



NEW HAVEN
UNIFIED SCHOOL DISTRICT

Parent and Student Handbook



2026-2027

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*This handbook has been translated to Spanish is available on our website.
Este manual está traducido al español y tagalo y está disponible en nuestro sitio web.*

<http://www.mynhusd.org>

NEW HAVEN UNIFIED SCHOOL DISTRICT

**34200 Alvarado-Niles Road
Union City, CA 94587
(510) 471-1100**

Board of Education

The Board of Education meets at 7:00 p.m. on the first and third Tuesday of each month at the Educational Services Center, 34200 Alvarado-Niles Road. Meetings are streamed live on YouTube.



*Board Members (from left): Shamsa Rafay, President, Melanie Freeberg, Vice President,
Patricio R. Urbi, Jr, Clerk, Michael Gonzales, Shruti Kumar*

A Message from New Haven Unified School District Superintendent, Dr. John Thompson



As your Superintendent, I am honored and excited to welcome back our students and families to the new school year.

We start this year in great shape. Our budget is balanced and includes increases for our employee groups, as well as funding for the programs and services that our students, families, and staff members rely on.

In addition, thanks to our community supporting Measure N, you will start to see some ongoing projects completed, such as the fields at CCMS and IVCMS, and new projects begin, such as the pool renovation at JLHS. Our elementary students will enjoy new play structures, and HVAC and lighting upgrades are underway throughout the district. The largest Measure N-funded project, the JLHS renovation, is moving forward through the design phase. I feel very fortunate that our NHUSD community is so supportive of our schools. Our students and staff members directly benefit from the facility upgrades funded by our community.

I hope you all have a wonderful school year. I am looking forward to seeing everyone at our school sites and events.

Sincerely,

A handwritten signature in black ink, which appears to read "John Thompson". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Sincerely,
John Thompson, Ed.D.
Superintendent

SCHOOL CALENDAR

2026-2027

First Day of School.....August 5, 2026
 Labor Day Holiday (all schools/offices closed)September 7, 2026
 Non-Student DayOctober 12, 2026
 K-5 Grading Day* (K-5 school closed).....November 9, 2026
 Veterans Day (school/offices closed)November 11, 2026
 Thanksgiving Recess (schools/offices closed) November 23-27, 2026
 End of 1st Semester* (9-12 school closed) December 18, 2026
 Winter Recess (schools closed/offices closed).....December 21, 2026 – January 1, 2027
 School Reopens.....January 4, 2027
 M. L. King, Jr. Holiday (schools/offices closed).....January 18, 2027
 Presidents Day (schools/offices closed).....February 15, 2027
 6-8 Grading Day* (6-8 school closed)February 16, 2027
 March Holiday (all schools/offices closed)..... March 15, 2027
 Spring Recess (all schools/offices closed).....April 5-9, 2027
 Last Day of School.....May 20, 2027

AUGUST				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER				
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OCTOBER				
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NOVEMBER				
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DECEMBER				
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JANUARY				
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FEBRUARY				
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MARCH				
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29	30	31		

APRIL				
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MAY				
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 Holiday (or Observance)

 All (or some*) schools in recess

Minimum Days

Pupil-Free Staff Development and Minimum Days Schedule: Minimum days are shortened days; students are released earlier than usual so that teachers may do faculty planning or hold parent conferences. Minimum days are usually noted in the school calendar. It is important for parents to make arrangements for early release of their children. **School staff members are not available to provide supervision.**

The tentative schedule for minimum days during the 2026-27 school year:

Elementary Schools: release time 12:05 pm: Aug. 5, Aug. 6, Aug. 7, Sept. 23, Oct. 15, Oct. 16, Oct. 30, Dec. 9, Jan. 27, Feb. 24, Mar. 24, and May 20. Includes elementary New Haven Academy students.

Cesar Chavez Middle School:

Every Wednesday, release time is 1:26 pm

Minimum Day, release time is 11:25 am: Aug. 5, Aug. 6, Aug. 25, Sept. 10, Oct. 15, Oct. 16, Oct. 30, Dec. 8, Jan. 14, Feb. 4, Apr. 19, Apr. 22, Apr. 23, Apr. 26, Apr. 27, May 19, and May 20.

Itliong-Vera Cruz Middle School:

Every Wednesday, release time is 1:26 pm

Minimum Day, release time is 11:25 am: Aug. 5, Aug. 25, Sept. 10, Oct. 15, Oct. 16, Oct. 30, Dec. 8, Jan. 14, Feb. 4, Mar. 4, Apr. 19, Apr. 22, Apr. 23, Apr. 26, Apr. 27, May 18, and May 20.

James Logan High School:

Every Wednesday, release time is 2:00 pm

December 15-17 and May 18-20 are finals dates, release time is 1:15 pm.

Nondiscrimination Statement

(Title VI of the Civil Rights Act of 1964; Title IX of the U.S. Education Amendments of 1972; Americans with Disabilities Act; Section 504 of the Vocational Rehabilitation Act of 1973; EC §200 et seq.) The New Haven Unified School District is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The district does not discriminate on the basis of gender, gender identity, gender expression, sex, race, color, religion, national origin, ethnic group identification, age, genetic information, mental or physical disability, sexual orientation, immigration status, the perception of one or more of such characteristics, or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender students shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field trips) and to use facilities consistent with their gender identity. The District assures that lack of English language skills will not be a barrier to admission or participation in District programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained. For a complaint form or additional information, contact: Marcus Lam, Director of Student and Family Services at (510) 476-2625, mlam@nhusd.k12.ca.us, or 725 Whipple Rd, Union City, CA 94587

Parent Notification of Title I School Right to Credentialing Information

With the exception of students attending Eastin Elementary, your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, school districts receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher:
 - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - Is teaching in the field of discipline of the certification of the teacher
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact Dustin Gacherieu, Assistant Superintendent, Personnel Services at (510) 471-1100.

ELEMENTARY SCHOOLS

Alvarado Elementary

31100 Fredi Street

Union City, CA 94587

(510) 471-1039

Jeannette Alday, Principal

Delaine Eastin Elementary

34901 Eastin Drive

Union City, CA 94587

(510) 475-9630

Karen Florendo, Principal

Guy Emanuele Elementary

100 Decoto Road

Union City, CA 94587

(510) 471-2461

Nelly Marquez, Principal

Hillview Crest Elementary

31410 Wheelon Ave.

Hayward, CA 94544

(510) 471-5720

Stella Castillo, Principal

Tom Kitayama Elementary

1959 Sunsprite Drive

Union City, CA 94587

(510) 475-3982

Megan Foster, Principal

Pioneer Elementary

32737 Bel Aire Street

Union City, CA 94587

(510) 487-4530

John Rodriguez, Principal

Searles Elementary

33629 15th Street

Union City, CA 94587

(510) 471-2772

Jessie Welcomer, Principal

MIDDLE SCHOOLS

Cesar Chavez Middle

2801 Hop Ranch Road

Union City, CA 94587

(510) 487-1700

Ramon Camacho, Principal

Itliong-Vera Cruz Middle

31604 Alvarado Blvd.

Union City, CA 94587

(510) 489-0700

Kimberly Petitt, Principal

HIGH SCHOOLS

James Logan High

1800 H Street

Union City, CA 94587

(510) 471-2520

Ron Polk, Principal

Alicia Elbert, Vice Principal

House Principals:

Orlando Cabcabin, Anthony Pava,

Allison Sayavong, Sukhi Sidhu

Conley-Caraballo High

Alternative Education & Continuation

541 Blanche Street

Hayward, CA 94544

(510) 471-5126

Clarissa Zapata, Principal

New Haven Adult School

725 Whipple Road

Union City, CA 94587

(510) 489-2185

Jami Majewski, Coordinator, Educational Options

New Haven Academy

725 Whipple Road

Union City, CA 94587

(510) 489-2185

Abigail Kotzin, Director of Educational Options

Strategic Plan: Goals and Initiatives

Goal #1: Prepared & Empowered Students ~ All students are prepared for life, college, and careers by participating in relevant, rigorous, innovative, and accessible learning experiences.

Action Initiatives:

- Engage students with rigorous, standards-based learning experiences using instructional strategies that maximize access.
- Increase opportunities for students to participate in expanded learning programs before, during, and after school.
- Ensure staff is supported using data and data systems to adjust instruction to meet students' needs throughout the year.
- Expand innovative educational options for students in arts, music, biliteracy, science, technology, engineering, mathematics, and career-technical education.

Goal #2: Accessible and Equitable Support for Students ~ Students' social-emotional, behavioral, and academic needs are met systematically and comprehensively, which values dignity and creates belonging.

Action Initiatives:

- Enhance support for students' academic, behavioral, and attendance needs.
- Expand systems that meet students' socio-emotional, mental, and physical health needs.
- Ensure that students learn in settings that honor their dignity in culturally and linguistically responsive ways.
- Ensure that relationships between staff and students in our schools create a sense of belonging through dignity and mutual respect.

Goal #3: Valued and Engaged Employee Partners ~ All staff are partners who feel like they belong and have the opportunity to help create equitable access to learning for our students.

Action Initiatives:

- Provide staff with support that enables them to grow and thrive.
- Empower staff to connect with students and families in ways that honor dignity.
- Create growth opportunities for all staff that meet individual needs and promote professional advancement.
- Foster talent systems and structures that attract and retain a diverse, talented workforce.
- Expand recognition opportunities to celebrate our employees' accomplishments and contributions to student success.

Goal #4: School, Family & Community Connections ~ Students and families will have access to information and district resources in a manner that fosters inclusiveness and belonging.

Action Initiatives:

- Provide welcoming environments for all students and families.
- Improve access to engagement opportunities for students and families.
- Communicate in an aligned, consistent manner that respects dignity and promotes information sharing.
- Develop and strengthen relationships with our community partners to provide services for our families.

Goal #5: Safe, Innovative, and Sustainable Learning Environments ~ Safe and innovative learning environments will be maintained and improved while incorporating sustainable practices and enhancing fiscal stability.

Action Initiatives:

- Develop sustainable practices and systems for food services while seeking ways to improve food service and quality for students.
- Review, monitor, and improve safety systems and structures in our schools to stay current with best practices.
- Seek and implement strategies to continually provide clean, modern, innovative, and sustainable facilities and infrastructure.
- Identify and implement systems and strategies to maintain a stable budget.

Local Control and Accountability Plan (EC §§52059.5-52077)

The district is required to adopt a three-year Local Control and Accountability Plan (LCAP) and to update the LCAP on or before July 1 of each subsequent year. The LCAP is required to identify annual goals, specific actions geared toward implementing those goals, and must measure progress for student subgroups across multiple performance indicators based on eight priorities set by the State. The priorities must be aligned to the district's spending plan. The LCAP must be approved before the annual district budget can be adopted. Once the budget and LCAP are adopted at the local level, the plan will be reviewed by the county superintendent to ensure alignment of projected spending toward goals and services. The following are the State priorities:

1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities;
2. Implementation of and student access to state academic content and performance standards;
3. Parent involvement and participation and family engagement;
4. Improving student achievement and outcomes along multiple measures;
5. Supporting student engagement;
6. Highlighting school climate and connectedness;
7. Ensuring all students have access to a broad course of study;
8. Measuring other important student outcomes related to required areas of study;
9. Coordinating instruction for expelled students; and
10. Coordinating services for foster children.

The Board of Education is required to establish a parent advisory committee (PAC) and English learner parent advisory committee (ELPAC) to provide advice to the Board of Education and the superintendent regarding the LCAP. (ELPACs are required if enrollment in the school district includes at least 15% English learners and the district enrolls at least 50 pupils who are English learners. Districts are not required to establish a new ELPAC if an English learner parent committee has already been established). Each district is required to consult with its teachers, principals, administrators, other school personnel, local bargaining units, parents, its special education local plan area administrator(s), and pupils in developing the LCAP. As part of this consultation process, districts must present their proposed plans to the PAC and ELPAC. The advisory committees can review and comment on the proposed plan. Districts must respond in writing to the comments of the PAC and ELPAC. Districts are also required to notify members of the public that they may submit written comments regarding the specific actions and expenditures proposed in the LCAP.

Districts must hold at least two public hearings to discuss and adopt (or update) their LCAPs. The district must first hold at least one hearing to solicit recommendations and comments from the public regarding expenditures proposed in the plan, and then adopt (or officially update) the LCAP at a subsequent hearing.

Districts are required to post prominently on the homepage of the school district's website the LCAP approved by the Board of Education and any updates, revisions or addenda to the LCAP as well as post or link to the LCAP submitted by any charter school authorized by the district, and establish policies for filing a complaint of noncompliance under EC §52075 using the Uniform Complaint Procedures. Information regarding the requirements for a Local Control and Accountability Plan and the complaint process shall be provided to pupils, parents, and employees on an annual basis.

Prohibition Against Discriminatory Educational Materials

The District shall not adopt or approve the use of any textbook, instructional material, supplemental instructional material, curriculum, or professional development material that would subject a student to unlawful discrimination prohibited by Education Code section 220.

District programs and instructional materials shall be free from unlawful discrimination based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status, or any other protected characteristic.

Complaints regarding alleged violations may be filed in accordance with the District's Uniform Complaint Procedures.

Parent & Guardian Rights and Responsibilities

California law requires the District to notify you of your rights as parents/guardians of students under the age of 18 (minor pupils), including your right to either permit or refuse to permit your child to take part in certain activities, programs and courses. Please note that the laws dealing with each topic are only briefly summarized here. Complete copies of regulations are available upon request from your school principal or the District office.

Sex Education and HIV, AIDS Prevention

The purpose of the California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act (Education Codes 51930 through 51939) is to provide every student with the knowledge and skills necessary to protect their sexual and reproductive health from unintended pregnancy and sexually transmitted diseases.

The New Haven School District will provide instruction in comprehensive sexual health education, HIV/AIDS prevention education, and/or will conduct assessments on pupil health behaviors and risks in the coming school year.

Parents or guardians may:

- Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV/AIDS prevention education
- Request in writing that their child not receive comprehensive sexual health or HIV/AIDS prevention education
- Request a copy of Education Codes 51930 through 51939
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by district personnel or outside consultants
- When the district chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, to be informed of:
 - The date of the instruction
 - The name of the organization or affiliation of each guest speaker

The District may administer to students in grades 7 through 12 anonymous, voluntary, and confidential research and evaluation instruments, including tests and surveys, containing age-appropriate questions about their attitudes or practices relating to sex. Prior to administering such a research and evaluation instrument, parents/guardians shall be provided written notice of the administration. Parents/guardians shall be given an opportunity to review the research instrument and to request in writing that their child not participate.

Dissection of Animals

(*EC §32255 et seq.*): Any pupil with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform his or her teacher of the objection. Objections must be substantiated by a note from the pupil's parent or guardian.

A pupil who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the teacher believes that an adequate alternative education project is possible. The teacher may work with the pupil to develop and agree upon an alternative education project so that the pupil may obtain the knowledge, information, or experience required by the course of study in question.

Excuse from Instruction in Health

Upon written request of a parent, a pupil may be excused from any part of instruction in health that conflicts with the parent(s)' religious training or beliefs (including personal moral convictions). (*EC 51240*)

Temporary Disability

A temporary disability that makes it impossible or inadvisable for a student to attend class may entitle the student to receive individualized instruction. It is the responsibility of the pupil's parent or guardian to notify the school district in which the pupil is deemed to reside of the pupil's need for individualized instruction.

A student with a temporary disability who is in a hospital or other residential health facility, other than a state hospital, which is located outside the student's school district of residence, shall be deemed to comply with the residency requirements of the school district in which the hospital is located. (*Education Code Sections 48206.3, 48207, 48208, 48980(b)*)

It is the responsibility of the parent or guardian to notify the school district in which the hospital or other residential health facility is located of the presence of a pupil with a temporary disability. Upon receipt of the notification, the district will within five working days determine whether the pupil will be able to receive individualized instruction pursuant to EC 48206.3 and, if so, provide the instruction within five working days or less.

Physical Exams and Testing

A parent or guardian may file annually with the school principal a written statement, signed by the parent or legal guardian, withholding consent to a physical examination of the pupil. However, whenever there is good reason to believe that the pupil is suffering from a recognized contagious or infectious disease, the pupil shall be sent home and shall not be permitted to return until school authorities are satisfied that the contagious or infectious disease no longer exists.

Vision Appraisal

(EC §49455) The district is required to appraise each student's vision during kindergarten, upon initial enrollment, and in grades 2, 5, and 8. Appraisal in the year immediately following a student's first enrollment in grades 4 or 7 shall not be required. The appraisal shall include tests for near vision, far vision, and color vision; however, color vision shall be appraised once and only on male students. The evaluation may be waived upon presentation of a certificate from a physician, surgeon, physician's assistant, or optometrist setting out the results of a determination of the student's vision, including visual acuity and color vision. This appraisal is not required if a parent files a written objection based on a religious belief with the principal.

Unsafe School Choice Option

The New Haven Unified School District, in compliance with the Unsafe School Choice Option (USCO) policy, allows a student attending a school that has been identified as persistently dangerous, or who becomes a victim of a violent criminal offense while on the grounds of a school that the student attends, to attend a safe public elementary or secondary school within the District.

Parents' Right to Campus Access

Peaceful conduct and good order are required of all at schools and activities, and are essential to an ideal learning environment. It is against the law to interfere with the good order or peaceful conduct of school activities or to threaten any student or employee at a school or on District property. The principal or his/her designee has the authority to determine whether any person has interfered with the good order or conduct of the school. (*Penal Code Section 415.5*) In addition, the principal or designee has the authority to withdraw consent for any person or persons to remain on the campus or other facility for up to 7 days. Consent shall be reinstated by the principal whenever he or she has reason to believe that the presence of the person from whom consent was withdrawn will not constitute a substantial and material threat to orderly operation.

In no case shall consent be withdrawn for longer than 7 days from the date upon which consent was initially withdrawn. The person from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the one-week period. The written request shall state the address to which notice of hearing is to be sent. The principal shall grant such a hearing not later than seven days from the date of receipt of the request and shall immediately mail a written notice of the time, place and date of such hearing to such person. (*Penal Code Section 626.4 (c)*)

Federal Race and Ethnicity Data Collection Reporting

The U.S. Department of Education requires the District to collect data on staff and student race and ethnicity for federal education eligibility and accountability reports. The California Department of Education also requires districts and schools to collect and report data consistent with these federal requirements. There are state and federal laws that require race and ethnicity data to be collected, such as laws enabling state assessments (e.g. EC § 60640), Special Education data collection (EC § 56601 and 56602), and federal Equal Employment Opportunity Commission (EEOC) work force reports (Section 709(c), Title VII, Civil Rights Act of 1967, as Amended by the Equal Employment Opportunity Act of 1972).

Cal Grant Program

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students to apply for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted to the California Student Aid Commission (CASC) electronically by a school or school district official. A student, or the parent/guardian of a student under 18 years of age, may complete a form to indicate that he/she does not wish for the school to electronically send CASC the student's GPA. You may opt out of such automatic designation by submitting a written opt-out request by October 1 of your grade 12 academic year. Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself/herself out, and can opt in if the parent/guardian had previously decided to opt out the student. All grade 12 students' GPA will be sent to CASC at the end of the first semester.

