

Rosa Parks TK-8 School

2250 68th Avenue

Sacramento, CA 95822

(916)395-5327 FAX (916)433-5518

Attendance (916)395-5328



Student/Family Handbook 2026-2027

Our Mission:

Rosa Parks, a community of resilient individuals equipped with the knowledge and skills to create pathways to opportunities in life.

Assistant Principal: Julie DelAgua
Assistant Principal: Yvette Menefee
Assistant Principal: Vacant
Principal: Gerri Leonardis

****This is a living document and updates often, please check back throughout the year.****

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Human Resource Services

Traditional Student Attendance Calendar

2026-27 School Year

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Legend/Key	
*	First/Last Day of School
	Non-School Days
	School Semester Start/End

of School Days (Students)
180

Rosa Parks Vision

At Rosa Parks, our vision is to build a safe and collaborative learning community. We strive to help students become independent problem solvers that respect themselves and the community around them.



ROSA PARKS TK-8 SCHOOL BELL SCHEDULE

2026-2027 SCHOOL YEAR

Regular Day Schedule (Mondays, Tuesdays, Wednesdays, & Fridays)	Early Release Thursday Schedule	Minimum Day Schedule
<u>TK & Kindergarten</u> School Begins: 8:00 AM Recess: 10:00 AM - 10:15 AM Recess: 11:05 AM - 11:20 AM Dismissal: 11:20 AM Lunch: 11:20 AM - 11:40 AM	<u>TK & Kindergarten</u> School Begins: 8:00 AM Recess: 10:00 AM - 10:15 AM Recess: 11:05 AM - 11:20 AM Dismissal: 11:20 AM Lunch: 11:20 AM - 11:40 AM	<u>TK & Kindergarten</u> School Begins: 8:00 AM Recess: 10:00 AM - 10:15 AM Recess: 11:05 AM - 11:20 AM Dismissal: 11:20 AM Lunch: 11:20 AM - 11:40 AM
<u>1st-3rd Grade</u> School Begins: 8:00 AM Recess: 9:30 AM - 9:45 AM Lunch/Recess: 10:50 AM - 11:25 AM Recess: 12:40 PM - 12:50 PM Dismissal: 1:57 PM	<u>1st-3rd Grade</u> School Begins: 8:00 AM Recess: 9:30 AM - 9:45 AM Lunch/Recess: 10:50 AM - 11:25 AM Recess: 12:40 PM - 12:50 PM Dismissal: 12:57 PM	<u>1st-3rd Grade</u> School Begins: 8:00 AM Recess: 9:30 AM - 9:45 AM Lunch/Recess: 10:50 AM - 11:25 AM Dismissal: 12:45 PM
<u>4th-6th Grade</u> School Begins: 8:00 AM Recess: 9:50 AM - 10:05 AM Lunch/Recess: 11:10 AM - 11:45 AM Dismissal: 2:07 PM	<u>4th-6th Grade</u> School Begins: 8:00 AM Recess: 9:50 AM - 10:05 AM Lunch/Recess: 11:10 AM - 11:45 AM Dismissal: 1:07 PM	<u>4th-6th Grade</u> School Begins: 8:00 AM Recess: 9:50 AM - 10:05 AM Lunch/Recess: 11:10 AM - 11:45 AM Dismissal: 12:59 PM

Regular Day Schedule (Mondays, Tuesdays, Wednesdays, & Fridays)	Early Release Thursday Schedule	Minimum Day Schedule	Rally Schedule
<u>7th Grade</u> 1st Period: 8:05 AM - 8:58 AM 2nd Period: 9:03 AM - 9:56 AM 3rd Period: 10:01 AM - 10:54 AM 4th Period: 10:59 AM - 11:52 AM Lunch: 11:52 AM - 12:22 PM 5th Period: 12:27 PM - 1:18 PM 6th Period: 1:23 PM - 2:14 PM Dismissal: 2:14 PM <u>8th Grade</u> 1st Period: 8:05 AM - 8:58 AM 2nd Period: 9:03 AM - 9:56 AM 3rd Period: 10:01 AM - 10:54 AM 4th Period: 10:59 AM - 11:52 AM 5th Period: 11:57 AM - 12:48 PM Lunch: 12:48 PM - 1:18 PM 6th Period: 1:23 PM - 2:14 PM Dismissal: 2:14 PM	<u>7th Grade</u> 1st Period: 8:05 AM - 8:48 AM 2nd Period: 8:53 AM - 9:36 AM 3rd Period: 9:41 AM - 10:23 AM 4th Period: 10:28 AM - 11:10 AM 6th Period: 11:15 AM - 11:57 AM Lunch: 11:57 AM - 12:27 PM 5th Period: 12:32 PM - 1:14 PM Dismissal: 1:14 PM <u>8th Grade</u> 1st Period: 8:05 AM - 8:48 AM 2nd Period: 8:53 AM - 9:36 AM 3rd Period: 9:41 AM - 10:23 AM 4th Period: 10:28 AM - 11:10 AM 6th Period: 11:15 AM - 11:57 AM 5th Period: 12:02 PM - 12:44 PM Lunch: 12:44 PM - 1:14 PM Dismissal: 1:14 PM	<u>7th & 8th Grade</u> 1st Period: 8:05 AM - 8:41 AM 2nd Period: 8:46 AM - 9:22 AM 3rd Period: 9:27 AM - 10:03 AM 4th Period: 10:08 AM - 10:44 AM 5th Period: 10:49 AM - 11:25 AM 6th Period: 11:30 AM - 12:05 PM Dismissal: 12:05 PM Lunch: 12:05 PM – 12:35 PM	<u>7th Grade:</u> 1st Period: 8:05 AM - 8:48 AM 2nd Period: 8:53 AM - 9:36 AM 3rd Period: 9:41 AM - 10:23 AM 4th Period: 10:28 AM - 11:10 AM 6th Period: 11:15 AM - 11:57 AM Lunch: 11:57 AM - 12:27 PM 5th Period: 12:32 PM - 1:14 PM RALLY: 1:19P – 2:10P <u>8th Grade:</u> 1st Period: 8:05 AM - 8:48 AM 2nd Period: 8:53 AM - 9:36 AM 3rd Period: 9:41 AM - 10:23 AM 4th Period: 10:28 AM - 11:10 AM 6th Period: 11:15 AM - 11:57 AM 5th Period: 12:02 PM - 12:44 PM Lunch: 12:44 PM - 1:14 PM (RETURN TO 5TH PERIOD TO ATTEND RALLY: 1:19P – 2:10P)

Welcome to the Pride of Rosa Parks TK-8!

Dear Families and Students,

Welcome to a brand-new year at **Rosa Parks TK-8 School**! We are so thrilled to have you as part of our community. Around here, our doors are always open, and your presence on campus truly makes our school feel like a home.

Whether you're a new face or a returning friend, we invite you to dive into school life. By joining the **Parent Teacher Organization (PTO)**, the **Site Council**, or any of our various committees, you ensure that your voice and vision help shape the future of our school.

Your Roadmap to Success

We've designed this handbook to be your "go-to" guide for a smooth and successful year. Inside, you'll find:

- **The Essentials:** Everything you need to navigate the day-to-day.
- **The Extras:** Details on the special programs that make Rosa Parks unique.
- **The Expectations:** Clear guidelines to help every student thrive.

Please take a few moments to sit down with your child and explore these pages together. It's the best way to kick off a year filled with growth, discovery, and community.

We can't wait to see what we achieve together!

