

SANTA ANA UNIFIED SCHOOL DISTRICT



Parent – Pupil Rights and Responsibilities Handbook

2023-2024

SANTA ANA UNIFIED SCHOOL DISTRICT

1601 East Chestnut Avenue Santa Ana, California 92701

(714) 558-5501 FAX (714) 558-5610

<http://www.sausd.us>



Santa Ana Unified School District

Jerry Almendarez
Superintendent of Schools

Dear SAUSD Community,

It is my pleasure to welcome you to the start of the 2023-24 school year. As your superintendent and on behalf of the Board of Education, I am excited for the opportunities that lie ahead, and I look forward to working with all of you to ensure another successful academic year.

For our students, I want to emphasize that this year is an opportunity to learn and grow in all aspects of your life. Whether it be in the classroom, on the field, or in the community, I encourage you to take advantage of every opportunity to expand your knowledge and skills. I believe that you all have the potential to achieve great things, and I am confident that this year will be one filled with accomplishments and growth.

I want to express my gratitude to all our staff for their dedication and hard work. Their commitment to our students is truly commendable, and I know that they will continue to provide a high-quality education that prepares our students for success in college, career, and life. As a team, we continue to work together to provide a safe, inclusive, and supportive learning environment for all of our students.

Finally, to our parents and families, I want to thank you for your continued support of our schools. Your involvement and engagement are crucial to the success of our students and schools. We value your partnership and welcome your feedback and suggestions as we work together to ensure the best possible educational experience for our students.

In closing, I wish everyone an amazing school year. Let us come together as a community to make this year the best one yet.

Sincerely,

A handwritten signature in black ink, appearing to read "Jerry Almendarez".

Jerry Almendarez
SAUSD Superintendent of Schools

1601 East Chestnut Avenue, Santa Ana, CA 92701-6322 (714) 558-5501 Fax: (714) 558-5610

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ANNUAL NOTICE TO PARENTS/GUARDIANS 2023-2024

DEAR PARENT/GUARDIAN:

California Education Code section 48980 requires that, at the beginning of the first semester or quarter of the regular school term, the governing board of each school district must notify parents/guardians of a minor of their rights or responsibilities under certain provisions of the Education Code. Other provisions of California and United States law also require notification of parents/guardians.

Education Code section 48982 requires that acknowledgment of this notice be signed by the parent/guardian and returned to your child's school. Your signature on this notice is an acknowledgment that you have received the notice and have been informed of your rights, but the signature does not indicate that consent to participate in any particular program has been either given or withheld.

Online registration: During the online data confirmation, you will be asked for a digital signature to complete the notification process. If you are unable to complete online registration, please visit your school site for assistance with registration. A paper copy of this notice is available at your school site or the District office.

California and federal law require certain other notices in the event that specific circumstances should arise, affecting your child's education and attendance at school. If any such circumstances should arise, the District will provide notice as required by law.

KEY TO LEGAL REFERENCES

<u>Abbreviation</u>	<u>Complete Title</u>
B&PC	Business and Professions Code
CCR	California Code of Regulations
CFR	Code of Federal Regulations
EC	Education Code
ESSA	Every Student Succeeds Act
FERPA	Family Educational Rights and Privacy Act
H&SC	Health & Safety Code
IDEA	Individuals with Disabilities Education Act
PC	Penal Code
§ 504	Section 504 of the Rehabilitation Act of 1973
USC	United States Code
W&IC	Welfare and Institutions Code

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Santa Ana Unified School District **2023-2024** Academic School Calendar

JULY 2023					AUGUST 2023					SEPTEMBER 2023					OCTOBER 2023				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
3	4	5	6	7	7	8	9	10	11	4	5	6	7	8	9	10	11	12	13
10	11	12	13	14	14	15	16	17	18	11	12	13	14	15	16	17	18	19	20
17	18	19	20	21	21	22	23	24	25	18	19	20	21	22	23	24	25	26	27
24	25	26	27	28	28	29	30	31		25	26	27	28	29	30	31			
31																			
4 Holiday - Independence Day					11 Duty Day - PD Days 8/9 - 8/10 14 Duty Day - Student Free Day 14 First Day of Fall Instruction Back to School Night: ES 8/24; HS: 8/31 Modified Day: ES:8/25					4 Holiday - Labor Day 22 Progress Reports: 6 Weeks (K-12) Back to School Night IS: 9/7 Modified Day HS: 9/1 IS: 9/8					2 Duty Day - Student Free Day: (IS) Parent Conference				
Instructional Days: 0					Instructional Days: 14					Instructional Days: 20					Instructional Days: IS: 21, ES/HS: 22				
NOVEMBER 2023					DECEMBER 2023					JANUARY 2024					FEBRUARY 2024				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
6	7	8	9	10	4	5	6	7	8	1	2	3	4	5	5	6	7	8	9
13	14	15	16	17	11	12	13	14	15	8	9	10	11	12	12	13	14	15	16
20	21	22	23	24	18	19	20	21	22	22	23	24	25	26	19	20	21	22	23
27	28	29	30		25	26	27	28	29	29	30	31			26	27	28	29	
2 End of Trimester: (ES-58 Days) Progress Reports: 12 Week (HS/IS) Duty Day - Student Free Day: K-12: 11/3, ES: 11/17 Holiday Modified Day/Parent Conferences: ES 11/13-11/16 Non-Instruction - Thanksgiving Recess					21 End of Semester (HS 86 Days)/Modified Days (IS/HS) Progress Reports: 6 Weeks (ES) Duty Day - Student Free Day (HS)/End of Semester/Modified Day (IS) 86 Days/Full day (ES) Holiday Winter Break Modified Day: HS: 12/19, K-12: 12/20					8 First Day of Spring Instruction 15 Holiday - Martin Luther King, Jr. Day Holiday Winter Break					12 Holiday - Lincoln Day 15 Progress Reports: 6 Weeks (IS/HS) 16 Duty Day - Student Free Day (K-12) 19 Holiday - Washington Day 23 End of Trimester: (ES-59 Days) Modified Day/Parent Conferences: ES:2/26-3/1				
Instructional Days: ES: 14, IS/HS: 15					Instructional Days: HS: 15, ES/IS: 16					Instructional Days: 17					Instructional Days: 18				
MARCH 2024					APRIL 2024					MAY 2024					JUNE 2024				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
4	5	6	7	8	1	2	3	4	5	6	7	8	9	10	3	4	5	6	7
11	12	13	14	15	8	9	10	11	12	13	14	15	16	17	10	11	12	13	14
18	19	20	21	22	15	16	17	18	19	20	21	22	23	24	17	18	19	20	21
25	26	27	28	29	22	23	24	25	26	27	28	29	30	31	24	25	26	27	28
28 Modified Day/Parent Conferences: ES:2/26-3/1 Open House: HS: 3/28 29 Progress Reports: K-12/Modified Day: HS					Non-Instruction - Spring Recess Open House: ES: 4/18 IS: 4/25 Modified Day: ES: 4/19, IS: 4/26					27 Holiday - Memorial Day 30 Last Day of Instruction-End of Semester (IS/HS 94 Days)/ End of Trimester (ES- 63 Days) / Modified Day (K-12) 31 Duty Day - Student Free Day Modified Day: IS/HS: 5/28, K-12: 5/29					Instructional Days: 0				
Instructional Days: 21					Instructional Days: 17					Instructional Days: 21					Instructional Days: 0				
IMPORTANT INFORMATION					DAYS OF INSTRUCTION					Duty DAYS									
1. First Day of Service: August 9, 2023 2. First Day of Instruction: August 14, 2023 3. Last Day of Service: May 31, 2024 Modified Wednesday ES/IS Modified Day (see legend)					1. Students attend school 180 days 2. Parent Conferences: Elementary School (ES): November 13-17, 2023 Elementary School (ES): February 26, 2023 - March 1, 2024 Intermediate School (IS): October 2, 2023					Teacher Duty Days: 187 (5 Student Free Duty Days + 2 PD Days) K-12: November 3, 2023 & February 16, 2024 Elementary: November 17, 2023 Intermediate: October 2, 2024 High School: December 22, 2023									



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ATTENDANCE

STATUTORY ATTENDANCE OPTIONS (EC §§35160.5, 46600, 48204, 48980): The District is required to advise each parent/guardian of all existing statutory attendance options and local attendance options available in the District. These are options for attending schools other than the school designated for the local attendance area in which the parent/guardian resides. The options include intradistrict transfer, interdistrict transfer, transfer based on parental employment, “district of choice” if established by Governing Board resolution, and district of enrollment pursuant to the Open Enrollment Act, as specified. You may access interdistrict transfer permit information and policy on the District’s website at <https://www.sausd.us/Page/14984>. Please refer to Attachment #7 for a complete summary of these attendance options.