California Kids Investment and Development Savings Program (CalKIDS)

The California Kids Investment and Development Savings Program (CalKIDS) provides eligible California public school students with access to college savings accounts intended to support future higher education or career training opportunities. Families may learn more about eligibility and account access by visiting the CalKIDS website at: <https://www.calkids.org>

Foster/Homeless Youth Rights

Foster and homeless youth are allowed educational rights, such as immediate enrollment, remain in school of origin, enrollment in local comprehensive school, partial credits, graduation with state minimum requirements with possible fifth year/exemption from local graduation requirements, and access to academic resources, services, and extracurricular activities. A local educational agency must provide a remedy to the affected pupil following the Uniform Complaint Procedures, including information regarding exemption from local graduation requirements, if educational rights are not allowed at the local high school. Homeless and foster youth housing status will be reviewed annually as part of the recertification process to ensure continued eligibility and compliance with applicable requirements. Hard copies of all supporting documentation are available upon request. (EC §48853, 49069, 51225)

Educational Equity

(EC §234.7): Children have a right to a free public education, regardless of immigration status, citizenship status, or religious beliefs. When enrolling a child, schools must accept a variety of documents from the student's parent to demonstrate proof of child's age or residency. No information about citizenship/immigration status or Social Security number is required to enroll in school. Parents have the option to provide a school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for a minor student in the event the parent is detained or deported. Parents 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 a minor student. Students have the right to report a hate crime or file a complaint to the school district if they are discriminated against, harassed, intimidated, or bullied on the basis of 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 by [clicking here](#).

School Accountability Report Card

Districts are to make a concerted effort to notify parents of the purpose of school accountability report cards, and ensure that all parents have access to a copy. Parents/guardians may request a hard copy of the School Accountability Report Card that is issued annually for each school of the District. (EC §35256, 35258)

The reports also are available on the District website (www.mynhusd.org/). Click on Schools and scroll down and click School Accountability Report Cards.

Textbooks

Basic texts and materials are considered necessary supports of student learning. Students are issued textbooks to supplement classroom instruction. Textbooks should be covered and handled with care. To expedite finding texts that may be lost or misplaced, students should make sure their textbooks are clearly marked with their names and grade level.

Students are responsible for treating ALL instructional materials with the greatest of care. It is the responsibility of the student, parent or guardian to reimburse the school and/or District for textbooks and any materials that are lost or damaged. If the lost items are found within one year, a refund will be issued.

Use of Technology

The District seeks to further educational excellence for all students through the use of technology and engage with parents as partners in achieving that goal. As part of the District's transition to 21st-century educational practice and emphasis on personalization and Project Based Learning, students are being issued devices such as Chromebooks.

To provide for the safe use of technology by students, the Board of Education has adopted a Student Use of Technology policy (Board Policy 6163.4), including a Student Acceptable Use Policy. It is important that parents/guardians review this information. An addendum to the policy will address issues expected to arise as students are provided with individual devices. New Haven's Student Use of Technology Board Policy (6163.4) can be found by [clicking here](#).

Homeschooling

Homeschooling is an option for parents of general education students in the New Haven Unified School District. The program, designed for parents who choose to educate their children at home as an alternative to the regular classroom, is open to students in kindergarten through fifth grade. Educational materials are provided by the District and homeschooling families work with a supervising teacher who is credentialed and experienced with multi-grade curriculum.

Homeschooling is a collaborative effort between the parent and the teacher. Each has a specific set of responsibilities, and together they will make sure the child has the best educational experience possible. There is no cost for participating families. Homeschooling students are evaluated on the same subject matter as students in the District's classroom settings, and a progress report (report card) will be prepared cooperatively between the parent and the supervising teacher.

In kindergarten through fifth grade, students may participate in activities at their neighborhood school, such as physical education, science, and music if there is space per district guidelines. Students may attend their neighborhood school for assemblies, field trips, dances, clubs, or other special events.

The program is open not only to New Haven residents but also to children who live outside the District's boundaries. Out-of-district students are accepted upon administrative approval on a space-available basis with an inter-district transfer from their home district.

Information on New Haven's homeschooling program is available at the New Haven Academy, 725 Whipple Rd, Union City, or by calling (510) 476-2696.

Tests on Personal Beliefs

No test, questionnaire, survey or examination containing any questions about the student's or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality or religion shall be administered to any student, unless the parent or guardian is notified first in writing and gives written permission for the student to take this test, questionnaire, survey, or examination. (Education Code Section 51513)

Occasionally, students in grade 5 and above may be asked to participate in confidential surveys. Data collected from confidential student surveys are used for continuous improvement at the school and district level. Survey data is aggregated and provides information to inform parents, community, teachers and administrators and other stakeholders about the effectiveness of the District's Local Control Accountability Plan, the school's School Plan for Student Achievement or other programs or initiatives.

There are no risks or benefits to students participating in confidential surveys. Survey questionnaires generally take less than 15 minutes to complete. Students do not provide names or other individual identifying information on surveys. Students may answer only the questions they feel comfortable answering and can decline to answer any question. If you do not wish your student to participate, you may inform your school site administration. There will be no penalty to the student if they choose to opt out. Student completion of the surveys indicates implied consent to the above conditions.

Notice of Alternative Schools

State law authorizes all school districts to provide for alternative schools. EC §58500 defines an alternative school as a school or separate class group within a school that is operated in a manner designed to:

- Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
- Recognize that the best learning takes place when the student learns because of his/her desire to learn.
- Maintain a learning situation maximizing student self-motivation and encouraging the student in his/her own time to follow his/her own interests. These interests may result in whole or in part from a presentation by his/her teachers of choices of learning projects.
- Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the principal's office in each attendance unit have copies of the law available for parent information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs. (Education Code Section 58501)

Elementary Homework Guidelines

Homework for elementary (K-5) students should be approximately 10 minutes per grade level; for example, 10 minutes for first-graders, 20 minutes for second-graders, etc., with an additional 20 to 30 minutes for reading at home. If your child is spending two or three times this amount of time doing homework, please contact your child's teacher or school administrator.

Student Records & Information

Student Records

Notice of Privacy Rights of Parents and Students (*EC §49063 et seq., §49069, §49073, 34 Code of Federal Regulations 99.30, 34 CFR 99.34, and the federal Family Educational Rights and Privacy Act*): Federal and state laws concerning student records grant certain rights of privacy and right of access to students and to their parents. Full access to all personally identifiable written records maintained by the school district must be granted to:

1. Parents of students 17 and younger;
2. Parents of students age 18 and older if the student is a dependent for tax purposes and the records are needed for a legitimate educational purpose;
3. Students age 18 and older, or students who are enrolled in an institution of postsecondary instruction (called "eligible students");
4. Pupils age 14 and over who are identified as both homeless and an unaccompanied youth;
5. Individuals who have completed and signed a Caregiver's Authorization Affidavit.

Parents, or an eligible student, may review individual records by making a request to the principal. Districts must respond to a pupil record request by providing access no later than five business days following the date of the request. The principal will see that explanation and interpretations are provided if requested. Information that is alleged to be inaccurate or inappropriate may be removed upon request. In addition, parents or eligible students may receive a copy of any information in the records at reasonable cost per page.

District policies and procedures relating to: location of, and types of records; kinds of information retained; persons responsible for records; directory information; access by other persons; review and challenge of records are available through the principal at each school. When a student moves to a new district, records will be forwarded upon the request of the new school district within ten school days. At the time of transfer, the parent or eligible student may review, receive a copy (at a reasonable fee), and/or challenge the records.

If you believe the District is not in compliance with federal regulations regarding privacy, you may file a complaint with the United States Department of Education (*20 USC Section 1232(g)*).

Compliance with a Court Order (*EC §49076 and 49077*): Districts are required to make a reasonable effort to notify parents in advance of disclosing student information pursuant to a subpoena or court order.

Release of Student Records to School Officials and Employees of the District (*EC §49076(a)(1) and 49064(d)*): Districts may release educational records, without obtaining prior written parental consent, to any school official or employee, which would include accountants, consultants, contractors, or other service providers, who have a legitimate educational interest in the educational record.

Release Juvenile Information - Only if a court order is provided, will any student information be disseminated, attached or provided to federal officials. The court order must indicate prior approval of the presiding judge of the juvenile court.

Directory Information

Release of Pupil Directory Information (*EC §49073, 34 CFR 99.37*): The District may release student directory information in accordance with state and federal law and Board Policy, including a student's name, birth date, address, telephone number, email address, major course of study, participation in recognized activities, dates of attendance, degrees and awards received, most recent previous school attended, and, for athletes, height and weight. Directory information may be provided to agencies or individuals except private profit-making organizations other than employers, potential employers, and the news media. Directory information does not include citizenship status, immigration status, place of birth, or other information indicating national origin unless authorized by law.

Parents and eligible students will be notified before destruction of special education records. Parents also have the right to inspect surveys or instructional materials that collect personal information for marketing or request information regarding beliefs or practices.

Upon written request submitted within 30 calendar days of this notice, the District will withhold directory information for students age 17 or younger upon parent request, or for students age 18 or older upon student request. Directory information for homeless or unaccompanied youth will not be released without express written consent, except as permitted by law for nonprofit eye examinations or school-hosted oral health assessments unless consent has been withdrawn in writing.

Military Recruiter Information

(*EC §49073, 20 USC §7908*) Parents of secondary students may request in writing that the student's name, address, and telephone listing not be released to armed forces recruiters without prior written parental consent.

If you do not wish this information to be provided to military recruiters, you must notify the District, in writing. The notification should be directed to: Marcus Lam, Director of Student and Family Services, 725 Whipple Rd., Union City, 94587.

Data Sharing and the California College Guidance Initiative (CCGI):

As part of the federal Family Educational Rights and Privacy Act (FERPA) annual notice, families are informed that student data may be shared with the California College Guidance Initiative (CCGI) to provide students and families access to tools that support college and career planning. Visit CaliforniaColleges.edu: Students and families can access personalized college and career planning resources by visiting californiacolleges.edu

Parent, Community Involvement

The District encourages parents and guardians, grandparents, neighbors, local businesses and others from the community to become actively involved in our schools. By sharing your time, talents and life experiences, you not only lend a helping hand, you also reinforce the importance of education by your participation. Here are some ways you can support our schools:

Board Policy #I-6020, Parent Involvement

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 work with parents/guardians and family members to jointly develop and implement this policy, and the programs established by this policy, and to propose revisions to this policy, as needed. Additionally, the Superintendent or designee shall meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home. (Education Code 11500-11504, 51101; 20 USC 6318)

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. (Education Code 11500-11504, 51101; 20 USC 6318)

The district's Local Control and Accountability Plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, 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 Board shall establish and convene a parent advisory committee (PAC), and, as applicable, an English Learner Parent Advisory Committee (ELPAC) to review and comment on the LCAP, in accordance Board Policy #0460 - Local Control and Accountability Plan, including the use of federal funds and how funds will be allocated for parent/guardian involvement activities as well as activities related to increasing student achievement.

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 parent/guardian involvement opportunities and on barriers that may inhibit participation.

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. The Superintendent or designee shall implement these obligations in accordance with the accompanying administrative regulation. As appropriate, the Superintendent or designee 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 and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve 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. (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 organizations 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, paraprofessionals, 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, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

To coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

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

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

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

As required by law, the Superintendent or designee shall annually attend a regular meeting of the PAC or ELPAC, if applicable, to receive input and feedback on topics that support student achievement and programs that reach parents/guardians and family members at home, in the community, and at school. (20 USC 6318)

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 purposes and goals described in Education Code 11502. (Education Code 11504)

New Haven Schools Foundation

The New Haven Schools Foundation is an independent 501(c)(3) nonprofit organization that supports students, teachers and schools in the form of scholarships and grants.

Scholarships: Graduating seniors from all NHUSD high school programs are eligible to apply for hundreds of community-funded scholarships from December 15, 2026 through January 31, 2027. Students from James Logan and Conley-Caraballo High Schools and the New Haven Academy will complete a single application and become eligible for consideration for all scholarships for which they qualify. Seniors will be notified by email in December and January so they can begin preparing their materials, and scholarships will be presented at an annual awards event in May. In 2026, the Foundation awarded \$294,500 in scholarships to New Haven students, thanks to a generous community of support.

Grants: The Foundation provided \$94,000 in grants to teachers and advisors for programs during the 2026-2027 school year. NHSF provides funding for innovative ideas or unique activities that deliver great learning experiences for students, as well as funding for enrichment programs in areas such as the arts, athletics, sciences and other after-school interests. Grant funding comes from our fundraising events and donations from community members. Applications may be submitted during February 2027.

Events: The Foundation sponsors several events annually to help fund its programs and operations. The popular "Diamonds in Education" gala will be held on February 7, 2027 at the Club at Castlewood, raising funds for classroom programs and honoring community members who have an extraordinary impact on education. The Mutt Strut will take place on October 24, 2026, where families can spend a day together with their furry friends.

The annual Fun Run will kick off the New Haven Day celebration on April 24, 2027, and the campus with the greatest show of school spirit will take home the trophy to display for the next year. Wear your school t-shirt or colors, or dress like your mascot.

Employer Match Programs: Parents and supporters often have access to matching donations through their employer, and with our Passthrough Program, donations of \$500 or more may be made through our nonprofit. When we receive the matching funds, they will be forwarded to the school or program that you select. To take advantage of this program, both the original donation and the matching donation must come to NHSF. To help us keep track of incoming donations and their intended use, please complete the online form on our website so we have your instructions.

Our major sponsors are Fremont Bank, Alameda County District 2, Washington Health, the Masonic Homes of California, Kaiser Permanente, Republic Services, PG&E, Global Technology Institute of America, and others. Parents, teachers, and businesses are welcome to help the Foundation nurture student success by attending events, making donations, or volunteering to serve on the board of directors. For more information, contact Executive Director Helen Kennedy at (510-909-9263) or helen@nhsfoundation.org, visit the NHSF website (nhsfoundation.org) or follow the Foundation on Facebook/Instagram @NewHavenSchoolsFoundation.

Parent Volunteers

Teachers, primarily at the elementary level, rely on parent volunteers to help support the classroom during the school year. Classroom volunteers may be asked to contact parents by phone regarding special events, or to seek parents to tutor students, or otherwise help in the classroom. Contact your child's teacher to let them know that you are interested in volunteering.

Regular volunteers are required to complete a District volunteer form, available in the school office.

Check your school newsletter or website, or talk with your child's teacher or principal to learn about other opportunities to help.

(Reminder: Volunteers must sign in at the office.)

School Site Council

The School Site Council (SSC) at each school is primarily responsible for determining and overseeing the site's categorical budget, as well as developing the School Plan for Student Achievement, including parent involvement programs (See Board Policy 6020). Each year, the SSC must design, implement, and evaluate the parent involvement at each school site. The SSC may also deal with other school planning and governance issues.

The SSC is composed of elected parent/community representatives, faculty and staff members, and the principal, with balanced representation between parents and staff. At the secondary level, student representatives also participate.

While only those officially elected to the SSC may vote, meetings are open to the public. For more information, contact your child's principal.

English Learner Advisory Committee

Schools that have 21 or more English Language Learners in attendance, regardless of language, are required to maintain a functioning English Learner Advisory Committee (ELAC). The ELAC is primarily responsible for advising the principal and staff on programs and services for English Language Learners. Meeting notices are translated, and interpreters will be available for ELAC meetings.

Parent representatives are elected from a site's ELAC to serve on the District English Learner Advisory Committee (DELAC). The DELAC serves as a parent advisory committee to the District.

ELAC and DELAC promote partnership between home and school. Members of the committees fulfill a critical role in advising the District on English Learner policies, resources, and funding allocations.

All ELAC and DELAC meetings are open to the public. For details, call 471-1100, ext. 60430.

Communications

Open communication between parents, teachers and the school site – and between schools and the District office – supports student success. For parents to help their children at home, they need to know what their child is expected to learn during the school year and how well their child is doing. Teachers can be more supportive of a student at school if they are aware of events or concerns at home that might affect a child's school performance (i.e. illness of a relative, a death in the family, divorce, etc.).

Parent Contact Information

At the start of the school year, parents are asked to complete or update emergency contact information through our parent portal. If you move, change jobs or phone numbers, etc., it is critical to your child's safety and well-being that you provide current information. Only individuals included on the emergency card can be called or allowed to pick up students.

Back-to-School Night

Back-to-School Night is an opportunity for parents to meet their children's teachers and the parents of classmates. Teachers will provide an overview of the year's curriculum and often will suggest opportunities for parent involvement.

Elementary schools:

Wednesday, August 19, 2026, contact your school site for event times.

Middle schools:

Thursday, August 27, 2026, contact your school site for event times.

High Schools:

- James Logan High School: Thursday, Sept. 3, 2026
- Conley-Caraballo High School: Thursday, Aug. 20, 2026

New Haven Academy:

Tuesday, September 22, 2026.

Parent Conferences

A critical factor in a child's early academic success is communication between the home and teacher. To facilitate this communication, the District sets aside instructional time for Parent Conferences. These conferences provide an opportunity for parents to meet individually with their children's teachers to discuss student progress and ask questions.

All elementary and middle school parent conferences are scheduled for October 15 and 16, 2026. Scheduling information and other details will be provided by each school.

Open House

Open House, held in the spring, is an opportunity for parents to again visit their children's classrooms and hear from their teachers. More information can be found on your school's website

Elementary Schools:

- Wednesday, March 10, 2027

Middle Schools

- Thursday, March 11, 2027

James Logan High School:

- Thursday, January 14, 2027

Conley-Caraballo High School

- Wednesday, March 4, 2027

New Haven Academy

- Tuesday, March 9, 2027

Progress Reports

Progress reports provide parents with a periodic assessment of how well students are doing in school. Elementary and middle school students receive three reports during the school year. At the high schools, students receive reports four times during the school year. Progress reports correlate closely with state content standards and offer an accurate picture of each student's work toward meeting the standards. Both elementary and secondary students receive periodic deficiency notices if they are not progressing satisfactorily.

Aeries Parent Portal

To give parents ready access to their children's educational information, the District utilizes Aeries Parent Portal, a web portal to attendance records and testing data. For middle school and high school students, Aeries Parent Portal also provides progress reports, as well as transcript and graduation requirement information.

Contact your school office for information on accessing your Aeries Parent Portal account. If you already have your account information, you may log in at: <https://newhavenusd.aeries.net/student/LoginParent.aspx>

School Newsletters/Websites

All New Haven schools send home a newsletter and/or maintain a website with useful information for parents. Newsletters and websites contain information about important upcoming events, deadlines and site-specific information.

District Communications

The District maintains a website (mynhusd.org) and also reaches out to parents and other members of the New Haven community through a number of different means.

When information is urgent, the District may use an **automated telephone dialing system** to contact parents/guardians with a message from the Superintendent or a principal.

Board of Education meetings are broadcast live on YouTube. Prior meetings are also available on YouTube. **To access the YouTube videos please visit** bit.ly/NHUSDYouTube

Contacting Students During the Day

Parents/guardians who need to contact their children during the day are urged to do so only in the event of an emergency, by calling the office. As a general rule, students are not permitted to leave the classroom for calls. The office phone is for school business and emergencies only.

Permission for Interviews, Photos

The California Attorney General has concluded that school districts may not legally require parent permission before allowing the media to interview a student on campus. Of course, parents may instruct their child not to speak with the media on or off school grounds, and students may also refuse to speak to the media on their own.

The District, in its efforts to further educational purposes, occasionally uses photographs of students in newsletters, on its websites and in other outreach material. The District may photograph or videotape your child, if the opportunity arises during the school year, for publicity of student accomplishments or school programs via area newspapers and/or television or website broadcasts.

In the event that you do not wish your child to be interviewed or photographed in such circumstances, please indicate your preference during the Parent Data Confirmation Process at the start of the school year or contact your school office.

Freedom of Expression

All students have the right to freedom of speech and press within the school environment, including but not limited to: the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges and other insignia; and the right of expression in official publications, whether these publications are supported financially by the school or by the use of school facilities.

Prohibited expression is that which is obscene, libelous or slanderous, or incites students to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school. (Education Code Section 48907)

Student Expectations and Conduct

Attendance

All children between the ages of 6 and 18, not otherwise exempted or excluded, are required to attend school full time (*Education Code 48200*). **Parents are legally responsible for their children's presence in school during the entire school day.** Making sure your child attends school is a parent's legal responsibility. Parents of students who do not consistently attend school may have civil and criminal liability for their child's truancy.

Attendance is closely monitored at each school. The District-wide attendance goal is 98 percent.

