 year</td>
</tr>
<tr>
<td>Career Technical Education</td>
<td>1 Year</td>
<td>Elective</td>
</tr>
</tbody>
</table>

*not required at Independence/North Star
**55 credits required at Independence/North Star
To receive a high school diploma, students must:

- Pass all courses required for graduation
- Earn a minimum of 250 course credits at traditional schedule schools or earn a minimum of 220 credits in Educational Options Schools
- Satisfy additional school board approved graduation requirements such as a senior project or community service

Check with your school counselor for complete information. Under California legislation, homeless and foster youth may have different graduation requirements. Students and their families or guardians should ask to meet with a counselor.

**Student Testing**
Throughout the school year, students at selected grade levels take a variety of state and local assessments. The results are used by teachers and administrators to improve student learning and by families to help understand how their students are performing at school.

Assessing student learning is an integral part of the instructional program. In order to ensure reliable results, access to personal items including electronic devices may be suspended during testing. Approved use of electronic devices as an accommodation or modification is the only exception.

If you do not want your child to participate in one or more areas of the California Assessment of Performance and Progress (CAASPP) testing program, you must submit a written request to the school office prior to the testing start date each school year. Include your child’s name, birthdate, grade and the specific test or content area from which you want them excluded.

Results are distributed to families by mail and provide valuable information to teachers, students and families during and after the learning process.

**Advanced Placement (AP) Exam Fees**
There are state funds available to cover the cost of Advanced Placement Exam fees. Contact your student’s school counselor for more information.

<table>
<thead>
<tr>
<th>Test Description</th>
<th>Date</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Assessment of Student Performance &amp; Progress (CAASPP) ELA and Math</td>
<td>Apr-May</td>
<td>Grades 3-8 &amp; 11</td>
</tr>
<tr>
<td>California Assessment of Student Performance &amp; Progress (CAASPP Science (CAST))</td>
<td>Apr-May</td>
<td>Grades 5, 8 &amp; 10</td>
</tr>
<tr>
<td>California Alternative Performance Assessment (CAPA)</td>
<td>Apr-May</td>
<td>Grades 2-11</td>
</tr>
<tr>
<td>English Language Proficiency Assessment for CA (ELPAC)</td>
<td>Aug-Oct</td>
<td>Grades K-12</td>
</tr>
<tr>
<td>California FITNESSGRAM</td>
<td>Feb-May</td>
<td>Grades 5, 7 &amp; 9</td>
</tr>
<tr>
<td>PSAT</td>
<td>Oct</td>
<td>Grades 10, 11</td>
</tr>
</tbody>
</table>

**California High School Proficiency Exam**
The California High School Proficiency Exam (CHSPE) is a voluntary test that assesses proficiency in basic reading, writing, and mathematical skills taught in public schools. Eligible persons that pass are awarded a Certificate of Proficiency by the State Board of Education. More information can be found at the California Department of Education website at www.cde.ca.gov.

**Family and Parent Engagement Policy**
The Governing Board recognizes that parents/guardians are their children’s first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall consult with parents/guardians and family members in the development of meaningful opportunities for them to be involved in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children’s education and of the opportunities available to them to do so.
The district's Local Control and Accountability Plan shall include goals and strategies for parent/guardian involvement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Family & Parent Engagement in Title I Schools:
The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and 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, and implementing and evaluating, such programs, activities, and procedures. As appropriate, the Superintendent or designees shall conduct outreach to all parents/guardians and family members. (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 parent/guardian and family engagement activities. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities and shall ensure that priority is given to schools in high poverty areas in accordance with law. (20 USC 6318, 6631)

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

1. Support for schools and nonprofit organization in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, para-professionals, early childhood educators, and parents/guardians and family members.

2. Support for programs that reach parents/guardians and family members at home, in the community, and at school.

3. Dissemination of information on best practices focused on parent/guardian and family engagement especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members.

4. Collaboration with community-based or other organizations or employers with a record of success in improving family engagement.

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

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

Family & Parent Engagement in Non-Title I Schools
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 parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purpose and goals described in Educational Code 11502. (EC Code 11504)

Home, Hospital & Residential Health Facility Instruction for Students with Temporary Disabilities
A student whose temporary disability makes school attendance impossible or inadvisable, receive individual instruction either:

1. at home, provided by the school district in which the student resides; or
2. In the hospital or other residential health facility, excluding state hospitals, provided by the school district in which the hospital or residential health facility is located.

Access to Student Mental Health Services
AB 2022 added Education Code section 49428 which required school districts and charter schools to provide students and their parents/guardians with information at least twice per school year regarding how to access student mental health services on campus and/or in the community. This is obtained by contacting the school site to speak with the school counselor who will assist the family in accessing mental health services either through the school or through a community provider.

School Counseling
School counseling is available to assist students and their families. All schools have school counselors on staff to support students’ social emotional needs and provide grief counseling, bullying prevention or other services as needed. Teachers and administrators are also trained to recognize and help students.

Language Acquisition Programs
Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English Learners (E.L.s) based on the state-adopted academic content standards, including English language development (ELD) standards. Using the guidance of the California English Learner Roadmap, our talented and committed teachers, support staff and administrators work hard to meet the individual needs of all of our students with the use of research-based and culturally responsive instructional practices.

Program Descriptions
- **Structured English Immersion (SEI)** (Kindergarten through 12th grade). Instruction in English for non-speakers, but with curriculum and a presentation designed for pupils who are learning English with the goals of language proficiency and academic achievement in English and cross-cultural understanding.
- **Dual-Language Immersion (DLI)**

Parents of English learners have a right to decline or opt their children out of the school district’s language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6318[c][A][vii]) However, ACUSD remains obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

Current Language Program Utilized
Currently we provide a **Structured English Immersion (SEI)** program district-wide. Using guid-
From the English Language Development (ELD) framework, we support our ELs with both integrated and designated ELD.

**Parental Choice**
Parents of students enrolled in a school may follow the district process to choose a program that best suits their child. Schools can help parents to choose the desired program.

**Requesting a Language Program**
Our goal for English Learners is to acquire English while simultaneously engaging in grade-level content standards for English language arts, mathematics, science, social science, and the arts. We provide a Structured English Immersion (SEI) program option. If you choose this option your child will be placed in a classroom that uses mostly English for instruction.

Parents/Guardians may choose a language acquisition program that best suits their child. 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])

The process to establish a language program not currently offered is as follows:

1. Parents/Guardians submit a dated request for a specific language program in writing to the school site office.
2. The school administrator keeps track of all submitted requests in a binder maintained in the school office.
3. When parent/guardians of 30 or more students in a school make a request or parent/guardians of 20 or more students at a grade level in a school make a request, the district will:
4. provide written notification to parents and school personnel that a new language program has been requested within 10 days of reaching the above threshold.
5. conduct a needs analysis to determine if it is possible to implement the requested program.
6. provide written notice of the district’s determination of whether it can implement the requested program within 60 days of reaching the threshold.

Parents may provide input regarding language acquisition programs at the stakeholder engagement community meetings in January during the development of the Local Control Accountability Plan.

We also support our ELs with both integrated and designated ELD.

**Integrated ELD** is provided to ELs throughout the school day and across all subjects by all teachers of ELs. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English.

**Designated ELD** is provided by skilled teachers during a protected time during the regular school day. Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop the critical language ELs need for content learning in English.

**E.L. Teacher Preparation**
All teachers in California are required to complete a teacher preparation program approving them to teach English learners. After completion of the program, teachers can provide instruction for English language development and specially designed academic instruction in English (SDAIE) within their subject area(s) and grade level authorization. In addition, the district has set aside federal and state funds for EL instructional materials and for teachers and paraprofessionals of English learners to receive updated training on best practices for ELD instruction.

**Reclassification to Fluent English Proficient**
When sufficient evidence supports that an English learner’s language proficiency does not hinder their academic progress and they have achieved the state adopted academic standards in English, he or she is reclassified as fluent English proficient (RFEP). There are four criteria to be met in order for reclassification.

1. Overall score of 4 (well developed) on the Summative English Language Proficiency Assessments for California (ELPAC); and
2. Teacher recommendation based on classroom evidence, including but not limited to a review of the student’s curriculum mastery (e.g. a score of 3 or 4 in ELA on the report card); and
3. Parent opinion and consultation; and
4. Demonstration of basic skills on the Teachers College, Benchmark Independent Reading Level Assessments, or Basic Phonics Skills Test (BPST) equivalent to English proficient students of the same age (K-2). Demonstration of basic skills on the Teachers College Benchmark Independent Reading Level Assessments or Smarter Balanced Assessments for California (SBAC) in ELA equivalent to English proficient students of the same age (3-5). Demonstration of basic skills on the Smarter Balanced Assessments for California (SBAC) in ELA equivalent to English proficient students of the same age (6-12).

E.L. Parent and Community Outreach and Involvement
We value and encourage parents to take an active role in their child’s education. In order to facilitate this partnership between our non-English speaking families and our schools, several measures are in place. We encourage families to be involved in determining program goals through participation in the English Learner Advisory Committees (ELAC) at school sites that have them or the District Learner Advisory Committee (DELAC). We also encourage participation in the LCAP stakeholder engagement community meetings held each January and February throughout Amador County.

Special Education
Our district has programs for any child with special needs, from birth to age 22. We coordinate efforts with local agencies to seek out students with special needs, including students in private schools, highly mobile students, migrant students, homeless students, students who are wards of the state or students who are advancing from grade to grade but are suspected of having a disability. Anyone in the community who knows of a child with exceptional needs should call their local school or the Special Education office at (209) 257-5330. Families who suspect that their student may have special needs should consult with the principal or resource specialist at the child’s school about special education and the referral process. Before a child can receive services, an assessment of the child’s needs must be conducted with written parental consent. Staff at the school will assist the family and the student and determine whether a special education referral, assessment and/or services are appropriate. To schedule an assessment, contact the resource specialist or principal at your child’s school. (EC § 56301-56303 and 56321)

Individualized Education Program (IEP)
Following assessment of the student, an Individualized Education Program (IEP) team meeting will be conducted to determine the student’s eligibility for special education. Special education services may be provided in the general education classroom, a separate classroom, special education class or special education school.

Procedural Safeguards
Parents who disagree with our district’s identification, assessment or provision of a free and appropriate public education for an individual with special needs have the right to request a due process hearing to determine if our district’s program is appropriate.