EXCUSED ABSENCES (EC §§48205, 48980): Your child may be excused from school when the absence is for medical or justifiable personal reasons. Your child will be allowed to complete all assignments and tests missed during such an excused absence. Please refer to Attachment #8 for the full text of section 48205.

GRADE REDUCTION/LOSS OF ACADEMIC CREDIT (EC §48205, §48980): Your child may not have his/her grade reduced or lose academic credit for any absence or absences excused under Education Code section 48205, when missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

ABSENCES FOR RELIGIOUS PURPOSES (EC §46014, §48980): With your written consent, your child may be excused from school in order to participate in religious exercises or to receive moral and religious instruction at your child’s place of worship or at other suitable place or places away from school property designated by the religious group. Your child may not be excused from school for this purpose on more than four days per school month.

EXCUSE TO OBTAIN CONFIDENTIAL MEDICAL SERVICES (EC §46010.1): Pupils in grades 7 to 12 may be excused from school for the purpose of obtaining confidential medical services, without the consent of the pupil’s parent/guardian.

PREGNANT AND PARENTING PUPILS (EC §§ 222.5, 46015, 48205, 48980): A pregnant or parenting pupil is entitled to eight weeks of parental leave from school, as specified, but is not required to take all or part of the leave. Absences taken for parental leave shall be excused absences until the pupil is able to return to school. A pupil will not be penalized academically for leave taken and is entitled to opportunities to make up work missed during his/her leave, including makeup work plans and re-enrollment in courses. Please refer to Attachment #3 for the full text of section 48205.

SCHEDULE OF MINIMUM DAYS AND PUPIL-FREE STAFF DEVELOPMENT DAYS (EC § 48980): The District is required to advise all parents/guardians of the schedule of minimum days and pupil-free staff development days. Please refer to the District’s 2023-24 School Year Calendar on page 6 or on Santa Ana Unified School District’s website at <https://www.sausd.us/Page/8>. If any minimum or pupil-free staff development days are scheduled following the distribution of this notice, the District will notify you as early as possible, but not later than one month before the scheduled minimum or pupil-free day.

DEFINITION OF A TRUANT (EC §48260): Any pupil subject to compulsory full-time education or to compulsory continuing education, who is absent from school without valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year or a combination thereof, shall be classified as a truant and shall be reported to the attendance supervisor or to the superintendent of the school district.

CHRONIC TRUANT (EC §48263.6): Defines chronic truant as a pupil subject to compulsory education (i.e., between the ages of 6 and 18 years) who is absent from school without a valid excuse for 10% or more of the school days in one school year from the time of enrollment to the current date.

CHILD ABUSE REPORTING (PC §11166)

The staff of the Santa Ana Unified School District is required by law to report cases of known or suspected child abuse and neglect whenever staff reasonably suspect the child has been the victim of child abuse or neglect. Reasonable suspicion does not require certainty that child abuse or neglect has occurred, nor does it require a specific medical indication of child abuse or neglect. Staff may not investigate to confirm the suspicion. Both the staff name and the report itself are confidential and cannot be disclosed except to authorized agencies.

COMPLAINTS

UNIFORM COMPLAINT PROCEDURES (UCP) (BP/AR 1312.3, 5 CCR §4622): The District has adopted policies and procedures for the filing, investigation and resolution of complaints regarding alleged violations of federal or state law or regulations governing educational programs, including allegations of unlawful discrimination. A copy of the District's Uniform Complaint Procedures is available from the District office. Please refer to Attachment # 12 which is the District's Notice of Uniform Complaint Procedures.

COUNSELING/FINANCIAL AID

ACADEMIC, SOCIAL EMOTIONAL, AND COLLEGE AND CAREER COUNSELING (EC §49600.): In collaboration with all stakeholders, school counselors assure equitable well-rounded learning experiences through core counseling instruction and individualized planning which prepare our students for success in their postsecondary endeavors. Through data-driven comprehensive school counseling programs students receive multi-tiered levels of support to develop their social and emotional competencies, postsecondary goals, and academic skill set. Your child has the right to meet with a school counselor to help choose courses that will meet college admission requirements, enroll in career technical education courses, or both. Please call the school's counseling department if you wish to schedule a meeting with a School Counselor or Higher Education Coordinator.

SEX EQUITY IN CAREER COUNSELING AND COURSE SELECTION (EC §221.5): You have the right to participate in counseling sessions and decisions concerning career counseling and course selection, commencing with course selection for grade 7.

EMPLOYEE CODE OF CONDUCT

CODE OF ETHICS/ALL PERSONNEL (BP 4119.21, 4219.21, 4319.21): The Governing Board expects District employees to maintain the highest ethical standards, exhibit professional behavior, follow District policies and regulations, abide by State and federal laws, and exercise good judgment when interacting with students and other members of the school community. Employee conduct should enhance the integrity of the District, advance the goals of the District's educational programs, and contribute to a positive school climate.

ENROLLMENT

AGE-ELIGIBLE CHILDREN (EC §48000[d]): Districts must admit children at the beginning of the school year (or whenever they move into a district). If the child will have their fifth birthday between September 2, 2023 and April 2, 2024 they shall be admitted into a transitional kindergarten program maintained by the school district.

A SUMMARY OF SCHOOL ATTENDANCE ALTERNATIVES IN CALIFORNIA: The law (EC §48980[h]) requires all school boards to inform each pupil's parents/guardians 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. Pupils that attend schools other than those assigned by the districts are referred to as "transfer pupils" throughout this notification. There is one process for choosing a school within the district in which the parents/guardians live (intra-district transfer), and four separate processes for selecting schools in other districts (inter-district transfer). The general requirements and limitations of each process are described below. Please refer to Attachment #11

EVERY STUDENT SUCCEEDS ACT (ESSA) 20 U §6301 et seq.

EVERY STUDENT SUCCEEDS ACT ("ESSA", 20 USC §6301 et seq.; EC §§313.2, 440): ESSA includes provisions that will help to ensure success for students and schools.

Limited English Proficient Children: The ESSA requires the District to inform the parent or parents of a limited English Proficient (LEP) child identified for participation or participating in a language instruction educational program, of the following:

1. The reasons for the identification of the child as LEP and in need of placement in a language instruction educational program.
2. The child's level of English proficiency, how such level was assessed and the status of the child's academic achievement.
3. The methods of instruction used in the program in which the child is or will be participating, and the methods of instruction used in other available programs.
4. How the program in which the child is or will be participating, will meet the educational strengths and needs of the child.
5. How the program will specifically help the child learn English and meet age-appropriate academic achievement standards for

grade promotion and graduation.

6. The specific exit requirements for the program.
7. In the case of a child with a disability, how the program meets the objectives of the Individualized Education Program (IEP) of the child.
8. Information pertaining to parental rights that includes written guidance detailing the right that parents have to have their child immediately removed from such program upon their request, and the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the District.

If your child is LEP and has been identified for participation or is participating in the language instruction educational program, please contact the Director of English Learner and Bilingual Programs at (714) 558-5855 for the above information that is specific to your child.

Right to Information Regarding the Professional Qualifications of Teachers and Paraprofessionals: The ESSA grants parents the right to request information regarding the professional qualifications of the children's classroom teachers, including the following:

1. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

The information is available with the school's principal. The District will provide timely notice if your child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

Information on Child's Level of Achievement: The District will provide timely information on the level of achievement of your child in each of the state academic assessments.

Homeless Liaison: Homeless pupils have certain rights under California and United States law. For information concerning these rights, please contact the District's liaison for homeless children and youths at Support Services at 714- 433-3481.

Release of Pupil Information to Military Recruiters: Please see entry under Pupil Records.

HOMELESS STUDENTS (McKINNEY-VENTO ACT)

HOMELESS QUESTIONNAIRE: In compliance with EC §48851, SAUSD is required to administer, in the primary language of parents or of an unaccompanied youth, a housing questionnaire, as specified, for purposes of identifying homeless children and unaccompanied youths. This questionnaire is provided within the enrollment packet - please complete and turn it in to your school. There is an online version here at <https://bit.ly/housingQ>. You may remove it from the handbook and turn it in to your school's FACE or McKinney-Vento Liaison.

GRADUATION CEREMONIES, REQUIREMENTS AND HIGHER EDUCATION INFORMATION

ADVANCED PLACEMENT EXAMS (EC §§ 52242, 48980): The District may be able to help pay for all or part of the costs of one or more advanced placement examinations that are charged to economically disadvantaged pupils.