Sincerely,

The Rosa Parks Staff

Administration

Principal	Gerri Leonardis
Asst. Principal	Julie Del Agua
Asst. Principal	Yvette Menefee
Asst. Principal	Vacant

Counseling Department

School Counselor	Thomas Avelar
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Library

Librarian	Christina Lanzaro
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Office Staff

Office Manager	Arwen Renda
Attendance Technician II	Bobbie Miller
Office Technician II	Gabriela Aguilar

Student Support Center

Student Support Center Social Worker	Grace Roodbar
Student Support Center Clinician	vacant

Parent Resource Center

Parent Advisor; English & Hmong	Ly Moua
Parent Advisor; English & Spanish	Araceli Villalpando

Teachers TK-6th

Christie Wells - Artman	Reading Intervention Teacher
Mary Lee	Reading Intervention Teacher
Kimberly Osmanski-Potter	Transitional Kindergarten
Christina Ha	Kindergarten
Maria Reyes-Campos	Kindergarten
Hlao Yang	1st Grade
Diana Campbell	1st/2nd Grade
Suki Maharaj	2nd Grade
Jazlin Garcia	3rd Gade
Adam Borrego	3rd Grade
Jasmine Titus	4th/5th Grade
Monique Causley	4th/5th Grade
Tami Chanthorn	4th/5th Grade
Kyle Ly	6th Grade
Marcus Tuller	6th Grade
Kristin Whitefleet	Self-Contained Autism class
Kabee Lee	PE Prep Teacher
vacant	Special Ed – RSP

Teachers 7th and 8th

Edgar Vences-Mora
Monica McCoy
John Xiong
Lisa Caballero
Alexis Boss
Sharda Wati
Alexander Vercelli
Vacant
Rupa Ghosh
Monique Owens
Mehment Sesen
Moises Medina
vacant
Alexandra Danzinger
vacant
Paolo Legaspi
Michelle Martin
Lisa Smiley
Walter Hatfield
Andres Martinez
Galen Moran
Andrew Wogec
Kristin Goetz
Joe Johnson
Aaron Meylink
Elizabeth Hernandez

Math and Robotics (elective)
Math
Math and Consumer Math (elective)
Math
Science and Agriculture (elective)
Science
Science
Science
Math/Science/SDC
Language Arts and CTE (elective)
Language Arts
Language Arts/Student Government
Language Arts
English Language Development (ELD)
RSP
RSP
RSP
SDC 7th/8th
Social Science
Social Science and College Prep (elective)
Social Science and Quest (elective)
Social Science and College Prep (elective)
Physical Ed
Physical Ed
Physical Ed
Music

Support Staff

Marlo Flores Bakes
Chi Saykao
Mickey Thao
Victor Perez
Vacant
LeNora Holliday
Bryce Inman
Megan Gisin
Gabriel Ortiz
Salma Erriq
Coach John Haynes
Veniesha Franklin
Steve Fong Perez

Instructional Aide
Instructional Aide
Instructional Aide
Instructional Aide
Instructional Aide
Instructional Aide
Instructional Aide
Instructional Aide
Instructional Aide
Instructional Aide
Campus Monitor - Yard Duty
Campus Monitor - Elementary
Campus Monitor - Campus Monitor

Attendance Procedures: What You Need to Know

Regular attendance is the first step toward academic success. At Rosa Parks K-8, we want every student in class, on time, and ready to learn.

How to Report an Absence

All absences must be cleared within 3 school days. If not cleared, the absence will remain "unverified" on your child's permanent record.

You have three ways to report an absence:

1. **Online:** Visit rosaparks.scusd.edu and click "Report an Absence" to fill out the form.
2. **By Phone:** Call the 24-hour Attendance Line at (916) 395-5328 (Press Option 2).
3. **In Person:** Drop off a written or doctor's note at the Attendance Office. Or, email to Bobbie-Miller@scusd.edu

Please provide the following details:

- Student's full name and grade level.
- Date(s) of absence.
- Specific reason for the absence.
- Your name, phone number, and signature (for written notes).

Understanding Absence Types

Type	Definition	Examples
Excused (Verified)	Absences allowed by the district.	Illness, medical/dental appointments, or a death in the family.
Unexcused (Unverified)	Any absence not listed above, even with parent permission.	Vacations, personal errands, or missing the bus.
Truancy	Being absent or leaving class without permission.	Cutting class or arriving 30+ minutes late on three or more days.

The "10-Day" Illness Rule

- **The Limit:** Students are allowed 10 days of absence for illness per year (verified by a parent).
- **The Requirement:** Once a student reaches 10 days of illness, any further absences must have a doctor's note to be excused.
- **Doctor's Notes:** Absences cleared by a doctor's note from the start do not count toward your 10-day limit.
- **SART/SARB:** Students who have had a SART or SARB attendance hearing are required to provide a doctor's note for *every* absence.

Planning for Extended Absences (3+ Days)

If you know your child will be absent for 3 or more days (for medical issues, personal reasons, or vacations), please follow these steps:

1. **Notify the Office:** Provide a written note to the Attendance Office one full week before the absence.
2. **Request Work:** Ask teachers for homework or classwork *before* the student leaves.
3. **Submit Work:** To receive class credit, all assigned work must be turned in.

Important Note: While we appreciate advance notice, school district policy classifies vacations as unexcused (unverified) absences.

Rosa Parks Attendance Office

rosaparks.scusd.edu

(916) 395-5328

California Education Code 48200 says that parents must see that their children attend school every day. Failure to keep students in school can result in the filing of a criminal complaint by the District Attorney's Office. The California Education Code section 48291-48293 gives the District Attorney's Office the power to prosecute "any person, guardian, or other person having control or change of any pupil who fails to comply with the compulsory full-time education requirements, unless excused or exempted". Parents/Guardians must also be subject to prosecution under Penal Code Section 272.

Contributing to the Delinquency of a Minor

This section carries a penalty of a fine not to exceed \$2500.00 or imprisonment in the county jail for no more than one year. In addition, as a result of failure to attend school, your children, under the Welfare and Institution Code 601(b) could be made a ward of the court.

Early Dismissals, Tardies, and Emergency Info

To maximize learning time and minimize classroom disruptions, please use the following guidelines for early dismissals, late arrivals, and emergency contacts.

Early Dismissal Procedures

We strongly encourage families to schedule medical and dental appointments outside of school hours. If a student must leave early, please follow these strict safety protocols:

- **In-Person Sign-Out:** A parent, guardian, or authorized adult must come directly to the Attendance Office to sign the student out.
- **If you must sign your student out, please do so between the hours of 8:45 AM and 1:45 PM**
- **ID Requirement:** The adult must present a valid photo ID (such as a driver's license or state ID card).
- **Authorized Adults Only:** Students will *only* be released to adults (18 or older) who are explicitly listed on the student's Emergency Card.

Tardy Policy & Consequences

Arriving on time builds great lifelong habits and ensures your child doesn't miss crucial morning instructions.

General Tardiness

- **Any student arriving after the morning bell rings will be considered Tardy.** Any student arriving after 8:10 must go directly to the Attendance Office to get a late slip before heading to class.

7th & 8th Grade Passing Periods

- Students must be inside their classroom when the bell rings.
- Moving between classes late counts as an unexcused tardy unless the student has a physical pass from a staff member.

Consequences for Class Tardies

Accumulating unexcused tardies between classes will result in the following disciplinary actions:

Tardy Count	Action / Consequence
1 to 5 Tardies	Warning / Teacher intervention.
More than 5 Tardies	Administrative Referral. Consequences may include lunch detention, school beautification, or after-school detention.
Continued Tardiness	Severe cases may lead to suspension or a referral to the School Attendance Review Board (SARB).

State Law Warning: Under California Education Code 48260, any student who is 30+ minutes late on three or more days in a single school year without a valid excuse is legally classified as a truant.

Keeping in Touch: Emergency Info & Staying Connected

At Rosa Parks Ta K-8, we believe that open communication between home and school is the secret to student success. Here is how we keep in touch, how you can stay involved, and how to help us keep your child safe.

Emergency Info: Help Us Keep Your Child Safe

If there is a medical emergency or an unexpected school closure, we need to be able to reach you instantly. In fact, California state law (Education Code 49408) requires us to keep these records up to date.

Please make sure the Attendance Office always has your current:

- **Phone Numbers:** Home, cell, and work.
- **Medical Details:** Your preferred hospital and family doctor's name.
- **Backup Contacts:** Local friends, neighbors, or relatives who have your permission to pick up and care for your child if you can't be reached.