Instructions for requesting a due process hearing can be obtained by calling the Special Education Office at (209) 257-5330. (EC § 56500)

Special Education Complaint Procedures
Federal and state laws provide that any individual, public agency or organization may file a written complaint with the state superintendent of public instruction alleging our district has failed to follow laws governing special education and related services.

If a family believes that their child’s special education program rights may have been violated, they are encouraged to contact the Special Education department at (209) 257-5330. The family may also contact the California Department of Education Complaint Division at (916) 327-3537. All complaints must be in writing. (CCR Title 5, § 3080)

Photos & Media Access to Students
Families may opt-out of having their students’ photograph or video recording used in district materials including newsletters, brochures, websites,
social media and video or in other venues by completing the opt-out form with this handbook or at school offices. The opt-out form must be filed with the school principal each school year and remains valid through the end of the school year.

If you file an opt-out form, we will also request news media not interview your student or film/photograph your student. While our local news media typically honor such requests, our district does not have the legal authority to prevent your student from talking with media or dictating who media outlets film or photograph. You are encouraged to have a discussion with your student about your wishes should the media ask to interview them about controversial subjects. Students, families and visitors should be aware that public events such as athletic competitions or student performances may be filmed by news media or other parties.

General Student Rights
Students have rights, as do all citizens, under the Constitution, as well as state law and district policy. Their rights include:

- The right to be heard - students are encouraged to voice constructive criticism through appropriate channels, such as student government, student advisory committees, school newspapers, teachers, counselors, administrators and any other channels of communication as long as that process does not substantially disrupt the orderly operation of the school. (EC § 48907)

- The right to an education in a safe, clean environment.

- The right to full use of class time for receiving instruction and for learning

- The right to fair, consistent and respectful treatment by staff members and other students

- The right to a meeting before a penalty is imposed. When a student has been referred for some wrongdoing, that student should be afforded the opportunity to offer his or her version of the incident to school authorities.

Right to Refrain from Harmful Use of Animals
Students may, with written parental consent, ask to be excused from participation in activities they feel would constitute the harmful and destructive use of animals. If possible, the teacher will develop an alternate way for the student to obtain the same knowledge, information or experience. (EC § 32255)

Conflicts with Religious or Moral Beliefs
The educational program in some classes at some grade levels may include instruction about health. Growth and Development programs are offered in grade 5 at the elementary level, as part of 7th grade science/health and P.E. instruction at middle school and in health classes in high school. Individual schools determine the time of year that these programs are presented. Prior to providing instruction to middle and high school students in the areas of sex education or AIDS prevention families will be notified in writing by the school. You will have the opportunity to review and evaluate the written and audiovisual materials in advance and excuse your student from this program.

No child in grades 4-6 may attend growth and development instruction unless a signed consent form has been received by the school. No child in grades 7-12 may be excluded from instruction unless the family has requested in writing that their child not receive sexual health education, Human Trafficking or HIV/AIDS prevention education. (EC § 51240-51246, 51930-51938 and 51202, A.B. 1227)

HIV Aids Prevention Education
A parent or guardian of a pupil has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent (“opt out”) process. A school district shall not require active parental consent (“opt in”) for comprehensive sexual health education and HIV prevention education.

Parents or guardians have the right to view written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention available for inspection.

Parents or guardians have the right to excuse their child from comprehensive sexual health education and HIV prevention education and in order
to excuse their child, they must state their request in writing to the school district.

Human Trafficking Prevention Education
Effective January 1, 2018, Assembly Bill 1227 requires all school districts in California to provide human trafficking prevention education for students once in middle school and once in high school. This is in an effort to increase the ability of your youth to understand their own vulnerability. There are many ways that people are exploited, and the goal is to reduce vulnerability and exploitation. No child in grades 7-12 may be excluded from instruction unless the family has requested in writing that their child not receive Human Trafficking Prevention Education. If you do not want your child to participate you must notify the school.

Constitutionally Protected Prayer
ACUSD does not have any policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the “Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools” which can be found online at http://www.ed.gov/policy/gen/guide/religionandschools/prayer_guidance.html

Military Recruiters
Federal law permits military recruiters access to the names, addresses and telephone numbers of secondary school students. Families may request that this information not be released without prior written parental consent. Such a request is usually made at the point of enrollment, but may also be submitted in writing to the school site.

Cal Grant GPAs
A recent law mandates that high schools submit grade point averages of all 12th grade students to the California Student Aid Commission by March 2 to be considered for a Cal Grant or Middle Class Scholarship award with the Free Application for Federal Student Aid (FAFSA) or California Dream Act Application, unless opted out. Students over 18 can opt out on their own and for students under 18, the family can opt out by submitting a request in writing. Each high school has policies in place to opt out.

Teacher Qualification Notifications
At the beginning of each school year, local education agencies receiving Title I funds must inform families of their right to request information regarding the professional qualifications of their child’s teacher including state credentialing status, baccalaureate degree major, graduate certification or degree held and paraprofessional information. Their qualifications will also be available in the school office. Families of students attending a Title I school will be notified if their child is taught for more than four weeks by a teacher that has not met the California definition of a highly qualified teacher.

“Persistently Dangerous” Schools
Persistently dangerous schools are designated based on state determined criteria including expulsion rates for certain offenses, gun-free schools violations, and violent criminal offenses committed against an individual student on school property. No ACUSD school has been designated as a persistently dangerous school. Families should know that if their child were attending a school designated as a persistently dangerous, they could request a transfer to another school within the district.

Student Records Access
Federal and state laws grant rights of privacy and access to students and to their parents or guardians. Full access to all personally identifiable written records maintained by ACUSD must be granted to parents or guardians of students under the age of 18, parents or guardians of students age 18 or older if the student is a dependent and students who are 16 years and older, have completed 10th grade or are enrolled in college, and unaccompanied youth who are McKinney-Vento eligible and 14 years of age and older.

Parents, guardians or eligible students may review their individual records by making a request to the principal. Requests should be made in writing by the person(s) authorized to have access to the student record. Access will be provided no later than five business days following the date of the request. Parents, guardians or eligible students may seek to challenge any part of an individual record they believe is inaccurate or for other reasons specified by law. District policies and procedures relating to types of records, logs, kinds of information retained, persons responsible for records, directory information, persons and organizations permitted access to student infor-
information and procedures to challenge records are available through the principal.

When a student moves to a new district, records will be forwarded upon the request of the new school/school district. At the time of transfer to a California district, the parent, guardian or eligible student will be notified by the receiving school district and may review/receive a copy (at our district established cost per page) and/or challenge the records. Access to student records will also be granted to school officials (employees or contractors) who have a legitimate educational interest in order to fulfill his or her professional responsibility.

Student records are maintained and destroyed in accordance with applicable federal and state laws and district policy and administrative regulations. It is the practice of our district to destroy all student records, except for the high school transcript and immunization records, five years after the student is no longer enrolled in our district. If you believe our district is not in compliance with federal regulations regarding privacy, you may file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-4605. (EC § 49060-49078, 49408 and FERPA)

**Student Information**

Student directory information may be released to parent or families, the news media, law enforcement agencies, alumni associations, military recruiters and colleges and universities. Student information which is released may include the student’s name, grade level, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weights and heights of members of athletic teams, dates of attendance (entry and withdrawal), degrees and awards received, the most recent previous educational agency or institution attended by the student and other similar information. To request that student information as described above is not released, deliver written notice to the school site. (EC § 49060-49078)

**Homeless Children**

Families living in a shelter, motel, campground, vehicle, with friends or family due to economic hardship, in a trailer park with substandard housing, a public or private place not designed for sleeping, or children awaiting foster care placement have rights or protections under the McKinney-Vento Act, Title X, Part C of the Every Student Succeeds Act. Children have the right to:

- Immediately enroll in school without the proper documentation or immunization record
- Remain in the school of origin (the school the child last attended) for the duration of the academic year
- Transportation to and from the school of origin if the family is residing outside of school boundaries
- Enroll without having to give a permanent address or proof of residency.

Please contact your neighborhood school for more information on options for homeless families.

**English Learner Rights**

Families of English language learners can expect to:

- Have their child receive a quality education and be taught by highly qualified teachers
- Know that their child has been identified and recommended for placement in an English language acquisition program
- Be provided a description of all educational opportunities available to them and to choose a different English language acquisition program, if one is available
- Have their child learn English at the appropriate proficiency level
- Have their child learn other subjects such as mathematics at the same academic level as all other students
- Have their child tested annually to assess their child’s progress in English language acquisition
- Receive notification of annual testing results and be provided full descriptions of all educational opportunities available to them, including the opportunity to apply for parental exception waivers
- Receive information regarding their child’s performance on academic tests
- Participate in an English Learner Advisory Committee (ELAC) if their child’s school has 21 or more English learners
Protection of Pupil Rights Amendment (PPRA)
The PPRA gives families and eligible students (18 or older, or emancipated minors) certain rights regarding our district’s conduct of surveys, collection and use of information for marketing purposes and conduct of certain physical exams. These rights include the right to:

a. Consent to federally funded surveys concerning “protected information.” If the United States Department of Education funds any part of a survey, an eligible student or parents must consent in writing before the student may provide information relating to the following categories:
   ~Political affiliations
   ~Mental or psychological problems of the student or student’s family
   ~Sexual behavior or attitudes
   ~Illegal, anti-social, self-incriminating or demeaning behavior
   ~Critical appraisals of student’s family members
   ~Privileged or similar relationships recognized by law such as with attorneys, doctors and ministers
   ~Religious practices, affiliations or beliefs of the student or student’s family
   ~Income other than that required by law to determine program eligibility

b. Opt out of certain surveys and exams - Families and eligible students will receive notice of any of the following activities and will have the right to opt out of them:
   •California Healthy Kid’s Survey in grades 5,7,9,11
   •Activities involving collection, disclosure or use of personal information obtained from students for purposes of marketing or selling or otherwise distributing the information to others
   •Any protected information survey, regardless of funding
   •Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and scheduled by the school, and not necessary to protect the immediate health and safety of a student or of another student, except for hearing, vision, scoliosis screenings or any physical exam or screening permitted or required under state law

c. Inspect certain material - Families and eligible students have the right to inspect the following, upon request, before our district uses them:
   •Protected information surveys of students (including instructional materials used in connection with the survey)
   •Documents used to collect personal information from students for any of the above marketing, sales or other distribution purposes
   •Instructional material used as part of the educational curriculum

Families and eligible students who believe their rights have been violated may file a complaint with: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

Americans with Disabilities Act (ADA)
ACUSD is committed to achieving full compliance with the Americans with Disabilities Act (ADA). Our district does not deny the benefits of district programs, services and activities to qualified individuals with a disability on the basis of a disability, does not discriminate on the basis of disability in access to or provision of programs, services, activities of our district or application for employment or employment to qualified individuals with disabilities, and does not provide separate, unequal or different programs, services or activities, unless the separate or different programs are necessary to ensure that the benefits and services are equally effective. ACUSD has and will implement appropriate procedures to assess a student with a disability’s qualifications to participate in extracurricular activities, work with the appropriate organizations, leagues and clubs to ensure compliance and work to provide reasonable accommodations whenever practicable and consistent with the stated purpose of Section 504 of the Rehabilitation Act and Title II of the ADA.