GRADUATION CEREMONIES (EC §35183.1): Pupils may wear traditional tribal regalia or recognized objects of religious significance as an adornment at school graduation ceremonies. Pupils may dress in accordance with their gender identity and/or gender expression. (EC 221.5; cf 5132)

COLLEGE ADMISSION REQUIREMENTS; CAREER TECHNICAL EDUCATION (EC §§51225.3, 51229, 48980):

College Admission Requirements: The University of California (UC) and the California State University (CSU) have established common high school course requirements for undergraduate admission. Pupils who take these courses and meet other specified criteria are eligible to apply and be considered for admission. The following list is commonly referred to as the "A-G" requirements:

1. two years of history/social science;

2. four years of college preparatory English or language instruction;
3. three years of college preparatory mathematics;
4. two years of college preparatory laboratory science;
5. two years of the same language other than English;
6. one year of visual and performing arts; and
7. one year of college preparatory electives.

College Informational Websites: The following UC and CSU websites help pupils and their families learn about college admission requirements, and also list high school courses that have been certified for undergraduate admission:

UC: <https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements>

CSU: www.csumentor.edu/planning/high_school/subjects.asp

Transfers from Community College to UC/CSU: <https://www.assist.org/>

Career Technical Education: The California Department of Education defines “career technical education” as a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide pupils with a pathway to postsecondary education and careers. Career technical education includes agriculture education, home economics, industrial and technology education, and regional occupational centers and programs, among other educational programs. The SAUSD Career Technical Education programs include a broad range of CTE courses for both career pathways and career academies. Career pathways are defined as a multi-year sequence of two or three courses that integrate core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. SAUSD Career Technical Education includes business and marketing, technology education, California Partnership Academies and Regional Occupational Programs, among other educational programs. Courses that satisfy the subject matter requirements for admission to UC/CSU include Art of Animation, Art of Graphic Design, Art of Digital Photography; Fundamentals of Business; Principles of Biomedical Science; Introduction to Engineering Design; Entrepreneurship; Sports Medicine; and others. Many CTE programs of study involve work-based learning where students apply content and academic knowledge to a skills-learning experience in a workplace setting, all within the context of the Common Core State Standards.

- For a list of career technical education courses offered by the district that satisfy the subject matter requirements for admission to the Cal State and UC systems, please visit the District website at <https://www.sausd.us/cte>
- Website for Career Technical Education: Pupils can learn more about career technical education at the following California Department of Education website at www.cde.ca.gov/ci/ct/
- Counseling: Your child has the right to meet with a school counselor to help choose courses that will meet college admission requirements, enroll in career technical education courses, or both. If you wish to schedule a meeting with a high school or a CTE counselor, please contact the counseling office at your high school or the Career Technical Education office

GRADUATION REQUIREMENTS (EC §51225.3, BP/AR 5146.1): To fulfill requirements for a diploma from any high school in the Santa Ana Unified School District, students must complete: (1) credits in the stipulated required curriculum, and (2) successfully acquire credits in elective courses for completion of the prescribed number of credits for graduation. Requirements are also available online: <http://www.sausd.usa/domain/3975>.

Comparison of High School Graduation Requirements

High School Subject Area	UC Requirements for Freshman Admissions	CSU Requirements for Freshman Admissions	SAUSD Requirements* for High School Graduation (*BP 6146.1 [a])
English ("b" Requirement)	Four years of approved courses	Four years of approved courses	Four years of approved courses
Mathematics ("c" Requirement")	Three years, including: Algebra 1, Geometry, and Algebra 2. (Four years recommended.) Math courses taken in 7th and/or 8th grade that are equivalent to math courses offered in high school may be used to fulfill part of this requirement.	Three years, including: Algebra 1, Geometry and Algebra 2. Math courses taken in 7th and/or 8th grade that are equivalent to math courses offered in high school may be used to fulfill part of this requirement.	Three years, including: Algebra 1 and Geometry. Math courses taken in 7th and/or 8th grade that are equivalent to math courses offered in high school may be used to fulfill part of this requirement.
Social Studies/ Science ("a" Requirement)	Two years of History/Social Science, including: 1) One year of U.S. history or one-half year of U.S. history and one-half year of civics or American government 2) One year of World History, Cultures, and Geography.	Two years, including: 1) One year of U.S. History or U.S. History and Government; and 2) one year of other approved Social Science.	Three years, including: 1) World History Culture, and Geography (10 credits); 2) US History and Geography (10 credits); 3) Principles of American Democracy (5 credits); and 4) Principles of Economics (5 credits)
Lab Science ("d" Requirement)	Two years with a lab required, chosen from Biology, Chemistry, and Physics. Three years recommended.	Two years, including: One year of biology and one year of Physical Science with a lab.	Two years including: One course of Biology/Life Science and one course of Physical Science. (Laboratory Science is not required.)
Language Other Than English ("e" Requirement)	Two years (or the equivalent of the second year high school course) in the same language required. Three years recommended.	Two years (or the equivalent of the second year high school course) in the same language required.	Two years in the same language. Courses in languages other than English taken in 7th and 8th grades may be used to fulfill part of the requirement.
Visual and Performing Arts ("f" Requirement)	One year of Visual and Performing Arts chosen from the following: Dance, Drama/Theater, Music, or Visual Art.	One year of Visual and Performing Arts chosen from the following: Dance, Drama/Theater, Music, or Visual Art.	One year in a year-long sequence in a single area (Dance, Drama/Theater, Music, or Visual Art), requiring the first semester as a prerequisite.
Physical Education	Not Applicable	Not Applicable	Two years, maximum of 40 credits applied to graduation.
College Prep Electives ("g" Requirement)	One year	One year	All required courses add up to 170 credits. To reach the SAUSD requirement of 220 credits to graduate, 50 elective credits are needed.

HEALTH SCREENING AND EVALUATION SERVICES (H&SC §124085): Within 90 days after your child's entrance into first grade, you must provide a certificate documenting that within the prior 18 months your child has received the appropriate health screening and evaluation services, including a physical examination. These services are available from the Orange County Public Health Department. In lieu of the certificate, you may submit a signed waiver indicating that you do not want or are unable to obtain the health screening and evaluation services for your child. If the waiver indicates that you were unable to obtain the services, then the reasons should be included in the waiver.

REFUSAL TO CONSENT TO PHYSICAL EXAMINATION (EC §49451, §48980): You may file an annual written statement with the Principal of your child's school, stating that you will not consent to a physical examination of your child. However, whenever there is good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until school authorities are satisfied that any contagious or infectious disease does not exist.

ADMINISTRATION OF IMMUNIZING AGENTS (EC §§49403, 48980): The District Governing Board is required to cooperate with the local health officer in measures necessary for the prevention and control of communicable diseases in school age children, and may permit any person licensed as a physician and surgeon, any person licensed as a registered nurse, or a licensed healthcare practitioner, as specified, who is acting under the direction of a supervising physician and surgeon, to administer an immunizing agent to a pupil whose parent has consented, in writing, to the administration of the immunizing agent.

IMMUNIZATION REQUIREMENT (H&SC §120335): A second dose of the Varicella vaccine is required for entry into Kindergarten, advancement to 7th grade, and for all pupils entering SAUSD for the first time. All students must be vaccinated against pertussis prior to entering 7th grade (Tdap).

Pupils with incomplete immunizations, or on waiver for immunizations, may be temporarily excluded from school. Free immunization clinics are held throughout the community and are available daily at the Orange County Health Care Agency Children's Clinic, 1725 West 17th Street, Santa Ana. The District Board of Education may use any funds, property, and personnel of the District, and may permit any person licensed as a physician and surgeon, registered nurse or other healthcare practitioners acting under the direction of a supervising physician and surgeon, to administer an immunizing agent to any pupil whose parents have consented in writing to the administration of such an agent.

CONTINUED MEDICATION REGIMEN FOR NON-EPISODIC CONDITION (EC §49480): If your child is on a continuing medication regimen for a non-episodic condition, you are required to inform the school nurse or other designated certificated school employee of: (1) the medication being taken, (2) the current dosage, and (3) the name of the supervising physician. With your consent, the school nurse may communicate with your child's physician and may counsel with school personnel regarding the possible effects of the drug on your child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose. If your child is on a continuing medication regimen, please contact the school nurse.