Changed your phone number or moved? Please visit SCUSD.Edu website, then Enroll in SCUSD (top tool bar, then Current Student (scroll down) click on HOUSEHOLD UPDATE FORM. You can then update your address and phone number(s).

**Has your phone number
or address changed??**

Fill out the Household Information Update Form 



Home-School Communication: How We Stay in Touch

We work hard to ensure you never miss a beat. Here are the primary ways we send updates, announcements, and emergency alerts:

- **Messenger:** Our automated phone and email system - Parent Square. We use this to send out reminders about report cards, upcoming meetings, and crucial safety updates during emergencies.
- **The School Marquee:** Check out the electronic billboard on 68th Ave for quick reminders about upcoming school events.
- **Direct Appointments:** Want to chat with the Principal, Assistant Principal, or a teacher? We are always happy to connect! Please call **(916) 395-5327** to schedule a meeting.

Report Cards & Progress Updates

We track student progress closely so there are never any surprises at the end of the year.

- **For Grades K–6:** Trimester report cards are issued three times a year. If your child is struggling to meet state standards, a progress report will be sent home mid-trimester so we can work together to get them back on track.
- **For Grades 7–8:** Grades and progress notices are sent out **8 times a year**. Expect "Deficiency Notices" mid-quarter if your student has a failing grade, followed by official Quarter or Semester report cards a few weeks later.

Parent Involvement: Be Our Partner in Learning

Students thrive when their families are actively involved in their education. Here are a few great ways to partner with us this year:

- **On Campus:** Drop by our **Parent Center** or **Student Support Center** right here on campus.
- **At Home:** Help your child arrive on time every day, set up a quiet daily homework routine, and review their assignments together.
- **Online:** Log in to the **Infinite Campus Parent Portal** regularly to monitor your student's grades and attendance.
- **In Community:** Stay in touch with teachers and join us for school-wide events like Back to School Night, Open House, parent-teacher conferences, sports games, band concerts, and our cultural celebrations!

Campus Visitors: Keeping Our Students Safe

We love having family members visit! To keep our campus secure, please follow these safety rules:

- **The Check-In Rule:** All visitors and volunteers **must** sign in at the front office and wear a visitor's badge while on campus.
- **Protecting Class Time:** Our teachers love to chat about your child's progress, but they cannot interrupt active class time to do so. Please schedule a meeting with your students' teacher at least 24 hours in advance.
- **No Guest Students:** To prevent classroom disruptions, students from other schools, as well as younger siblings/toddlers, are not allowed to accompany Rosa Parks students to class.

On-Campus Support: For Students & Families

At Rosa Parks TK-8, we care about the whole child. We don't just focus on academics—we are here to support your family's emotional, social, and physical well-being. Below are two incredible, free resources available right on our campus.

1. The Student Support Center Helping students overcome challenges and thrive in school.

Formerly known as the Youth & Family Resource Center, the Student Support Center (SSC) focuses on removing barriers to learning. Whether a student needs a mentor, emotional support, or help meeting basic needs like food and clothing, we are here to help.

Services Provided:

- **Mental Health & Wellness:** Crisis counseling, on-site mental health services, and support groups.
- **Guidance & Mentoring:** One-on-one mentoring, drug and alcohol education, and gang prevention services.
- **Academic Advocacy:** Assistance with Student Success Teams (SSTs), 504 Plans, and IEPs.
- **Basic Needs & Health Support:** Information and referrals for clothing, food, shelter, healthcare, and health insurance.
- **Family & Attendance Connections:** Fun Family Nights, attendance support, and supportive home visits.

Visit or Contact Us:

- **Location:** Room P3
- **Hours:** Monday – Friday, 8:00 AM – 4:00 PM (Drop-ins welcome!)
- **Staff:** * Grace Roodbar, SSC Social Worker | @scusd.edu | (916) 433-5152
 - **University Interns:** Proudly staffed by clinical interns from the CSUS (Sacramento State) Departments of Social Work, Counseling, and Nursing.

2. The Parent Resource Center Centro De Padres | Chav Pab Niamtxiv

The Parent Resource Center (PRC) is a space designed to empower and assist our school parents and guardians. We offer the tools and translation services you need to stay active in your child's education.

Resources Available:

- **Language Support:** Full translation and interpretation services in Spanish and Hmong.
- **Technology Access:** Free use of computers to check student grades or complete school tasks.
- **School Navigation:** Help understanding your child's schedule, contacting teachers, and learning parent/student responsibilities.
- **Workshops & Committees:** Monthly parent workshops, and connections to the School Site Council, English Learner Advisory Committee (ELAC), and Parent Teacher Organization (PTO).
- **Direct Outreach:** Attendance interventions and helpful home visits.

Visit or Contact Us: Location: Back Office

- **Hours:** Monday – Friday, 8:00 AM – 2:00 PM
- **Staff:**
 - **Sally Villalpando, Parent Advisor (English/Spanish)** | aracelli-villalpando@scusd.edu | (916) 395-5330
 - **Ly Moua, Parent Advisor (English/Hmong)** | ly-moua@scusd.edu | (916) 395-5330

Connecting Home and School: Home Visits, Counseling, & SEL

At Rosa Parks TK-8, we support our students by building strong relationships with families, providing academic guidance, and encouraging positive behavior. Here are three key programs that help our students thrive.

1. Parent/Teacher Home Visit Project

We believe that **you are your child's first teacher** and their most important influence. To build a strong bridge between home and school, our staff participates in the Parent/Teacher Home Visit Project.

- **The Goal:** To strengthen communication, boost student achievement, and learn from you the best ways to support your child's growth.
- **What to Expect:** These are positive, informal chats—not a parent-teacher conference about grades. They take place in a setting where you feel most comfortable, whether that is your home or a local park/coffee shop.
- **How to Schedule:** Teachers may reach out to you throughout the year to schedule a visit. If you would like to request a visit yourself, please call the main office at **(916) 395-5327**.

2. 7th & 8th Grade School Counseling

Our School Counselor is dedicated to guiding middle school students through their academic journey, preparing them for high school, and supporting their personal growth.

Services Provided:

- **High School & Beyond:** High school options, application assistance, and college/career readiness programs (including field trips and a dedicated College & Career Week with guest speakers).
- **Academic Guidance:** Academic advising and Student Study Team (SST) coordination for 7th and 8th graders.
- **Student Support:** Conflict resolution, problem-solving, parent conferences, and referrals to helpful school-based resources.
- **Celebrating Success:** Managing the "Student of the Month" program and other initiatives that recognize outstanding and most-improved students.

Contact Information:

- **Counselor:** Thomas Avelar
- **Email:** Thomas-Avelar@scusd.edu
- **Phone:** (916) 395-5327

3. Social & Emotional Learning (SEL) & PBIS

We believe in teaching and celebrating positive behavior. This year, Rosa Parks K-8 is using the **PBIS** (Positive Behavioral Interventions and Supports) framework, which we call our **"Pride Path."** All students are expected to follow the three core pillars of the Pride Path:

1. **Respectful**
2. **Responsible**
3. **Safe**

Celebrating Positive Behavior

When students walk the Pride Path and meet these expectations, we love to celebrate them! Students can earn rewards and recognition, including:

- **Daily Rewards:** Verbal praise and "Pride Bucks" (which can be used for school rewards).
- **School-Wide Recognition:** Shout-outs during the Daily Announcements and official certificates.
- **Community Celebrations:** Recognition at school assemblies and school rallies.

Academic Services & Programs

If you are interested in any of the following services or programs, please contact the Rosa Parks Main Office at (916) 395-5327.

Parent/Teacher Conferences (K-6) and Report Cards

Elementary grade Parent/Teacher conferences take place at the end of the first and second trimesters. A conference is mandatory for every elementary age child at the end of the first trimester. Teachers may use their discretion as to whether a student needs a conference at the end of the second trimester. If you would like to request a conference at the end of the second trimester or any other time of the year, please call your child's teacher. Report cards will go home following the parent/teacher conferences and on the last day of school.