We welcome those with disabilities to participate fully in our programs, services and activities offered to students, families and members of the public. If you need a disability-related modification or accommodation, including auxiliary aids or ser-
services, to participate, contact our district office so that we may make every reasonable effort to accommodate you. (GC § 54953.2; ADA 202; USC § 12132)

Nondiscrimination Policy
Amador County Office of Education and the Amador County Unified School District prohibit discrimination, harassment, intimidation, and bullying based on actual or perceived age, ancestry, color, mental or physical disability, gender, gender identity, gender expression, genetic information, marital status, pregnancy status, parental status, immigration status, hair texture or style, medical information, nationality, race, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. Furthermore, students will not be excluded based on the aforementioned protected bases from participation in or access to any educational program, guidance and counseling programs, testing procedures, curricular or extracurricular, including all sports and other activities; denied the benefits of participation, or subjected to harassment or other forms of discrimination in such programs.

(California Education Code [EC] sections 200, 220, 221.5, 234.1[a], 234.7, and 260; California Government Code [GC] Section 11135; California Penal Code [PC] Section 422.5; California Code of Regulations, Title 5 [5 CCR] sections 4900, 4902, and 4960)

Uniform Complaint Procedure (UCP)/ Title IX
Compliance Coordinator: Dave Vicari
Assistant Superintendent, Human Resources and Labor Relations
217 Rex Ave
Jackson, CA 95642
complianceofficer@acusd.org

Annually, our superintendent or designee reviews district programs and activities to ensure the removal of any barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing them. He or she shall take prompt, reasonable actions to remove any identified barrier. The superintendent or designee shares report findings and recommendations to the board after each review. Pursuant to 34 CFR 104.8 and 34 CFR 106.9, our superintendent or designee will notify students, parents or guardians, employees, employee organizations, applicants for admission and employment and sources of referral for applicants about our district’s policy on nondiscrimination and related complaint procedures. Such notification is included in announcements, bulletins, catalogs, application forms and other recruitment materials. Our district’s nondiscrimination policy and related informational materials is published in a format that families can understand and when 15 percent or more of a school’s students speak a single primary language other than English, those materials are translated into the language. (EC § 48985, 20 USC § 6211 and 6312, Federal Regulation, Title IX)

Disability Nondiscrimination
Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 and the 2008 amendments are federal laws which prohibit discrimination against persons with disabilities in any program receiving federal financial assistance and public education systems, respectively. A student eligible to receive Free and Appropriate Public Education (FAPE) under section 504 is one who has a physical or mental impairment that substantially limits one or more major life activities (these include such activities as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working) or has a record of such impairment or is regarded as having such an impairment.

In order to fulfill its obligations under Section 504 of the Rehabilitation Act of 1973 and the ADA, ACUSD recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination including harassment against any person with a disability will be permitted in any of the programs and practices in our school system. Our district has specific responsibilities under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 and the 2008 amendments which include the responsibility to provide a FAPE, to identify and evaluate students, and, if the child is determined to be eligible under Section 504 of the Rehabilitation Act of 1973 and/or the ADA, to afford access to appropriate educational services.

If the family disagrees with the determination made by our district staff relating to the identification, evaluation or placement of a child, there are
procedural safeguards available which include the right to an impartial hearing. Information regarding these policies and procedures may be obtained from our district office.

For complaints of disability discrimination pursuant to Section 504 of the Rehabilitation Act of 1973 and/or the ADA, not relating to the identification, evaluation or placement of a child, families may file a separate complaint utilizing the uniform complaint procedures, which may be obtained from a school site administrator, or from our district office. (Section 504 of the Rehabilitation Act of 1973; Title II of the ADA of 1990 and the 2008 amendments)

**Disability Harassment**
Disability harassment is prohibited by Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 and the 2008 amendments.

Disability harassment may include verbal acts and name-calling; graphic or written statements; or conduct that is physically threatening, harmful, humiliating, intimidating or abusive toward persons with disabilities or that creates a hostile environment by interfering with student participation in or receipt of benefits, services or opportunities in district programs. This behavior is illegal and will not be tolerated. Students and staff found to have committed acts of disability harassment will be subject to disciplinary action. Families who become aware of disability harassment should contact the principal of the school immediately.

**Religious Nondiscrimination**
As a public school district, our district is committed to maintaining neutrality toward religion, neither promoting/encouraging student participation in religious activities nor discouraging students from observing the tenets of their religious faith. To that end, our board encourages district staff to be sensitive to the accommodation of students’ religious needs so that students are able to participate in school and extracurricular activities without undue burden on the free exercise of their religious beliefs.

The superintendent or designee will provide a calendar of major religious holy days and schools will avoid scheduling, to the extent practicable, important school activities on those days. Students whose religious beliefs necessitate accommodation are expected to inform appropriate school staff, including teachers, coaches, extracurricular advisors or other appropriate staff at the outset of the school year and request, in writing, such accommodation. Teachers will work with the student to accommodate the student’s need to be absent without being penalized academically.

**Language Nondiscrimination**
Lack of English language skills will not be a barrier to admission and participation in our district’s programs.

Inquiries regarding federal laws and regulations concerning nondiscrimination or our district’s compliance may also be directed to:

U.S. Dept. of Education Office for Civil Rights
50 Beale Street, Suite 7200
San Francisco, CA 94105
Phone (415) 486-5555; Facsimile (415) 486-5570

**Undocumented Students**
Any child whose family resides in ACUSD is guaranteed access to a free public education. No family will be denied access to school because of their immigration status.

**Sexual Harassment Nondiscrimination**
Each student and employee has a right to learn and work in an environment that is free from unlawful discrimination. No District student or employee shall be excluded from participation in, be denied the benefits of, or be subject to discrimination on the basis of actual or perceived sex, sexual orientation, gender, or gender identity or expression.

Title IX of the Educational Amendments of 1972 is one of several federal and state antidiscrimination laws that ensure equality in education. Title IX prohibits discrimination, harassment, exclusion, denial, limitation or separation based on sex or gender. Title IX applies to both male and female students in any educational institution receiving federal funding.

Pregnant students and teen parents have a right to equal education, full participation, and to enroll in any school or program for which they would otherwise qualify at any stage of the pregnancy. They have the right to remain in their regular
or current school program, including elementary or secondary schools, honors and magnet programs, special education and non-public school placements, alternative/options programs, migrant education, free and reduced lunch programs and services for English Learners, and any others for which they are otherwise qualified. This would also include participation in the following: graduation, awards, ceremonies; field trips; student clubs, councils, after-school activities, and any other school-related programs. Students cannot legally be expelled, suspended, or otherwise excluded from, or required to participate in school programs solely on the basis of their pregnancy-related conditions, or marital or parental status.

California Education Code Sections 200 through 282 and Amador County Unified School District Board Policy prohibits discrimination on the basis of sex, sexual orientation or gender. Title IX requires that every school district or institution have a Title IX/Bullying Complaint Manager to whom concerns or complaints regarding sex discrimination can be made.

Complaint Process
Students or parents/guardians should report their verbal or written Title IX complaint to the school administrator or Title IX/Bullying Complaint Manager within six months from the date the alleged incident occurred or first obtained knowledge. Complainants have a right to a timely and informal resolution at the school site.

If the complainant is dissatisfied with the school-site or Local District decision, the complainant may file a written Uniform Complaint Procedures (UCP) complaint directly with the Human Resources Department. This will begin the investigation process which must be completed within 60 days. An appeal of the Educational Equity Compliance Office's findings may be made to the California Department of Education - Office of Educational Equity.

Pregnant and Parenting Student Rights
The district is required to provide an annual notice to parents and guardians at the beginning of the school year of the rights and options available to pregnant and parenting students. Any student wishing for further information should attain a copy of board policy 5146 Married/ Pregnant/ Parenting Students.

These rights include, but are not limited to, the right of pregnant or parenting students to:

- Not be treated differently on the basis of sex;
- Participate in educational and extracurricular activities, if physically and emotionally able to participate;
- Not be required to participate in pregnant minor programs or alternative education programs;
- Have their pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom treated in the same manner and under the same policies as any other temporary disabling condition;
- Voluntarily take eight weeks of parental leave, or more if deemed medically necessary by the student's physician;
- Not be required to complete academic work or other school requirements while on parental leave;
- Return to the school and the course of study in which the student was enrolled before taking parental leave or to instead elect to participate in an alternative education program; and
- Not incur an academic penalty as a result of the use of these accommodations.

A complaint of non compliance with these requirements may be filed under the LEA’s Uniform Complaint Procedures.

Computer Use
Except as required, the use of school computers and access to the Internet is a privilege. Students who do not follow the rules may be disciplined and may lose computer privileges. When students use school computers, they agree to follow the directions of teachers and school staff; rules of the school and school district; and rules of any computer network they access.

Students also agree to be considerate and respectful of other users and to follow these rules:
• Use school computers for school-related education and research only

• Do not use school computers and networks for personal or commercial purpose

• Do not change any software or documents (unless it’s a collaborative project or you have been given explicit permissions to edit or modify)

• Do not produce, distribute, access, use or store information which:
  ~ is prohibited by law, our district or school rules;
  ~ violates copyright laws;
  ~ is obtained by trespassing in private or confidential files;
  ~ would subject our district or individual to liability (such as defamatory information);
  ~ is obscene, pornographic or sexually explicit;
  ~ causes delay, disruption or harm to systems, programs, networks or equipment;
  ~ is otherwise prohibited in the workplace or on a school campus.

Internet Access
ACUSD provides internet access for the purposes of instruction. Students using the internet may have access to e-mail, public domain software, discussion groups, university libraries, Library of Congress, information and news from research institutions and more.

However, some information on the internet may be considered inappropriate for young people. ACUSD is limited in its ability to control access by students to inappropriate information. If you do not want your student to have access to the internet, you must make that request in writing to the principal of any school your student attends.