Absences

All children between the ages of 6 and 18, not otherwise exempted or excluded, are required to attend school full time (*Education Code 48200*). **Parents are legally responsible for their children's presence in school during the entire school day.** Making sure your child attends school is a parent's legal responsibility. Parents of students who do not consistently attend school may have civil and criminal liability for their child's truancy.

Attendance is closely monitored at each school. The District-wide attendance goal is 98 percent.

The following methods may be used to **verify** student absences:

- Written note from parent/guardian, parent representative, or student if 18 years of age or older.
- Conversation, in person or by telephone, between a District employee and the student's parent/guardian or parent representative.
- Visit to the student's home by verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated.
- Physician's verification: When excusing students for confidential medical services or verifying such appointments, District staff may contact a medical office to confirm the time of the appointment.

When a student shows a pattern of chronic absenteeism due to illness, district staff may require physician verification of any further student absences. Students/parents must present a satisfactory explanation verifying the reason for the absence. This verification must be done within 48 hours of when the student returns. After 48 hours without verification, the student's absence will be marked as unexcused. Unexcused absences may affect a student's academic standing.

No Academic Penalty for Excused Absence: No pupil may have his/her grade reduced or lose academic credit for any excused absence or absences for the reasons specified below, if missed assignments and tests that can reasonably be provided / completed are satisfactorily completed within a reasonable amount of time (*EC 48980(j)*). *A pupil shall be excused from school when the absence is:*

1. Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
4. For the purpose of attending the funeral services of a member of the pupil's immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
5. For the purpose of jury duty in the manner provided for by law.
6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child, for which the school shall not require a note from a doctor.
7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process

offered by a nonprofit organization, when the pupil's absence 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 of the school district.

8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
9. 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.
10. For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
11. For the purpose of participating in a cultural ceremony or event.
12. (A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.
(B)
 - (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one schoolday-long absence per school year.
 - (ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.
13. A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident.
 - (i) To access services from a victim services organization or agency.
 - (ii) To access grief support services.
 - (iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.
(B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.
14. Due to the pupil's participation in military entrance processing.
15. Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

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 therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

For purposes of this section, attendance at religious retreats shall not exceed one schoolday per semester.

"Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

Absence for Religious Instruction: (EC §46014): Districts may allow pupils with parent consent to be excused to participate in religious exercises/instruction.

Homework Request Policy: Parents may request homework for a student who will be out ill for three or more days, by contacting the child's teacher. If a student is to be out for an extended absence, the parent should contact the office as soon as possible with information about the length of absence, reason, and request for work (see Short-Term Limited Independent Study below).

When requesting homework for a student who will be out ill for three or more days, be aware that teachers require sufficient time to prepare work in advance.

Short-Term Limited Independent Study: When your child is not going to be in school for three or more consecutive days, you have the right to request Short-Term Limited Independent Study. The maximum number of Short-Term Limited Independent Study days that can be requested per school year is 15 school days.

Requests should be received by your child's school no later than five days prior to the first day of your child being absent, and requests cannot be accepted after your child's absence. A request is then made to your child's teacher(s) to provide academic assignments for them to complete while they are absent from school.

On the day your child returns, all completed work must be returned in order to receive academic credit; otherwise, the Short-Term Limited Independent Study contract is null and void.

You can refer to the [New Haven Short Term Independent Studies Guidelines](#) for more information.

If you have any questions or need more information about how to apply for Short-Term Limited Independent Study, please contact your child's school office.

Late to School/Truancy

Absent students miss out on their education, and late students disrupt the class when they arrive after it has begun. Every effort must be made to have students arrive to school in a timely manner on a daily basis.

Students who arrive late to school are considered tardy. If a student accumulates three days of unexcused absences or arrives late to school by 30 minutes or more without a valid excuse three or more times during a school year, the student is considered to be a truant. (*EC 48260*)

When a student has been reported as truant three or more times per school year, the student is identified as a habitual truant (*EC 48261*). Habitual truants can be referred to one of the following if lateness continues: Site Attendance Review Team (SART), Student Study Team (SST), or District Student Attendance Review Board (SARB).

When efforts to address a student's pattern of arriving late or having unexcused absences are unsuccessful, the student and their family may be referred to more intensive support services through the Alameda County Office of Education or other community partners. In some cases, law enforcement may also be involved to conduct welfare checks.

As part of the District's truancy reduction policy, students who are out of school during school hours without a valid pass or permit may be transported by a police officer to the student's assigned school. Truancy is a serious offense and may result in a criminal complaint against a parent who fails to comply with the state attendance requirement.

Picking Up During the School Day

Parents picking up students from school are required to sign out the student at the school office. When picking up a student, please allow sufficient time for office staff to call the student out of class. A person picking up a student from school during the school day must be at least 18 years of age and named on the emergency release list on the student's emergency card. Staff may request identification of anyone picking up a student. (*EC Section 49408*)

Dismissal Due to Illness

Students may be sent home if they are vomiting, running a fever, have diarrhea, or are believed to be suffering from a recognized infectious disease.

Parents, guardians, or those identified as authorized to be contacted in an emergency, will be called to take an ill student home.

Dress Code

(Education Code Section 35183)

The Board of Education (*Board Policy 5132*) 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. Therefore, students are to dress appropriately on all school campuses and at all school activities in the District.

Students have the right to make individual choices from a wide range of clothing and grooming styles, but they must not present a health or safety hazard or a distraction which would interfere with the educational process. Any clothing, emblem, badge, jewelry, symbol, or other insignia which creates a clear and present danger of imminent commission of unlawful acts on school premises, the violation of lawful school regulations, or the disruption of the orderly operation of the school is prohibited.

The principal, staff and parents/guardians may recommend a voluntary school uniform policy to the Board when it is determined through parent and/or student involvement programs that such a voluntary school uniform would be beneficial.

Students should project an appearance that is conducive to a safe learning environment. Dress which is disruptive and contrary to school rules regarding drugs/alcohol/violence, and gangs is not permitted. (*cf. 5145.2 - Freedom of Speech/Expression*)

The outdoor use of sun-protective clothing, including but not limited to hats, is permitted. However, specific clothing and hats determined to be gang-related or otherwise inappropriate under this policy are prohibited.

Gangs constitute a danger to students and therefore, the Superintendent or designee may restrict student dress and grooming as necessary to comply with Board policy related to gang activity.

The Board recognizes that, in order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a District school may wish to establish a reasonable dress code requiring students to wear uniforms. 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 such dress codes when it determines they are necessary for the health and safety of the school's students. The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from an adopted school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide.

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

Students and parents/guardians shall be informed about the school dress code at the beginning of the year and when revised. A student who violates the dress code shall be subject to appropriate disciplinary action. (*cf. 5144 – Discipline*)

NOTE: At the discretion of the administration, school sites may ban particular items of clothing, with parental notification.

Kirpans

A kirpan is a religious artifact that is worn by baptized Sikhs as part of their practice of their religion. In order for this object to be permitted on a New Haven campus, it must meet the following requirements:

1. The kirpan may be worn only by a baptized Sikh.
2. The kirpan must be wrapped with a strap so it is securely held and cannot be easily removed from the sheath.
3. The kirpan must be blunted.
4. The kirpan and sheath must be secured together in the sash and belt.
5. For physical activity, the kirpan and sheath must be secured tightly to the body by an additional belt.
6. The kirpan must be invisibly worn under the clothing at all times.
7. No kirpan blade shall be longer than approximately 3-3½ inches in length with a total length no longer than 6½-7 inches.

The police department and school districts will treat kirpans as weapons if: 1) The kirpan is not worn described above; 2) It is intentionally shown to another person, brandished, or used as a threat or a weapon.

Nothing in this policy permits a kirpan to be shown to another, or used as a weapon in any way (threatening, brandishing, showing) on any school campus. Students who use the kirpan as a weapon or show it to others will be subject to the same disciplinary action as any student who shows, brandishes, or in any way possesses a weapon on campus or in connection with the campus.

Student Use of Mobile Communication Devices

The Governing Board recognizes that mobile communication devices—such as smartphones—can offer benefits to student learning and well-being, but may also cause disruptions to instruction and school activities. The following guidelines apply to all students while on campus or under the supervision of district staff:

- During instructional time, mobile communication devices must be turned off and put away unless a teacher or administrator gives explicit permission for their use.
- During non-instructional time (such as before school, during lunch, or after school), students may use mobile devices, provided that the use follows all school rules and does not interfere with the school environment.
- Students may not use mobile devices in any way that infringes on the privacy rights of others.
- The unauthorized use of mobile communication devices may result in disciplinary action. Devices may also be temporarily confiscated and securely stored by staff until returned.

Students may not be prohibited from possessing or using a mobile device under the following circumstances:

- In an emergency or perceived threat of danger
- With permission from a teacher or administrator
- If prescribed by a licensed physician for health-related purposes
- If required by the student's Individualized Education Program (IEP)

Staff may search a student's device only in limited circumstances, such as with a warrant, in an emergency, or in accordance with New Haven Board Policy 5145.12 (Search and Seizure).

Please note: The district is not responsible for any mobile device that is lost, stolen, or damaged while on campus or at school-related events.

The Board will review this policy at least every five years and include feedback from students, families, and staff to ensure it reflects the community's needs.

Prohibition of Discrimination, Harassment, Intimidation, and Bullying

The New Haven Unified School District is committed to providing a welcoming, safe, inclusive, and supportive educational environment in which all students have equal access to District programs, services, and activities.

The District prohibits unlawful discrimination, harassment, intimidation, and bullying based on actual or perceived:

- Race
- Color
- Ancestry
- Nationality
- National origin
- Ethnic group identification
- Immigration status
- Religion
- Marital or parental status
- Physical disability
- Mental disability
- Medical condition
- Sex

- Sexual orientation
- Gender
- Gender identity
- Gender expression
- Genetic information
- Or association with a person or group with one or more of these actual or perceived characteristics.

This prohibition applies to all acts related to school activity or school attendance occurring within a District school, at District-sponsored activities, and to off-campus conduct that creates or contributes to a hostile educational environment at school. The District also prohibits retaliation against any individual who reports discrimination, harassment, intimidation, or bullying or participates in an investigation.

Safe Place to Learn Act

In accordance with the Safe Place to Learn Act (Education Code 234.1), the District is committed to maintaining a learning and working environment that is free from bullying, including cyberbullying, as defined by law. Any student who engages in bullying may be subject to appropriate disciplinary action, up to and including expulsion when authorized by law.

The District's policies prohibiting discrimination, harassment, intimidation, and bullying are publicized to students, parents/guardians, employees, and members of the public, are available in English and translated as required by law, and are posted at District schools and offices. Families may obtain copies of these policies by contacting the District Office or visiting the District website.

Reporting Concerns and Filing Complaints

Students, parents/guardians, employees, or members of the public who believe they have experienced or witnessed discrimination, harassment, intimidation, or bullying are encouraged to report the matter promptly to a teacher, principal, or other administrator, or directly to the District's Equity Compliance Officer.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying will be investigated promptly in accordance with the District's Uniform Complaint Procedures (Board Policy and Administrative Regulation 1312.3). The District will take appropriate corrective action when warranted and prohibits retaliation against any individual who files a complaint or participates in an investigation.

The District will investigate reports of unlawful discrimination, harassment, intimidation, and bullying regardless of whether a formal written complaint is submitted and will take prompt action to stop the conduct, prevent its recurrence, and address any continuing effects when appropriate.

Equity Compliance Officer

Marcus Lam, Director of Student and Family Services

725 Whipple Road, Union City, CA 94587 Union City CA 94587

(510) 476-2625

mlam@nhusd.k12.ca.us

Non-Discrimination, Harassment, and Anti-Racism Policy

In September 2024, NHUSD updated its [Non-Discrimination, Harassment, and Anti-Racism Policy](#) to explicitly address hate speech, including the use of the N-word on all school campuses. This update reflects our ongoing commitment to ensuring that every school is a safe, inclusive, and respectful learning environment, where all students feel a sense of belonging and where their dignity is upheld.

In partnership with our parent and community stakeholders, this revised policy reinforces our firm stance against all forms of discriminatory language and behavior. While hate-based and racist language has never been tolerated, we have observed an increase in the casual use of such language—particularly the N-word—by students. This includes use among peers as a greeting as well as instances where the word is weaponized against others. Regardless of intent, this language causes harm to students, staff, and families, and it has no place in our schools.

Our goal is to implement this policy with compassion, clarity, and accountability by proactively educating students on the impact of discriminatory language and promoting respectful communication. This policy applies to all students, staff, and members of our school community. We encourage families to join us in reinforcing these expectations at home.

To support the policy's implementation, the District is providing [N-Word Resources and Guidelines](#) and [N-Word Guidelines and Resources in Spanish](#) and comprehensive resources and tools, including:

[Student Agreement for Grades 6–12](#): Middle and high school students will review and sign an agreement that emphasizes respect, responsibility, and the importance of language that upholds the dignity of all members of our diverse school communities.

Student Pledge for Grades K–5: Elementary students will engage with an age-appropriate pledge focused on kindness, inclusion, and positive behavior. This pledge will be introduced and signed in class as part of our shared commitment to respectful communication.

Educator Talking Points: Teachers and staff will use developmentally appropriate language and guided conversations to help students understand the policy and the impact of their words and actions on others.

Restorative Learning Practices and Resources: NHUSD remains committed to using restorative approaches to address policy violations. In addition to appropriate consequences, we will offer resources to help students and families learn, reflect, and grow in their understanding of dignity, respect, and inclusivity

Consequences and appropriate sanctions for using the N-word in school may include Restorative Learning Consequences and behavioral interventions, up to and including suspension, expulsion, or dismissal. If the complainant student or the parent of the student feels that an appropriate resolution to the investigation or complaint has not been reached, they should contact the principal of their child's school or the Director of Student and Family Services.

Together, we are building school communities where every person is seen, heard, and valued—and where hate has no home. To report an incident, please contact Marcus Lam, Director of Student and Family Services at mlam@nhusd.k12.ca.us or (510) 476-2625.

Sexual Harassment Policy # 5145.7

The district does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations.

The Governing Board is committed to maintaining a welcoming, safe, and supportive school environment that is free from harassment and discrimination. The Board prohibits at district or at school district-sponsored or district-related activities, sexual harassment, as defined in the accompanying administrative regulation, targeted at any student.

Additionally, the Board prohibits retaliatory behavior or action against any person who, reports, files a complaint, testifies about, assists with, or otherwise supports a complainant in alleging sexual harassment, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1, 221.8; 34 CFT 106.71)

The district strongly encourages any students who feel that they are being or have experienced sexual harassment, on district grounds or at a district-sponsored or district-related activity, or off-campus when the conduct has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee.

Any employee who receives a report or observes an incident of sexual harassment, by or against a student in a district education program or activity shall report the incident to the Title IX Coordinator within one workday.

Once notified, the Title IX Coordinator shall ensure the complaint alleging sexual harassment is addressed through AR #S-5145.71 – Title IX Sexual Harassment Complaint Procedures or Board Policy / Administrative Regulation #C-1312.3 – Uniform Complaint Procedures, as applicable. Additionally, the Title IX Coordinator shall ensure that any implementation of Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures concurrently meets the requirements of Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

The Title IX Coordinator shall offer and coordinate supportive measures to the complainant and respondent as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents / guardians of this policy in the manner specified in the accompanying administrative regulation.

The Superintendent or designee shall ensure that all district staff are trained regarding this policy, and that all employees required to receive training related to their duties under Title IX, receive training as specified in Administrative Regulation #P-4119.11/4219.11/4319.11 - Sexual Harassment. (Government Code 12950.1; 2 CCR 11023, 11024; 34 CFR 106.45)

Instruction/Information

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

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

Disciplinary Actions

Upon completion of an investigation of sexual harassment, any student found to have engaged in sexual harassment or sexual violence in violation of this policy, shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon completion of an investigation of sexual harassment, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain records in accordance with law, including in accordance with Administrative Regulation #S-5145.71 – Title IX Sexual Harassment Complaint Procedures, and district policies and regulations, of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Title IX Reporting and Grievance Procedures

The New Haven Unified School District is committed to providing an educational environment free from sex discrimination and sexual harassment. Any student, parent/guardian, employee, or member of the public may report sex discrimination, including sexual harassment, whether or not the reporting person is the alleged victim.

Reports of sex discrimination or sexual harassment may be made in person, by mail, by telephone, by email, or by any other method that results in the Title IX Coordinator receiving the report. Reports may be made at any time, including during non-business hours, using the contact information below.

When the District receives a report of alleged Title IX sexual harassment, the District will promptly respond, discuss the availability of supportive measures with the complainant, and explain the process for filing a formal Title IX complaint. A formal Title IX complaint may be filed with the District's Title IX Coordinator. Supportive measures are available with or without the filing of a formal complaint.

Formal complaints of Title IX sexual harassment are investigated in accordance with Administrative Regulation 5145.71, Title IX Sexual Harassment Complaint Procedures. The District's grievance process provides both parties with an equitable process, an opportunity to present evidence, written notice of allegations, a written determination, and appeal rights available to both the complainant and respondent as provided in Administrative Regulation 5145.71.

The complete Title IX grievance procedures are available on the District's website and may also be obtained from any school office or the District Office. A formal Title IX complaint may be filed with the District's Title IX Coordinator using the contact information provided below.

Kameelah Green, Director of Personnel Services
Title IX Coordinator
34200 Alvarado-Niles Road
Union City CA 94587
(510) 471-1100
kgreen@nhusd.k12.ca.us

Questions regarding Title IX, reports of sex discrimination or sexual harassment, and requests for information regarding the District's Title IX obligations may be directed to the District's Title IX Coordinator. Inquiries may also be directed to the U.S. Department of Education, Office for Civil Rights. Nothing in these procedures precludes a person from filing a complaint directly with the U.S. Department of Education, Office for Civil Rights.

Code of Conduct

The New Haven Unified School District's Code of Conduct is designed to teach students how to make responsible choices that benefit everyone. Discipline is setting limits within the context of caring. It must be impressed upon students that they choose their behaviors and that certain consequences may result from those choices. Behavior is learned. Appropriate behavior must be modeled and taught. In order for school systems to work, they need to be actively supported by all parents and staff, and rules must be administered consistently and fairly. To ensure consistency and maintain safe school environments, the following Code of Conduct has been established for all schools.

Our Code of Conduct is intended to assist students in being responsible for their own behavior. If students clearly understand the consequences of their behaviors, they can choose behaviors in an intelligent and responsible way that ensures the rights of all students to feel safe and to enjoy the educational experience at school. For a discipline policy to be effective, it must be consistent. To achieve this consistency, teachers, parents, students, and administrators must share in the responsibility for upholding school rules.

Rules and procedures on school discipline (EC §3521): Rules pertaining to student discipline, including those that govern suspension or expulsion, are set forth in Education Code Sections 48900 and following, and are available upon request from the school. In addition, the following disciplinary information is provided to parents:

Duty concerning conduct of pupils (EC §44807): Every teacher shall hold pupils accountable for their conduct on the way to and from school, and on the playground.

Duties of pupils (5 CCR §300): Pupils must conform to school regulations, obey all directions, be diligent in study, be respectful of teachers/others in authority, and refrain from profane/vulgar language.

Hazing prohibition (EC §44807(q)): Pupils and other persons in attendance are prohibited from engaging or attempting to engage in hazing.

Attendance of suspended pupil's parent (EC §48900.1; LC §230.7): If a teacher suspends a student, the teacher may require the child's parent to attend a portion of the school day in his or her child's classes. Employers may not discriminate against parents who are required to comply with this requirement.

Student Rights and Responsibilities

As a student, you have the right to:

1. Learn in a safe environment free from intimidation, hostile behavior and bullying;
2. Discuss issues, concerns and progress with your administrators, teachers or other staff members at the appropriate time.

Every student is responsible for helping to maintain a safe and productive environment at school. You are expected to:

- Attend school every day and be on time for every class;
- Resolve differences with others in a positive way;
- Remain drug-, alcohol- and tobacco-free;
- Follow the New Haven Unified School District dress code;
- Respect school property and the property of others;
- Respect fellow students and all adults;
- Create and maintain an educational environment that is bully-free;
- Comply with the Standards of Behavior for your classrooms, your school and the District.