Multiple Tiers for Student Support (MTSS)

MTSS is a positive, team-oriented approach to assisting students with a wide range of concerns related to their school performance and experience. The purpose of MTSS is to identify concerns and intervene early in order to design a support system for students having difficulty in the general education classroom.

Either a staff member or parent can make a referral for MTSS support. The team usually consists of a parent, teacher, administrator, and support personnel from the school. Students may also be included depending on their age and maturity. Sometimes a special education teacher and/or School Psychologist will also participate to give his or her perspective.

The MTSS process provides everyone with an opportunity to share concerns and develop a plan. The interventions agreed upon will vary depending on the child's needs. Follow-up meetings are scheduled to verify the plan is working and to make adjustments to ensure student success. The MTSS process is an efficient and effective way to bring together resources in order to help students reach their potential. If you have questions or concerns about MTSS, please contact your student's teacher or a school administrator.

Library & Textbook Policies: Student Responsibilities

Books and learning materials are valuable resources provided by the Sacramento City Unified School District (SCUSD). To ensure all students have access to these materials, we expect everyone to treat them with care and respect.

School Library Policies

Our library operates on a rotating class schedule, with open hours available throughout the week.

- **Borrowing Privileges:** Students can check out library materials once a parent/guardian submits a signed consent form.
- **Lost or Damaged Items:** If a student loses or damages a library item, they may be required to pay the replacement cost.
- **Consequences:** Unresolved library fees can result in a student being denied participation in special school privileges or commencement (graduation) activities (*SCUSD BP 6161.2*).

Textbook Guidelines & Fines

Textbooks are loaned to students for the school year and remain the property of the school district. Students are responsible for keeping books checked out under their name in good condition.

What Happens if a Book is Lost or Damaged?

Per California Education Code 48904 and District Policy, parents/guardians are responsible for the current replacement cost or repair fines of damaged or missing materials.

If a textbook is damaged but still usable, fines are charged based on the following chart:

Type of Damage	Fine Amount
Pencil/ink marks or torn pages	\$1.00 per page
Missing bar code	\$5.00
Damaged book cover	25% of the total book cost
Severe damage (<i>Mold, mildew, or written obscenities</i>)	Full replacement cost of the book

Payment & Refund Options

- **Methods of Payment:** Fines can be paid using cash, a cashier's check, or a money order made out to the *Sacramento City Unified School District*.
- **The 9-Month Finders Rule:** If you pay for a lost book and then find it within nine (9) months, you will receive a full refund from the district. You must present your original receipt to get a refund.
- **Alternative Options:** In special circumstances, the principal may waive a fine. Students may also request to complete school service hours instead of paying cash for lost or damaged books.

Important: End-of-Year Returns

All textbooks must be returned at the end of the school year.

Under California state law, if a student fails to return their textbooks or pay outstanding fines, the district may withhold the student's grades, diploma, and official transcripts until the materials are returned or a payment agreement is made with the school administration.

COMPUTER LAB/MOBILE TECHNOLOGY CARTS:

Technology and Smartphone Expectations

- Use school tech, the internet, and personal devices only for authorized, school-related education.
- Keep personal smartphones and mobile devices turned off and put away during the entire school day, unless a teacher gives explicit permission or an approved exception applies.
- Follow all instructions given by teachers and school staff regarding device usage and daily screen-time limits.
- Lose device privileges if you break school rules, district policies, or state guidelines. [[1](#), [2](#)]

Safe Handling and Care

- Handle all school equipment with care and only when you have permission.
- Keep food, drinks, and gum away from the library, computer lab, and all electronic devices.
- Protect your password. Do not share your login details or use another person's account.
- Leave the login screen and desktop screen-saver as they are. Do not change them.
- Never damage computer data, copy copyrighted material, plagiarize, or steal the work of others. [[1](#), [2](#), [3](#), [4](#)]

California State Law compliance

The Phone-Free Schools Act: In compliance with California state law, Rosa Parks K-8 requires all student smartphones, smartwatches, and personal electronic devices to be limited or restricted during the school day. This law is designed to protect student mental health, reduce digital distractions, and foster a focused learning environment.

General Rules & Expectations

RESPECT YOURSELF. RESPECT OTHERS. RESPECT YOUR SCHOOL

- **Liability:** Students are solely responsible for the safekeeping of their personal electronic devices. The school, teachers, and administration assume **no liability** for lost, missing, stolen, or damaged devices.
- **Classroom Policy:** During class time and passing periods, all personal electronic devices must be **powered off and put completely out of sight**, unless a student has received explicit, situational permission from a teacher or administrator.
- **Camera Features:** The use of a device's camera, video, or audio recording features is **strictly prohibited** on campus unless explicitly authorized by a staff member. Any unauthorized recording will result in immediate confiscation of the device.
- **Compliance:** Upon request, students must immediately surrender a confiscated device to administration or the front office.

Family Communication & Emergencies

Directly contacting a student on their personal device during school hours disrupts the learning environment and places the student at risk of disciplinary action.

- **To Reach a Student:** If an emergency arises, families must call the front office at **(916) 395-5327**. Staff will immediately assist in making arrangements to contact the student.
- **For a Student to Contact Home:** Students who need to make an urgent call during the school day must request permission from a staff member to use a school phone or their personal device.

ROSA PARKS K-8 GUIDELINES TO SUCCESS

Guidelines for Appropriate School Attire

Philosophy & Values

At Rosa Parks K-8, we believe student attire should support a safe, comfortable, and inclusive learning environment. Our dress code values—adapted from Oregon NOW—aim to ensure equity and minimize disruptions to education:

- **Comfort & Dignity:** All students should be able to dress comfortably for school without fear of body shaming or unnecessary discipline.
- **Shared Responsibility:** Students and staff are expected to manage their own personal perspectives on "distractions" without unfairly regulating individual self-expression.
- **Focus on Learning:** Teachers should be able to focus on instruction rather than the uncomfortable burden of dress code enforcement.
- **Access to Education:** Students should not face unnecessary barriers to school attendance, and inconsistent discipline should be minimized.

Core Goals of the Dress Code

Our policy is designed to achieve the following objectives:

- **Safety:** Maintain a safe learning environment in specialized classes where protective clothing is required, such as science labs (eye/body protection), dance (proper footwear/apparel), or PE (athletic attire).
- **Inclusivity:** Allow students to wear clothing that expresses their self-identified gender and honors their religious attire without fear of discrimination.
- **Equity:** Ensure all students are treated equitably regardless of gender identity, sexual orientation, race, ethnicity, body type, religion, or personal style.
- **Focus:** Prevent clothing that features offensive imagery, profanity, hate speech, or content promoting violence, drugs, or alcohol.

Policy & Implementation

The primary responsibility for a student's attire resides with the student and their parents or guardians. The school's role is to ensure that student attire does not interfere with health and safety, nor contribute to a hostile or intimidating campus atmosphere.

California Education Code 35183: Students are prohibited from wearing any type of gang-related apparel that could threaten the health and safety of the school environment.

A. The Basic Principle

Certain body parts must be covered at all times. Clothes must be worn so that genitals, midriffs, buttocks, and breasts are fully covered with opaque (non-see-through) material.

B. Apparel Categories

Students **MUST** Wear:

- A shirt or top.
- Bottoms (pants, sweatpants, shorts, skirts, dresses, or leggings).
- Shoes. *Note: Activity-specific footwear is required for sports. 7th and 8th-grade students must bring or wear tennis shoes daily for PE.*

Students **MAY** Wear:

- Religious headwear.
- Hoodie sweatshirts.
- Fitted pants (including leggings, yoga pants, and "skinny jeans").
- Ripped jeans, provided that undergarments are not exposed through the rips.
- Tank tops with straps at least "two fingers" wide.
- Athletic attire.