Families are encouraged to discuss their expectations for appropriate activities on the internet. Using computer services, it may be possible for a student to purchase goods and services for which the parent may be liable. ACUSD is not responsible or liable for a student’s use of or access to the internet that is in violation of our district’s rules, nor for lack of access to the internet, nor for accuracy of information received.

It is important to understand that work on school computers is not private or protected. Use of district computers, computer networks and the internet does not create any expectation of privacy. ACUSD reserves the right to search any information sent, received or stored in any format. Our district is not liable for damage to or loss of students’ work maintained in computer files. Parents or guardians have the right to examine their child’s file if the information is accessible. We appreciate your assistance in ensuring that students use computers appropriately.

Please see page 44-45 for additional information regarding recording during online classes. During distance learning, Google Meet or Zoom may be recorded by the teacher.

Classroom Visits
Please contact your child’s teacher to make arrangements for classroom visits. Always check in at the office before continuing on to any classroom.

Dress Code
The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or cause a substantial disruption to an educational program. District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance. In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or re-
results in a disproportionate application of the dress code based on students’ gender, sexual orientation, race, ethnicity, household income, or body type or size. School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

**Gang-Related Apparel**
The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school’s activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of students.

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

**Financial Liability**
Parents or guardians are responsible and shall be held financially liable for acts of willful misconduct, including vandalism, by their minor children. Students known to be involved may be suspended and/or expelled and subject to criminal charges. In addition, our district may withhold a student’s grades, diploma and transcript until restitution for damages is made or if the minor and parents are unable to pay, upon completion of the performance of voluntary work in lieu of payment of monetary damages.

Parents or guardians shall be liable to our district for all property belonging to our district that is loaned to the minor student and not returned upon demand for return.

**Emergency Information**
Your child’s school must have information on file to assist staff in contacting the appropriate persons in an emergency. Families must fill out the cards completely on both sides, including all pertinent health information and telephone numbers to call in an emergency. Please fill out and return the cards to your child’s school as soon as possible.

The information on emergency cards will be treated as confidential, except for student directory information. If there is a change of address or phone number for any person listed on the card during the school year, please notify the school immediately. (EC § 49408)

**Court & Custody Orders**
ACUSD is committed to working with families to provide a safe and supportive learning environment. The parent or guardian who enrolls a child in school is presumed to be a child’s custodial parent or guardian and will be held responsible for the child’s welfare. School officials will presume that both parents or guardians have equal rights, including, but not limited to, picking the student up after school, removing the student from school, accessing student records, participating in school activities or visiting the school unless the school is given a court order that states otherwise. When a court order restricts access, a parent or guardian shall provide a copy of the certified court order to the school office upon enrollment or upon a change in circumstances.

In the event of an attempted violation of a court order that restricts access to a student, the school shall contact the custodial parent and local law enforcement officials and shall make the student available only after one or both of these parties consent. Parents are encouraged to work together to support their children’s education.

**Attendance**
Attendance is very important to a student’s success in school. California law requires that parents or guardians of children ages 6 to 18 send them to school, unless they meet the criteria for legal excused absences. Parents or guardians who fail to meet this obligation may be subject to prosecution.

For ease of understanding, ACUSD has standardized attendance policies and procedures for all grade levels. A student who misses 10 percent or more of a school year is considered to be chronically absent regardless of whether the absences were excused or unexcused. If you have questions about school attendance or need assistance, contact your student’s teacher or principal for more information. (EC § 48200 and 48290)

**Absences Allowed by Law**
It is important for families to notify the school...
whenever their student is absent. Notwithstanding Section 48200, a pupil shall be excused from school when the absence is due to:

- **Illness** - A child is too ill to attend school if he or she has a contagious condition, a temperature greater than 100, symptoms of vomiting or diarrhea or written orders from a doctor to stay at home. If the child is ill more than 12 days, the school will require a note from a physician documenting the child's illness and the necessity of having the child stay home from school.

- **Quarantine** - Under the direction of a county or city health officer.

- **Funeral services** - For a member of his or her immediate family, so long as the absence is no more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.

- **Jury** - For the purpose of jury duty in the manner provided for by law.

- **Appointment** - Due to illness or medical appointment during the school day of a child of whom the student is the custodial parent.

- **Parenting Students** will be allowed to stay home during school hours to care for a sick child for which the school may not require a doctor's note.

- **For justifiable personal reasons**, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a non-profit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

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

- **For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.**

- **For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.**

A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit. The teacher of any class from which a student is absent shall determine the tests and assignments, which shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence. (EC § 46010 and 48205)

For purposes of this section, attendance at religious retreats shall not exceed four hours per semester. Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments. “Immediate Family” as used in this section, has the same meaning as set forth in Section 45194, except that references therein to “employee” shall be deemed to be references to “pupil.”

**Reporting Absences**

If a student will be absent or tardy, families should call the school attendance number before school begins that day and for each day the student is absent or tardy. When the student returns, he or
she may bring a written note signed by the parent or guardian which includes the notification date, student’s full name, teacher’s name(s), grade, date(s) of absence, reason for absence as well as the name and relationship. Email verification is also acceptable. Absences not cleared within three school days will be recorded as unexcused by the school.

**Verification of Illness**
The statewide average absence rate for typical childhood illness is five days. ACUSD allows each parent or guardian to excuse up to 12 nonconsecutive days per year without verification of illness from a medical professional or school employee. (EC § 46011)

If your student is under the regular care of a physician for a serious or chronic condition, or he/she is directed to stay home by a medical professional you should provide the written medical verification immediately.

**Chronic Illness Form**
If your student has a diagnosed chronic illness, you may receive a physician’s authorization to excuse absences for your student. The form requires the treating physician to verify the diagnosis and list symptoms that would not necessitate an office visit, but require the student to remain home from school.

With this authorization, the parent or guardian sends a note when the student returns to school listing the symptoms the physician has identified. These absences will be considered verified. The form is available at your student’s school.

**Independent Study**
If a child will be out of school for five or more days for an unexcused reason, families may contact the school principal five days in advance about arranging independent study. A contract must be signed by the parent, student, and teacher prior to the student’s first day of absence. While schools accommodate most requests, certain criteria may lead to the school denying the request, including less than five days advance notice, academic, attendance, behavioral concerns, conflict with testing or lack of resources required to provide the service.

**Options for Students Unable to Attend School**
Students who are unable to attend school due to serious injury or illness for a period of three weeks or more may be provided home instruction. The student’s condition must be verified by a physician. A student with a temporary physical, mental or emotional disability who is hospitalized or receiving care in a residential health facility, excluding state hospitals, may receive individual instruction from the school district in which the facility is located. The family is responsible for notifying the school district about the student’s need for educational services. Contact our district to obtain information about other available educational alternatives. (EC § 48206.3-48208)

**Truancy**
Any student who is absent from school without valid excuse three full or partial days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year or any combination thereof is truant. Truant students and their parents or guardians are in violation of the law and are subject to prosecution and other penalties.

Students may have driving privileges suspended or delayed. Habitually truant students may have work permits revoked. Seniors with “cut” periods totaling the equivalent of six days may lose graduation commencement privileges. When school attendance is a problem, state law encourages parents or guardians to accompany their student to school and attend classes with the student. (EC § 48260, 48273; VC § 13202.7)

**Truancy & Excessive Absence Notification**
Families will receive a letter if their student has three unexcused absences and/or truant tardies. A second letter will be sent if the student has two additional unexcused absences. Families will receive a third letter if the student has a sixth unexcused absence. A conscientious effort will be made to hold at least one conference (either in person or by phone) with the family and the student to review the student’s status. An unexcused tardy is any absence of more than any 30-minute period during the school day without a valid excuse as noted by law.

If a student has eight days of excused absences, the family will receive a letter reminding them they have 12 days of excused absences available in one school year. When 12 days of excused ab-
sences are recorded, the family will receive a letter requesting verification of illness from a medical professional for any day thereafter when the student is too ill to attend school. Thereafter absences due to illness or other excused reasons without verification from a medical professional or school employee will be recorded as unexcused. (EC § 48260.5 and 46011)

Attendance Meeting
When a student is truant, the family and the student may be required to attend a meeting before the School Attendance Review Board (S.A.R.B.). The principal of the school may also attend the meeting. The purpose of the meeting is to discuss the student’s attendance record and develop a plan for the student’s regular participation in an educational program. (EC § 48320-48325)

Communication
Good communication is essential to a student’s success. Families and students are encouraged to ask questions and discuss concerns promptly. We also welcome engagement at all levels of our schools and district.

Meetings with Teachers or other School Staff
Generally, the principal, teachers, counselor and other school staff are available before and after school to provide special assistance, answer questions and help resolve concerns. It is recommended that you make appointments with school staff when possible, especially for issues that cannot be resolved quickly. If you have questions or difficulties communicating with school staff, the principal will assist you.

Messages
All schools have a telephone voicemail message system which can be used by students or families. Voicemail allows families to leave private messages for teachers at any time. You may ask your school office for specific voicemail numbers. Teacher email addresses are available on school websites. Teachers and other staff members also have a mailbox at the school where written messages may be left.

Mass Notification System
You may receive calls or emails from our district’s automated notification system to let you know about upcoming events, student absences, emergency situations and important news. Occasionally, these messages may also ask you to provide feedback on an important question. This is an efficient way for schools to ask for your input and help keep you informed. Ensure that your contact information is updated with your school office to be sure you receive messages.

Family Reunification Plan
Every year each school ensures that there is an up-to-date School Safety Plan. These plans include specifics for how to address a wide variety of events and keep everyone safe. These events range from something as simple as power outage to something more complicated and scary such as a fire. These plans are reviewed by staff annually and staff and students regularly practice fire, earthquake and lockdown drills.

Part of the School Safety Plan includes a Family Reunification Plan. In an event that requires us to reunite families with their children (in a location other that the school site), an automated call will go out with specific details. It is critical that families keep the contacts on the student’s emergency card current. Only those people listed on the student’s emergency card are allowed to sign students out.

Food Services
The Food Services department is made up of a team of food and nutrition professionals dedicated to students’ health and ability to learn. We support learning by promoting healthy habits for lifelong nutrition and fitness practices. Our department provides both breakfast and lunch meals following the USDA’s high nutrition standards of the School Breakfast Program and National School Lunch Program. Menus are planned to meet the federal and state standards for good health.