ADMINISTRATION OF PRESCRIBED MEDICATION (EC §§49423, 49423.1, 48980): If your child is required to take prescription medication during the regular school day, you may request assistance for your child by the school nurse or other designated school personnel. If you wish such assistance, you must provide both a written statement from the physician and surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and your own written statement indicating your desire that the District assist your child in the matters set forth in the physician's statement. Your child may also carry and self-administer prescription auto-injectable epinephrine or asthma medication if the District receives written statements from you and the child's physician, in the form required by law.

PLEDGE NOT TO USE ANABOLIC STEROIDS OR PROHIBITED DIETARY SUPPLEMENTS (EC §49030 et seq.): A pupil is prohibited from participating in interscholastic high school sports, unless the pupil signs a pledge not to use anabolic steroids without a prescription from a licensed healthcare practitioner, or a dietary supplement listed in the United States Guide to Prohibited Substances and Prohibited Methods of Doping. As a condition of participation, both the pupil-athlete and his/her parent/guardian must sign a notification form regarding these restrictions.

MEDICAL AND HOSPITAL SERVICES FOR PUPILS (EC §§49472, 48980): The District Governing Board may provide or make available medical or hospital service through nonprofit membership corporations, defraying the cost of medical service or hospital service, or through group, blanket or individual policies of accident insurance or through policies of liability insurance, for injuries to District pupils arising out of accidents occurring on District property or while being transported to and from school-sponsored activities. No pupil is required to accept such service, without the consent of his/her parent/guardian.

CONCUSSIONS AND HEAD INJURIES (EC §49475): This law requires districts who elect to offer athletic programs to immediately remove for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during the activity, and prohibits the return of the athlete to that activity until he/she is evaluated by and receives a written clearance form, completes a graduated return-to-play protocol, or not less than seven days in duration under the supervision of a licensed healthcare provider, and requires districts to provide annually a concussion and head injury information sheet to be signed and returned by the athlete and his/her parent/guardian before the athlete initiates practice or competition.

OPIOID FACTSHEET (EC §49476): Requires districts who elect to offer athletic programs to annually provide the Opioid Factsheet for Patients to each athlete, to be signed and returned by the athlete and his/her parent. Prescription opioids carry serious risks of addiction and overdose, especially with prolonged use. An opioid overdose, often marked by slowed breathing, can cause sudden death. The use of prescription opioids can have a number of side effects as well, even when taken as directed. Please refer to Attachment #3 for additional information on Opioid.

TOBACCO-FREE CAMPUS POLICY (H&SC §104420): The District Governing Board has adopted and enforces a tobacco-free campus policy. The policy prohibits the use of tobacco products, at any time, in District-owned or leased buildings, on District property and in District vehicles.

INSTRUCTION FOR PUPILS WITH TEMPORARY DISABILITIES (EC §§48206.3, 48207.3, 48207.5, 48980): If your child should suffer a temporary disability which makes attendance in regular day classes or an alternative education program in which the child is enrolled impossible or inadvisable, your child shall receive individual instruction provided by the district in which he/she is deemed to reside. Individual instruction includes instruction provided in your home, in a hospital or other residential health facility, excluding state hospitals, or under other circumstances prescribed by state law. If your child is well enough to return to school during the school year in which individual instruction began, he/she must be allowed to return to the school that he/she attended prior to receiving individual instruction. Individual instruction in your home must commence no later than five working days after the district determines your child shall receive this instruction.

PUPILS WITH TEMPORARY DISABILITIES (EC §48206-7, §48980): In the event that your child has a temporary disability and is confined in a hospital or other residential health facility located outside this District, you shall be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located. In such circumstances, it is your responsibility to notify the school district where you are deemed to reside of your child's presence in a qualifying hospital. A pupil who received individual instruction due to a temporary disability may return to the last school attended when well enough to return to school.

TYPE 1 DIABETES (EC §49452.6) Diabetes in children is a condition in which your child's body no longer produces an important hormone (insulin). Your child needs insulin to survive, so the missing insulin needs to be replaced with injections or with an insulin pump. Type 1 diabetes in children used to be known as juvenile diabetes or insulin-dependent diabetes. Please refer to Attachment #4 for additional information on risk factors, signs and symptoms, prevention, and treatment.

TYPE 2 DIABETES (EC §49452.7) Diabetes in children is a chronic disease that affects the way a child's body processes sugar (glucose) for fuel. Without treatment, the disorder causes sugar to build up in the bloodstream, which can lead to serious long-term consequences. Please refer to Attachment #5 for additional information on risk factors, signs and symptoms, prevention, and treatment.

PROOF OF ORAL HEALTH ASSESSMENT (EC §49452.8): Your child must have an oral health assessment (dental checkup) by no later than May 31 of the first year entering kindergarten or first grade. Dental check-ups in the 12 months before starting school meet this requirement. Information regarding oral health assessments is set forth below and is also available on the District's Health Services website and under Frequently Asked Questions (FAQs) for parents.

PUPIL MENTAL HEALTH SERVICES (EC §§49428, 48980): Information on how to initiate access to available mental health services on campus or in the community, or both, is available on the school's website and the student handbook. Please refer to Board Policy 5141.52 (a) for more information. For more information, visit <https://sites.google.com/sausdlearns.net/sausd-mental-health/home>.

PUPIL SUICIDE PREVENTION (EC §§215.5, 48980): Call or text 988 to reach the National Suicide Prevention Lifeline (988)

NATIONAL DOMESTIC VIOLENCE HOTLINE (EC §§215.5, 48980): The telephone number to reach the National Domestic Violence Hotline is 1-800-799-7233

ANNUAL NOTICE TO PARENTS/GUARDIANS: Regarding the District’s Participation in the LEA Medi-Cal Billing Program The District, in cooperation with the California Departments of Health Care Services and Education, participates in a program that allows the district to be reimbursed with federal Medicaid dollars for select health services provided to enrolled Medi-Cal students at school. The money received through this program is directly reinvested into expanding and improving health and social services for all students.

In accordance with state and federal rules and guidelines, we are notifying you that some information may be released from your student’s records to our reimbursement recovery vendor, Paradigm Healthcare Services, LLC, and to the Department of Health Care Services (DHCS) for claiming purposes only (and your child’s Medi-Cal benefits may be accessed). This information is only released if we have received your consent to do so. Your consent may have been provided to the district when you registered your student for school, as part of your back-to-school paperwork, or during the IEP/IFSP development and review process (if applicable).

All information that is shared is encrypted and transmitted securely to both our vendor and to DHCS. The education records that may be shared as a result of our participation in this program include:

- Student name, date of birth, and health-related evaluation, intervention, and referral information (for services received at school)
- Practitioners’ notes related to these health services and select data from the child’s IEP/IFSP (if applicable)

You have the right to withdraw your consent to disclose your student’s information at any time—feel free to visit your school’s front desk to discuss this program. Please note that students will not be denied services they require to attend school, and parents will never be billed by the school district for services provided as a result of your consent, or no consent. Further, while Medi-Cal is reimbursing the district for select health services, your child’s Medi-Cal benefits should not be impacted in any way. We participate in this program in an effort to obtain federal funding for the Medi-Cal reimbursable health services already being performed at school and then use this funding to expand services that are available to all students.

Additional notes:

- **Confidentiality & Privacy.** The district’s reimbursement recovery vendor is bound by a contract that contains specific provisions to keep student records confidential, ensuring information is not used or disclosed inappropriately; further, our vendor is HIPAA compliant. In addition, the district and DHCS are bound by agreements that include specific provisions about the use of the information shared in this program, and governing security protocols.
- **Third-Party Liability.** If your student is enrolled in Medi-Cal and is also covered by a third-party insurer, DHCS may attempt to recover third-party liability if they pay a school-based claim submitted by us. This occurs due to the assignment of third-party liability rights that was provided when your application to Medi-Cal was approved.

INSTRUCTIONAL PROGRAMS

SCHOOL ACCOUNTABILITY REPORT CARD (EC §§35256, 33126, 32286): The District Governing Board annually issues a School Accountability Report Card (SARC) for each school in the District. You may obtain a copy of the SARC from the Principal’s office. The SARC includes, but is not limited to, assessment of school conditions specified in California Education Code section 33126. The SARC also includes an annual report on the status of the safety plan for your child’s school, including a description of its key elements

CAASPP STATE EXAMS (EC 60615; 5 CCR 852): During the spring, students in grades 3-8 and 11 will take the annual state exams. Parents may annually submit to the school a written request to excuse their child from any or all parts of the CAASPP.

LANGUAGE PROGRAMS (EC §310) Information on the types of language programs available at the district and a description of each program is attached. Please refer to the District website at <https://www.sausd.us/domain/8187> for a description of each program.