Students CANNOT Wear:

- Clothing with violent language or images (including references to suicide or weapons).
- Images or language depicting or promoting drugs, alcohol, tobacco, prescription drug misuse, or any illegal activity.
- Hate speech, profanity, prejudice, discrimination, or sexual/lewd content.
- Images or language that creates a hostile or intimidating environment based on any protected class.
- Visible underwear (though visible waistbands or straps worn under other clothing are not considered a violation).
- Bathing suits.
- Pajama Pants
- Helmets, **ski masks**, hats, or headgear (except for documented religious observances).
- Gang-affiliated attire, including specific restricted colors.
- Blankets instead of Outerwear in cold weather. (If you need assistance getting a warm coat, please let us know.)

*If a student's clothing is deemed inappropriate or disruptive to the positive learning environment, they will be required to change. **If you are unsure whether an item is appropriate, please choose a different option.***

IN THE CLASSROOM EXPECTATIONS

To ensure a productive and respectful learning environment, all students are expected to follow these everyday classroom standards:

- **Punctuality & Readiness:** Students must enter the classroom in an orderly manner, be in their assigned seats, and be quiet and ready to work **before** the tardy bell rings.
- **Preparation:** Students are expected to bring all required materials and supplies to every class daily.
- **Respect & Courtesy:** Students must display good manners, courtesy, and respect toward all peers, teachers, and school staff.
- **Handbook Awareness:** Students must be familiar with the contents of the Student/Parent Handbook and understand their specific classroom expectations.
- **Hall Passes:** Students may only leave the classroom with explicit permission from the teacher and must carry a signed hall pass.
- **Active Engagement** Students are expected to remain attentive, stay in their seats, attempt all assigned coursework, and raise their hands for recognition before speaking.
- **Dismissal:** Students are dismissed by the teacher, not by the school bell.
- **No Loitering:** Students should not linger in doorways, hallways, or near the main entrances before the arrival bell or immediately following dismissal.

RESTROOMS, HALLWAYS, & CAMPUS EXPECTATIONS

Restrooms & Restroom Passes

Restroom privileges are granted at staff discretion. To maintain clean, safe, and sanitary facilities, students must adhere to the following:

- **Timing:** To minimize lost instructional time students should use the restrooms during lunch, passing period and recess. Students are strongly discouraged from using the restroom during the first 10 minutes and the last 10 minutes of a class period.
- **Permission & Passes:** Students must ask for and receive explicit teacher permission, and carry a designated restroom pass, before leaving the classroom.
- **Intended Use:** Restrooms must be used strictly for their intended purpose. Loitering, socializing, or congregating in the restrooms is prohibited.
- **No Food or Drink:** Food and beverages are strictly banned from all restroom areas.

In the Hallway

- **Personal Space:** Keep hands, feet, and personal objects to yourself at all times.
- **Technology:** Cell phones and other electronic devices should be put away while in the hallways.
- **Hall Passes:** Students must have a signed, valid hall pass when in the hallways during instructional class time.
- **Orderly Conduct:** Line up and walk through the corridors in a quiet, orderly manner.

Public Displays of Affection (PDA)

Rosa Parks K-8 encourages the development of healthy, long-lasting friendships. However, physical displays of affection are not permitted on campus or at school-sponsored activities. This includes, but is not limited to: intimate touching, hand-holding, fondling, cuddling, and kissing.

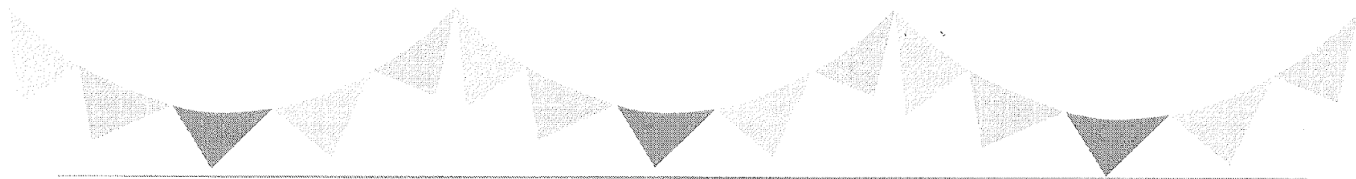
Before and After School

- **Morning Arrival:** Before the first bell, students must remain in their designated morning areas.
- **Middle School Traffic:** Middle school students (7th/8th) are encouraged to enter and exit the campus through the front gates and the west parking lot.
- **Elementary Traffic:** Elementary students (TK-6) are encouraged to enter through the front gates and west of the parking lot. Grades 1-6 will exit campus through the Muirfield Way/East side entrance.
- **Office Areas:** Students must keep office areas quiet, orderly, and professional.
- **Conduct & Volume:** Students are expected to use appropriate language and moderate volume levels at all times.
- **Dismissal:** Upon dismissal, students must immediately exit school grounds or report directly to their registered after-school program. Once a student leaves school grounds, they must remain off campus.

Cafeteria Breakfast & Lunch

Rosa Parks K-8 qualifies for the California Universal Meals Program, providing **100% free breakfast and lunch** to all enrolled students.

- Meals are served daily in the cafeteria.
- Breakfast service begins each morning at **7:40 AM**.



SCHOOL/CLASSROOM CELEBRATIONS

Schools can help promote a positive environment by providing healthy celebrations that shift the focus from food to the child, therefore classroom celebrations will strive to have non-food celebrations, and when food is included, will only offer healthy food that is non-allergenic to all students in that classroom. This food must be compliant with competitive Foods regulations. The district website has a list of non-food and healthy celebration ideas.

HEALTHY CELEBRATIONS

To view SCUSD's updated Wellness Policy and resources visit www.scusd.edu/district-wellness-committee

The graphic features four balloons, each with a different donation idea and amount. The balloons are light gray with dark gray text and icons. The first balloon on the left says 'BRING COOL PENCILS OR ERASERS FOR THE CLASS' with a '\$10' icon and a pencil/eraser icon. The second balloon in the middle says 'DONATE A FAVORITE BOOK TO THE CLASS' with a '\$10' icon and a book icon. The third balloon on the right says 'BRING SPECIAL ACCESSORIES TO WEAR' with a '\$5' icon and a crown/necktie icon. The fourth balloon on the far right says 'CHOOSE A FUN ACTIVITY FOR THE CLASS' with a '\$0' icon and a paint palette/sports ball icon.

BRING COOL PENCILS OR ERASERS FOR THE CLASS
\$10

DONATE A FAVORITE BOOK TO THE CLASS
\$10

BRING SPECIAL ACCESSORIES TO WEAR
\$5

CHOOSE A FUN ACTIVITY FOR THE CLASS
\$0

HEALTH EDUCATION COUNCIL

The mission of the Health Education Council is to cultivate health and well-being in under-served communities by leveraging the power of collaboration. For more information, visit www.healtheducouncil.org

Funded by the USDA SNAP, an equal opportunity provider and employer. Visit www.CaChampionsForChange.net for healthy tips.

What is a Wellness Policy?

“A Wellness Policy is an important tool for parents, educational agencies and school districts in promoting student wellness, preventing and reducing childhood obesity, and assuring that school meal nutrition guidelines meet the minimum federal school meals standards. It contains goals specifically for nutrition promotion and education, physical activity, and other school based activities that promote student wellness.” -USDA

Who Created SCUSD’s Wellness Policy?

A group of caring and concerned parents/guardians, students, nutrition service employees, physical education teachers, school health professionals, board members, administrators, and members of the public joined together to form the SCUSD Wellness Committee, and write the policy. The Committee meets monthly and welcomes new members.

Food on Campus

What may be served & sold on campus?

Foods and beverages served and sold in school must meet strict federal and state regulations for calories, saturated fat, sodium, sugar, and trans fat. For an easy-to-use list, visit www.scusd.edu/wellnesspolicy.

When are these regulations in effect?

TK-8th grade: Regulations are effective from midnight to a half hour after the school day or expanded learning (whichever is later).

How can you tell which foods are compliant?

Other than fresh fruits and vegetables, which are always compliant, food compliance varies widely. Use the California Project Lean calculator to determine compliance of items: www.californiaproject.org.