Free & Reduced-Priced Meals
To improve student access to healthy school meals, free or reduced-priced meals are available to all eligible students. Paper applications are available at all school site offices, in our Food Service Department, or online at amadorcoe.org. Applications are accepted year round, renewed
annually and only one application is needed per household. Your child will not be overtly identified, and their meal eligibility will remain confidential. (EC § 49510)

Meal Charging
It is the parents/guardians responsibility to ensure their child has sufficient funds on their meal account to cover all school meals and to keep abreast of their child’s account balance. You may follow your student’s account activity and balance through MySchoolBucks.com or by calling our Food Service Department at (209-257-7791) for account information.

Parents/Guardians will be notified when their student’s unpaid meal account reaches a negative balance of $10 or more within 10 days of this occurrence before exhausting all options and methods to directly certify the pupil for free or reduced-priced meals. Notifications are sent via a balance memo through elementary Tuesday envelopes, email, or by phone. Students will not be notified by Food Service staff in the serving line when money is owed, nor will they be denied a meal. We can give student meal account balance information to a student if they ask food service staff directly. All students will be treated with dignity in the serving line and will receive the same reimbursable meal offered regardless of their account balance status. (SB 250) No charges are allowed for ala carte items such as a single milk (.50).

Meal account payments will be accepted at school site offices or online through MySchoolBucks.com. Online payments are secure and include the benefits of setting auto payments, low balance reminders and ability to view your student’s meal account activity. You may contact Michael Pingree Food Service Director at (209) 257-7791.

Transportation
The Transportation Department is located at 545 Independence Dr. Sutter Creek. Office hours are Monday - Friday 5:00 AM to 6:00 PM. Please call the Transportation office at (209) 257-5180 to arrange transportation for your child. There are no bus fees for transporting students to and from school.

Minimum Day Dismissal
The school buses run two hours ahead of scheduled times to coincide with early dismissal.

Snowline Communication
Parents can call the Snowline at 209-257-5355 to hear the current day information or check the district website or social media sites.

Student Behavior
School rules protect the rights of all students and promote a safe learning environment. Students must be free to learn and teachers must be free to teach. Students are accountable for their behavior during school and school activities, as well as on their way to and from school and school activities and while on the school grounds at any time. Students may be required to meet academic or citizenship standards in order to participate in extracurricular activities.

Students are expected to:

• Follow school rules
• Follow the directions of teachers and school authorities
• Show respect for the teacher and other students in the classroom
• Come to class prepared to work
• Stay on task for the class period
• Comply with classroom rules as described by each teacher
• Wear helmets when riding their bicycles

In general, students may not:

• Have any weapon or dangerous object
• Have, use, sell, or share drugs or drug paraphernalia, tobacco, alcohol, or other controlled or dangerous substances or intoxicants, including over-the-counter medications
• Fight, harm, threaten, harass, bully or intimidate anyone
• Damage or take property of others
• Act in a way or wear or carry any item that is obscene, profane, offensive, degrades others, or promotes violation of laws or school rules
• Defy school authorities
• Leave campus without permission
• Disrupt a class or school activity
• Cheat or falsify documents
• Participate in any gambling activity
• Use electronic communication devices disruptive to school activity
• Skip school or be late to class
Classroom Disruptions
When a student is disruptive in the classroom, the teacher will first work with the student to alter that behavior. If the student continues to disrupt the learning process, he or she will be referred to school authorities for appropriate discipline or corrective measures. The school will notify families who will be expected to aid in correcting the behavior. If a student’s behavior violates school rules, the school may make recommendations, such as:
- Counseling
- A family conference
- Evaluation for placement in another school or program
- Written contract describing conditions for improvement
- Referral to a community or law enforcement agency
- Discipline, which may include:
  - Restriction from participation in school activities, including recess, field trips, athletics, extra-curricular activities and graduation;
  - Detention or Saturday School (students bring school work to do);
  - Removal from class and assignment to another school program;
  - Suspension;
  - Expulsion;
  - Transfer to another school or program

Suspension
A student shall not be disciplined, suspended or recommended for expulsion unless the superintendent, a designee or the principal of the school in which the student is enrolled determines the student has violated one or more parts of the California Education Code. Suspension, including supervised suspension, shall be imposed only when other means of correction fail to bring about proper conduct.

All students shall comply with the regulations, pursue the required course of study and submit to the authority of the teachers of the schools. A student, including an individual with exceptional needs, may be disciplined, suspended or expelled for acts enumerated in the California Education Code that are related to school activity or school attendance occurring at any district school or within any other school district, including, but not limited to, any of the following: while on school grounds; while going to or coming from school; during the lunch period whether on or off campus; during, while going to or coming from a school-sponsored activity.

Students may be suspended for violation of school or district rules or if they present a danger to the safety or health of others, or threaten to disrupt school programs. A suspension can last from one to five days. During suspension, a student may not participate in regular school classes or activities, including graduation, but may be assigned to an alternative program. A teacher may require the family of a suspended student to attend part of the school day and meet with the principal.

A suspended student or their family has a right to appeal a suspension by following district procedures. If a family wishes to appeal a suspension, the family has 10 school days from the first day of suspension to make the appeal. The appeal must first be made to the site principal. A family may fax the form to (209) 257-5360, or deliver the form to the District Office at 217 Rex Avenue, Jackson, California 95642.

Upon receiving the completed form, the district will review the suspension appeal. During the appeal process the student will continue to serve the original suspension given by the school administration pending final disposition. The family will be contacted after the decision is completed and a letter will also be mailed to the home address provided. (EC 48908, 48911.1, 56026; US 1415)

Restorative Justice
All Amador County Public Schools work to implement a system of Positive Behavior Interventions & Supports, (PBIS) to improve school climate, increase student engagement, and improve academic outcomes for all students. Teachers, principals, and school staff explicitly teach the skills students need to be safe, responsible, and respectful at school and how to be an ally. This includes modeling high expectations for student behavior and building trusting relationships with students.

Restorative Justice fosters an environment of care, encourages accountability and responsibil-
ity, and addresses misbehavior and harm in an inclusive manner that strengthens relationships.

Restorative Justice in schools is a set of principles and practices that build community and involve processes that restore relationships when harm has occurred. Restorative Justice practices are used to support and compliment PBIS and other current school climate initiatives to positively impact school culture, discipline, and academic needs.

Research indicates that restorative practices decrease suspensions, increase attendance, improve school climate, and increase academic achievement.

The practice of “zero tolerance” that has been used across the nation to set and enforce rules and expectations in schools has failed to provide positive results in student outcomes. In fact, we know from research that a student who is suspended from school is twice as likely to drop out. Suspending a student from school has the unintended consequence of pushing students away, and sending them the message that they do not belong in school.

In pursuit of our LCAP goals, more resources are being directed for training teachers and using restorative practices with students to ease and resolve conflict.

Expulsion
Expulsion means the student may not attend any Amador County Unified School District or school activity. Expelled students will be placed in another educational program. Expulsion will be recommended for very serious offenses, such as possession of a weapon or dangerous object, causing physical injury to another person, furnishing or sale of a controlled substance, robbery, extortion, sexual assault, or battery. If expulsion is recommended, the student will have an administrative hearing or an alternative to an administrative hearing. The board of education makes the final decision to expel a student. During the expulsion process, a student may be placed in another school program or be out of school for up to 40 school days.

Weapons or Dangerous Objects
Students in possession of a firearm, knife, explosive, or other dangerous object will be recommended for expulsion. State law mandates expulsion for students who knowingly possess a firearm or an explosive. (EC 48900 and 48915)

Over-the-Counter & Prescription Medicines
Upon the request of the family and physician, an authorized school employee may administer medications to a student. Otherwise, supplements of any kind, over-the-counter medication, and prescription medication are strictly prohibited and students should never bring these substances to school. Students found with these substances will be subject to discipline.

Tobacco
Smoking, including e-cigarettes is prohibited in all district buildings, outside on district property, and during outside activities such as concerts and sporting events on district property. Students who use or are in possession of tobacco or nicotine products or delivery devices including, but not limited to e-cigarettes are subject to discipline.

Parental Class Attendance
Schools that suspend a student for committing an obscene act, engaging in habitual profanity or vulgarity, disrupting school activities and/or defying school authorities may request that a student’s family member attend the class(es) from which the student was suspended. (EC 48900.1)

Teacher Notification
School administrators are required to notify teachers for three school years of any student who has been suspended or expelled for any reason except tobacco use. (EC 49079)

Property Searches
To ensure the health, safety, and welfare of students, school authorities and law enforcement officers may conduct searches as allowed by law. School lockers may be searched at any time. In addition, district Safe Schools Officers or law enforcement officials may use trained dogs to indicate the presence of drugs in lockers, vehicles, backpacks and other locations. School officials may confiscate any items not permitted on school grounds.
TK-12 Student Behavior Guidelines
The Student Behavior Guidelines for 2020-21 are designed to assess incidents on an individual basis and provide student discipline that is age appropriate and based on a progressive discipline model.

We strive to suspend students only when other means of correction fail to bring about proper conduct. However, a student may be suspended for any of the reasons in the Student Behavior Chart on the following page for the first offense if the principal or superintendent determines that the student’s presence causes a danger. School site administrators may use discretion when warranted to provide other means of correction to suspension and/or expulsion. (EC 48900, 48900.5(a), 48911.1 and USC 1415)

Controlled Substances
Students found using or in possession of controlled substances or other intoxicants may be suspended. Students providing or selling controlled substances, or substances represented to be controlled substances, will be recommended for expulsion.

School authorities may refer students suspended for drug or alcohol offenses to law enforcement. A student convicted in juvenile court of drug/alcohol offenses will have his or her driving privilege delayed for one year. (EC 48900, 48902 and 48915; AR 5144.1)

Students who use or are in possession of tobacco or nicotine products or delivery devices including, but not limited to electronic cigarettes are subject to discipline.

Families are encouraged to talk to their student(s) about never taking any pill, supplement or medication unless it is given to them by their doctor, parent or guardian or any authorized school official. Some people, at some point during their life, may have an adverse reaction to a supplement or medication. Adverse reactions may also result if more that one medication is taken during the day or if it is not taken according to directions or the proper dosage.