DISSECTION OR OTHERWISE HARMING OR DESTROYING ANIMALS (EC §32255 et seq.): If your child has a moral objection to dissecting or otherwise harming or destroying animals, he/she has a right to notify the teacher regarding this objection and to refrain from participation in an education project involving the harmful or destructive use of animals which must be substantiated with a note from a parent/guardian.

COMPREHENSIVE SEXUAL HEALTH EDUCATION/HIV/AIDS PREVENTION EDUCATION (EC §51938, §48980): The District will provide instruction in comprehensive sexual health education and HIV/AIDS prevention education and research on pupil health behaviors and risks for the coming school year. Written and audiovisual educational materials used in this education are available for your inspection by making an appointment with the Educational Services Department. The education will be taught by school district personnel/outside consultants. A copy of the California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act is available from the Educational Services Department. You have the right to request in writing that your child shall not receive comprehensive sexual health education or HIV/AIDS prevention education. The District may administer anonymous, voluntary, and confidential research and evaluation tools to measure pupils' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about pupils' attitudes concerning or practices relating to sex. You will be notified in writing that any such test, questionnaire, or survey is to be administered, and you will be allowed to review the test, questionnaire, or survey and request in writing that your child not participate.

NOTICE OF ALTERNATIVE SCHOOLS (EC §58501): The law requires the District to provide parents/guardians with a notice of alternative schools. Please refer to Attachment #11 for a copy of the notice specified in Education Code section 58501.

EDUCATIONAL OPTIONS AND PROGRAMS (EC §58501, §58502, §51745 et. seq.): The Santa Ana Unified School District operates two separate Educational Options programs. Lorin Grisette Academy and Cesar Chavez High School have an alternative-based curriculum where credit deficient pupils have the opportunity to earn credits at an accelerated rate, which may be applied towards high school graduation. The second form of Educational Options is the District's Independent Study Program (ISP), located at 1512 W Santa Ana Blvd., Santa Ana, CA 92707. In this program, the ISP pupil works independently with a certified teacher who certifies that the pupil completes all required class work. If 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 your information. This law particularly authorizes interested persons to request the Board of Education of the district to establish alternative school programs in each district.

MIDDLE COLLEGE HIGH SCHOOL: Middle College High School is a collaborative between Santa Ana Unified School District and Santa Ana College to provide a program that includes high school and college level courses. Middle College High School is located at Santa Ana College at 1530 West 17th Street, Santa Ana, (714) 558-5696.

TEEN PARENT SUPPORT SERVICES (TPSS) (EC §54740 et. Seq.): This is a district-based program that serves expectant and parenting students within the Santa Ana Unified School District. Students remain in their respective traditional or alternative schools while they receive case management support and guidance from the TPSS staff. By facilitating collaboration between the district, school, home, and community, teen parents are provided with opportunities to assist them in successfully managing their responsibilities in school as well as meeting the needs of their children.

STUDENT RIGHTS AND OPTIONS: The District shall apply no 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 solely on the basis of the pupil's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Pregnant or parenting pupils are not excluded from participation in their regular school programs or required to participate in pregnant-pupil programs or alternative educational programs. Pregnant/parenting pupils who voluntarily participate in alternative programs are given educational programs, activities, and courses equal to the regular program. The District treats pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom in the same manner and under the same policies as any other temporary disability.

LACTATION ACCOMMODATIONS: The District shall provide reasonable accommodations to a lactating pupil on a school campus to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. A school shall be required to provide the reasonable accommodations specified only if there is at least one lactating pupil on the school campus. Reasonable accommodations under this section include but are not limited to, all of the following: i. Access to a private and secure room, other than a restroom, to express breast milk or breastfeed an infant child. ii. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk. iii. Access to a power source for a breast pump or any other equipment used to express breast milk. iv. Access to a place to store expressed breast milk safely.

A lactating pupil shall be provided a reasonable amount of time to accommodate her need to express breast milk or breastfeed an infant child. Only school sites with at least one lactating pupil shall provide the reasonable accommodations specified above. A school subject to this may use an existing facility to meet the requirements. A pupil shall not incur an academic penalty as a result of her use, during the school day, of the reasonable accommodations specified in this section, and shall be provided the opportunity to make up any work missed due to such use.

Pregnant and parenting students are entitled to eight weeks of parental leave from school with absences excused until the pupil returns to school. Absences to care for a sick child are considered excused absences for which a school shall not require a note from a doctor. A pregnant or parenting pupil may return to their school and their course of study upon return from their parental leave.

Other support services include:

- Child Care at Lorin Griset Academy and Valley High School – open to students from all SAUSD schools
- Home Instruction during parental leave
- Community Referrals
- Bus Pass
- Academic/Higher Ed Counseling
- Crisis Intervention
- Reproductive Health Information
- Health and Psycho-social Wellness

For additional information, call (714) 569-9773

COMMUNITY DAY SCHOOLS (EC §48660): The Santa Ana Unified School District operates two community day schools, one for 7th & 8th grades and one for 9-12 grades. Both Community Day Schools are called REACH Academy, and they are located at 1325 4th Street. Expelled pupils are referred to this setting by the Support Services office and/or the School Attendance Review Board. The program aims to provide an education based on individualized learning plans.

CREDIT RECOVERY: Credit recovery options are available at Lorin Griset Academy, a continuation high school located at 1915 W McFadden Ave., Santa Ana, CA 92704, and Cesar Chavez High School a continuation high school located at 2128 Cypress Ave., Santa Ana, CA 92707. REACH Academy also offers REACH PM running from 3:25 pm to 7:55 pm, located at 1325 4th Street, Santa Ana, CA 92707.

FUNDAMENTAL SCHOOLS (EC §58502): The Board of Education has established eight other alternative school programs: three elementary fundamental schools, three Intermediate fundamental schools, and two fundamental high schools: Greenville Elementary, 3600 S. Raitt St., (714) 431-3200; Thorpe Elementary, 2450 W. Alton St. (714) 430-5800; Muir Elementary, 1951 N. Mabury St., (714) 972-6700; MacArthur Intermediate, 600 W. Alton Ave., (714) 513-9800; Mendez Intermediate, 2000 N. Bristol St., (714) 972-7800; Villa Intermediate, 1441 E. Chestnut Ave., (714) 558-5400; Segerstrom High School, 2301 W. MacArthur Blvd., (714) 241-5000; and Godinez High School, 3002 Centennial Road, (714) 433-6600.

HEALTH INSTRUCTION/CONFLICTS WITH RELIGIOUS TRAINING AND BELIEFS (EC §51240): If any part of the school's instruction in health conflicts with your religious training and beliefs, you may submit a written request that your child is excused from the part of the instruction that conflicts with your religious training and beliefs.

NON-DISCRIMINATION STATEMENT AND SEXUAL HARASSMENT POLICY

STATEMENT OF NON-DISCRIMINATION (EC §§200, 220; Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, § 504 of the Rehabilitation Act of 1973): The District does not discriminate on the basis of race, color, national origin, ethnic group identification, religion, sex/gender (gender identity, gender expression) physical/mental disability or immigration status. Your child has a right to a free public education, regardless of immigration status. Please refer to attachment #9 "Know Your Educational Rights" related to immigration. Additional resources for immigrant students and family members developed by the California Attorney General are accessible at <http://oag.ca.gov/immigrant/rights>. The District will take steps to assure that the lack of English will not be a barrier to admission and participation in District programs. Complaints alleging noncompliance with the District's policy of nondiscrimination should be directed to Human Resources

Jennifer A. Flores, Associate Superintendent, Human Resources
UCP and Title IX Coordinator,
(714) 558-5860,
Compliance.officer@sausd.us,

1601 E. Chestnut Ave., Santa Ana, CA. 92701.

A copy of the District's nondiscrimination policy is available from the District office.

UNIFORM COMPLAINT PROCEDURES (5 CCR §4622): The District has adopted policies and procedures for the filing, investigation and resolution of complaints regarding alleged violations of federal or state law or regulations governing educational

programs, including allegations of unlawful discrimination. A copy of the District's Uniform Complaint Procedures is available from the District office. Please refer to Attachment # _____, which is the District's Notice of Uniform Complaint Procedures.

SEXUAL HARASSMENT POLICY (EC §§231.5, 48980; 5 CCR §4917): The District's written sexual harassment policy is Attachment #10 to this notice.

The Governing Board is committed to maintaining a learning environment that is free of harassment. The Board prohibits sexual harassment of any pupil by any employee, pupil, or other people at school or at school-sponsored or pupil-related activity. The Board also prohibits retaliatory behavior or action against anyone who complains, testifies, assists, or otherwise participates in the complaint process established in accordance with this policy.