To whom do these regulations apply?

These federal and state regulations apply to Non-Charter Public Schools participating in the National School Lunch Program.

Fundraising Regulations

School student-organizations must comply with all food and beverage standards. This includes how many items they can sell, pre-approval of the items, when they can sell, how many sales can be done per year, and more.

Regulations differ between elementary schools and middle/high schools. For more information visit our webpage at www.scusd.edu/wellnesspolicy

Classroom Celebrations

SCUSD employees, parent organizations, and outside organizations will not use any food or beverage as a reward, incentive, or punishment for academic performance or good behavior.

Schools can promote a positive learning environment by shifting the focus from food during classroom celebrations, and striving to have non-food celebrations or healthy non-allergenic food. Food must be compliant with Competitive Foods regulations.

<u>Awesome Celebration Ideas:</u>	<u>Healthy snack options:</u>
Games (such as relays, etc.)	Fresh Fruit
“Free choice” time	Smoothies
Stickers/pencils	Frozen bananas with shredded coconut
Art supplies/projects	Vegetables with a variety of healthy dips (hummus, guacamole, salad dressing)
Movie Day	

MIDDLE SCHOOL COURSE GUIDE

English Language Arts (ELA)

All courses follow California Common Core Standards, prioritizing complex text analysis, evidence-based writing, and structured academic dialogue.

English Language Arts 7

This course builds advanced reading, writing, and analytical skills. Students engage with a diverse range of literary genres and informational texts. Writing instruction emphasizes multi-paragraph argumentative, informative, and narrative essays, requiring students to cite clear textual evidence. Academic vocabulary and collaborative discussions are woven throughout the curriculum.

English Language Arts 8

Preparing students for the high school transition, this course focuses on critical thinking and text-dependent analysis. Students evaluate historical documents, contemporary literature, and multi-media sources to identify author bias and structural arguments. Rigorous writing assignments culminate in a comprehensive research project and oral presentations.

History-Social Science

Aligned with the California History-Social Science Framework.

Grade 7: World History and Geography: Medieval and Early Modern Times

Students study the social, cultural, and technological changes that shaped Europe, Africa, Asia, and the Americas from 500 to 1789 C.E. The course examines the rise and fall of empires, the spread of major world religions, the Enlightenment, and the growing interconnectedness of the global community.

Grade 8: United States History and Geography: Growth and Conflict

This course traces the ideas and events that shaped the United States from the framing of the Constitution through World War I. Students analyze primary sources to examine the American Revolution, the development of American democracy, the Civil War, Reconstruction, and the societal impacts of the Industrial Revolution.

Mathematics

Aligned with SCUSD math frameworks, balancing procedural math skills with conceptual problem-solving.

Math 7

Focus areas include developing an understanding of and applying proportional relationships; operations with rational numbers (fractions, decimals, and integers); working with expressions and linear equations; and solving real-world problems involving scale drawings, geometric constructions, surface area, and volume.

Math 8

This course serves as the bridge to high school algebra. Instructional time focuses on three critical areas: formulating and reasoning about expressions and equations (including modeling bivariate data with linear equations); solving linear equations and systems of linear equations; and grasping the concept of a function.

Science (NGSS Integrated Model)

In alignment with SCUSD policy, Rosa Parks utilizes the California Integrated Model for the Next Generation Science Standards, where Earth, Life, and Physical sciences are woven together each year.

Integrated Science 7

Students investigate natural phenomena through an integrated lens. Key units include the structure and properties of matter, chemical reactions, Earth's natural hazards, ecosystems, the flow of energy, and plate tectonics. Hands-on labs emphasize data collection, modeling, and engineering design.

Integrated Science 8

This course focuses on stability and change within natural and physical systems. Students examine forces and motion, gravitational and electromagnetic fields, waves, genetics, natural selection, and Earth's place in the universe. Students regularly apply engineering principles to solve real-world problems.

Physical Education & Wellness

Middle School Physical Education (Grades 7 & 8)

This course guides students toward a healthy, active lifestyle while meeting California PE standards. Focus is placed on developing cooperative teamwork skills, individual fitness tracking, and understanding the mechanics of body movement. Students in Grade 7 will participate in the mandatory California Physical Fitness Test (FITNESSGRAM).

Academic Support

Academic ELD (English Language Development)

A targeted academic support course designed for Designated ELD. This class focuses on accelerating academic vocabulary, complex grammatical structures, and reading comprehension across core content areas to support English Learners in achieving reclassification.

Study Skills Targeted Academic Intervention (Math/ELA Support)

A supportive elective designed to provide just-in-time intervention for students working to meet grade-level benchmarks in Math or ELA. This course utilizes small-group instruction and adaptive digital tools to bridge foundational learning gaps alongside a student's core classes.

Final course offerings each semester depend on student interest, staffing, and scheduling availability, so not all classes may be offered every term.

STEM & Career Technical Education (PLTW)

Project Lead The Way (PLTW): Gateway to Engineering (Grade 7/8 Elective) - This hands-on, project-based STEM elective empowers students to step into the shoes of engineers and problem-solvers. Utilizing the rigorous PLTW Gateway curriculum, students tackle real-world challenges through activity-, project-, and problem-based learning.

Design and Modeling:

Students discover the design process, learn to sketch their ideas geometrically, and use Autodesk 3D modeling software to bring their inventions to life before printing them on a 3D printer.

Robotics

Dive into the future! In this hands-on course, students step into the shoes of engineers to design, build, and program their own robots. Working in teams, you'll tackle exciting challenges, learn the basics of coding, and discover how automation is shaping our world.

Leadership & Future Prep

Student Government

Become a leader in your school community! This elective is for students who want to make a difference. Together, we will plan school events, lead community service projects, and practice public speaking. Students will learn the fundamentals of democracy, project management, and collaborative leadership.

Cultural Studies and College Prep

Broaden your horizons and look toward your future. This unique course splits its focus between exploring diverse global cultures and building the skills needed for higher education. Students will investigate global traditions, languages, and histories while simultaneously learning study strategies, time management, and high school/college pathways.

Life & Health Sciences

Agriculture

Anatomy/Physiology

Take a peek under the hood of the most amazing machine on Earth—the human body! Students will explore the major organ systems, learning how our bones, muscles, brains, and hearts work together to keep us alive. Through interactive labs and activities, you'll discover the science behind human life.

Quest (Psychology)

Have you ever wondered why people think, feel, and act the way they do? Introduction to Psychology introduces middle schoolers to the fascinating science of the human mind. We will explore how memory works, the secrets of body language, how emotions influence choices, and the power of mindset.

Nutrition

Fuel your body and mind for success! In Nutrition, students explore the science of food and how it impacts energy, growth, and long-term health. You'll learn to decode food labels, understand macronutrients, and discover the basics of meal planning and healthy cooking.

Humanities & Arts

Music

Discover the universal language. Whether you are a total beginner or already play an instrument, this course invites you to explore music through creation, listening, and performance. Students will learn basic music theory, explore different genres across history, and try their hand at digital music composition.

Visual and Performing Arts (VAPA) Elective

In alignment with SCUSD's commitment to arts education, this introductory course allows middle school students to explore creative self-expression. Students rotate through foundational concepts of studio art (drawing, painting, perspective) and basic performance elements, building confidence and cultural awareness.

Spanish

¡Bienvenidos! Open the door to a new language and vibrant cultures. This introductory course focuses on conversational Spanish, helping students build the confidence to greet others, talk about their hobbies, and describe their daily lives. It's the perfect foundation for high school language learning.

Literature and Film

Great stories aren't just read, they are seen. This course examines how classic and contemporary stories transition from the page to the silver screen. Students will read engaging short stories and books, watch their cinematic adaptations, and analyze how directors use camera angles, music, and acting to bring text to life.

EXTRA-CURRICULAR ACTIVITIES & INCENTIVES

Participation in extracurricular activities—including field trips, athletics, and school dances—is a privilege earned through positive attendance, strong academics, and excellent behavior. All participation is subject to the final approval of the principal or their administrative designee.