Parent/Guardian Rights, Responsibilities

As a parent or guardian, you have the right to:

1. Receive information about the progress of your child's achievement, behavior and attendance;
2. Expect a safe environment that is non-threatening and allows your child to achieve at his/her maximum academic potential;
3. Receive information about all school rules, regulations, and expectations.

Every parent, guardian, and family member of the school community shares in the responsibility for maintaining a safe and productive environment at your child's school. You share in this responsibility when you:

1. Get your child to school on time every day. Punctuality and good attendance are family responsibilities. Make certain your child arrives at school on time and is ready to learn;
2. Show dignity and respect to all school staff members;
3. Understand the Code of Conduct and other rules, as outlined in the Parent & Student Handbook and the school's Student Handbook;
4. Accept the rights and authority of the school and the Board of Education to maintain standards of behavior for all students;
5. Provide the study materials your child needs. If you are uncertain what materials may be necessary, contact your child's teachers;
6. Provide a suitable time and place for your child to study at home. Parents have a great influence on the study habits of their children;
7. Keep track of your child's scholastic achievement and progress. Review each progress report (report card) with your child. Maintain this information in a file for each child. Children learn more when their parents or guardians are involved in monitoring their progress. Participate regularly in your child's educational program;
8. Maintain consistent and timely communication with your child's teachers, school administrators and other school staff members via phone message, e-mail, voice mail, website or appointment.

Equity Council

The District Equity Council is a collaborative body of students, teachers, classified staff, administrators, parents, and community members who are committed to building a school system where every person is valued, respected, and empowered to thrive. Since 2009, the Council has worked to identify, challenge, and transform systemic barriers, making our schools more equitable and dignity-centered for all.

The Council includes representatives from each school site, including students, educators, parents, and site leaders, and meets regularly throughout the school year. These meetings serve as shared learning spaces where issues of race, culture, gender identity, language, ability, sexual orientation, and religion are examined through the lens of teaching, learning, access, and belonging. The Council also provides powerful professional learning opportunities for members to deepen their leadership skills in equity, cultural responsiveness, and dignity-centered education.

Our Focus

Rooted in the belief in the inherent dignity and worth of every person, the Council works to foster schools where equity, inclusion, and belonging are everyday realities, not just aspirations. Our work uplifts the voices of students, families, and educators and supports efforts that advance justice, safety, and wellbeing across the district.

Council Priorities:

- **Transform Curriculum and Instruction**
Ensure curriculum, pedagogy, and assessment practices affirm students' identities, cultural knowledge, learning preferences, and individual needs. This includes inclusive materials, diverse modalities, and culturally relevant benchmarks for success.
- **Elevate Student Voice and Agency**
Provide students with safe, supported opportunities to explore and act on topics related to race, identity, culture, gender, religion, and language. Foster environments where students can lead with courage, criticality, and compassion.
- **Advance Belonging and Dignity**
Promote a culture where all students, staff, and families experience appreciation, validation, and fair treatment. Dignity is defined as the condition of equal human value and worth, as well as the internal experience of peace, safety, and being seen. Our schools strive to be places where the vulnerability and humanity of all living beings is respected.

These priorities guide our collective efforts to dismantle systems of bias and inequity—both intentional and unintentional—and replace them with practices rooted in justice, healing, and community.

Global Competence and Readiness

To be **college, career, and life ready**, our students must develop the skills to:

- Collaborate with people from diverse backgrounds and belief systems
- Communicate effectively across cultures and languages
- Solve critical global and cultural challenges
- Understand and honor perspectives different from their own

These are not optional skills—they are essential to thriving in an interconnected, pluralistic world.

Our Collective Commitment

To achieve this vision, **all staff** are expected to:

- **Critically analyze** their own assumptions, judgments, and biases—and teach students to do the same
- **Actively incorporate** students' lived experiences, cultural backgrounds, and interests into learning
- **Examine, compare, and contrast** their own cultures with others—and model this reflective process for students
- **Consistently include multiple cultural perspectives**, recognizing and navigating verbal and nonverbal differences to foster shared understanding
- **Implement and assess institutional change**—and empower students to become change agents in their own communities
- **Understand the role of technology** in shaping worldview—and expand this awareness while guiding students to do the same
- **Promote belonging and dignity** by creating spaces where all people feel respected, valued, and free to be their authentic selves

Policy Foundation

In October 2013, the Board of Education adopted **Board Policy 0415: Equity**, which now serves as the foundation for the Equity Council's work. The policy guides the district's commitment to dismantling barriers to opportunity, access, and representation.

Site Equity Councils

All schools maintain a **Site Equity Council** as required by Board policy. These councils:

- Analyze disaggregated student performance and school climate data
- Conduct site visits to observe culturally responsive and dignity-affirming teaching
- Make equity-focused recommendations to improve practice, close opportunity gaps, and uplift student success

Together, we aspire to cultivate school communities that do more than educate—they restore dignity, inspire belonging, and ensure that equity and excellence are not only possible, but inevitable in the shaping of a just and compassionate world.

Offense/Consequence Guidelines

The following matrices identify the sections of the California Education Code ("EC") that govern student conduct. Students who have committed acts listed under the heading labeled "Offense" in the left column can expect to be assigned **ANY** of the possible outcomes listed to the right. The severity of the act(s) and/or a student's previous patterns of behavior may influence the consequences.

NOTE: School administrators will determine the appropriate disciplinary action after considering the severity of the infraction, other factors such as age and maturation of the student, and all optional services and alternative measures designed to bring about proper conduct. If a sanction more severe than a five-day suspension is considered appropriate, the principal may recommend expulsion (*Education Code Section 48900*). Ultimately, the Board of Education makes all final decisions regarding student expulsions. Penal Code violations not specifically covered may result in a referral to the police department and may result in disciplinary action at the school level.

Mandatory Expulsion

For acts listed below, administrators **MUST** recommend expulsion (*Education Code Section 48915(c)*). This matrix is intended as a guide only. Administration retains the right and discretion to contact police and/or other agencies in appropriate situations.

Offense	Alternative to Suspension	Must Suspend	Must Recommend Expulsion	Law Enforcement Contact Required
1. Possessing, selling or otherwise furnishing a firearm (<i>EC 48915 (c)1</i>)	no	yes	yes	yes
2. Brandishing a knife at another person (<i>EC 48915 (c)2</i>)	no	yes	yes	yes
3. Unlawfully selling a drug (<i>EC 48915 (c)3</i>)	no	yes	yes	yes
4. Committing or attempting to commit sexual assault or battery. (<i>EC 48915 (c)4</i>)	no	yes	yes	yes
5. Possession of an explosive (<i>EC 48915 (c)5</i>)	no	yes	yes	yes

Discretionary Recommendation for Expulsion

For the acts listed below, administrators **SHALL** recommend expulsion **UNLESS** the administrator determines that expulsion is inappropriate under the circumstances or that an alternative means of correction would address the conduct (*Education*

Code Section 48915(a)(1)). This matrix is intended to be used as a guide only. Administration retains the right and discretion to contact police and/or other agencies in appropriate situations.

Offense	Alternative to Suspension	Must Suspend	Must Recommend Expulsion	Law Enforcement Contact Required
1. Causing <i>serious</i> physical injury to another person, except in self-defense (EC 48915 (a)(1)(A))	no	yes	yes	yes
2. Possession of any knife or other dangerous object. (EC 48915 (a)(1)(B))	no	yes	yes	yes
3. Unlawful possession of any drug except for the first offense of possession of not more than one ounce of marijuana. (EC 48915 (a)(1)(C))	no	yes	yes	yes
4. Robbery or extortion (EC 48915 (a)(1)(D))	no	yes	yes	yes
5. Assault or battery upon a school employee (EC 48915 (a)(1)(E))	no	yes	yes	yes

Discretionary Recommendation for Expulsion (Other Offenses)

Unless a recommendation for expulsion is required under another provision of law, administrators **MAY** recommend the expulsion of a student, depending upon the circumstances, for any of the acts listed below, as most violations allow for a range of disciplinary responses. Some consequences may occur simultaneously. This matrix is intended to be used as a guide. Administration retains the right and discretion to contact police and/or other social agencies for certain situations.

Offense	Alternative to Suspension	May Suspend	May Recommend Expulsion	Law Enforcement Contact Required
1. Caused, attempted to cause, or threatened to cause physical injury to another person (EC 48915(b); EC 48900(a)(1)).	may be considered	yes	yes	no
2. Willfully used force or violence upon another person, except in self-defense (EC 48915(b); EC 48900(a)(2)).	may be considered	yes	yes	yes
3. Possessed, sold, or furnished a weapon (e.g. knife, sharp object, club, or other dangerous object) (EC 48915(b); EC 48900(b)).	may be considered	yes	yes	yes
4. Unlawfully possessed, used, otherwise furnished, or been under the influence of alcohol or drugs (EC 48915(b); EC 48900(c)).	may be considered	yes	yes	yes
5. Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (EC 48915(b); EC 48900(d)).	may be considered	yes	yes	yes
6. Attempted to commit robbery or extortion (EC 48915(b); EC 48900(e)).	may be considered	yes	yes	yes

7. Cause, or attempt to cause, damage to school or private property including electronic files and databases (<i>EC 48915(e); EC 48900(f)</i>).	Yes, unless pupil's presence causes a danger to persons	yes	yes	no
8. Stealing or attempting to steal school or private property including electronic files and databases (<i>EC 48915(e); EC 48900(g)</i>).	Yes, unless pupil's presence causes a danger to persons	yes	yes	no
9. Possession or use of tobacco or nicotine products (<i>EC 48915(e); EC 48900(h)</i>).	Yes, unless pupil's presence causes a danger to persons	yes	yes	no
10. Committed an obscene act or engaged in habitual profanity or vulgarity (<i>EC 48915(e); EC 48900(i)</i>).	Yes, unless pupil's presence causes a danger to persons	yes	yes	No
11. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia (<i>EC 48915(e); EC 48900(j)</i>).	Yes, unless pupil's presence causes a danger to persons	yes	yes	no
12. Knowingly received stolen school or private property (<i>EC 48915(e); EC 48900(l)</i>).	Yes, unless pupil's presence causes a danger to persons	yes	yes	no
13. Possession of an imitation firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm (<i>EC 48915(e); EC 48900(m)</i>).	Yes, unless pupil's presence causes a danger to persons	yes	yes	no
14. Committed or attempted to commit a sexual assault or battery (<i>EC 48915(e); EC 48900(n)</i>).	Yes, unless pupil's presence causes a danger to persons	yes	yes	yes
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (<i>EC 48900(o)</i>).	Yes, unless pupil's presence causes a danger to persons	yes	yes	no
16. Offered, arranged to sell, negotiated to sell or sold the prescription drug Soma (<i>EC 48900(p)</i>).	Yes, unless pupil's presence causes a danger to persons	yes	yes	no
17. Engaged in or attempted to engage in hazing or bullying (<i>EC 48900(q, r)</i>).	Yes, unless pupil's presence causes a danger to persons	yes	yes	no
18. Aiding or abetting the infliction or attempted infliction of physical injury to another person (<i>EC 48900(t)</i>).	Yes, unless pupil's presence causes a danger to persons	yes	yes	no
19. Committed sexual harassment, including, but not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature. Applies to grade 4-12. (<i>EC 48915(e); EC 48900.2</i>)	Yes, unless pupil's presence causes a danger to persons	yes	yes	no

20. Cause, threaten, attempt to cause, or participate in an act of hate violence. Applies to grades 4-12. (EC 48915(e); EC 48900.3)	Yes, unless pupil's presence causes a danger to persons	yes	yes	yes
21. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. Applies to grades 4-12. (EC 48915(e); EC 48900.4).	Yes, unless pupil's presence causes a danger to persons	yes	yes	no
22. Made terrorist threats against school officials and/or school property. (EC 48900.7)	Yes, unless pupil's presence causes a danger to persons	yes	yes	no

Parents' Duty to Discipline and Control Their Children

Under California law, parents and legal guardians are responsible for the conduct of their minor children. Ultimately, parents must maintain discipline and control of their children's behavior, whether at school or away from school. The parental duty in this regard includes direct responsibility for all aspects of children's conduct and financial liability for their misconduct or negligence. (*Family Code Section 3900*)

While parents are ultimately liable, students are required to conform their conduct to acceptable standards. These general standards (*California Code of Regulations Section 300*) include the duties to:

- Attend school punctually and regularly;
- Obey promptly all directives of teachers and others in authority;
- Observe good order and proper deportment;
- Be respectful to teachers and others in authority;
- Be kind and courteous to other students;
- Refrain entirely from the use of profane and vulgar language;
- Remain on school premises

In addition, students are prohibited from engaging in any conduct that constitutes grounds for suspension or expulsion. (*Education Code Sections 48900, 48915*)

The parent of a student who possesses a firearm or live ammunition may be ordered to participate in parent education classes. (*Penal Code Section 12101*)

The parent of a student whose willful misconduct results in injury or death to any pupil, employee or volunteer, or who willfully injures the property of such person is liable for damages not to exceed \$10,000, and for all school property loaned to a minor and not returned on demand. (*Education Code Section 48904*)

Definition of Consequences

- **Expulsion** - The student is denied attendance at any school in the District.
- **Suspension** - The student is excluded from school and school activities. The student may not return to regular attendance until the total number of suspension days has been completed. During the term of the suspension, the student may not be present on any school district campus or activity.
- **In-House Suspension** - The student is excluded from all classes, passing periods, breaks, and lunch recess. The student reports to the office/Alternative Center with sufficient school work and all necessary texts.
- **In-House Detention** - The student reports to the office/Alternative Center for specific periods of the day, though not all (see above for **In-House Suspension**). Student misses appropriate passing periods, breaks, and lunch recesses.
- **Administrative Detention** - The student reports to assigned detention within the detention guidelines explained by the assigning administrator.

- **Teacher Detention** - As part of a teacher's classroom management plan, a student may be required to serve detention as a consequence for breaking a class rule. Teacher detentions are assigned by the teacher and served in the teacher's room. Teachers will give parents 24-hour notification for after-school teacher detentions (K-8).
- **Campus Clean-Up** - The student spends time picking up litter and/or cleaning around the school. Gloves will be provided for the student.
- **Activity Restriction** - The student is not allowed to participate in co-curricular or extra-curricular activities, which may include teams, assemblies, and rewards.

Jurisdiction: Education Code 48900(s)

A pupil is subject to school discipline and MAY be suspended for a maximum of five consecutive days by school site administration, or expelled by the Board of Education for acts specified in the Code of Conduct 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 lunch period, whether on or off campus;
- During, going to, or coming from a school-sponsored activity.

Expulsion

Expulsion is the removal of a student from comprehensive and continuation schools in the New Haven Unified School District for violating the California Education Code as ordered by the Board of Education. Whether a student is expelled is a decision made by the Board of Education. The expulsion is for a defined period of time, but an application for readmission must be considered within a specified time period. State law provides for full due process and rights to appeal any order of expulsion.

California Education Code requires site administrators to make a recommendation of expulsion to the Board of Education if students exhibit any of the following behaviors:

- Possession, sale, or furnishing of a firearm;
- Brandishing a knife at another person;
- Unlawfully selling a controlled substance;
- Committing or attempting to commit sexual assault or committing sexual battery;
- Possession of an explosive.

California Education Code **requires** the school administrator to **consider** expulsion if the student commits one of the following offenses:

- Causing serious physical injury to another person except in self-defense;
- Possession of a knife, explosive, or other dangerous object of no reasonable use to the pupil;
- Unlawful possession of any drug except for the first time offense of possession of not more than one ounce of marijuana;
- Robbery or extortion;
- Assault or battery upon a school employee.

A pupil **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 pupil has violated one or more parts of the Standards of Behavior (*Education Code 48900 and Education Code 48915*).

Expulsion as Maximum Consequence

It is the policy of the District that expulsion will be imposed when other means of correction have failed, **or** when keeping the student in school would be detrimental to the general welfare of the school, the students, or the employees.

The Board of Education's decision to expel a student depends upon the seriousness of the offense, the history of infractions of school rules and regulations, and consideration of the safety and welfare of the student, other students, and the staff.

Should an expelled student want to enroll in another school district, the parents must inform the receiving district of the student's status regarding the expulsion. (*Education Code Sections 48915(b), 48915(e), 48915.1(b)*)

Suspended Enforcement of Expulsion

Upon the outcome of a review of the facts related to a student's case, the Board of Education may decide that the student be expelled and that the order of expulsion be suspended. In this case, a student can be allowed to return to school on a probationary status. A rehabilitation plan serves as the basis for the decision to recommend the student back to regular status at the end of the term of the expulsion.

Rehabilitation plans can stipulate, but are not limited to, the following conditions:

- The student consistently attends school;
- The student's academic record indicates grades of C or higher;
- The student does not receive any additional disciplinary referrals or suspensions during the expulsion period
- The student completes counseling related to the decision that the student made resulting in suspension of expulsion.
- The student completes community service hours.

Suspension

A student may be removed from regular school activities for up to five consecutive school days, for a maximum of 20 school days per year. Students who have transferred school sites may be suspended for up to 10 additional school days. The Superintendent or designee can extend a suspension beyond five consecutive days in the case of an expulsion recommendation.

Suspended students may not be present on any school property or attend any school activity, whether at a public or private facility, during the entire period of suspension. Students may be required to complete all assignments and tests missed during the period of suspension. (*Education Code Section 48913*)

Before students are suspended, they will meet with a site administrator to discuss the misconduct unless it is an emergency situation. Students shall have the opportunity to present their version of the incident and evidence in their defense.

Length of suspensions will be determined on a case-by-case basis by the administrator imposing the suspension, taking into account any mitigating or aggravating circumstances.

Records of Suspension or Expulsion

Every suspension and expulsion will be specifically identified by the offense committed in all official records of the student. The teachers of each student suspended or expelled will be notified of all offenses from the three previous school years, and all suspensions will be reported to the Superintendent or designee. (*Education Code Sections 48900.8, 49079*)

Behavior Violation Consequences

The consequence(s) listed under each violation is (are) determined by the school administration, based upon its investigation. Consequences may be modified based on a student's past history, demeanor and the seriousness of the incident. In cases involving suspension, if a student is determined to be the aggressor, additional day(s) may be added and consequences may include a police referral and possible recommendation for expulsion. California Education Code (Section 48900.5) states that schools are authorized to suspend for a first offense of E.C. Sections 48900(a)-(e). For other E.C. 48900 violations, schools must attempt alternative means of correction before suspension, unless the pupil's presence causes a danger to persons. Alternative means may include, but are not limited to: a parent conference, referral to school counselor, psychologist or social worker, referral to Student Study Team, or participation in a restorative justice program.