Understanding the Behavior Chart Legal Codes
The conduct and consequences referenced in the following chart are based on legal mandates at the federal, state and district level. The sources are referenced in parenthesis at the end of each relevant section. Amador Unified board policies and administrative regulations are available at www.amadorcoe.org

Americans with Disabilities Act (ADA)
California Education Code (EC)
California Vehicle Code (VC)
California Code of Regulations (CCCR)
Family Educational Rights and Privacy Act (FERPA)
United States Code (USC)
<table>
<thead>
<tr>
<th>Behavior and Code Reference</th>
<th>Other Means of Correction</th>
<th>May Suspend</th>
<th>May Expel</th>
<th>Contact Law Enforcement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Injury</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Threatened/caused physical injury</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Optional</td>
</tr>
<tr>
<td><em>EC 48900(a)(1)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Committed violence/serious injury upon another, except in self- defense</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Required</td>
</tr>
<tr>
<td><em>EC 48900(a)(1), 48900(a)(2), 48915(a)(1)(A) and 48915(a)(1)(E)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Committed assault or battery upon any school employee</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Required</td>
</tr>
<tr>
<td><em>EC 48915(a)(1)(E), PC Sections 240 and 242</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aided/Abetted in the infliction/attempted infliction of physical injury</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Optional</td>
</tr>
<tr>
<td><em>EC 48900(t) and PC Section 31</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Controlled Substances</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unlawfully possessed/used/sold/furnished/under the influence of controlled substance</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Required</td>
</tr>
<tr>
<td>intoxicant of any kind except over-the-counter medication for personal or medication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>prescribed for the student by a physician</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Was under the influence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Possessed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Furnished</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sold/Attempted to Sell</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>EC 48900(c), 48900(p), 48915(a)(1)(C), 48915(c)(3) and HSC 11053</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unlawfully offered/arranged/negotiated to sell a controlled substance or intoxicant of</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Optional</td>
</tr>
<tr>
<td>any kind</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>EC 48900(d) and HSC 11053</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unlawfully sold/delivered/furnished a liquid/substance/material represented as a</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Optional</td>
</tr>
<tr>
<td>controlled substance or intoxicant of any kind</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>EC 48900(d) and HSC 11053</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possessed/used tobacco or nicotine products containing tobacco without prescription</td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td><em>EC 48900(h)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unlawfully possessed/offered/arranged/negotiated to sell drug paraphernalia</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Optional</td>
</tr>
<tr>
<td><em>EC 48900(j) and HSC 11014.5</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Property</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Committed/attempted to commit robbery or extortion</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Required</td>
</tr>
<tr>
<td><em>EC 48900(e) and 48915(a)(1)(D)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caused or attempted to cause damage to school or private property</td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Optional Required</td>
</tr>
<tr>
<td>• Minimal damage</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Extensive damage</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>EC 48900(f)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stole or attempted to steal school property or private property</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Optional</td>
</tr>
<tr>
<td><em>EC 48900(g)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowingly received stolen school property or private property</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Optional</td>
</tr>
<tr>
<td><em>EC 48900(l)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior and Code Reference</td>
<td>Other Means of Correction</td>
<td>May Suspend</td>
<td>May Expel</td>
<td>Contact Law Enforcement</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------</td>
<td>---------------------------</td>
<td>-------------</td>
<td>-----------</td>
<td>-------------------------</td>
</tr>
<tr>
<td><strong>Harassment and Bullying</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harassed/threatened/intimidated a student who is a witness in a school disciplinary proceeding EC 48900(o)</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Optional</td>
</tr>
<tr>
<td>Engaged/attempted to engage in hazing/method of initiation which is likely to cause serious bodily injury/personal degradation/dishonor resulting in physical or mental harm EC 48900(q)</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Optional</td>
</tr>
<tr>
<td>Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act EC 48900(r)</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Optional</td>
</tr>
<tr>
<td>Committed sexual harassment creating an intimidating/hostile/ offensive educational environment, does not apply kindergarten through third grade EC 48900.2</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Optional</td>
</tr>
<tr>
<td>Caused/attempted/threatened/participated in an act of hate violence, does not apply kindergarten through third grade EC 48900.2 and 48900.3</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Required</td>
</tr>
<tr>
<td>Intentionally engaged in harassment/threats/intimidation against students or staff that disrupts classwork, creates substantial disorder or creates an intimidating/hostile educational environment, does not apply kindergarten through third grade EC 48900.4</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Optional</td>
</tr>
<tr>
<td>Made terroristic threats against school officials or school property EC 48900.7</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Required</td>
</tr>
<tr>
<td><strong>Weapons</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possessed a firearm/knife/other dangerous object Sold or furnished a firearm/knife/other dangerous object EC 48900(b), 48915(a)(1)(B) and 48915(c)(1)</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Required</td>
</tr>
<tr>
<td>Brandished a knife at another person EC 48915(c)(2)</td>
<td>Not considered</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>Possessed an imitation/ replica firearm so close as to lead a reasonable person to conclude that the replica is a firearm EC 900(m)</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Optional</td>
</tr>
<tr>
<td>Possessed an explosive EC 48915(c)(5)</td>
<td>Not considered</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Committed/attempted to commit sexual assault or sexual battery EC 48900(n), 48915(c)(4), PC 243.4, 261, 266c, 286, 288, 289</td>
<td>Not considered</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>Committed obscene act/engaged in habitual profanity or vulgarity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obscene act</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>Optional</td>
</tr>
<tr>
<td>Habitual profanity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC 48900(i)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disrupted school activities/willfully defied school officials engaged in the performance of their duties EC 48900(k)</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Disrupted school activities/willfully defied school officials engaged in the performance of their duties EC 48900(k)</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Disrupted school activities/willfully defied school officials engaged in the performance of their duties EC 48900(k)</td>
<td>May be considered</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
Immunization Requirements
State law requires that for unconditional admission to school, all students under 18 must be fully immunized according to requirements of the state Department of Public Health. Immunizations required for admission include all those listed in the table on page 35.

All other entering students that are not fully immunized according to our policy and schedule provided by the state Department of Health Care Services may be admitted only on the condition that they are on an immunization schedule and obtain any additional immunization(s) within specified time periods. Students may only be exempted from immunizations for medical reasons. A physician must submit written verification stating which immunization they are exempt from and for how long. Students who do not comply with the requirements shall be excluded from school. In the event of an outbreak of a disease for which the student has not been immunized, he or she may be excluded from school for the period of communicability. If you have questions about your student’s immunization record and/or admission status, please contact your student’s school. (EC § 49403 and 48216)

Student Health Information
Our Health Services department believes that healthy children learn better. We serve as advocates for children by assisting families and communities to manage and minimize health concerns, thereby allowing students to achieve educational goals. As members of multidisciplinary teams, we promote education and knowledge by addressing health issues that are barriers to school attendance and participation.

Health Services personnel (school nurses, LVNs or health assistants) are not regularly available on school campuses. Nurses are available on an itinerant basis to assess the health needs and supervise the health care of special-needs students and to administer health screenings (vision and hearing and scoliosis).

It is imperative that parents or guardians fully inform the office staff and each teacher who works with their student(s) regarding any significant health problems. If your student requires

Health Examination Requirements
State law requires parents or guardians of first grade students, upon enrollment, to provide a certificate of health examination or sign a waiver for a health exam. The health exam may be given up to 18 months before or within 90 days after entering first grade. Families are encouraged to obtain the health exam simultaneously with immunizations. (HSC § 124105)

Exemption from Physical Examination
For the health of all students, our district actively cooperates in measures necessary for the prevention and control of communicable diseases. However, a physical examination will not be given to a student whose parent or guardian requests this exemption in writing. Physical Examination: Parent refusal to consent (EC 49451). Assessment for illness and injury are only done as needed and consist of temperature taking and administration of first aid. A student may be exempt from this type of physical examination, whenever the parent or guardian files a written statement with the school stating they will not consent to a routine physical exam (as listed above) of their child. Whenever there is good reason to believe the child is suffering from a recognized contagious disease, the child will be excluded from school attendance. (EC § 49403 and 49450-49451)

Contagious or Infectious Diseases
A student may be sent home if he or she is believed to be suffering from a recognized contagious or infectious disease. The student shall not be permitted to return until school authorities are satisfied that the student is no longer contagious or infectious. (EC § 49451; BP 5112.2)
PARENTS’ GUIDE TO IMMUNIZATIONS

REQUIRED FOR SCHOOL ENTRY

Starting July 1, 2019

Students Admitted at TK/K-12 Need:

- **Diphtheria, Tetanus, and Pertussis (DTaP, DTP, Tdap, or Td)** — 5 doses
  (4 doses OK if one was given on or after 4th birthday.
  3 doses OK if one was given on or after 7th birthday.)
  For 7th-12th graders, at least 1 dose of pertussis-containing vaccine is required on or after 10th birthday.

- **Polio (OPV or IPV)** — 4 doses
  (3 doses OK if one was given on or after 4th birthday)

- **Hepatitis B** — 3 doses
  (Not required for 7th grade entry)

- **Measles, Mumps, and Rubella (MMR)** — 2 doses
  (Both given on or after 1st birthday)

- **Varicella (Chickenpox)** — 2 doses

These immunization requirements apply to new admissions and transfers for all grades, including transitional kindergarten.

Students Starting 7th Grade Need:

- **Tetanus, Diphtheria, Pertussis (Tdap)** — 1 dose
  (Whooping cough booster usually given at 11 years and up)

- **Varicella (Chickenpox)** — 2 doses
  (Usually given at ages 12 months and 4-6 years)

In addition, the TK/K-12 immunization requirements apply to 7th graders who:

- previously had a valid personal beliefs exemption filed before 2016 upon entry between TK/Kindergarten and 6th grade
- are new admissions
**Records:**
California schools are required to check immunization records for all new student admission at TK/Kindergarten through 12th grade and all student advancing to 7th grade before entry. Parents must show their child’s immunization record as proof of immunization. [California Department of Public Health—Immunization Branch]

Medical exemption starting July 1, 2019, a parent or guardian must submit a signed, written statement from a physician (MD or DO) licensed in California which states:
- The specific nature of the physical condition or medical circumstance of the child for which a licensed physician does not recommend immunization.
- Each specific required vaccine that is not being exempted.
- Whether the medical exemption is permanent or temporary
- If the exemption is temporary, an expiration date no more than 12 calendar months from the date of signing

If the exemption is temporary, an expiration date no more than 12 calendar months from the date of signing.
[www.shotsforschool.org]

**Administering Medication**
A designated school employee may administer medication (prescription and over-the-counter) during the school day only upon written request of both the physician and parent(s) or guardian, detailing the method, amount and time the medication is to be taken. (EC § 49423-49425; BP 5141.21)

Medication will be administered only to students whose parent or guardian and physician deem it necessary for potentially life-threatening medical conditions or for those who need medication administered during the school day in order to interact appropriately at school.