Behavior Disqualification: Students who receive a school suspension or excessive behavior infractions may be barred from participating in extracurricular activities for a duration determined by school administration.

7th & 8th Grade Quarterly Incentives

To participate in quarterly reward incentives, middle school students must meet the following criteria during the quarter:

- Maintain a minimum grade of **"D" or higher** in all classes.
- Have **zero (0) suspensions** for the current quarter.
- Accumulate **fewer than five (5) tardies** per class.

Event Spectators

To attend school games or extracurricular events as a spectator, students must meet the following criteria:

- Maintain a minimum grade of **"D" or higher** in all classes.
- Have **zero (0) suspensions** for the current quarter.
- Accumulate **fewer than five (5) tardies** per class.
- Have **two (2) or fewer** formal office referrals during the current month.
- Be **present at school** on game day.

STUDENT-ATHLETE AGREEMENT

Rosa Parks PRIDEs itself on putting academics at the forefront of all activities. The term **"student-athlete"** means that academics strictly take priority over sports. As a representative of our school, **ALL** student-athletes must meet and maintain the following criteria throughout the entire athletic season:

- **Grades:** Maintain a **"C" grade or higher** in every single class.
- **Behavior:** Receive **no suspensions** during the season, and maintain respect toward all school staff, coaches, and officials.
- **Attendance:** **Must be present at school on game day** to be eligible to play in that day's game.
- **Academic Support:** Attend biweekly study hall sessions as scheduled by the coach, and turn in weekly grade reports.

Academic Probation & Removal

Failure to meet the above requirements will result in a **one-time, two-week probationary period**.

- During these two weeks, the student-athlete remains on the team and must attend practices and games; however, they are **ineligible to play** in games.
- Gameplay privileges will be restored once the student's grades return to a "C" status or higher.
- If the student fails to meet the requirements by the end of the two weeks, or fails to maintain them later in the season, they will be **removed from the team**. The athletic committee retains the right to review situations on a case-by-case basis.

Uniforms, Jerseys, and Equipment

All uniforms, jerseys, and athletic gear remain the property of Rosa Parks K-8. Student-athletes must return all clean equipment to their head coach no later than **one week after the season ends**.

- **Lost Gear:** Financial restitution equal to the exact replacement cost of the item.
- **Damaged Gear:** A percentage fee up to the full replacement cost, depending on the severity of the damage.

*Failure to return uniforms or equipment by the designated deadline will result in administrative intervention by the athletic committee, which may include **denial of participation in the 8th-grade promotion ceremony**.*

Contact Information for School Athletic Director:

- **Counselor:** Alexandra Danzinger
- **Email:** Alexandra-Danzinger@scusd.edu
- **Phone:** (916) 395-5327

CAMPUS SAFETY & PROCEDURES

Class I E-Bike (Pedal-Assist)



- Electric assist and must be pedalled
- Max speed of **20mph**



Class II E-Bike (Throttle-Assist)



- Electric assist using hand throttle or may be pedalled
- Max speed of **20mph**



Class III E-Bike (Speed Pedal-Assist)

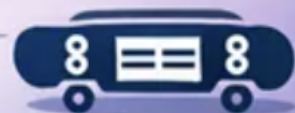


- Exceeds **20mph**
- Riders must be **16+** to operate on any public roadway

E-Scooters / E-Skateboards



- Must be **16+** years old
- Valid Driver's License Required



E-Moto (Minibike / Dirtbike)



- Offroad vehicles only
- Not allowed on any public roadway

Bicycles, Scooters, & Skateboards

- **Walking Campus:** Bicycles, scooters, and skateboards must be walked at all times while on the Rosa Parks campus.
- **Storage & Security:** All bicycles and scooters must be locked inside the enclosed bicycle cage. Skateboards must be locked on the designated rack near the front entrance. Security is the sole responsibility of the student and family; Rosa Parks assumes no liability for lost or stolen items.

- **State Helmet Law:** Parents/guardians are responsible for ensuring students comply with California's mandatory helmet law. The school cannot be held responsible for head injuries sustained due to a lack of proper safety gear. Failure to wear a certified safety helmet may result in a law enforcement citation.
- **Enforcement:** Inappropriate or reckless use of scooters or skateboards will result in temporary confiscation of the item.

Safety Drills & Emergency Procedures

- **Fire Drills:** Required by law, these drills are critical safety precautions. When the signal sounds, students must obey instructions promptly and clear the building via the prescribed route as quickly as possible. Running and talking are strictly prohibited; students must remain quiet and attentive to receive instructions.
- **Other Emergencies:** Teachers will regularly review emergency protocols with students. In any unforeseen emergency, students must remain calm and wait for adult direction. Students are strictly prohibited from leaving campus during an emergency without the explicit approval of a Rosa Parks staff member.

Emergency Cards & Accidents

- **Emergency Cards:** Every student must have an up-to-date emergency card on file in the front office. Cards must include a primary home number and at least two alternative contact numbers. Students will *only* be released to individuals explicitly listed on this card, and photo identification may be required at checkout.
- **Custody Documentation:** If custody restrictions apply, parents/guardians must provide the main office with the most recent, official court documents.
- **Accidents & Medical Emergencies:** If a student is seriously injured, the school will contact the parent/guardian immediately, followed by contacts listed on the emergency card if parents are unreachable. If an illness or injury requires immediate emergency care (determined at the discretion of office staff), emergency services (911/ambulance) will be dispatched.

Medication Policy

- **Required Documentation:** To administer any medication at school, a physician and a parent/legal guardian must complete the *Medication in School Form*, which must be renewed annually. Forms are available in the front office or [linked here](#).
- **Strict Restrictions:** Under no circumstances will prescription or over-the-counter (OTC) medication be given to a student without written parental and physician authorization. * **Drop-Off:** All medication must be delivered directly to the school nurse or front office staff by an adult in its original pharmacy container.
- **Prohibited Items:** Students are not permitted to carry any medication on their person, including aspirin, ibuprofen, or cough drops. *The only exception is a physician-prescribed asthma inhaler, provided the proper medical paperwork is on file with the office.*

Student Insurance

Student accident insurance is available, and application packets can be requested through the front office. Parents are highly encouraged to consider this low-cost coverage option. Please note: All students participating in after-school sports must carry accident insurance and provide proof of coverage to the school.

Lost & Found

- **Labeling:** Please clearly mark all clothing and personal items with your child's name for easy identification.
- **Clothing Items:** Lost clothing is stored in the cafeteria lost-and-found area where students and parents can claim them. Unclaimed items will periodically be donated to the district's clothes closet.
- **Non-Clothing Items:** Valuables, electronics, and keys found on campus should be turned into the main office. Lost textbooks and library books must be returned directly to the library.

STUDENT BEHAVIOR INTERVENTIONS

After-School Community Reflection

After-School Community Reflection may be assigned by an administrator (or by a teacher with administrative approval) as a restorative tool to improve academic performance and social-emotional learning.

- **Time:** Reflection sessions run for one hour, beginning at 2:14 PM.
- **Purpose:** Rather than serving as idle detention, students are assigned purposeful tasks designed to help them develop accountability and skills in the areas needing growth.

During Reflection, students will be directed by administration to engage in activities such as:

- Community Service: Participating in campus improvement and clean-up projects.
- Reflection Journals: Using structured writing to express feelings, analyze behaviors, and advocate for needed support.
- Goal Planning: Learning to construct S.M.A.R.T. goals (Specific, Measurable, Achievable, Realistic, and Timely).
- Academic Support: Utilizing the time as a tutoring session to complete pending homework and class assignments.
- Enrichment Activities: Engaging in silent reading, Socratic seminars, viewing educational documentaries (with corresponding reflection questions), or letter/essay writing.

Questions or Concerns? If you have questions regarding safety protocols, medical forms, or behavioral interventions, please contact the main office at (916) 395-5327.