Attendance Violations

Offense/Consequences

1. Tardies

- After fifth tardy, meeting with administrator or designee

- After 10th tardy, student is placed on Attendance Restriction and loses activity privileges for remainder of quarter
- 2. Class cut/all day cut**
 - Administrative Detention
 - Parent contact

- Alternative Center/In-House
3. **Leaving grounds without proper clearance**
 - Administrative Detention
 - Parent contact
 - Alternative Center/In-House
 4. **Unauthorized visit to out-of-District or in-District school, or a single visit in which a conflict occurs. (Note: During school hours and the time co-curricular activities are taking place, students are prohibited from being on or within two blocks of any campus other where they are enrolled.)**
 - Warning
 - Parent contact
 - Suspension
 - Police Report
 - Expulsion
 5. **Returning to school or school activity while suspended**
 - Extension of Suspension

Substance Abuse Violations

6. **Possession, use, sale or furnishing of drugs, alcohol, or a controlled substance**
 - Referral to drug counseling program
 - Alternative Center
 - Suspension/Expulsion
7. **Possess, offer, arrange or negotiate sale of drug paraphernalia**
 - Alternative means of correction (see above)
 - Alternative Center
 - Suspension/Expulsion
8. **Possession/use of tobacco or nicotine product**
 - Alternative means of correction (see above)
 - Alternative Center
 - Suspension

Property Offense Violations

9. **Vandalism, defacement, destruction of school or private property**
 - Alternative means of correction (see above)
 - Alternative Center/charge for replacement of school property
 - Suspension
 - Police Report
 - Expulsion
10. **Steal/attempt to steal school or private property**
 - Alternative means of correction (see above)
 - Alternative Center
 - Suspension
 - Police Report
 - Expulsion
11. **Knowingly receive stolen property/possession of stolen property**
 - Alternative means of correction (see above)

- Alternative Center
- Suspension
- Police Report
- Expulsion

Offenses Against Persons

12. **Harassment, threatening, bullying or intimidation of another student**
 - Alternative means of correction (see above)
 - Conflict Manager referral/Conflict mediation
 - Counseling referral
 - Parent contact
 - Administrative Detention
 - Alternative Center
 - Suspension
 - Expulsion
13. **Profanity/abusive language not directed toward or threatening another student**
 - Alternative means of correction (see above)
 - Administrative Detention
 - Parent contact
 - Alternative Center
14. **Sexual Harassment, inappropriate or obscene gesture/act or comments towards another individual**
 - Alternative means of correction (see above)
 - SST intervention/conference with parents
 - Follow-up counseling
 - Administrative Detention
 - Alternative Center/In-House Suspension
 - Suspension/Expulsion
 - Police report
15. **Willfully used violence on another person**
 - SST intervention/conference with parents.
 - Follow-up counseling
 - Administrative Detention
 - Alternative Center/In-House Suspension
 - Suspension/Expulsion
 - Police Report
16. **Profanity/Abusive Language or gesture directed at another student**
 - Alternative means of correction (see above)
 - Administrative Detentions
 - Parent contact
 - Alternative Center/In-House Suspension
 - Suspension/Expulsion
17. **Profanity/abuse language or gesture directed at a district employee**
 - Alternative means of correction (see above)
 - Parent contact
 - Alternative Center/In-House Suspension
 - Suspension
18. **Racial, sexual orientation, handicapping condition, and/or ethnic slurs, logos, symbols, objects,**

profanity/abusive language and/or gestures directed at another student or group of students, bullying

- Alternative means of correction (see above)
 - Administrative Detention
 - Parent contact
 - Alternative Center
 - Suspension/Expulsion
- 19. Defiance/arguing with school authority**
- Alternative means of correction (see above)
 - Parent contact
 - Alternative Center/In-House Suspension
 - Suspension
- 20. Obscene act or gesture, vulgarity or habitual profanity**
- Alternative means of correction (see above)
 - Alternative Center/In-House Suspension
 - Parent contact
 - Suspension/Expulsion
 - Police Report
- 21. Unnecessary physical force towards another student, instigating or inciting other students to fight/causing a riot or unsafe situation**
- Alternative means of correction (see above)
 - Parent contact
 - Alternative Center/In-House Suspension
 - Suspension/Expulsion
- 22. Causing/attempting/threatening physical injury to another person, including fighting**
- Alternative means of correction (see above)
 - Suspension/Expulsion
 - Police Report
- 23. Attempted or committed robbery or extortion**
- Police Report
 - Suspension/Expulsion
- 24. Attempted or committed sexual assault or committed sexual battery**
- Police Report
 - Suspension/Expulsion
- 25. Attempted, threatened, caused or participated in hate violence**
- Alternative means of correction (see above)
 - Suspension/Expulsion
- 26. Made a terrorist threat**
- Alternative means of correction (see above)
 - Suspension/Expulsion

Additional Offenses

- 27. Safety violation (running, pushing, rough play)**
- Administrative Detention
 - Parent contact
 - Alternative Center/In-House
- 28. Spitting, throwing food or other objects, gum chewing, food in unauthorized area, littering, or possession of sunflower seeds; no gum or sunflower seeds are allowed on campus**
- Parent contact

- Administrative Detention
 - Clean-up
- 29. Abuse of hall pass/unusual length of return/out of assigned area**
- Administrative Detention
 - Parent contact
- 30. Inappropriate display of affection (e.g. inappropriate embraces, kissing)**
- Warning from administrator or designee
 - Parent contact
 - Administrative Detention
- 31. Inappropriate use of electronic equipment, TVs, cellular phones, electronic games, skateboards, roller blades, or other items/toys distracting to instruction**
- Confiscation
 - Parent contact
 - Parent may be required to pick item up
 - Confiscation until parent picks up at end of school year.
- 32. Inappropriate attire: Students should come to school in attire that is appropriate to a safe and supportive learning environment; the district provides parents with a dress code policy**
- Student required to change into more acceptable attire. Prior to returning to class, student will be given make up work for missed class time.
 - Parent contact
 - Counselor referral
 - Suspension
- 33. Gambling/Selling unauthorized items/trading**
- Parent contact
 - Material confiscated
 - Administrative Detention
 - Suspension
- 34. Possession of an imitation firearm**
- Alternative means of correction (see above)
 - Parent contact
 - Material confiscated
 - Administrative Detention
 - Police report
 - Suspension/Expulsion
- 35. Forgery/falsifying school records or documents**
- Alternative means of correction (see above)
 - Parent contact
 - Administrative Detention
 - Alternative Center/In-House Suspension
 - Suspension/Expulsion
- 36. Cheating**
- Alternative means of correction (see above)
 - Parent contact
 - Assignment given an "F"
 - Alternative Center/ Saturday School
 - Suspension
- 37. Disrupt school activities or defy school personnel**
- Alternative means of correction (see above)
 - Parent contact

- Alternative Center
- Suspension
- 38. Failure to return a Parent Contact Notice**
 - Parent contacted by teacher
 - Administrative Detention
- 39. On school grounds without permission or after school; not in a supervised activity**
 - Parent contact
 - Administrative Detention
 - Alternative Center/In-House Suspension
- 40. Possession of objects that can be used to deface property or cause a disruption (permanent markers, glass bottles, stink bombs, water toys, matches, confetti, lighters, spray paint, whipped cream, etc.); inappropriate behavior such as throwing eggs, flour, etc., at other students**
 - Parent Contact
 - Confiscation of items
 - Administrative Detention
 - Alternative Center
 - Suspension
- 41. Hair spray/aerosol products used anywhere on campus except in the P.E. locker rooms**
 - Confiscation of item until end of day
 - Parent pick-up of item
 - Administrative Detention
 - Alternative Center/In-House Suspension
- 42. Possession of a weapon, explosive or dangerous object**
 - Confiscation of item
 - Administrative Detention
 - Alternative Center/In-House Suspension
 - Suspension/Expulsion
 - Police report
- 43. Possession/use of firecrackers or other explosives, setting off false fire alarm**
 - Police Report
 - Suspension/Expulsion
- 44. Create an intimidating or hostile environment**
 - Alternative means of correction (see above)
 - Parent contact

- Administrative Detention
- Alternative Center/In-House Suspension
- Suspension/Expulsion
- 45. Possession or use of laser pointers**
 - Confiscation of item until end of year
 - Parent picks up item
 - Administrative Detention
 - Suspension
- 46. Inappropriate use of technological resources**
 - Loss of access to technological resources
 - Parent contact
 - Administrative Detention
 - Alternative Center/In-House Suspension
 - Suspension/Expulsion

Violation of Assigned Consequences

- 47. Repeated violations of teacher's rules in classroom**
 - Parent Contact
 - Teacher consequences as stated in their management plan
 - Teacher consequences plus Administrative Detention
 - Teacher consequences plus Alternative Center
 - Suspension
- 48. No show for Classroom Detention**
 - Parent contact made by teacher
 - Administrative Detention
- 49. No show for Administrative Detention**
 - Original Administrative Detention plus additional Detention
 - Original Administrative Detention plus Alternative Center
- 50. Dismissal from Administrative Detention**
 - Alternative Center/In-House Suspension
 - Suspension
- 51. Dismissal from Alternative Center**
 - Suspension
 - Parent Contact

Due Process Rights

In applying the discipline policies, all school staff members are expected to treat students in a consistent, fair and equitable manner and to assure due process for all students. Parents and students have the following rights:

- To be informed of the policies and rules governing student conduct and discipline;
- To be informed of charges of misconduct and the evidence used as a basis for the charges;
- To present his/her version of the facts and any supporting evidence or testimony to the appropriate school administrator prior to disciplinary action being taken, unless the administrator deems it an emergency situation;
- To have a conference with school staff;
- To be notified in advance of any disciplinary hearing;
- To appear and be represented in disciplinary hearings;
- To appeal expulsion decisions by the New Haven Board of Education to the Alameda County Board of Education.

School Site Pupil Discipline Rules

Each school has pupil disciplinary rules consistent with and in addition to the District's rules, a copy of which will be provided for each enrolled student.

Disciplinary Actions

Students – including pupils enrolled in special education programs or receiving educational services pursuant to *Section 504* – found to have committed any act of misconduct listed as grounds for disciplinary action may be suspended, involuntarily transferred or expelled from school following due process (see above). The use of corporal punishment is prohibited in New Haven schools.

Involuntary Transfer

If it is determined that a student has committed any act of misconduct listed in Education Code 48900 or that the student has been habitually truant or irregular in attendance, the student may be involuntarily transferred to another regular school or to an alternative school. (*Education Code Section 48432.5*) Specific procedures must be followed for a transfer from the comprehensive high school (James Logan) to the continuation high school (Conley-Caraballo).

If a student is involuntarily transferred, the student's parent(s)/guardian(s) are responsible for arranging transportation.

Involuntary Student Transfers (EC §48929): A student may be transferred to another district school if they are convicted of a violent felony, as defined in Penal Code 667.5(c), or a misdemeanor listed in Penal Code 29805, and are enrolled at the same school as the victim of the crime for which they were convicted. (See Board Policy 5116.2)

Discipline by Teacher

For acts of misconduct, a teacher can:

1. Keep a student after school for not more than one hour at the end of the school day;
2. Refer the student to the appropriate administrator;
3. Address and enforce rules of conduct for students;
4. Require, following written notice, the pupil's parent/guardian to attend a portion of the school day in the teacher's class if the student disrupted school activities, willfully defied the valid authority of the teacher or other school personnel engaged in the performance of their duties, or committed an obscene act or engaged in habitual profanity or vulgarity;
5. Suspend student from class for the day and the next. (*Education Code Sections 48900.1, 48900 (k), 48900(i), 48910*)

Remaining on Campus

Students may not leave the school during the regular day. Students who leave campus without an off-grounds pass will be considered truant. Once a student arrives on campus, he or she may not leave the campus until the completion of the school day.

STUDENTS ARE PROHIBITED FROM VISITING ANY OTHER CAMPUS during school hours, or while any activities are taking place, unless **prior permission** has been obtained in **writing** from the principal of the school or a District office administrator.

Personal Property

Students are discouraged from wearing expensive clothing or jewelry, or bringing expensive personal items to school. The District is not responsible for the loss of a student's personal property. Students may not bring toys to school unless given express permission by their classroom teacher or site administrator.

Liability for Damages and Losses

According to state law, parents or guardians are liable for all the damages caused by the willful misconduct of their children. Liability limits are adjusted annually for inflation.

Parents are also liable for:

1. Any reward posted by the District for the offenses stated above;
2. All textbooks, musical instruments or other school property loaned to the student and not returned.

The District may withhold the grades, diplomas, and transcripts of the student(s) responsible until such damages are paid or the property returned, or until completion of a voluntary work program in lieu of payment of monetary damages. (*Education Code Section 48904*)

Contacting Police and/or CPS

When students are alleged to have broken the law, school officials are obligated to contact the police. Situations that require contacting the police may include, but are not limited to: physical attacks upon students or staff; possession of firearms or other weapons; and the possession of or selling of drugs.

All District staff are mandated to report suspected child abuse to Child Protective Services (CPS) or the police. Once such a report is made, it is the responsibility of CPS or the police to decide whether to investigate such matters.

Police Interviews with Students

Law enforcement officers may question students at school in connection with their investigation of either school-related or non-school matters. School officials will provide students an opportunity to have another adult present.

For K-5 students, school officials will contact parents before questioning, except in cases of school emergency or suspected child abuse. In the event parents or guardian cannot be reached by telephone at the time of the interview, a written explanation of what occurred will be sent to the parent or other adult within three days.

Bus Transportation

The District offers transportation only to special education students as mandated by law. Districts are required to provide safety regulations to all new students and students who have not previously been transported by school bus. (*Education Code 39831.5*)

Public transportation: AC Transit and Union City Transit buses serve many of the District's attendance areas, and both services offer discounted youth fares. For AC Transit information, call 817-1717 or go to the website (www.actransit.org). For Union City Transit information, call 471-1411 or go to the city's website (www.ci.union-city.ca.us) and click on *Departments* and *Transit*

New Haven Unified has partnered with Union City Transit to operate an expanded service area to provide bussing services to middle and high school students by way of youth Clipper cards. The schedule is based on the middle school bell times and operates on weekdays when schools are in session and is open to the public.

Parents can fill out the form by visiting the Union City Transit website to apply for Youth Clipper Cards, at: www.clippercard.com/ClipperWeb/discounts

Completed applications with proof of age document may be:

- Emailed to: Transitbussing@nhusd.k12.ca.us Please use "Clipper Card Application" in the subject title.
- Mailed to: Transportation Department:

Transit Bussing
New Haven USD
3636 Smith St Union City CA 94587

Applications will be processed on a weekly basis. Please allow up to three weeks for processing. You will be notified when the card is ready for pick up. We are working with UC Transit for other options that may help in receiving the cards faster.

[Please click here for the morning pick-up times and locations.](#)

[Please click here for the afternoon pick-up times and locations.](#)

[Please click here for our Frequently Asked Questions document.](#)

Curriculum and Academic Information

Common Core/ELD State Standards

The New Haven Unified School District is committed to providing all students a high-quality education through rigorous instruction based upon the California Common Core State Standards (CCSS) / English Language Development (ELD) Standards. In our system, teachers use these standards to plan and deliver instruction and assess student learning. Teachers use assessments to monitor student growth towards mastery of the standards and to inform next steps in the teaching-learning cycle. (See Measures of Academic Progress below).

New Haven Unified, and other California districts, are continuing the process of implementing the CCSS/ELD standards. These rigorous standards are fewer in number than the previous California State Standards but are deeper and more coherent, emphasizing critical thinking, text complexity, collaboration and processing skills. Educational experts from throughout the country designed the standards, to provide teaching and learning coherence across the nation and to ensure that all students are college - and career-ready as they leave the system. More information about the CCSS is available on the California Department of Education website (www.cde.ca.gov/re/cc)

Graduation Requirements

To receive a diploma and participate in graduation, students must pass 220 units (5 units per class per semester) at James Logan High School, 190 units for the New Haven Academy (NHA), or 170 units at Conley-Caraballo High School (CCHS), as follows:

- 40 units (four years) of English;
- 30 units (three years) of social studies, including United States history and geography; world history, culture and geography; a one-semester course in American government and civics; and a one-semester course in economics;
- 20 units (two years) of mathematics, including Algebra I;
- 20 units (two years) of science, including one year of biological science and one year of physical science;
- 20 units (two years) of physical education;
- 10 units (one year) of visual/performing arts or foreign language, or CTE at NHA;
- 5 units (one semester) of multicultural studies;
- 75 units of elective courses at Logan, 45 at NHA, and 25 at CCHS.

At Logan High School, in order to receive a diploma and participate in graduation, students must perform 20 hours of community service. At the New Haven Academy, students must complete 15 hours of community service. At Conley-Caraballo, students must complete 12 hours of community service.

Students should be aware that the above are minimum requirements and that most colleges and universities have additional requirements students must meet to be considered for admission. Admission requirements for University of California and the California State University system, for example, are outlined below.

High School Equivalency Tests (HSE) are voluntary tests that assesses proficiency in basic reading, writing, and mathematics skills taught in public schools. Eligible pupils who pass either the [GED](#) or [HiSET](#) are awarded a Certificate of Proficiency by the State Board of Education. A pupil who receives a Certificate of Proficiency may, with verified approval from the parent or legal guardian, leave high school early. The Certificate of Proficiency, however, is not equivalent to completing all course work required for regular graduation from high school. For more information, visit the following website: www.cde.ca.gov/ta/tg/gd/

College Admission Requirements

University of California/California State University minimum college admission requirements:

<u>"A-G" Courses</u>	<u>Subject</u>	<u>CSU/UC Requirements</u>
A	History/Social Science	2 years required
B	English	4 years required

C	Mathematics	3 years required (Algebra, Geometry and Intermediate Algebra), 4 years recommended
D	Laboratory Science	2 years required (Biology and Chemistry), 3 years recommended
E	Language Other Than English	2 years required, 3 years recommended
F	Visual and Performing Arts (V P A)	1 year required
G	College-Preparatory Electives	1 year required

College and Career Planning Information (Grades 9–12)

In accordance with California Education Code Section 51229, we are providing the following information to help families of high school students better understand college admission requirements and career technical education (CTE) options.

College Admission Requirements:

Admission to the University of California (UC) and California State University (CSU) systems requires completion of a specific sequence of high school courses known as the “A-G” subject requirements. Students must complete these courses with a grade of C or better.

Helpful UC and CSU Websites:

- admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/index.html
- http://www.calstate.edu/apply/freshman/getting_into_the_csu/Pages/admission-requirements.aspx
- hs-articulation.ucop.edu/agcourselist

What is Career Technical Education (CTE)?

A program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

The following CTE courses meet college admission requirements for “F-Visual and Performing Arts”:

2D Animation 1	Computer Animation 1 & 2
Digital Photography 1 & 2	Game Design/Interactive Media 1 & 2
Music Production 1	Sound Design for Film and Video Games 1
Television 1 & 2	

CTE Information from the California Department of Education:

Learn more at the CDE’s CTE website: <http://www.cde.ca.gov/ci/ct/>

Meeting with School Counselors:

Students are encouraged to meet with their school counselors to select courses that meet college admission requirements and/or include career technical education options. Counselors can help students align course choices with their postsecondary goals. More information is available online: (www.cde.ca.gov/ci/ct/, <http://www.jameslogan.org/coursecatalog> or <http://www.mvrop.org>).

Apprenticeship and Pre-Apprenticeship Opportunities (Grades 11–12)

In accordance with California Education Code § 48980.5, students entering or advancing to 11th and 12th grade and their families are entitled to information about local apprenticeship and pre-apprenticeship programs that offer hands-on training in a variety of skilled trades.

These programs allow students to:

- Learn valuable, job-ready skills
- Earn while they learn
- Begin a pathway toward a well-paying career, often without incurring student loan debt

A searchable directory of state-registered apprenticeship and pre-apprenticeship programs is available from the California Department of Industrial Relations' Division of Apprenticeship Standards at: www.dir.ca.gov/databases/das/aigstart.asp

Families are encouraged to use this database to explore available programs and to request materials (such as brochures or pamphlets) directly from local sponsors listed in the directory. A direct link to this database will also be made available on the district's website.

Testing and Assessments

(EC § 60615, 5 CCR § 852): Pupils in applicable grade levels will participate in the California Assessment of Student Performance and Progress (CAASPP) except as exempted by law. Each year, a parent may submit a written request to excuse his or her child from any or all parts of the CAASPP assessments for that school year. If the parent submits the exemption request after testing begins, any test(s) completed before the request is submitted will be scored; the results will be included in the pupil's records and reported to the parent. School district employees will not solicit or encourage any exemption request on behalf of a pupil or group of pupils.

Smarter Balanced Assessments: The assessments through the CAASPP System (California Assessment of Student Performance and Progress) are intended to provide parents and students information about what students are learning. Results for the CAASPP tests are used for two primary purposes: 1) to communicate students' progress in achieving academic standards to students, parents/guardians, and teachers; and 2) to inform decisions that teachers and administrators make about improving their educational program.