Authorization forms for medication are available in each school office and on our district’s website. Authorization forms must be renewed annually, and are in effect from August 1 to July 31 of the following year.

Medication must be brought to the school office in their original container. Parents or guardians are encouraged to ask the student’s physician to prescribe long-acting medication, if possible, so that medication does not need to be given at school.

**Continuing Medication**
State law requires that parents or guardians notify the school when their student is on continuing medication for a non-episodic condition (such as asthma, hyperactivity, diabetes or epilepsy). (EC § 49480)
Evaluation of Vision
To ensure their ability to learn and address any visual challenges as early as possible, ACUSD will evaluate the vision of each student upon first enrollment and at least every third year thereafter, for students in grades K, 2, 5, 8.

The evaluation may be waived upon parent or guardian request and/or presentation of an appropriate certificate from a physician or optometrist. Parents or guardians will be notified if their student fails the vision screening test. (EC § 49450-49457)

Evaluation of Hearing
To ensure their ability to learn and address any hearing challenges as early as possible, ACUSD will evaluate the hearing of all new students and each student in grades K, 2, 5, 8 and 10 by an authorized individual or agency. The evaluation may be waived upon parent request. Parents or guardians will be notified if their student fails the hearing screening test. (EC § 49452 and 49454)

Dental Health
To make sure your student is ready for school, California law requires students to have an oral health assessment by May 31 in kindergarten or first grade, whichever is his or her first year in public school. Assessments occurring within the 12 months before your student enters school also meet this requirement. The law specifies that the assessment must be done by a licensed dentist or other licensed or registered dental health professional.

Students at some schools may receive a complimentary dental exam in conjunction with a dental education program. A dental exam will not be given to any student whose parent or guardian requests an exemption in writing. (EC § 49452.8)

Life-Threatening Allergies
ACUSD is aware that anaphylactic reactions, most often caused by exposure to substances to which a student is allergic, can be life threatening. The sources of these allergens are typically food, medicines, insects and latex. The risk of accidental exposure to these allergens can be reduced in the school setting when school staff, students, families and physicians work together to minimize risks and provide a safe environment.

When a student has a life-threatening allergy, it is the responsibility of the parent or guardian to inform the school staff of the student’s allergic condition. The student’s physician will establish specific treatment procedures and provide these to the school. School staff will be made aware of these procedures and be knowledgeable about the location of necessary medications and their administration. Training shall be provided to school site staff to recognize the reactions, follow the written procedures and be aware of our district guidelines regarding life-threatening allergies. Our staff will work with families on an individual basis to accommodate the needs of the student with allergies/potential anaphylactic reactions and diminish the risk of accidental exposure to their specific allergens. (EC § 49403, 49414, 49423, 49423.5 and 4923.6; BP 5141.21; CCR Title 8: 5193)

Undiagnosed Anaphylaxis
Anaphylaxis is a severe allergic reaction which can occur after exposure to an allergen, an insect sting or even rarely after exercise. Without immediate administration of epinephrine and medical attention, death could occur. Individuals may experience anaphylaxis that have no known previous history to an allergy and therefore, may not have their own prescription.

Legislation requires a school nurse, trained school staff member or volunteer to administer an epinephrine auto-injector to an individual who is exhibiting potentially life-threatening symptoms of anaphylaxis after exposure or ingestion of an allergen. Training on signs and symptoms of anaphylaxis, how to administer the epinephrine auto-injector, calling EMS (911) and any follow up documentation or actions required will be provided to select school staff and/or volunteers. (EC § 49414; SB 1266)

Management of Diabetes
Our district is aware diabetes is increasing in the school age population. Type 2 Diabetes is becoming more common, especially in overweight teens. In fact, one in three American children born after 2000 will develop Type 2 Diabetes in his or her lifetime. The disease develops slowly and there may be no symptoms initially, but it is treatable and preventable. Safe and appropriate management of a student’s diabetes during the school day and school-sponsored activities can be accomplished when school staff, families, students and physicians work together to promote optimum dia-
Due to the low toxicity of most of these pesticides, many are exempt from the reporting process. It is our long-standing practice to use the least toxic means available to prevent or eliminate pest control problems. When pest populations are not appropriately controlled with these exempt pesticides, the following non-exempt pesticides may be used. The pesticides listed below are in the least toxic category, category 3, caution label only:

- Cy-Kick (Cyfluthrin); Suspend SC (Deltmethrin); Wasp Freeze (d-trans Allethrin); Merit (Imidacloprid); Premise 75 (Imidacloprid); Termidor (Fipronil); BP-100 (Pyrethrin); Roundup (Glyphosate); Zenith 75 WSP (Imidacloprid) CB 80 Extra (Pyrathin).

ACUSD will not apply Toxicity Category 1 (Danger) or 2 (Warning) pesticides, organophosphates or carbamates, or those pesticides listed on the Proposition 65 list. A site registry will be established for those students or staff who have a medical condition or require notification prior to the use of the above materials. To receive prior notification about application at your site, please contact the Maintenance Department at (209) 257-7787 during regular work hours (school hours) and tell us you will need notification of pesticide application.

Except in emergencies, everyone on this registry will receive at least 72-hour notification prior to pesticides being applied at their school. You can find out more information regarding these pesticides and pesticide use reduction at the Department of Pesticide Regulation’s website at http://www.cdpr.ca.gov.

**Student Health Insurance**
ACUSD does not provide any insurance to cover injuries that students may sustain at school or while participating in athletic events. Our district recommends that families consider purchasing this type of insurance coverage for their child. By state law, any student participating in interscholastic sports must have adequate medical insurance. (EC § 49470-49472; BP 5143)

**Confidential Medical Services**
By law, a student may be excused from school for the purpose of obtaining confidential medical services without the consent of the student’s parent or guardian, except as provided for by law. (EC § 46010.1)

**Pest Management**
The Healthy Schools Act of 2000 requires school districts to notify families of pesticides they expect to apply during the year. ACUSD and our pest management contractors practice Integrated Pest Management (IPM) for pest problems on school premises. IPM focuses on long-term prevention or suppression of pest problems. If management of pests is required, treatment methods may include mechanical, cultural or biological pesticides of the least toxic category.
Uniform Complaint Process
Obtain a copy of the uniform complaint form from the school or Title IX compliance officer. Submit the complaint form to the school principal or Title IX compliance officer.

Investigation
Our district will investigate the complaint and provide a written report of the investigation and decision within 40 calendar days of when the complaint is filed.

Mediation
Mediation is optional. It involves a third party who assists the parties in resolving the dispute. If mediation is used, the timelines are extended by 30 days.

Appeals
If the person making the complaint disagrees with our district’s decision, he/she has five days to appeal the decision to the school district board of education; or alternatively, 15 days to appeal the decision to the California Department of Education. A person filing a complaint may also seek civil law remedies, subject to certain time lines.

At any time, a complainant has the right to file a complaint alleging violations of federal laws or regulations, prohibiting unlawful discrimination, harassment, intimidation and/or bullying based on actual or perceived sex, race or ethnicity, color, national origin, nationality, religion, age, sexual orientation, sexual preference, ancestry, ethnic group identification, gender, gender expression, gender identity, physical or mental disability, immigration status or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics with the United States Department of Education, Office for Civil Rights, 50 Beale Street, Suite 7200, San Francisco, CA 94105.

Complaints will be kept as confidential as appropriate. Amador County Public Schools prohibits retaliation against any participant in the complaint process. Each complaint shall be investigated promptly and in a way that respects the privacy of all parties concerned. If you have a uniform complaint, contact a teacher, principal, site administrator or our district office.

For concerns that do not meet uniform complaint guidelines, contact your school site for assistance.

Williams Settlement
The Williams Settlement is a settlement of a class action lawsuit against the State of California claiming the State failed to provide poor and underprivileged students with equal educational opportunities. The Williams Settlement applies to all schools in California and addresses sufficiency of textbooks and instructional materials, facility conditions, and the vacancy or misassignment of teachers.

Each district classroom has posted the Williams Settlement notice outlining minimum instructional standards including sufficient textbooks, instructional materials, teacher vacancies, staffing misassignments, facilities, available intensive instruction services and complaint procedures. (EC § 35186 and 60119)

Williams Complaints
A complaint alleging any condition(s) specified in the Williams Settlement should be filed with the school principal or designee. The principal or designee will make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to his/her complaint, the principal or designee shall report the resolution of the complaint to him/her within 45 working days of the initial filing of the complaint. At the same time, the principal or designee shall report the same information to our district superintendent or his/her designee.

If a complainant is not satisfied with the resolution of the complaint, he/she may describe the complaint to the governing board in open session at a regularly scheduled board meeting.

For complaints concerning a facility condition
that poses an emergency or urgent threat to the health or safety of students as described above, a complainant who is not satisfied with the resolution proffered by the principal, district superintendent or his/her designee, may file an appeal to the Superintendent of Public Instruction. Complaints and written responses shall be public records.

A complaint form may be obtained at the school office, district office or downloaded from the Amador Unified School District’s website at http://www.amadorcoe.org. You may also download a copy of the California Department of Education complaint form from the following Website: http://www.cde.ca.gov/re/cp/uc/index.asp
To:          Students, Parents and District Employees

From:     Jared Critchfield, District AHERA Designated Person

Date:      July 31, 2019

Subject: Asbestos Activities, 2020-21

In 1987 Congress enacted the Asbestos Hazard Emergency Response Act (AHERA) to establish requirements for management of asbestos in public and nonprofit elementary and secondary schools. The act set standards for training, maintenance, abatement, inspections, surveillance, notifications and records keeping. A compliance program was initiated by the district in 1989. For all schools containing asbestos, periodic surveillance of known or assumed asbestos containing materials is conducted at six month intervals to determine any change in condition. Deterioration or damage is corrected through the AHERA operations and maintenance program, and preventive maintenance is routinely performed. AHERA requires that this annual notice be promulgated to advise parents, students and staff of the status of the asbestos program.

In the previous 12 months, no areas accessible to students and staff required any abatement activity. No asbestos abatement activities are currently planned for the coming year.

Jared Critchfield is the Amador County Public School’s AHERA designated person. Asbestos management plans, inspection reports and records of surveillance, training, maintenance and abatement documents are kept at the school site’s administrative offices. Copies of the plan may be obtained free of charge. If you have any questions about the asbestos program or the AHERA legislation, please contact Jared Critchfield at 209 257-5345.
Dear Parents/Guardians,

The Amador County Unified School District provides Google Apps for Education to students and teachers. This notification describes the tools and student responsibilities for using these services. As with any educational endeavor, a strong partnership with families is essential to a successful experience.