The Superintendent or designee shall ensure all district pupils receive age-appropriate instruction and information related to sexual harassment. Such instruction and information shall include: What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender; a clear message that pupils do not have to endure sexual harassment; encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained; information about the person(s) to whom a report of sexual harassment should be made.

Any pupil who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours or as soon as reasonably possible of receiving the complaint, report it to the Principal or designee.

Any school employee who observes any incident of sexual harassment involving a pupil shall report this observation to the Principal or designee, whether the victim files a complaint or not. In any case of sexual harassment involving the Principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the pupil's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee.

The Principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the Principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The Principal or designee shall also advise the victim of other remedies that may be available. The Principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

Any pupil who engages in sexual harassment of anyone at school or a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For pupils in grades 4 through 12, the disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline, the entire circumstances of the incident(s) shall be considered.

It is a misdemeanor to use a concealed camcorder, motion picture camera, or photo camera of any type to secretly record individuals for purposes of viewing their body or undergarments in a bathroom, changing area, or any other areas where reasonable privacy may be expected. Pupils will face serious disciplinary actions for this type of violation (**PC §647 and §647.7**).

The Superintendent or designee, Associate Superintendent, Human Resources is the District Title IX Administrator for Sexual Harassment, 1601 East Chestnut, Santa Ana, CA 92701. Telephone: (714) 558-5531 shall maintain a record of all reported cases of sexual harassment to enable the District to monitor, address and prevent repetitive harassing behavior in its schools.

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action (**BP 5145.7, EC §231.5, §48980; 5 CCR §4917**).

NUTRITION

FREE AND REDUCED-PRICE MEALS (EC §49510, et seq., §48980): The Santa Ana Unified School District participates in the National School Lunch and School Breakfast Programs. Both Breakfast and lunch will be offered at no charge to all students at all District schools. This school year (2023-24), meal applications are not required. We encourage all parents/guardians to speak with their children about eating school breakfast and lunch every day. The District looks forward to serving nutritious and well-balanced meals to your children all year long. If you have any questions, please call the Nutrition Services office at 714-431-1900. For more information, please visit <http://www.schoolnutritionandfitness.com/index.php?sid=2111071947262188>.

PARENT/ GUARDIAN INVOLVEMENT

VISITORS TO SCHOOLS AND CLASSROOMS (BP 1250): The Board encourages parents/guardians and interested members of the community to visit District schools and observe the educational programs. Parents/guardians and community members should be invited to open house activities and other special events. School and classroom parent volunteers with prior approval from the Principal/designee or teacher are encouraged to give of their time and efforts for the benefit of pupils' educational success and are not constricted by the same time guidelines as classroom visitors/observers. See Attachment 13.

To ensure minimum interruption of the instructional program, the Superintendent/designee shall establish procedures which facilitate visits during the regular school day. Visits during school hours shall be arranged with the Principal/designee and the teacher a minimum of three days in advance. The purpose of the visit and a declaration of which rooms and teachers are to be visited shall be communicated. Classroom observations/visitations shall be limited to 20 to 30 minutes and no more than two per month. Classroom observations/visitations shall be limited in duration and frequency. If a conference is desired, an appointment should be made with the teacher during non-instructional time. To ensure the safety of pupils and staff and to avoid potential disruptions, all visitors are required to identify themselves to the Principal/designee prior to entering the school grounds. All persons shall register in accordance with state laws and District policy immediately upon entering any school buildings or grounds. All pupils and school personnel will be protected under the Family Rights to Privacy Act.

The District requires all visitors on the campus be processed through The District's Visitor Management System. To be processed all visitors will be required to present a Driver's License or Government Issued Identification. All visitors will be issued a visitor badge and be required to wear the badge while on school grounds. Individual Principals may require a school district employee to accompany the visitor. Visitors need to avoid scheduled testing dates. Visitors should not bring preschool children and should remain quietly in the rear of the classroom. No electronic listening or recording device may be used in any classroom, regular or special, without the teacher and Principal/designee's permission. Cell phones should be placed on vibrate or turned off.

PARENT ENGAGEMENT (BP 6020): The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall consult with parents/guardians and family members to develop meaningful opportunities for them to be involved in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

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

The 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 engagement opportunities and on barriers that may inhibit participation. See attachment 15 for the board policy.

PARENTAL EXCEPTION WAIVER OPTION-ENGLISH LEARNERS

SAUSD LANGUAGE ACQUISITION PROGRAMS: The Santa Ana Unified School District shall offer research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards.

At a minimum, the district shall offer a **Structured English Immersion (SEI)** program, which includes designated and integrated English language development. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. If you choose this option, your child will be placed in a classroom that uses mostly English for instruction. To determine the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed. (Refer to the description of program options and goals below.)

SAUSD also offers a Dual Language Immersion Program that you may choose for your child. If you choose this option, your child will be placed in a classroom that uses English and Spanish for instruction. Students in DLI receive a robust and rigorous program aligned with California State Standards in both English and Spanish. The philosophy of SAUSD is to value, promote, and develop biliteracy and biculturalism through its Dual Language Immersion and World Language Programs in Elementary, Intermediate, and High School. (Refer to the description of program options and goals below.)

REQUESTING A LANGUAGE ACQUISITION PROGRAM: Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards (EC Section 306[c]). The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in **Education Code 42238.02**.

At the beginning of each school year, or upon a student's enrollment, parents/ guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request the establishment of a language acquisition program.

Whenever a student is identified as an English learner based on the results of the ELPAC, the student's parents/guardians may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school.

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunity Act of 1974 to provide EL students access to its educational programs (**20 U.S.C. sections 1703[f], 6312[e][3][A][viii]**). EL services are specifically designed to help English learners obtain English language proficiency as well as acquire grade-level content. If a parent or guardian still wishes to opt their child out of the EL program or particular EL services, the parent or guardian should visit the school site to request a meeting with the site administration team and complete the Notification to Opt-Out a Child from EL Services form.

DESCRIPTION OF PROGRAM OPTIONS AND GOALS FOR ENGLISH LEARNERS: A description of the language acquisition programs provided in the Santa Ana Unified School District is listed below. Please select the program that best suits your child.

- *Structured English Immersion (SEI) Program:* A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with a 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.
- *Dual-Language Immersion (DLI) Program:* Also referred to as Two-Way Immersion. A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to eighth grade.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (**EC Section 310[a]**).

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact your school administrator for more information.

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt-out of a particular English learner service(s) within a language acquisition program (**20 U.S.C Section 6318[c][A][vii]**). However, LEAs remain obligated to provide the student meaningful instruction (**5 CCR Section 11302**) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

PUPIL DISCIPLINE

PUPIL CODE OF BEHAVIOR: Pupils have the responsibility to exercise self-discipline so that a good learning environment can be maintained, and the rights of all individuals are respected. Pupils understand that they shall be held responsible for understanding and complying with the Pupil Code of Behavior. They also understand that, should they violate any part of this code, they will be subject to disciplinary action, including suspension and/ or expulsion.

They further understand and agree that they will:

1. Demonstrate acceptable behavior in the classroom, on the school grounds, and on the way to and from school.
2. Follow all directions of the classroom teacher and other school staff, obey the rules and regulations of each classroom, and avoid disturbing others.
3. Comply with the school dress code.
4. Make every possible effort to complete work assigned, make up work missed due to absences, and complete the required course of study.
5. Attend class on time, every day, ready to learn unless ill or with a valid excuse.
6. At no time make any threat to commit, attempt to commit, or commit any physical violence against school personnel or other pupils. Bullying is not tolerated. See attachment #9 for the SAUSD Policy on Bullying.
7. At no time deface, damage, destroy, steal, or litter school district property or the property of other persons.
8. At no time use profane or vulgar language or make obscene or suggestive gestures.
9. At no time loiter on or near school grounds.
10. At no time use, possess, or distribute tobacco, any controlled substance (including marijuana), narcotics, alcohol, intoxicants, weapons, or other contraband on a school campus or while under the school's jurisdiction.
11. At no time possess or distribute "look-alike" drug substances or drug paraphernalia.
12. At no time participate in any form of "hazing."

All pupils are reminded that they are subject to complying with the Code of Pupil Behavior at all times while under the jurisdiction of the school. This includes attendance at school functions (whether on or off campus), during the lunch hour, and while going to school from home and returning home from school. A copy of this document can be found at your child's school site.

RULES PERTAINING TO PUPIL DISCIPLINE (EC §35291, §48980): The District Board of Education has prescribed rules for the government and discipline of the schools, public and/or private, under the Board's jurisdiction. Rules pertaining to pupil discipline are set forth in **BP/AR 5144** and **5144.1**. Documents are available online and at each school site.