Individual Student Score Reports for all CAASPP tests will be available through our online parent portal as soon as the state releases the scores. Scores are usually released over the summer and parents will receive a notification soon as scores are visible.

Physical Fitness Test: A physical fitness assessment is given to students in grades 5, 7, and 9 each spring. The test measures student performance on a variety of physical fitness tasks and determines whether or not the student is in the "Healthy Fitness Zone."

Measures of Academic Progress: Students in grades 1-8, students at Conley-Caraballo High School and the New Haven Academy, and English Learner Students at grades 9-12 will take the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Growth assessments two or three times during the school year. These computer-adaptive assessments are used to measure individual student progress and school academic performance. Principals and teachers use these test scores to keep track of progress in basic skills in the areas of reading, language usage, and mathematics. The school staff develops a more comprehensive instructional program for our students by using the data from this benchmark assessment.

English Language Proficiency Assessment: The English Language Proficiency Assessments for California (ELPAC) will be administered to students in grades K-12 whose home language is not English. The purpose of the test is to determine each child's level of English proficiency. If a child is designated as an English Learner, the test is given annually to assess his or her progress toward becoming fluent in English.

NOTE: State law requires that all students be taught English by being taught in English. However, this requirement may be waived by parents with prior written informed consent, which shall be provided annually, under specified circumstances. See your school principal for further information. (Education Code Section 310)

Special Education

Services for Students with Exceptional Needs or a Disability: State and federal law require that a free and appropriate public education (FAPE) in the least restrictive environment be offered to qualified pupils with disabilities, ages 3 through 21 years. In the event that appropriate placement or services cannot be provided to an individual with exceptional needs, an Individualized Education Program (IEP) team may consider services in a non-public, non-sectarian school. (*EC Section 56040 et seq.*) Services also are available for students who have a handicapping condition that interferes with their equal access to educational opportunities. (*Section 504 of the Rehabilitation Act of 1973*) The District official to contact for specific information or for requests for services under Section 504 is: Sarah Kappler, Dir. of Special Services, 34200 Alvarado-Niles Rd., Union City, 94587. Phone: 471-1100, ext. 62616.

Child Find

The District is obligated to find and identify individuals with exceptional needs who reside in the District and to notify all parents of their rights pursuant to Education Code Section 56300.

Any parent suspecting that a child has exceptional needs may request an assessment for eligibility for special education services through the school principal. Students also may be referred by teacher or agency personnel. Policy and procedures shall include written notification to all parents of their rights pursuant to EC §56300.

Students are eligible for special education when assessment and evaluation results demonstrate that the degree of the pupil's impairment requires special education, adversely affects educational performance and cannot be corrected without special education and related services.

Assessment and Evaluation: When a student is referred for special education eligibility, a team from a school site or District will contact the parent and, if appropriate, develop an assessment plan.

After obtaining parental consent, assessments are conducted by qualified District staff. Parents are provided with a written report of results at an Individualized Education Program (IEP) team meeting where the IEP team will discuss and explain the results of the assessments, including: educational eligibility criteria, the adverse effect of the disability on the student's educational performance, and areas of educational need.

If the student is eligible, the IEP team shall identify goals and objectives for the student and offer an appropriate special education program or service.

Parents of eligible students will have at least one IEP meeting per year to discuss and understand their student's placement and services. Students can be withdrawn from enrollment in special education with a written request to the Director of Special Services.

Parent Rights: Parents will receive a copy of their Procedural Safeguards upon referral for assessment and at least once per year. Parents have a right to disagree with all or a portion of an IEP or an evaluation. When disagreements occur, parents can refer to their Procedural Safeguards and should contact the site staff or the Director of Special Services. Parents wishing to request an independent educational evaluation for their student should refer to the Guidelines for Independent Educational Evaluations, available by request from the Department of Special Services. Copies of this can be found on our website at mynhusd.org or in multiple languages at bit.ly/cdetranslations.

Programs and Services

The District provides a full continuum of special education programs and services. Each school has a Resource Specialist Program (RSP) to provide case management, consultation and specialized academic instruction for students with these services on their IEP. For students requiring very specialized instruction, the District has Special Day Class programs at all grade levels. Each student's IEP is crafted to meet the individualized needs of that student. Some programs may be available only at specific school sites or regionally. For further information, contact the Department of Special Services.

Transportation: Per Ed Code 41850(b)(d), a special education student may be entitled to transportation when transportation is a related service required for that student to benefit from the educational program. Those students most likely to be eligible are students with visual impairment, orthopedic impairment, or severe handicapping conditions, or if the IEP team places the student at a school other than the home school. Merely being in special education or not at the home school does not entitle students to transportation.

When a student is entitled to transportation and the parent provides transport, the District reimburses at the IRS standard mileage rate, confirmed by school attendance. For more information, call Special Services (471-1100, ext. 60432).

Graduation: Graduation: Any special education student who meets all graduation requirements earns a diploma and may participate in graduation ceremonies. Per Ed Code 51225.31 Students with an IEP may earn an alternate diploma if the individualized education program (IEP) provides for all of the following:

1. The pupil is required to take the alternate assessment aligned to alternate achievement standards in grade 11
2. The pupil is required to complete state standards aligned coursework to meet the statewide coursework requirements
3. Before a pupil commences grade 10, the pupil's individualized education program team shall determine and notify the parent or guardian of the pupil of whether the pupil may be eligible to graduate pursuant to the exemption described in this section.
4. An individual with exceptional needs who meets the criteria for a diploma of graduation from high school pursuant to this section shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a pupil of similar age would be eligible to participate. Participation in graduation activities shall not be construed as termination of the provision of free appropriate public education.

A special education student who receives an alternate diploma or a certification of completion track, may attend school until age 22 and will earn a Certificate of Completion. The student may participate in graduation events by arrangement with the school site.

Special Education Complaints

(5 CCR §3080): State regulations require the district to establish procedures to deal with complaints regarding special education. If you believe that the district is in violation of federal or state law governing the identification or placement of a special education student, or similar issues, you may file a written complaint with the district. State regulations require the district to forward your complaint to the State Superintendent of Public Instruction. Procedures are available from your school principal.

When filing a complaint, include child's name, contact information, school attending and a written description of the problem, related facts and proposed resolution and provide a copy of the filing to the Director of Special Services.

(Cal. Code Regs., tit. 5, Section 4630) More Information can be found on our website at mynhusd.org in the Special Services section or a hard copy from the Department of Special Services.

Reasonable Accommodation / 504 Plans

The New Haven Unified School District (LEA) does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs or activities. The District maintains a policy of regular and continuing notification to students, parents/guardians, employees, applicants, and relevant professional organizations or unions regarding this commitment to absolute nondiscrimination.

In compliance with federal law, the District has designated the following employee to coordinate its efforts to ensure Section 504 compliance:

District Section 504 Coordinator Sarah Kappler, Director of Special Services
Phone: (510) 471-1100 ext. 62616
Email: skappler@nhusd.k12.ca.us

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights and nondiscrimination statute that guarantees all qualified students with disabilities equal access to their education (5 CCR §3080). Section 504 requires the district to identify, locate, evaluate, and provide appropriate accommodations and services, alongside procedural safeguards for parents and students.

Under Section 504, classroom teachers and other general education staff are responsible for implementing the reasonable accommodations and/or services necessary for eligible students to participate in and benefit from the public education program to the same extent as their peers.

If a child does not require specialized instruction under Special Education (IEP) but still requires support due to a disability, he or she may be eligible for a 504 Plan. A student is eligible if they have a physical or mental impairment that substantially limits one or more major life activities.

- **Physical or mental impairments** include physiological disorders, cosmetic disfigurements, mental or psychological disorders, emotional illnesses, ADHD, allergies, and specific learning difficulties. (An impairment does not need to be permanent to qualify).
- **Major life activities** include, but are not limited to: learning, concentrating, thinking, reading, communicating, walking, seeing, hearing, eating, sleeping, and the operation of major bodily functions (e.g., immune, neurological, or respiratory systems).

Before taking any action regarding the initial placement of a student in regular or special education, or making any subsequent significant change in placement, the District will conduct a comprehensive evaluation (34 CFR Part 104). The District's evaluation and placement procedures strictly ensure that:

- Tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel in conformance with producer instructions.
- Evaluation tools are tailored to assess specific areas of educational need and do not merely provide a single general intelligence quotient (IQ).
- Tests are selected and administered to ensure that results accurately reflect the student's aptitude or achievement level rather than reflecting impaired sensory, manual, or speaking skills (except where those specific skills are what the test purports to measure).

In interpreting evaluation data and making placement decisions, the District draws upon a variety of information sources—including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The District ensures that all information obtained is documented and carefully considered by a multidisciplinary team of knowledgeable persons. This group includes individuals who know the child, understand the meaning of the evaluation data, and are familiar with the placement options. The District also establishes procedures for the periodic reevaluation of students receiving services.

If you suspect your child has a physical or mental impairment that may qualify for accommodations under Section 504, please contact your child's school principal to request an evaluation.

Parents have specific procedural safeguards under the law, including the right to examine relevant records and the right to an impartial hearing if they disagree with the district's identification, evaluation, or placement decisions. These safeguards include:

- The right to receive notification regarding any identification, evaluation, or placement actions.
- An opportunity for parents or guardians to examine all relevant educational records.
- The right to an impartial hearing, with an opportunity for participation by the parent/guardian and representation by legal counsel, as well as a formal review procedure.
- A parent, guardian, or the District has the right to audio record the proceedings of 504 team meetings. The following stipulations apply:
 - The party intending to audio record must notify all members of the 504 team of their intent at least 24 hours before the meeting begins.
 - If the District initiates the notice of intent to audio record a meeting and the parent or guardian objects or refuses to attend because it will be recorded, the meeting shall not be audio recorded.

More information, including a copy of Parent/Student Rights under Section 504, can be found on the District's website at [mynhusd.org/under Section 504](http://mynhusd.org/under%20Section%20504) in the Special Services section.

Promotion/Retention Policy

The Board of Education expects students to progress through each grade within one school year (Board Policy 5123). To accomplish this, instruction should accommodate the varying interests, growth patterns, and learning modalities of individual students. Additional instructional support should be included for addressing slow growth towards academic achievement.

Students shall progress through the grade levels by demonstrating growth in learning and by meeting grade-level standards of expected student achievement.

When high academic achievement is evident, the Superintendent or designee may recommend a student for acceleration into a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

As early as possible in the school year and in each student's school career, the Superintendent or designee shall identify students who are at risk of being retained in accordance with law, Board policy and administrative regulations. Students shall be identified on the basis of their achievement of grade level standards.

When a student is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall provide opportunities for academic support. Such opportunities must include a student success team meeting, and may also include but are not limited to differentiated instruction, tutorial programs, and after-school programs.

Grade 9 Enrollment for New Students: Transcripts of students enrolling in the District after eighth grade will be reviewed to determine appropriate placement.

Language Acquisition Programs

A description of the language acquisition programs provided in the New Haven Unified School District is listed below. If you are interested in more information or enrolling in one of these programs, please contact Angelica Singson at (510) 471-1100 ext. 60493 for Two-Way Dual Language Programs, and Pallavi Shroff at (510) 471-1100 ext. 60430 for Structured English Immersion (SEI).

Structured English Immersion (SEI)— A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At a minimum, students are offered ELD and access to grade-level academic subject matter content.

Spanish Two-Way Dual Language Immersion Program: A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of Spanish, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Kindergarten and continues through twelfth grade. *Currently, the program is offered at the Transitional Kindergarten through fifth grade at Searles Elementary School and sixth through eighth grade at Cesar Chavez Middle School for the 2026-27 school year.

Mandarin Two-Way Dual Language Immersion Program: A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of Mandarin, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten and continues through twelfth grade. *Currently, the program is offered at the Transitional Kindergarten through fifth-grade level at Guy Emanuele Elementary School and sixth grade at Cesar Chavez Middle School for the 2026-27 school year.

Health and Wellness

Immunizations

(EC §48216 and 49403): The district is authorized to administer immunizing agents to pupils whose parents have consented in writing to the administration of such immunizing agent. The district is required to exclude pupils who have not been properly immunized pursuant to Health and Safety Code 120325 and 120335. The district must notify parents that they have two weeks to supply evidence either that the pupil has been properly immunized or is exempted from the requirement. All students entering kindergarten, advancing from sixth to seventh grade in the district, or prior to his or her first admission to the district, will be required to comply with the immunization requirements of Health and Safety Code section 120335, unless the student provides the district with a valid exemption from a licensed physician. No new personal belief exemptions will be accepted. Students with personal-belief exemptions on file with the district as of January 1, 2016, shall be allowed to continue enrollment until entering the next grade span in the district. Grade spans are defined as birth through preschool, K-6, including transitional kindergarten, and 7-12. Students qualified for an individualized education program may access special education and related services as required by his or her individualized educational program.

(NOTE: The Child Health & Disability Prevention Program (CHDP) provides free well check-ups to eligible children

and youth in Alameda County. For more information, call 510-618-2070 or 888-604-4636.)

Human Papillomavirus (HPV) Immunization Information

California law requires school districts to notify parents and guardians of the State's recommendation regarding human papillomavirus (HPV) immunization.

The California Department of Public Health recommends that students receive the full HPV immunization series before admission or advancement to the eighth (8th) grade, in accordance with current state immunization recommendations.

HPV is a common virus that can cause several types of cancer later in life. HPV vaccination can prevent over 90% of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

The HPV vaccine is recommended but is not required for school attendance.

Parents and guardians are encouraged to consult their child's health care provider regarding HPV vaccination. Additional information is available from the [California Department of Public Health at Shots for School – HPV Information](#).

Medication

(EC §49423, §49423.1): Any student who must take prescribed medication at school and who desires assistance of school personnel must submit a written statement of instructions from the physician and a parental request for assistance in administering the medication.

Students may also carry and self-administer prescription epinephrine delivery systems or inhaled asthma medication upon the school's receipt of specified written confirmation and authorization from the student's parent and physician or surgeon. (Education Code Section 49423)

Continuing Medication Regimen

Parents of any student on a continuing medication regimen for a non-episodic condition shall inform the school nurse or other designated certificated school employee of the medication(s) being taken, the current dosage, and the name of the supervising physician.

With the consent of the parent, the school nurse may communicate with the physician and may counsel with school personnel regarding the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose. Forms for administering medication may be obtained from the school secretary. (Education Code Sections 49480, 49423)

Confidential Medical Services

For students in grades 7 through 12, the District may release a student for the purpose of obtaining confidential medical services without parental consent. District policy regarding excusing such absences is available upon request. (EC §46010.1)

Medical Emergencies

In cases requiring an ambulance, every effort will be made to contact the parent, as specified on the child's contact screen, and/or send the child to the designated health professional.

Emergency Treatment for Anaphylaxis

Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours to students who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives. Recent changes to EC 49414 now require school districts to provide epinephrine delivery systems to school nurses and trained personnel and authorizes them to use epinephrine delivery systems for any student who may be experiencing anaphylaxis, regardless of known history.

Drug Education

The state requires that instruction on the effects of the use of tobacco, alcohol, narcotics, dangerous drugs and other dangerous substances be given in elementary and secondary schools, appropriate to the students' grade level. (Education Code Section 51260)

Dangers of Synthetic Drugs (Education Code § 48985.5)

As required by California law, we are providing information about the dangers of synthetic drugs, including fentanyl, to raise awareness and protect student health and safety.

- **Fentanyl is a powerful synthetic opioid**—up to 50 times stronger than heroin and 100 times stronger than morphine. Even small amounts can be deadly.
- **Illicit fentanyl is often found in counterfeit pills**, which may be made to look like prescription medications but contain dangerous substances. These pills may be sold through social media platforms and are nearly impossible to distinguish from legitimate medication.
- **Social media is increasingly used to market and sell synthetic drugs**, especially to teens, making it easier for young people to unknowingly access dangerous substances.

Families are encouraged to speak with their children about the risks of synthetic drugs, only take medication from licensed healthcare providers, and be cautious of any pills not prescribed by a doctor. For more information, please visit the California Department of Public Health's website: <https://www.cdph.ca.gov>

If you have any concerns or questions, please contact your school site administrator or counselor.

Drug-Free Campus

Possession, use or sale of narcotics, alcohol, or other controlled substances is prohibited and strictly enforced at all school activities. Records will be forwarded to local law enforcement, and District sanctions will result from violations.

Anabolic Steroids

The Board of Education recognizes that the use of anabolic steroids or performance-enhancing substances presents a serious health hazard to students. Teachers, coaches and administrators shall make every effort to ensure that students do not begin or continue the use of anabolic steroids or performance-enhancing substances. Teachers of science, health, physical education and drug education shall include a lesson on the hazards of these substances for students in grades 7-12.

Students shall receive information about the hazards of anabolic steroids and performance-enhancing substances. (*Education Code Section 51262; Civil Code 1812.97*)

Tobacco-Free District

Use of tobacco products at any time by students, staff, parents, or visitors, is strictly prohibited in district-owned or leased buildings, on district property, and in district vehicles. This prohibition applies to all employees, students, and visitors at any school-sponsored instructional program, activity, or athletic event held on or off district property. Prohibited products include any product containing tobacco or nicotine, including, but not limited to, smokeless tobacco, snuff, chew, clove cigarettes, and electronic cigarettes that can deliver nicotine and non-nicotine vaporized solutions. Exceptions may be made for the use or possession of prescription nicotine products. Any employee or student who violates the district's tobacco-free schools policy shall be asked to refrain from smoking and shall be subject to disciplinary action as appropriate.

Entrance Health Screening

State law requires that the parent or legal guardian of each pupil provide the school documentary proof that the pupil has received a health screening examination by a doctor within 90 days after entrance to first grade. Pupils may be excluded up to 5 days from school for failing to comply or not providing a waiver

Record of a dental assessment done by a dental professional is required for all kindergarteners and first graders attending public school for the first time. Dental assessments must be completed in the 12 months prior to entry or by May 31st of the pupil's first school year.

Pregnant, Lactating and Parenting Pupils

(EC §§ 221.51, 222, 222.5, 46015): The District shall not apply any rule concerning a pupil's actual or potential parental, family, or marital status that treats pupils differently on the basis of sex. The District shall not exclude or deny any pupil from any educational program or activity, including classes and extracurricular activities, solely on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. These conditions shall be treated in the same manner and under the same policies as any other temporary disabling condition.

Pregnant and parenting pupils shall not be required to participate in a pregnant minor program or alternative education program. Pupils who voluntarily participate in an alternative education program shall be provided educational programs, activities, and courses equal to those offered in the regular education program.

A pregnant or parenting pupil is entitled to eight (8) weeks of parental leave, or additional leave if deemed medically necessary by the pupil's physician. During parental leave, absences shall be excused, and the pupil shall not be required to complete academic work or other school requirements. Upon returning from parental leave, the pupil may resume the course of study in which they were previously enrolled, shall be provided opportunities to make up work missed during the leave, and may remain enrolled for a fifth year of high school when necessary to complete state and local graduation requirements. A pupil who chooses not to return to their previous school following parental leave is entitled to alternative education options offered by the District.

Schools shall provide reasonable accommodations to lactating pupils to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding. Reasonable accommodations include access to a private and secure room (other than a restroom), permission to bring a breast pump and related equipment to school, access to a power source, access to a safe place to store expressed breast milk, and a reasonable amount of time to express breast milk or breast-feed an infant child. A pupil shall not incur an academic penalty for using these accommodations and shall be provided the opportunity to make up any work missed as a result.

A complaint alleging noncompliance with these rights may be filed in accordance with the District's Uniform Complaint Procedures.

AB 452 Firearm Safety Notification

The purpose of this information is to inform and to remind parents and legal guardians of all students in the New Haven Unified School District of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

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

- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

Note: Your county or city may have additional restrictions regarding the safe storage of firearms.

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Union City Family Center

The Union City Family Center (UCFC), a program of the New Haven Unified School District, supports students and families through an innovative community school model that brings together education, health, social services, and community resources. As the lead agency for more than 40 partner organizations, UCFC coordinates a comprehensive system of support in collaboration with educators, service providers, local leaders, and community members to meet the needs of children, youth, and families from early childhood through adulthood.