LION PRIDE



	Respectful	Responsible	Safe
Hallways	• Use an appropriate speaking voice. • Use kind, school-appropriate language.	• Follow line-up procedures. • Have a visible hall pass. • Go directly to your destination.	• Walk at all times. • Keep hands, feet, and objects to yourself.
Bathrooms	• Respect the privacy of others. • Always flush the toilet. • Keep the space clean.	• Use the restroom during recess or passing periods. • Have a hall pass during class. • Report any maintenance issues to an adult.	• Wash your hands with soap and water. • Walk at all times. • Keep hands and feet to yourself.
Cafeteria	• Use standard speaking voices. • Use good table manners. • Follow staff instructions the first time.	• Clean up your eating area. • Follow established lunchroom procedures.	• Walk at all times. • Keep hands, feet, and objects to yourself and your own food.
Playground/Blacktop	• Follow instructions the first time. • Say and do only kind things. • Share equipment and take turns.	• Follow bell, game, and zone rules. • Use and return equipment properly. • Take ownership of your actions.	• Stay within designated boundaries. • Use hands, feet, and playground objects safely.
Office	• Enter and wait quietly for your turn. • Use an appropriate speaking voice. • Use manners to state your reason for visiting.	• Bring an appropriate pass. • Follow all staff directives.	• Walk safely. • Stay in the designated student waiting area.
Arrival /Dismissal	• Greet others and say goodbye politely. • Use appropriate volume and language.	• Arrive on time and report to your zone. • Power off and put away electronic devices. • Lock bikes/scooters in the designated racks. • Follow bell procedures.	• Use sidewalks and crosswalks. • Walk your wheels (bikes, scooters, skateboards) while on campus.
Rally/Assembly	• Follow instructions the first time. • Use event-appropriate voice levels. • Be kind with your words and actions.	• Proceed directly to your designated seating area. • Follow all dismissal and activity procedures.	• Walk at all times. • Keep hands, feet, and objects safely to yourself.
Field Trips	• Follow instructions the first time. • Use a standard speaking voice. • Proudly represent the Rosa Parks community.	• Keep your seating area clean. • Gather all personal belongings before exiting the bus. • Follow all bus safety procedures.	• Keep hands, feet, and objects safely inside the vehicle/to yourself. • Stay with your assigned group.
Technology	• Follow teacher instructions the first time. • Follow all digital citizenship/tech rules.	• Use devices only as directed by staff. • Report any damage or bugs to an adult immediately.	• Walk carefully when handling or carrying devices. • Keep food and liquids away from tech



1. Minor vs. Major Behavior Definitions

Minor Behavior (Teacher Managed)		Major Behavior (Office Managed)	
Behavior	Definition	Behavior	Definition
Inappropriate Language	Low-intensity swearing or inappropriate words <i>not</i> directed at anyone. Best handled with a quick reminder or a talk about "code-switching."	Abusive/ Inappropriate Language	Swearing, name-calling, slurs, or gestures <i>directed at</i> an individual or group. Includes repeated minor offenses.
Physical Contact	Non-serious but inappropriate physical contact. Includes rough play, horseplay, or public displays of affection (PDA).	Fighting or Physical Aggression	Serious physical contact with the <i>intent to cause harm</i> (e.g., hitting, punching, kicking, scratching, spitting).
Defiance/ Disrespect	Brief, low-intensity failure to follow adult requests. Includes talking back, interrupting, eye-rolling, or mild teasing.	Overt Defiance/Disrespect	High-intensity verbal/non-verbal refusal to follow directions, especially when it puts self or others at risk.
Disruption	Low-level behavior that briefly interrupts a class, lesson, or school activity.	Overt Disruption	Serious, sustained behavior that causes a severe or total breakdown of a class or activity.
Conflict & Bullying	Verbal disagreements, arguments between parties, or posturing to fight.	Harassment/ Bullying	Threats, intimidation, obscene notes/pictures, or targeted negative comments based on race, gender, religion, disability, or identity.
Property Misuse	Inappropriate or careless use of school or personal property.	Property Damage	Deliberate, intentional destruction or vandalism of school or personal property.
Technology Violation	Non-serious misuse of devices (e.g., listening to music, watching videos, or unauthorized games/recording during class).	Technology Violation	Serious misuse of electronics, such as posting to social media, cyberbullying, or recording inappropriate content.
Other	Engaging in any other minor behaviors that do not fall within the above categories. Could include <i>non-serious</i> instances of lying, cheating, or theft.	Other	Engaging in other major behaviors that do not fall within the above categories including: possession or use of alcohol, combustibles, tobacco, drugs or weapons. Could include <i>serious</i> instances of lying, cheating, forgery, gambling, or theft.

Dress Code	Wearing clothing that violates guidelines (e.g., references to drugs, gangs, or weapons; clothing with large holes).	Dress Code	Active, defiant refusal to correct or address an inappropriate clothing choice when asked.
Safety & Attendance	• Reckless running in halls, climbing fences. • Leaving a classroom without permission. • Being late to class/designated locations.	Safety & Truancy:	• Leaving campus entirely without permission. • Promoting or inciting physical altercations. • Truancy (absence without legal guardian knowledge).

2. Progressive Intervention & Response Guide

When a behavior occurs, staff should use the following progressive framework to determine the next steps:

For Minor Behaviors (Teacher/Staff Managed)	Goal: Redirect, Reteach, and Reflect * Verbal Intervention: Direct redirect, verbal warning, or a reminder of appropriate behavior and consequences.	For Major Behaviors (Office/Admin Managed)	Goal: Safety, Documentation, and Support
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Reteach: Re-explain and physically rehearse the expected behavior with the student.

Space Transition: Brief student conference or a temporary time-out (either inside the classroom or in a partner classroom).

Loss of Privilege: Temporary loss of a preferred activity (e.g., timed recess or lunch restriction).

Connection: Contact the parent/guardian and host a restorative conversation with the offender only.

Restitution: Student reflection form or a brief community service task around the classroom. | * Immediate

Actions: All minor responses may still apply, plus an immediate Office Discipline Referral (ODR).

Restorative Practice: Restorative conversation involving *both* the offender and the victim(s) once regulated.

Family Intervention: Mandatory parent/guardian meeting to build a unified plan.

Interventions & Support:

- Referral to Student Success Committee (SSC) or Coordination of Services Team (COST).
- Creation of a Behavior Contract or holding a Student Success Team (SST) meeting.

Disciplinary Actions: After-school detention, community service, in-house suspension, modified schedule, behavior hearing, or out-of-school suspension. |



HUMAN RESOURCE SERVICES

P.O. Box 246870 • Sacramento, CA 95824-6870

(916) 643-9050 • FAX (916) 399-2016

Cancy McArn, *Superintendent*

Dan Schallock, *Assistant Superintendent,*

Human Resources and Labor Relations

Williams Complaints Classroom Notice

Community Relations E 1312.4

Notice to Parents/Guardians, Pupils, Teachers: Complaint Rights

Parents/Guardians, Pupils, and Teachers:

Education Code 35186 requires that the following notice be posted in each classroom:

1. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each pupil, including English learners, must have a textbook, or instructional materials, or both, to use in class and to take home to complete required homework assignments.
2. School facilities must be clean, safe, and maintained in good repair. Good repair means that the facility is maintained in a manner that assures that it is clean, safe, and functional as determined by the Office of Public School Construction.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

4. If you do not think these requirements are being met, a Uniform Complaint form (PSL-F089 Complaint Form) may be obtained at the school office, District office, or download from the Sacramento City Unified School District website at <http://www.scusd.edu/uniform-complaint-procedure>. You may also download a copy of the California Department of Education complaint form from the following web site: <http://www.cde.ca.gov/re/cp/uc>

If you have other questions, please contact the following Administrators:

Erin Findley, Chief Academic Officer at (916) 643-9120, or Instructional Assistant Superintendents:

Tuan Duong at (916) 643-9263, Aprille Shafto at (916) 643-2393,

Enrique Flores at (916) 643-2340 or Leah Clougherty at (916) 643-9136