DUTY CONCERNING CONDUCT OF PUPILS (EC §44807): Every District teacher has a responsibility to hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess.

DUTIES OF PUPILS (EC §48908, 5 CC R §300): Every pupil must attend punctually and regularly, conform to the regulations of the school, obey promptly all the directions of his/her teacher and others in authority, observe good order and propriety of deportment, be diligent in study, be respectful to his/her teacher and others in authority, be kind and courteous to schoolmates, and refrain entirely from the use of profane and vulgar language.

SAFE STORAGE OF FIREARMS (EC §§48980, 48986, 49392): Please refer to Attachment #1 for information regarding child firearm access prevention laws and laws relating to the safe storage of firearms.

ATTENDANCE OF SUSPENDED CHILD'S PARENT/GUARDIAN (EC §48900.1, LC §230.7): The District Board of Education has adopted a policy authorizing teachers to require the parent/guardian of a pupil who has been suspended by a teacher, to attend a portion of a school day in the child's classroom. No employer may dismiss or in any manner discriminate against an employee for taking time off from work to comply with this requirement.

DRESS CODE (EC §35181, §35183, §35183.5 §35291, §48900, §48907, §48908, §48980, §48984, and §51101): As set forth in BP/AR 5132 the District Board of Education has approved that pupils are required to show proper attention to personal cleanliness, health, safety, neatness, and suitability of clothing and appearance for school activities. The general guidelines for dress and grooming for school attire:

1. Clothing must be free from tears, rips, holes, etc.
2. Clothing should not be oversized.
3. Pants must fit, cannot be oversized, and must be hemmed.
4. Socks will not be pulled up to meet the bottom of shorts. There should be no visible initials, insignias, pictures, or logos on

clothing, except for school logos.

5. Shoes must be worn at all times and must be enclosed. Steel toes or western-type boots are not to be worn.
6. Colored or thick shoelaces and black gloves are not permitted.
7. Bandanas, hair nets, and beanies are not permitted. Only those students, with the approval from the principal because of medical/religious purposes may have an exception. Hoodies worn over the head may be permitted outdoors during inclement weather.
8. Hats are not to be worn indoors. No baseball caps other than school-issued ones will be permitted.
9. Visible jewelry is limited to small watches, rings, necklaces, and bracelets; earrings should be a small stud or a hoop no larger than a dime. Wallet chains, and/or spiked and sharp jewelry are not allowed. Gang slogans and graffiti will not be allowed on backpacks or purses.
10. No shirts with gang, drug, graffiti, or sexual connotations, including OC or SA in old English lettering.
11. Jerseys or shirts with team logos are not allowed.
12. No belt buckles with logos or initials (including anything related to weapons, drugs, or of a sexual nature) are allowed.
13. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Pupils may dress in accordance with their gender identity and/or gender expression. (EC 221.5; cf 5132)

An occasional “spirit day” may be declared by the site, at which time students may choose to wear school logo shirts, spirit shirts, or special activity shirts.

Parents who choose not to have their students wear uniforms may be exempt from this policy by: a) requesting an exemption form in the local school office; b) completing the application; and c) submitting it to the designated administrator at the student’s school. Any student who applies for an exemption from the Mandatory Uniform Policy must comply with the previously established District Dress Code (**AR 5132**). No student shall be suspended from class or from school, be expelled from school, or receive a lowered grade as a result of not complying with Board policy [**AR 5132.5 (b)**].

GRAFFITI: It is unlawful to paint, draw, or mark graffiti on or in the facilities or vehicles of any governmental entity, including schools. Pupils who do so may be subject to discipline.

HOMEWORK: It is the practice of the Santa Ana Unified School District that pupils should not be penalized academically for disciplinary infractions. Thus, for most suspensions and for all expulsion recommendations, pupils have a right to request and complete homework assignments while out of school due to a suspension or pending an expulsion hearing. Parents/guardians should contact the school for additional information.

CIVILITY POLICY (EC §44050): A written copy of the district’s section on employee interactions with pupils in its code of conduct is attached to this notice. Please refer to Attachment # 14.

PROGRESSIVE DISCIPLINE (BP 5144 & 5144.1; EC §48900): The District Board of Education has adopted a progressive discipline program for all pupils of the Santa Ana Unified School District. Under this policy, misconduct will not be tolerated but will be dealt with firmly, consistently, and fairly to the extent necessary to ensure a safe and positive learning environment in the classrooms and the campuses. In order to keep students actively engaged in their instructional program and minimize the loss of instructional time, the District supports the use of interventions and alternatives to suspensions, to address and redirect student behavior issues. Principals and school site administrators may use their discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior, in accordance with applicable law and policy. Such interventions will be documented and included in the pupil record. Interventions may not be feasible in instances where the pupil’s presence causes a danger to persons or if the pupil engages in a first-time offense which violates **EC §48900 (a), (b), (c), (d), or (e)**.

Interventions to correct the pupil’s misbehavior may include the following:

1. A conference between school personnel, the pupil's parent or guardian, and if appropriate, the pupil
2. Referrals to a school counselor, psychologist, or other school support service personnel for counseling and/or case management, such as SST or COST team
3. If appropriate, a referral for a comprehensive psychosocial or psycho-educational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973
4. Enrollment in a program for teaching prosocial behavior or anger management or class lessons to focus on behavior expectations
5. Participation in a restorative practice program

6. Interventions that are part of the school wide discipline plan and positive behavior and intervention supports approach such as Check In and Check Out; Check and Connect
7. Referrals to after-school programs or services that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
8. Mentoring
9. Community service activities

DISCIPLINE TRANSFERS (EC §48432.5, BP and AR 5144): Serious disciplinary infractions or a continuing pattern of behavioral problems may warrant transferring a pupil to another District school on an involuntary basis. In most cases, the pupil will be referred to the Pupil Placement Committee (PPC) for a hearing to determine whether or not to transfer the pupil. If an involuntary transfer is recommended and a parent was not in attendance of the PPC or similar hearing, the parent(s) must be informed in writing of both the involuntary transfer and their right to appeal. If the pupil is a foster child, the foster child's educational rights holder, attorney, and county social worker must also be informed of the opportunity to request a meeting with a designee of the district superintendent before the transfer (EC §48853.5)

GROUNDS FOR SUSPENSION AND EXPULSIONS UNDER SECTION (EC §48900):

- a. (1) Caused, attempted to cause, or threatened to cause physical injury to another person;
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b. Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Principal or the designee of the Principal.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, 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.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, limited to grades 9-12 for suspensions, no expulsions under this ground.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- r. Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property,
- (B) causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health,
- (C) causing a reasonable pupil to experience substantial interference with his or her academic performance, or
- (D) causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

2. "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image
- ii. A post on a social network Internet website including, but not limited to:
 - Posting to or creating a burn page. "Burn page" means an Internet website created for the purpose of having one or more of the effects listed in paragraph (1).
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile. Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

3. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

- s. A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:
 - 1. While on school grounds.
 - 2. While going to or coming from school.
 - 3. During the lunch period whether on or off the campus.
 - 4. During, or while going to or coming from, a school sponsored activity.
- t. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- u. As used in this section, "school property" includes, but is not limited to, electronic files and databases.
- v. For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.
- w. It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

In addition to the reasons specified in **Section 48900**, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in **EC 212.5** (Grades 4-12 only).

In addition to the reasons set forth in **Sections 48900 and 48900.2**, a pupil in any of grades 4-12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of **EC 233**. (Grades 4-12 only).

In addition to the reasons set forth in **Sections 48900 and 48900.2**, a pupil in any of grades 4-12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating a substantial disorder and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. (Grades 4-12 only) **48900.7**.

In addition to the reasons specified in **Sections 48900, 48900.2, 48900.3 and 48900.4**, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials, school property or both.