Established in 2012 as the Union City Kids' Zone through a city-school district partnership, UCFC was created to address educational disparities, health inequities, food insecurity, and barriers to economic opportunity. Today, UCFC continues this mission by promoting school attendance, academic success, family engagement, and access to critical services that support student and family well-being. Family Services Assistants are located at every NHUSD school site to help students and families access resources and navigate challenges that may impact school success.

UCFC provides a variety of school-based supports, including connections to after-school programs, academic intervention, enrichment opportunities, attendance support, and parent education workshops. Families can also access food assistance, gently used clothing, and other basic necessities. Through community partnerships, students and families have access to vision and dental care, school-based and mobile health services, health insurance enrollment assistance, and support for housing-insecure families.

For families with young children, UCFC offers early learning and school readiness programs through Neighborhoods Ready for School, including opportunities that promote literacy, socialization, parent engagement, and leadership development.

UCFC's work is made possible through the collaboration of dedicated partners and the generous support of donors and funders who share a commitment to strengthening our community.

To learn more about UCFC's services, partners, and funders, please visit www.unioncityfamilycenter.org or call (510) 476-2770

Student and School Site Safety

Maintaining a safe environment is critical to our children's success and is everyone's responsibility. The District is committed to creating an inviting, respectful atmosphere, to the ongoing improvement of the physical safety of students, employees and school facilities, and to violence prevention.

Closed Campus

A closed campus is essential to the safety and well-being of students. Once a student arrives on campus, he or she may not leave the campus until the completion of the school day, unless the student has been checked out by a parent or guardian listed on the student's emergency card. To promote a safe environment, students at James Logan High School are required to show their student identification cards to be admitted to campus.

VISITORS ON CAMPUS: Parents and guardians are encouraged to visit the school. Other community members may visit on official business or field trips. All visitors, however, are to check in at the office to receive a "visitor's badge" before visiting any classroom. **No visitors are allowed on campus** without permission from the office. **Students are trespassing if they are on another campus** during school hours without permission.

Parents may visit the classroom(s) of their children for the purpose of observing the instructional environment and to gain a basis for assessing the pupil's progress. Classroom visits by parents shall be by appointment arranged in advance, through the office of the principal. Classroom observations by approved visitors of a student enrolled in his/her class are limited to no more than one hour per visit, per week, up to four visits per month. Unless otherwise directed by the principal or designee, a staff member shall accompany visitors/outsideers while they are on school grounds. All visits by individuals other than parents shall be approved by the principal and teacher(s) involved.

CSTs, Campus Monitors

Campus Safety Technicians (CSTs) are important members of the staffs at both James Logan and Conley-Caraballo high schools. It is their job is to monitor student behavior – particularly before and after school, between periods and at lunch – and to intervene when necessary to ensure maintenance of a safe learning environment. **Campus monitors** are employed at all New Haven middle schools and elementary schools. They help supervise before school and after school and at recesses and lunch periods.

Video Surveillance Cameras

Video surveillance cameras are used to enhance student safety and campus security. Surveillance is limited to hallways, stairwells, entrances, school grounds and other areas deemed appropriate by the Superintendent. Surveillance shall not occur in areas where there is a reasonable expectation of privacy.

Crossing Guards/Railroad Safety

For the safety of students who walk to and from school, crossing guards are stationed at various intersections. In addition, the District works to educate students about railroad safety.

Fire/Earthquake/Lockdown Safety

Fire drills are held regularly so that students become familiar with safe exiting procedures. Earthquake and lockdown procedures are also practiced during the school year. Parents or community members on campus during a drill must comply with school drill procedures. In the event of a bomb threat, please turn off cell phones.

Comprehensive School Safety Plan

Each school is required to report on the status of its school safety plan, including a description of its key elements, in the annual School Accountability Report Card (SARC). The planning committee is required to hold a public meeting to allow members of the public the opportunity to express an opinion about the school plan. The planning committee shall notify specified persons and entities in writing. (*Education Code 32280 et seq.*)

In accordance with Education Code section 32282, School Safety Plans also include procedures designed to:

- Notify parents/guardians, students, and staff when immigration enforcement is confirmed on a school site;

- Protect students from child abuse, neglect, and sex offenses; and
- Maintain safe and orderly learning environments for all students.

Parents/guardians may contact their school office for additional information regarding school safety procedures.

Notice of Compliance: A complaint of noncompliance with the school safety planning requirements may be filed with the State Department of Education under the Uniform Complaint Procedures. (*5 California Code of Regulations 4600 et seq.*)

Parents are asked to provide the names and phone numbers of other individuals to whom the school is authorized to release your child after a disaster and/or emergency. Children will not be released without prior authorization, even to other family members, if they do not have prior written approval, as indicated on the student's emergency

Food & Nutrition and Other Services

Student Nutrition Program

The New Haven Unified School District participates in the National School Breakfast and National School Lunch Program. The Student Nutrition Services department will be implementing an alternative program available to schools participating in the National School Lunch and School Breakfast Programs called Provision 2 for School Year 2026-2027. Schools that participate in Provision 2 are able to provide healthy meals each day at no charge for all students enrolled in that school during. NHUSD also provides one free Snack and one free Supper for children enrolled in the Beyond the Bell after-school program. For additional information please contact:

Yaz Widatalla

Director of Student Nutrition Services
New Haven Unified School District
510-475-3992 ext. 60747

1600 H Street
Union City, CA 94587
www.nhusdfood.org

Individual records pertaining to student participation in any free or reduced-price meal program may, under appropriate circumstances, be used by school district employees to identify students eligible for public school choice and services pursuant to the federal Every Student Succeeds Act. When a household is selected for verification of eligibility for free and reduced meals, the District must notify the parent that their child(ren)'s eligibility is being verified. (Education Code Sections 48980(b), 49510, 49520, 49558)

New Haven Unified School District will be continuing with an alternative program available to schools participating in the National School Lunch and School Breakfast Programs called Provision 2 for School Year 2026-2027.

Schools that participate in Provision 2 are also able to provide healthy lunch and breakfast meals each school day at no charge to all students enrolled during the 2026-2027 School Year. Meal applications will not be collected while the NHUSD operates under provision 2. In order to qualify for certain benefits such as, discounted SAT/ACT testing and discounted utility bills; parents can complete the parent data confirmation process in the AERIES portal and request a letter of income verification from the NHUSD SNS department via online form on the SNS website www.nhusdfood.org

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident. Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the state or local agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English. To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027 (PDF), found online at [How to File a Program Discrimination Complaint](#) and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by: 1. Mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW, Mail Stop 9410 Washington, D.C. 20250-9410; 2. Fax: (202) 690-7442; or 3. Email: Program.Intake@usda.gov This institution is an equal opportunity provider.

Student Wellness

Healthy eating has been linked in studies to improved learning outcomes and helps ensure that students are able to reach their potential. The school nutrition environment provides students with opportunities to learn about and practice healthy eating through available foods and beverages, nutrition education, and messages about food in the cafeteria and throughout the school campus.

The Food and Nutrition Services department provides meals that meet federal nutrition standards for the National School Lunch and Breakfast Programs, accommodate the health and nutrition needs of all students, and help ensure that foods and beverages sold outside of the school meal programs meet Smart Snacks in School nutrition standards.

NHUHSD supports a healthy school nutrition environment by marketing and promoting healthier foods and beverages, encouraging participation in the school meal programs, role-modeling healthy eating behaviors, and ensuring that students have access to filtered drinking water throughout the school day. All our campuses are equipped with water dispensers to promote optimal hydration.

In addition:

- The District will engage students, parents, teachers, exercise and nutrition professionals, health professionals and other interested community members in developing, implementing, monitoring and reviewing District-wide nutrition and physical activity policies;
- All students in grades K-8 will have opportunities, support and encouragement to be physically active on a regular basis; Schools will provide consistent nutrition education and physical education to foster lifelong habits of healthy eating and physical activity and will establish linkages between health education and school meal programs;
- Staff and teachers are encouraged to model healthy behaviors in alignment with the wellness policy

James Logan Health Center

The James Logan High School Health Center, established in 1995 as a partnership between the New Haven Unified School District and the Tiburcio Vasquez Health Center, provides preventive, health maintenance and primary health care service for Logan High students.

The health center emphasizes disease prevention and health promotion and also assists in identifying, managing and treating health problems.

To receive services, a student must have documented parent consent, except for “sensitive services” as mandated by California law (see Page 45, *Confidential Medical Services*).

Beyond the Bell / Beyond the Bell Alliance & Boys & Girls Club San Leandro

The District's Expanded Learning Programs are funded through the Expanded Learning Opportunities Program (ELO-P), the After School Education and Safety (ASES) Program, and parent fees. These programs provide students with safe, supportive, and enriching learning opportunities beyond the regular school day.

The District offers before-school programming at select sites and after-school programming through Beyond the Bell (elementary schools), Beyond the Bell Alliance (middle schools), and the Boys & Girls Club of San Leandro at Emanuele, Hillview Crest, Pioneer, and Searles Elementary Schools. Programs operate from school dismissal until 6:00 p.m. on all regular school days, and 30 non-student days (TBA).

Program services include:

- A healthy after-school snack and/or supper
- Academic enrichment and homework support
- Engaging enrichment, recreation, and physical activity opportunities
- Social-emotional learning and relationship-building experiences

Both full-time and part-time enrollment options are available. Programs are offered at no cost to students who qualify for free or reduced-price meals, unhoused and foster youth.

Fee-based enrollment options are available for families who do not qualify for free or reduced-price meals. Program fees vary by grade level and enrollment option.

For additional information, including enrollment interest forms, site contact information, the ELO-P Program Plan, Program Handbooks, enrollment procedures, and the current fee schedule, please visit the District's Expanded Learning webpage [HERE](#).

Union City Youth & Family Services

The City of Union City, through its Youth and Family Services Department, offers a variety of services as a part of their youth violence prevention program, which is designed to address the underlying issues that contribute to violence in our community. The District is cooperating with the City in its efforts to provide counseling, diversion, case management, youth employment, mentoring and restorative justice programs to youth and their families. More information can be found at <https://www.unioncity.org/182/Youth-Family-Services>

Employee Interactions with Pupils

AB500 School Policies that Relate to Employee Interactions with Pupils

Assembly Bill 500 (AB500), effective January 1, 2018, adds section 44050 of the California Education Code, which requires schools to provide the section on employee interactions with pupils in its code of conduct, to parents and guardians of enrolled students on the School's website. The following shares portions of the School policies, which are included in the New Haven Unified School District's Employee Handbook, including language relating to interactions between pupils and employees.

Appropriate Professional Boundaries with Children

New Haven Unified School District employees, especially those who work with children, are expected to conduct themselves in a professional manner and maintain appropriate physical, emotional and sexual boundaries at all times. New Haven employees are never to be alone with a student, and it is expressly prohibited to connect with students using social networking sites, cell phones, or texting. Keeping children safe and providing a safe environment for New Haven Unified students is an essential part of our responsibility as employees.

Violation of professional boundaries with children and incidents of misconduct involving children are taken seriously and will be addressed in a prompt, confidential and thorough manner through the school, the Personnel Office, or the appropriate local authority.

Child Abuse and Sexual Molestation Prevention

The safety and well-being of our students is our highest priority at the New Haven Unified School District. Our policy is that all staff has responsibility for preventing and reporting suspected child abuse and sexual molestation. New Haven Unified intends to comply with the provision of California laws. Child abuse and neglect are against the law in California, and so is the failure to report it. Child abuse is defined as mental, emotional, physical, or sexual injury to a child or failure to prevent such injury to a child.

Reporting Procedure:

Any employee suspecting child abuse or neglect is expected to use the following procedures:

- Do not confront the suspected abuser/molester.
- Maintain confidentiality. Information about suspected child abuse is only to be given out or discussed on a "need to know" basis and is not to be shared with fellow employees, parents, students, or anyone outside the school other than law enforcement.
- You must file a report when you have a "reasonable suspicion" that a child is being abused or neglected.
- Contact local law enforcement for abuse occurring outside the family (sheriff or police).
- Contact Child Protection Services for abuse occurring inside the family.
- Child in immediate danger/risk – call local police or sheriff immediately.
- Leave the investigation to the experts!

Molestation Prevention at School

The New Haven Unified School District expects all employees to limit the opportunities for molestation by responding quickly and appropriately to suspicious situations, and taking actions or filing a report when warranted. Employees are expected to adhere to the following guidelines:

- Avoid any occasion of being alone with a child. Always, have another teacher or adult present or be in an open, public area.
- Monitor volunteers and visitors to ensure they are never alone with a child.
- Report any misconduct or questionable behavior.
- At least two chaperones should accompany students on trips away from school.

New Haven Unified will not knowingly employ anyone who has been convicted of child abuse or sexual molestation. New Haven Unified requires as part of its pre-employment process a background check be conducted on all applicants before an offer of employment is extended. Periodic follow-up background checks are also conducted as part of continuing employment.

Information on Student Fees

The New Haven Unified School District has a proud tradition of excellence, both in the classroom and in co-curricular and extra-curricular activities. While the California Constitution mandates that public education be provided to students free of charge, the District – in its efforts to provide students with the highest possible level of programs and opportunities – for many years has solicited support from parents and the community.

As public education addresses the issue of fees, charges, deposits, donations and fundraising related to courses and activities, it is important to remember that the question is not whether schools and their communities can raise money to support programs – they can. The question is how to make certain that funds are raised lawfully.

The State Constitution requires that public education be provided to students free of charge. A student's right to a free education is for all school/educational activities, whether curricular or extra-curricular, and whether the student receives a grade for the activity or class. Subject to certain exceptions, a student's right to a free public education means that neither the student nor the student's family can be required to purchase materials, supplies, equipment or uniforms for any school activity, nor can the student or the student's family be required to pay security deposits for access, participation, materials or equipment.

Students may be required to attend a fundraising event; however, a student who is unable to raise funds for the event will not be prevented from participating in an educational activity.

The District is required to establish policies concerning the provision of a free education to pupils. The District is also required to establish policies for filing a complaint of noncompliance under this section using the Uniform Complaint Procedures. Notice of the District's fee policies and complaint process shall be provided to pupils, parents, guardians and employees on a regular basis. (*Education Code Sections 49010 et seq.*)

Complaints

The Complaint Procedure outlined below can be used by parents or guardians of District students or members of community who allege a violation of state or federal law or regulation, discrimination, or any other complaint or dispute against the District or an employee of the District. However, individuals with complaints are urged to first attempt to clarify the situation with the people immediately involved. Ask to meet informally with the person(s) involved before discussing the issue with the school principal or program manager. If the problem is not resolved at this level, request a meeting with the immediate supervisor of the school or department. See the Addendum for information about two other complaint procedures to be used in specific cases: Uniform Complaint Procedure and Williams Settlement complaints.

Complaint Procedure

1. Applicability

- a) Complaints by parents or guardians of pupils enrolled in the District regarding employees of the District.
- b) Complaints by members of the community regarding employees of the District.
- c) Complaints alleging a violation of state or federal law or regulations regarding operation of one or more Consolidated Application programs.

- d) Complaints alleging discrimination on the basis of race, color, sex, national origin or ancestry, religion, age, marital status, physical handicap, or medical condition.
- e) Any other complaint or dispute against the District or an officer or employee of the District, in which the parties agree in writing to submit the dispute for resolution under the provisions of this policy.

2. Exclusions

This policy does not apply to any dispute which may be processed as a grievance under a negotiated agreement between the District and the exclusive representative of an employee bargaining unit.

3. Definitions

Complainant: A person who makes a complaint under this policy. *LEA (Local Education Agency):* New Haven Unified School District (also referred to as the "District"). *Respondent:* A District officer or employee against whom a complaint is made under this policy. *SDE:* State Department of Education.

4. Informal Resolution

Every effort shall be made to resolve the complaint informally at the site or program level. If the complaint is not resolved at that level, the site/program supervisor and/or the complainant may refer the complaint to the Superintendent (through the Director of Student and Family Services), who may attempt to resolve the complaint informally. If the complaint is not resolved informally at the Superintendent's level, the complainant may file a formal written complaint.

5. Formal Complaint: Superintendent Level

- a) Form and Content. A complaint must be submitted in writing on a District complaint form (NOTE: This form is available at all school sites and at the Centralized Enrollment Center, 725 Whipple Rd., Union City) and shall be dated and signed by the complainant. The complainant shall set forth in detail the factual basis for the complaint. The complaint shall include specific references to laws, regulations, or policies, if any, which are alleged to have been violated.
- b) Procedure. The channel for a formal complaint shall be through the Superintendent to the Board of Education. A Board member who receives a formal complaint directly from any complainant shall refer the complaint to the Superintendent for processing. A copy of the complaint shall be forwarded promptly by the Superintendent or Superintendent's designee to the respondent.
- c) Response to Complaint. The respondent shall be entitled to respond to the complaint in written or oral form or both. Neither the complaint nor any information of a derogatory nature relating to the complaint shall be entered or filed in the respondent's personnel file unless and until the respondent is given notice and an opportunity to review and comment thereon. The respondent shall have the right to enter, and have attached to any such derogatory statement, his or her own comments thereon.
- d) Investigation. The Superintendent or Superintendent's designee shall investigate the complaint. The investigation may include conferences with the complainant and the respondent (separately or together, at the discretion of the Superintendent or designee) if appropriate. The Superintendent or designee may, but shall not be required to, hold a hearing as a part of the investigation. Either party may be assisted by an attorney or non-attorney representative in the course of the investigation.
- e) Records. A complaint pursuant to this policy shall be deemed to be a personnel record, the disclosure of which would constitute an unwarranted invasion of personal privacy within the meaning of *Government Code Section 6254(c)*. It is, therefore, the intent of the Board of Education that disclosure of such complaints shall not be required under the provisions of *Government Code Sections 6250-6268 (the California Public Records Act)*.
- f) Decision. The Superintendent or designee shall render a decision within 15 working days following receipt of signed statements from the school/program supervisor, complainant and respondent. Copies of the decision shall be mailed or delivered to the parties.

6. Formal Complaint: Appeal to Board of Education

A complainant or respondent who is not satisfied with the decision by the Superintendent or designee may appeal to the Board of Education within 10 working days after the decision is mailed or delivered to the parties. The Board shall hold a hearing on the complaint within 20 working days following receipt of the appeal. The Board shall render a decision within 15 working days after the hearing.

The Board's decision shall be final, subject to the right of a party in an appropriate case to appeal to the SDE or to seek judicial review. In a case in which a party has a right to appeal to the SDE, the District shall provide the party, upon written request, a copy of the SDE appeal procedure.

Filing a Title IX Complaint

The U.S. Department of Education's Office for Civil Rights (OCR) enforces Title IX of the Educational Amendments of 1972. Title IX protects people so that no person in the United States shall, on the basis of sex, including sexual orientation and gender identity, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Any student who believes that he/she has been subjected to exclusion from participation, denied access to New Haven programming, or subjected to discrimination or harassment based on sex, including sexual orientation and gender identity, is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the District Title IX Coordinator:

Kameelah Green, Director of Personnel Services
Title IX Coordinator
34200 Alvarado-Niles Road
Union City CA 94587
(510) 471-1100
kgreen@nhusd.k12.ca.us

In addition, any school employee who observes an incident of exclusion from participation in or denied access to New Haven programming, or subjected to discrimination or harassment based on sex, including sexual orientation and gender identity, involving a student shall, within one school day, report his/her observation to the principal or District's Title IX Coordinator. The employee shall take these actions, whether or not the alleged victim files a complaint.

When a report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's Uniform Complaint Procedures.

Addendum

The State of California requires that parents be notified of their rights and responsibilities in certain matters pertaining to their children's education. In addition to the information provided in the main section of the Parent/Student Handbook, this Notice informs you of your rights and responsibilities under other applicable sections of the Education Code and state and federal regulations.