The following services are available to each student and hosted by Google as part of the Amador County Unified School District’s online presence in Google Apps for Education:

- **Mail** - an individual email account for school use managed by the Amador County Unified School District. Student emails will have certain restrictive measures to protect student information. All students will be issued a restricted email account and K-12 students can only send and receive emails between other ACUSD students, the Aeries system and receive alerts from the Google Apps system.
- **Calendar** - an individual calendar providing the ability to organize schedules, daily activities, and assignments.
- **Google Drive** - a file storage and synchronization service that encompasses Google Docs, Google Sheets, and Google Slides, which are a part of an office suite that permits collaborative editing of documents, spreadsheets, presentations, drawings, forms, and more.
- **Google Classroom** - used to streamline assignments, boost collaboration, and foster communication.

Google Apps for Education also provides the District with a mechanism to use several other online resources without having to create additional accounts for your child. The District maintains separate agreements with these vendors to protect our students’ privacy. We are carefully selecting which resources we are allowing to use through this login process. You can check our website, [https://amadorcoe.org/familyresources/student-privacy-data/](https://amadorcoe.org/familyresources/student-privacy-data/) for an updated list of approved resources. Using these tools, students collaboratively create, edit and share files and websites for school-related projects and communicate via teacher-monitored discussion groups, blogs, and wikis.

These services are entirely online and available 24/7 from any internet connected computer. Examples of student use include showcasing class projects, building an electronic portfolio of school learning experiences, and working in small collaborative groups on presentations to share with others. Parents will have the option to view their children’s work in Google Apps.

Technology use in the Amador County Unified School District is governed by federal laws including:

**Children’s Online Privacy Protection Act (COPPA)**
COPPA applies to commercial companies and limits their ability to collect personal information from children under 13. By default, advertising is turned off for Amador County Unified School District’s presence in Google Apps for Education.
No personal student information is collected for commercial purposes. This permission form allows the school to act as an agent for parents in the collection of information within the school context. The school’s use of student information is solely for education purposes. COPPA – [https://www.fcboe.org/ips-advise/business-center/guidance/complying-coppa-frequently-asked-questions-0](https://www.fcboe.org/ips-advise/business-center/guidance/complying-coppa-frequently-asked-questions-0)

**Family Educational Rights and Privacy Act (FERPA)**
FERPA protects the privacy of student education records and gives parents the rights to review student records. Under FERPA, schools may disclose directory information but parents may request the school not disclose this information. FERPA – [http://www.ed.gov/policy/gen/guid/fpco/ferpa](http://www.ed.gov/policy/gen/guid/fpco/ferpa)


Amador County Unified School District - Google Apps for Education Parent Notification

Guidelines for the responsible use of Google Apps for Education by students:

- Official Email Address. All students will be assigned a student email account. This account will be considered the student's official ACUSD email address until such time as the student is no longer enrolled with the Amador County Unified School District.
- Prohibited Conduct. All district and school acceptable use policies remain in effect. Please view your student's school policies on proper conduct regarding computers and the Internet.
- Access Restriction. Access to and use of student email is considered a privilege accorded at the discretion of the Amador County Unified School District. The District maintains the right to immediately withdraw the access and use of these services including email when there is reason to believe that violations of law or District policies have occurred. In such cases, the alleged violation will be referred to a Site Administrator for further investigation and adjudication.
- Security. The Amador County Unified School District cannot guarantee the security of electronic files located on Google systems. Although Google does have a powerful content filter in place for email, the District cannot assure that users will not be exposed to unsolicited information.
- Privacy. The general right of privacy will be extended to the extent possible in the electronic environment. The Amador County Unified School District and all electronic users should treat electronically stored information in individuals' files as confidential and private. However, users of student email are strictly prohibited from accessing files and information other than their own. The District reserves the right to access student and staff related Google systems, including current and archival files of user accounts when there is reasonable suspicion that unacceptable use has occurred.

Please read and understand the following:

Under FERPA and corresponding California law, a student's information is protected from disclosure to third parties. I understand that my student's files will be stored in Google Apps for Education. I allow my student's files to be stored by Google. Google's commitment to educational domains are:

- Google Apps for Education is ad-free -- ACUSD content is not processed by Google's advertising systems.
- Protection of the intellectual property on the servers is critically important to Google.
- Google Apps brings you the latest technologies and some of the best practices for user privacy.
- Apps content belongs to the individual users at your school. Not Google.
- We don't look at your content. Google employees must have explicit permission even for troubleshooting.
- We don't share your content. Google does not share personal information without your consent.
- We sometimes scan content for spam filtering, anti-virus protection, or malware detection.

Due to current considerations for distance learning, I understand and consent to my child's image being shared within their teacher's Google classroom for the purpose of delivering online instruction, such as on Zoom or Google Meet meetings.

I understand that by participating in Google Apps for Education, the only information about my child will be collected and stored electronically is their full name, username and password. I have read the privacy policies associated with use of Google Apps for Education (https://edu.google.com/why-google/privacy-security).

I understand that I may ask for my child's account to be removed at any time. If you prefer that your child NOT be included for Google Apps, it is important that you instruct your child of your wishes and provide a hard copy letter to the school principal indicating that you do not grant permission.
Recording Live Instruction for Distance Learning

Dear Parent/Guardian:

During this time of remote instruction, your child’s teacher will be utilizing online resources to provide continuing classroom instruction to students. In order to ensure that every child in the class receives the instruction, the online instruction may be video and audio recorded so that it can be accessed at a later time in the teacher’s Google Classroom.

The primary focus of the video and audio recording will be on the instruction and the teacher, not on the students in the class. However, questions and comments asked and spoken by students will be part of the recording.

Only students assigned to that specific class will have access to the video recording through the teacher’s Google Classroom. Otherwise, the recordings will not be made public by the online vendor or the school district in any capacity. If you do not consent to the online instruction being recorded so that it can be accessed at a later time, please complete the form on the following page and return it to your child’s school.

Sincerely,

(Principal’s Signature)
Recording Live Instruction Opt-Out Form

(This form is to be completed by the parents/legal guardians of minor students participating in online instruction or by students who are 18 or more years of age that are participating in online instruction if they DO NOT consent to the online instruction being recorded)

Student Name

Grade: ____________

Teacher: ______________________

I am the parent/legal guardian of the child listed above. I have read and understand that online instruction will be subject to video and audio recording and as such, video images and/or audio recordings of my child might be captured.

- I DO NOT give permission for the video and audio recording of online instruction.

Signature of Parent or Guardian: ________________ Date: ______________

I am the student named above and am more than 18 years of age. I have read and understand that online instruction will be subject to video and audio recording and as such, video images and/or audio recordings of myself might be captured.

- I DO NOT give permission for the video and audio recording of online instruction.

Signature of Student: ______________________ Date: ______________
# Amador County Unified School District & Amador County Office of Education

## 2020-2021 District Calendar ~ REVISED

### First day of School:
- **August 17, 2020**

### Last day of School:
- **June 4, 2021**

### District Calendar

#### July-20

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>M</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### August-20

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>M</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### September-20

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>M</td>
</tr>
<tr>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### October-20

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>M</td>
</tr>
<tr>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### November-20

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

#### December-20

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>M</td>
</tr>
<tr>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### January-21

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

#### February-21

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>M</td>
</tr>
<tr>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### March-21

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

#### April-21

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

#### May-21

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

#### June-21

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

#### July-21

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

### Total Student Attendance Days
- **180**

### Minimum Days ~ All Schools
- **MD Minimum Days**

### Minimum Days ~ Elementary Only
- **(if needed)**

### Summer School
- **TBD**

### Non-school day
- **(only 12 month employees scheduled to work)**

### Certificated Pre-Service Days
- **3rd pre-service day to be scheduled by mutual agreement with site administrator**

### Board Approved:
- **August 12, 2020**

---

Amador County Unified School District & Amador County Office of Education

46
Our Mission

Enriched by the diversity and deep traditions of our unique community, Amador County Public Schools will prepare, support and inspire each student to achieve career and college success in a rapidly evolving world through highly engaging teaching, rigorous learning and innovative pathways supported by strong partnerships in a safe, caring and collaborative environment.
ACKNOWLEDGEMENT OF PARENT OR GUARDIAN ANNUAL RIGHTS NOTIFICATION

Please sign and return this page to your child’s school office indicating that you have been notified of the specified activities and whether you have a child on continuing medication.

The Annual Parent/Guardian Notification is available online at www.amadorcoe.org, or your school site’s office or the Amador County Public Schools Superintendent’s Office (257-5353).

Student’s Name: ___________________________ School: ___________________________

Teacher: ___________________________ Grade: ___________________________

I hereby acknowledge receipt of information regarding my rights, responsibilities, and protections.

Signature of Parent or Guardian: ___________________________ Date: __________

PLEASE COMPLETE THE FOLLOWING:

1. Student is on a continuing medication program: (Please check one) YES _____ NO _____

If YES, you have my permission to contact student’s physician:

   Physician’s Name: ___________________________ Telephone: ___________________________
   Medication: ___________________________ Dosage: ___________________________
   Medication: ___________________________ Dosage: ___________________________

2. If you do not wish directory information released (page 1), please sign where indicated below and ensure receipt of this form by the school office within the next 30 days. Note that this will prohibit the district from providing the student’s name and other information to the news and social media sites, interested schools, parent-teacher associations, interested employers, and similar parties.

   Do NOT release directory information regarding ___________________________
   (Pupil’s Name)

☐ Check if an exception may be made to include student information and photos in the yearbook

☐ Over the course of the year pictures are taken at various events and may be posted to the district website. Please check this box if you DO NOT want your child’s photo to appear on the district website or district sponsored social media.

Signature of Parent or Guardian: ___________________________ Date: __________

Student Signature: ___________________________ Date: __________

1. Education Code 48998 requires that parents be notified annually with regard to the following programs. If you have any questions regarding these items, please contact the school site administrator for further explanation. If you do not wish your student to participate in the following programs, please check the box to the left. Your student’s teacher(s) will be given a copy of this notice as a way of helping to assure that your request is honored. This form is in effect for one school year only.

   Please discuss with your student those areas checked. You should advise your student that they are not allowed to participate in the programs below or areas of instruction. Students need to know that they can request to be excused from a class should the discussion or presentation be in conflict with their parents’ right to have them opted out.