ASBESTOS MANAGEMENT PLAN

The New Haven Unified School District maintains and annually updates its management plan for asbestos-containing material in school buildings. For a copy of the asbestos management plan, please contact our Corporation Yard. (40 C.F.R. § 763.93)

ATTENDANCE / ATTENDANCE ALTERNATIVES

California law (EC §48980(h)) requires all school boards to inform each student's parent at the beginning of the school year of the various ways in which they may choose schools for their children to attend other than the ones assigned by school districts. Students who attend schools other than those assigned by the districts are referred to as "transfer students" throughout this notification.

There is one process for choosing a school within the district which the parent lives (intradistrict transfer), and potentially three separate processes for selecting schools in other districts (interdistrict transfer). The general requirements and limitations of each process are described as follows:

Choosing a School Within District in Which Parent Lives: The law (EC §35160.5(b)) requires the school board of each district to establish a policy that allows parents to choose the schools their children will attend, regardless of where the parent lives in the district. The law limits choice within a school district as follows:

Students who live in the attendance area of a school must be given priority to attend that school over students who do not live in the school's attendance area. In cases in which there are more requests to attend a school than there are openings, the selection process must be "random and unbiased", which generally means students must be selected through a lottery process rather than on a first-come, first-served basis. A district cannot use a student's academic or athletic performance as a reason to accept or reject a transfer. Each district must decide the number of openings at each school which can be filled by transfer students. Each district also has the authority to keep appropriate racial and ethnic balances among its schools, meaning that a district can deny a transfer request if it would upset this balance or would leave the district out of compliance with a court-ordered or voluntary desegregation program. A district is not required to provide transportation assistance to a student that transfers to another school in the district under these provisions. If a transfer is denied, a parent does not have an automatic right to appeal the decision. A district may, however, voluntarily decide to put in place a process for parents to appeal a decision.

Choosing a School Outside District in Which Parent Lives: Parents have three different options for choosing a school outside the district in which they live. The three options are:

Option 1: Districts of Choice (EC §§48300 through 48315): The law allows, but does not require, each school district to become a “district of choice” – that is, a district that accepts transfer students from outside the district under the terms of the referenced Education Code sections. If the school board of a district decides to become a “district of choice” it must determine the number of students it is willing to accept in this category each year and make sure that the students are selected through a “random and unbiased” process, which generally means a lottery process. If the district chooses not to become a “district of choice”, a parent may not request a transfer under these provisions. Other provisions of the “district of choice” option include:

Either the district a student would transfer to or the district a student would transfer from may deny a transfer if it will negatively affect the racial and ethnic balance of the district, or a court-ordered or voluntary desegregation plan. A district of choice cannot deny a transfer request on the basis that the costs to provide services exceeds the revenue received, but it may reject a request if doing so would require the creation of a new program. However, the district of choice may not deny the transfer of any special needs student, including an individual with exceptional needs, or an English Learner student even if the cost to educate the student exceeds the revenue received or the creation of a new program is required. The district a student would be leaving may also limit the total number of students transferring out of the district each year to a specified percentage of its total enrollment, depending on the size of the district. Communications to parents or guardians by a school district of choice shall be factually accurate and shall not target students based upon academic ability, athletic performance, or other personal characteristics. No student who currently attends a school or lives within the attendance area of a school can be forced out of that school to make room for a student transferring under these provisions. Siblings of students already attending school in the “district of choice” and children of military personnel must be given transfer priority. A parent may request transportation assistance within the boundaries of the “district of choice”. The district is required to provide transportation only to the extent it already does so.

Option 2: Other Interdistrict Transfers (EC §§46600 et seq.): The law allows two or more districts to enter into an agreement for the transfer of one or more students for a period of up to five years. New agreements may be entered into for additional periods of up to five years each. The agreement must specify the terms and conditions under which transfers are permitted. Districts of residence may not deny a transfer of a student whose parent is active duty military where the district of proposed enrollment approves the application or for students who are the victim of an act of bullying unless the requested school is at maximum capacity. The law on interdistrict transfers also provides for the following: If either district denies a transfer request, a parent may appeal that decision to the county board of education. There are specified timelines in the law for filing an appeal and for the county board of education to make a decision.

Option 3: Parental Employment in Lieu of Residency Transfers (EC §48204(b)): If at least one parent or legal guardian of a student is physically employed in the boundaries of a school district other than the one in which they live for a minimum of 10 hours during the school week, the student may be considered a resident of the school district in which his/her parents work. This code section does not require that a school district accept a student requesting a transfer on this basis, but a student may not be rejected on the basis of race/ethnicity, sex, parental income, academic achievement, or any other “arbitrary” consideration.

Other provisions of EC §48204(b) include: Either the district in which the parent or legal guardian lives or the district in which the parent or legal guardian works may prohibit the student’s transfer if it negatively impacts a desegregation plan. The district in which the parent or legal guardian works may reject a transfer if it determines that the cost of educating the student would be more than the amount of government funds the district would receive for educating the student. There are set limits (based on total enrollment) on the net numbers of students that may transfer out of a district under this law, unless the district approves a greater number of transfers.

There is no required appeal process for a transfer that is denied. However, the district that declines to admit a student must provide in writing to the parent or legal guardian the specific reasons for denying the transfer.

Open Enrollment Act (EC § 48350 et seq.): Whenever a student is attending a district school on the Open Enrollment List, as identified by the Superintendent of Public Instruction, he/she may apply to transfer to another school within or outside of the District, if the school to which he/she is transferring has a higher Academic Performance Index. Districts with a school on the List must notify the parents/guardians at that school on or before the first day of the school year of their option to transfer to another public school. Information regarding the application process and applicable deadlines can be obtained from the district office.

This summary provides an overview of the laws applicable to school attendance for each alternative. Additional information is available upon request.

AVAILABILITY OF STATE FUNDS TO COVER ADVANCED PLACEMENT EXAMINATION FEES

School districts may apply to the State Department of Education for grant funding to assist economically disadvantaged pupils to pay for advanced placement examination fees. (Ed. Code, §§ 48980(k) and 52244). Pupils may submit applications for grants to:

1. their House Principal
2. Principal Clarissa Zapata at Conley-Caraballo High School.

CHILDREN IN HOMELESS SITUATIONS

Each local district shall appoint a liaison for homeless children who shall ensure the dissemination of public notice of the educational rights of students in homeless situations. (42 U.S.C. § 11431-11435)

WILLIAMS COMPLAINT POLICY & PROCEDURE

Every school must provide sufficient textbooks and instructional materials. Every student, including English learners, must have textbooks or instructional materials, or both, to use at home or after school. School facilities must be clean, safe, and maintained in good repair. There

should be no teacher vacancies or misassignments. If a school is found to have deficiencies in these areas, and the school does not take corrective action, then a complaint form may be obtained at the District Office.

Parents, students, teachers or any member of the public may submit a complaint regarding these issues. However, it is highly encouraged that individuals express their concerns to the school principal before completing the complaint forms to allow the school to respond to these concerns.

CONCUSSION AND HEAD INJURIES

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. A school district, charter school or private school that elects to offer an athletic program must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

EQUAL OPPORTUNITY

Equal opportunities for both sexes in all educational programs and activities run by the District is a commitment made by the District to all students. (Title IX of the Education Amendments of 1972.) Inquiries on all matters, including complaints, regarding the implementation of Title IX in the District may be referred to Kameelah Green, Director, Personnel Services, 34200 Alvarado-Niles Road, Union City, CA 94587.

INVESTING FOR FUTURE EDUCATION

Parents are advised of the importance of investing for higher education for their children and of considering appropriate investment options, including, but not limited to, United States savings bonds. (Ed. Code §48980(d))

MEDICAL AND HOSPITAL SERVICES FOR PUPILS

The District is required to notify parents in writing if it does not provide or make available medical and hospital services for students injured while participating in athletic activities. The district is also authorized to provide medical or hospital services through non-profit membership corporations or insurance policies for student injuries arising out of school-related activities. (EC §§49471 and 49472)

MINIMUM AGE OF ADMISSION TO KINDERGARTEN

A child shall be eligible for enrollment in kindergarten at the beginning of the school year or at a later time in the same year, if the child has his/her fifth birthday on or before September 1. Any child who will have their fourth birthday by September 1 shall be admitted into transitional kindergarten. On a case-by-case basis, a child who has reached age 5 after the date listed above but before the end of the applicable school year, may be admitted to kindergarten with the approval of the child's parent or guardian and subject to board approval. (Ed. Code §48000(b))

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES

The Governing Board (*Board Policy 0410*) is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The Board shall promote programs that ensure that discriminatory practices are eliminated in all District activities. (*Title VI Civil Rights Act of 1964*)

NON-MANDATORY PROGRAMS FOR PARENTAL/PUPIL PARTICIPATION

Schools may not require a student or student's family to submit to or participate in any assessment, analysis, evaluation, or monitoring of the quality or character of student home life, parental screening or testing, nonacademic home-based counseling program, parent training, or prescribed family educational service plan. (Ed. Code §49091.18)

PESTICIDE PRODUCTS

The District uses common pesticides and herbicides as necessary to control weeds and pests at schools. Signs are posted at the schools describing the pesticides or herbicides to be used, along with the active ingredients contained in the pesticide/herbicide, at least 24 hours prior to application. If you would prefer to be notified by mail at least 72 hours prior to application at your child's school during the 2026-27 school year, call the District's Maintenance and Operations Department (510-471-5559) to be placed on a notification list. The pesticides and herbicides are used only when needed, and all of them are not used at every school. Pesticides and herbicides, along with the active ingredients, that are used in the District are as follows:

Pesticides: Advion Ant Gel, Advion Cockroach Gel Bait, Alpine WSG, Arilon, Essentria, Optimate, Zenprox EC, Ranger PRO, Poast, Malathion25, Ficam D, Ronstar G, Flytek Fly Bait, Metaldehyde 3.5, Fusilade, Fusilade II, Suspend, RC, Ronstar 50 WP, Ronstar 50 WSP, SpeedZone Southern, Suflan A.S., Target Pro-Spreader, Activator, Roundup Quickpro, Magnify Activator, Fireworxx Herbicide, Cheetah Pro Herbicide, Rodent Bait Chlorophacinone Treated Grain, Rodent Bait Diphacinone Treated Grain, Gopher Getter Type 2 AG Bait, Martin's Gopher Bait 50, Talpirid, SP Rodent Oat Bait AG, Giant Destroyer, Aluminum Phosphide, IGI Carbon Dioxide, Selontra Rodent Bait, California Contrac, CY_KICK CS, Drione

Insecticide Dust, Talstar P, Termidor SC, Alpine WSG, Archer IGR, Maxforce FC Ant Bait Stations, Maxforce FC Cockroach bait stations, Maxforce FC Ant Killer, In Tice, Advance 375A, Lambda 9.7 CS, and Alpine D.

For more information on pesticides and herbicides, contact the State Department of Pesticide Regulations (916-445-4300) or the District's Maintenance and Operations Department (510-471-5559).

PROSPECTUS OF CURRICULUM

(EC §49091.14): The curriculum of every course offered by the schools of the district is compiled annually by each school in a prospectus. Each school prospectus is available for review upon request at each school site. Copies are available upon request for a fee not to exceed the actual copying cost.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

The Protection of Pupil Rights Amendment (PPRA) requires that districts develop policies that obligate them to obtain prior written consent from parents prior to their student participating in a survey containing one or more of the following items:

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income (other than that required by law to determine eligibility for participation in a program of or receiving financial assistance under such program).

The PPRA requires that school districts provide parents with annual notice of these policies. California has also adopted a similar requirement to the PPRA in Education Code section 51512, which requires written parent consent prior to their students participating in a survey regarding family beliefs, morality and similar issues.

RESIDENCY REQUIREMENT

Residency is established when a pupil's parent or legal guardian resides outside of the boundaries of that school district but is employed and lives with the pupil at the place of his or her employment within the boundaries of the school district for a minimum of 3 days during the school week.

SCHOOL ACCREDITATION

Requires a school district to notify each parent or guardian of a pupil in a school that has lost its accreditation status and the potential consequences of the school's loss of status, in writing or by posting the information on the school district's or school's Internet Website, or by any combination of these methods. (Ed. Code §35178.4)

SEX EQUITY IN CAREER PLANNING

Parents shall be notified in advance of career counseling and course selection commencing with course selection in Grade 7, to promote sex equity and allow parents to participate in counseling sessions and decisions. (Ed. Code, §221.5(d))

SUN PROTECTIVE CLOTHING/USE OF SUNSCREEN

School sites must allow for outdoor use of sun-protective clothing and must provide for the use of sunscreen by students during the school day by an established policy. (Ed. Code §35183.5)

Uniform Complaint Procedures (UCP)

Annual Notice

August 2026

New Haven Unified School District

2026—2027 UCP Annual Notice

The New Haven Unified School District annually notifies our students, employees, parents or guardians of its students, school and district advisory committee members, appropriate private school officials or representatives, and other interested parties of the Uniform Complaint Procedures (UCP) process.

The New Haven Unified School District is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation, or bullying against any protected group, and all programs and activities that are subject to the UCP. Programs and Activities Subject to the UCP: Accommodations for Pregnant and Parenting Pupils, Adult Education, After School Education and Safety, Agricultural Career Technical Education, Career Technical Education, Child Care and Development, Compensatory Education, Consolidated Application, Course Periods without Educational Content, Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district and Children of Military Families, Every Student Succeeds Act, Local Control and Accountability Plans (LCAP), Migrant Education, Physical Education Instructional Minutes, Pupil Fees Reasonable Accommodations to a Lactating Pupil, Regional Occupational Centers and Programs, School Plans for Student Achievement, School Safety Plans, School Site Councils, State Preschool, and State Preschool Health and Safety Issues in LEAs Exempt from Licensing

Pupil Fees

A pupil fee includes, but is not limited to, all of the following:

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

A pupil fees complaint may be filed with the principal of a school or our superintendent or his or her designee. A pupil fees and/or an LCAP complaint may be filed anonymously, however, the complainant must provide evidence or information leading to evidence to support the complaint.

A pupil enrolled in a school in our district shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

Additional Information

We shall post a standardized notice of the educational rights of pupils in foster care, pupils who are homeless, former juvenile court pupils now enrolled in a school district, and pupils in military families as specified in Education Code Sections 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

We shall post a notice to identify appropriate subjects of state preschool health and safety issues in each California state preschool program classroom in each school notifying parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the California Code of Regulations that apply to California state preschool programs pursuant to HSC section 1596.7925 and (2) where to get a form for a state preschool health and safety issues complaint.

Contact Information

Uniform Complaint forms can be downloaded from the New Haven Unified School District webpage at mynhusd.org and submitted to the staff member responsible to receive UCP complaints for our agency:

Marcus Lam, Director of Student and Family Services, New Haven Unified School District

725 Whipple Road, Union City, CA 94587

mlam@nhusd.k12.ca.us

Complaints will be investigated and a written report with a decision will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with our UCP policies and procedures.

The complainant has a right to appeal our Decision of complaints regarding specific programs and activities subject to the UCP, pupil fees and the LCAP to CDE by filing a written appeal within 15 days of receiving our Decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our Decision.

We advise any complainant of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. Copies of our Uniform Complaint Procedures process shall be available free of charge.

U.S. DEPARTMENT OF EDUCATION PROGRAMS

The following applies only to programs directly funded by the U.S. Department of Education: All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation shall be available for inspection by the parents or guardians of the children.

No student shall be required, as part of any applicable U.S. Department of Education funded program, to submit to a survey, analysis, or evaluation that reveals information concerning: political affiliations; mental and psychological problems potentially embarrassing to the student or his family; sex behavior and attitudes; illegal, anti-social, self-incriminating and demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; religious practices, affiliations, or beliefs of the student or student's parent; or income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent. (20 U.S.C. § 1232h)

EVERY STUDENT SUCCEEDS ACT

(20 USC §6301 et seq.): Under ESSA, parents have the following rights:

Information Regarding Professional Qualifications of Teachers, Paraprofessionals, and Aides: Upon request, parents have a right to information regarding the professional qualifications of their student's classroom teachers, paraprofessionals, and aides. This includes whether the teacher meets the state qualifications and licensing criteria for the grades and subjects she/he teaches whether the teacher is teaching under an emergency permit or other provisional status because of special circumstances, the teacher's college major, whether she/he has any advanced degree, and whether any instructional aides or paraprofessionals provide services to your child and, if so,

their qualifications. The district shall also notify parents if their child has been assigned to or has been taught for 4 or more consecutive weeks by a teacher who is not highly qualified.

Information Regarding Individual Student Reports on Statewide Assessments: Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

Limited English Proficient Students: The Act requires prior notice be given to parents of English learners regarding limited English proficiency programs, including the reasons for the identification of the student as an English learner, the need of placement in a language instruction educational program, the student's level of English proficiency, how such level was assessed, the status of the student's academic achievement, the methods of instruction used in the programs available, how the recommended program will meet the student's needs, program performance, parent options to remove a student from a program and/or to decline initial enrollment, and expected rate of transition into classrooms not tailored for English learners.

The information provided above is available upon request from your child's school or the district office. Additional notices that may be required under the Every Student Succeeds Act shall be sent separately.

COMMUNICABLE DISEASES

(EC §48216 and 49403): The district is authorized to administer immunizing agents to pupils whose parents have consented in writing to the administration of such immunizing agent. The district is required to exclude pupils who have not been properly immunized pursuant to Health and Safety Code 120325 and 120335. The district must notify parents that they have two weeks to supply evidence either that the pupil has been properly immunized or is exempted from the requirement. All students entering kindergarten, advancing from sixth to seventh grade in the district, or prior to his or her first admission to the district, will be required to comply with the immunization requirements of Health and Safety Code section 120335, unless the student provides the district with a valid exemption from a licensed physician. No new personal belief exemptions will be accepted. Students with personal-belief exemptions on file with the district as of January 1, 2016, shall be allowed to continue enrollment until entering the next grade span in the district. Grade spans are defined as birth through preschool, K-6, including transitional kindergarten, and 7-12. Students qualified for an individualized education program may access special education and related services as required by his or her individualized educational program.

Immigration Enforcement – “Know Your Rights”

All students have the right to a free public education, regardless of immigration status or religious beliefs. For more information, please see the resources developed by the California Attorney General at:

All children in California:

- Have the right to a free public education.
- Must be enrolled in school if they are between 6 and 18 years old, unless otherwise exempt.
- Have the right to attend safe, secure, and peaceful schools.
- Have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
- Have equal opportunity to participate in any program or activity offered by the school without discrimination.

Information Required for School Enrollment

- Schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency and schools are not required to keep a copy of the document used as proof of a child's age.
- Information about citizenship/immigration status is never needed for school enrollment. A Social Security number is never needed for school enrollment.

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 so, the school district must provide parents/guardians with written notice of the directory information policy, and provide the option to refuse release of your child's information.

Family Safety Plans if You Are Detained or Deported

- You can update your child's emergency contact information, including secondary contacts, to identify a trusted adult guardian who can care for your child if you are detained or deported.

- You can complete a Caregiver's Authorization Affidavit or consult with legal counsel regarding options like a Petition for Appointment of Guardian to give 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 they are discriminated against, harassed, intimidated, or bullied because of their actual or perceived nationality, ethnicity, or immigration status.

For more information on resources for responding to immigration enforcement activities at California schools, or to file a complaint, please contact:

Bureau of Children's Justice
California Attorney General's Office
P.O. Box 944255
Sacramento, CA 94244-2550
Phone: (800) 952-5225
E-mail: BCJ@doj.ca.gov
<https://oag.ca.gov/bcj/complaint>
For more information:

- [Know Your Educational Rights \(English\)](#)
- [Know Your Educational Rights \(Spanish\)](#)
- [Know Your Educational Rights \(Chinese\)](#)
- [Know Your Educational Rights \(Korean\)](#)
- [Know Your Educational Rights \(Vietnamese\)](#)
- [Know Your Educational Rights \(Tagalog\)](#)