If the student is a foster child, the child's educational rights holder, attorney, and county social worker have the same rights a parent/guardian of a child has to receive suspension, expulsion, manifestation determination, and involuntary transfer notices, and other documents and related information. If a pupil is suspended without a conference prior to suspension, the pupil, pupil's parent/guardian, child's educational rights holder, attorney, and county social worker shall be notified of the pupil's right to a conference; A school employee shall make a reasonable effort to contact the pupil's parent/guardian, and if a foster child, the child's educational rights holder, attorney, and county social worker. The governing board is required to provide notice of expulsion hearing to the pupil's educational rights holder, attorney, and county social worker at least 10 calendar days before the date of the hearing. (EC §48853.5, 48911, 48915.5)

MANDATORY REFERRALS FOR EXPULSION (EC §48915[c]): Possession of weapons, possession of explosives, brandishing a knife at another person, drug selling, and/or sexual assault and battery are in violation of Board policy and the law and will result in a mandatory referral for expulsion. We encourage parents to hold frank and open discussions with their children about the implications of violating the SAUSD student discipline policy and the reason for its existence: their safety and that of others. Appreciation for different cultures and peaceful ways to resolve conflict will continue to be stressed. We urge parents to reinforce such ideas and strategies during home discussions. The District is committed to the safety of pupils and employees and believes parents and schools must always stress maintaining a safe, secure, and nurturing school environment.

PUPIL RECORDS

TRANSFER OF PUPIL ACADEMIC RECORDS: The law requires the transfer (or a copy) of a pupil's permanent record within 10 school days to the school in which a pupil intends to enroll. The law requires LEAs to compile an official transcript of, including full and partial credits earned or any measure of full or partial coursework satisfactorily completed and a determination of days of enrollment or seat time and other information, if applicable, for pupils in foster care. (EC §49069.5)

RIGHTS OF PARENTS/GUARDIANS (EC §49063 et seq.):

- **Types of Pupil Records:** A pupil record is any item of information directly related to an identifiable pupil, other than directory information, which is maintained by the District or required to be maintained by a District employee in the performance of his/her duties, whether recorded by handwriting, print, tapes, film, microfilm or other means. Pupil records include a pupil's health record.
- **Responsible Officials.** Your child's Principal is responsible for the maintenance of pupil records located at your child's school. For pupil records maintained at the District office, the responsible official is the Executive Director of Support Services.
- **Location of Log/Record:** The law requires that a log or record be maintained for each pupil's record which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate interests therefore. For records maintained at your child's school, the log is in your child's file located in the Principal's office. For records maintained at the District office, the log is located in the Support Services office or Special Education office..
- **School Officials and Employees/Legitimate Educational Interests:** School officials and employees who are authorized to review pupil records are school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, certificated employee, or support staff member (including, but not limited to, paraeducator, health or medical staff and school law enforcement personnel); a person serving on the school board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, educational consultant or therapist); a vendor, contractor, or other party to whom the District has outsourced institutional services or functions; an agency caseworker of a state or local child welfare agency that has legal responsibility for the care and protection of a pupil, other public agencies providing services to pupils, as well as employees of other public schools or school systems where educational programs leading to high school graduation are provided or where a District pupil intends to or is directed to enroll; a minor's counsel of record. Access to pupil records is permitted only for records that are relevant to the legitimate educational interests of the requester. Upon request, the District discloses educational records without consent to officials of another school district in which the pupil seeks or intends to enroll. Legitimate educational interests are described in California Education Code section 49076 and in District Board Policy 5125.
- **Right of Access and Review/Expungement:** You have an absolute right to access to any and all pupil records related to your child, which are maintained by the District. A homeless child or youth or an unaccompanied youth who is 14 years of age or older may access his/her pupil records. If you wish to review records located at your child's school, please contact the Principal's office, or

submit a written request that identifies the record(s) you wish to inspect. If you wish to review records located at the District office, please contact the Executive Director of Support Services. The Principal or District office has five (5) business days from the day of the receipt of a request to provide access to the records. Upon satisfactory completion of the rehabilitation assignment of a pupil whose expulsion has been suspended by the District Governing Board, the Board may order the expungement of any or all records of the expulsion proceedings. If the Orange County Board of Education enters an order reversing the decision of the District Governing Board to expel a pupil, the County Board may direct the District Governing Board to expunge the record of the pupil and records of the District of any references to the expulsion action. When you submit a written revocation of consent after the initial provision of special education and related services for your child, the District is not required to amend the education records of your child to remove any reference to your child's receipt of special education and services.

- **Challenging the Content of Records:** You have the right to challenge the content of any pupil record by filing a written request with the District Superintendent to correct or remove any information recorded in the written records concerning your child which you allege to be any of the following: (1) inaccurate, (2) an unsubstantiated personal conclusion or inference, (3) a conclusion or inference outside the observer's area of competence, (4) not based on the personal observation of a named person with the time and place of the observation noted, (5) misleading, or (6) in violation of the privacy or other rights of the pupil.
- **Copying Costs:** To provide copies of any student records, the district may charge, as reasonable fee, not to exceed the actual cost of providing copies. No charge shall be made for providing up to two transcripts or up to two verifications of various records for any former student. No charge shall be made to locate or retrieve any student records per District Administrative Regulation AR 5125.
- **Transfer of Records:** The District is required to transfer a copy of your child's permanent pupil records within 10 schooldays to the school your child intends to enroll.
- **Complaints:** You have the right to file a complaint with the United States Department of Education, concerning an alleged failure by the District to comply with the provisions of the United States Family Educational Rights and Privacy Act (20 USC §1232g).
- **Prospectus of School Curriculum:** The curriculum for your child's school is compiled at least once annually in a prospectus which is available at the Principal's office.
- **Statement or Response to Disciplinary Actions:** Whenever information is included in a pupil record concerning any disciplinary action taken in connection with your child, you have the right to include a written statement or response concerning the disciplinary action in your child's pupil record.
- **Destruction of Pupil Records:** The Governing Board of the District is required to retain indefinitely the original or an exact copy of mandatory permanent pupil records (Class 1 - Permanent Records) which schools have been directed to compile by California regulations; maintain for stipulated periods of time mandatory interim pupil records (Class 2 - Optional Records) until the information is no longer needed to provide educational services to a child and are retained until reclassified as Class 3 – Disposable Records, and then destroyed as per California regulations (5 CCR 432). Prior to destroying pupil records of a child who has received special education services, the IDEA requires parental notification when the District decides that personally identifiable information is no longer needed to provide educational services to a child. Once parents/guardians have been notified that personally identifiable information is no longer needed, they have the option of requesting access to and/or copies of pupil records prior to destruction, and to request that pupil records be destroyed, unless the District determines that the information could be needed to provide educational services in the future or is needed for auditing purposes (34 CFR 300.624, 5 CCR 16026). Unless classified as permanent records, all other pupil records are destroyed five years after the information is no longer needed to provide educational services (5 CCR 16027).

RELEASE OF DIRECTORY INFORMATION (EC §49073): The District has designated the following items as "Directory Information": pupil's name, address, telephone number, e-mail address, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous public or private school attended by the pupil; not pictures. The District has determined that the following individuals, officials, or organizations may receive directory information: federal, state, and local government agencies, and the military forces of the United States. Directory information may also be disclosed to outside organizations without your prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks; a playbill, showing your pupil's role in a drama production; Honor roll or other recognition lists; graduation programs and sports activity sheets. However, no information may be released to a private profit-making entity other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. The names and addresses of pupils enrolled in grade 12 or who have terminated enrollment prior to graduation may be provided to a private school or college. No directory information regarding your child may be released if you notify the District that the information shall not be released. Please submit a written notice to the Principal of your child's school if you wish to deny access to directory information concerning your child. Release of directory information of a homeless child or youth is prohibited unless a parent or eligible pupil has given written consent that such information may be released.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (“FERPA” 20 USC §1232g): United States law set forth in FERPA grants parents certain rights with respect to their student’s records. Please refer to Attachment #2 for Model FERPA Notice.

RELEASE OF INFORMATION TO MILITARY RECRUITERS (20 USC §7908): United States law requires school districts to provide, on a request made by military recruiters or an institution of higher education, access to secondary school students’ names, addresses and telephone listings. However, you have the right to request that your child’s name, address, and telephone listing shall not be released without your prior written consent. Please submit a written notice to your child’s school Principal if you wish to deny access to this information.

STATEWIDE LONGITUDINAL EDUCATION DATA (EC §49079.5): Authorizes Legislature and researchers to access state longitudinal pupil data for purposes of improving education and evaluating the effectiveness of instructional materials in a manner that complies with FERPA and state privacy laws of pupil records.

CALPADS (EC §49079.6): Authorizes the California Department of Education (CDE) to act on behalf of school districts under the Family Educational Rights and Privacy Act (FERPA) in authorizing the release of pupil data to researchers in accordance with established procedures.

PUPILS WITH DISABILITIES

CHILD FIND (EC §56300, §56301): The District has a duty to identify, locate and assess children with disabilities who need Special Education and related services. If you believe that your child needs Special Education and related services, you may initiate a referral for assessment by contacting your child’s school and/or the Special Education Department at (714) 558-5551.

SPECIAL EDUCATION (EC §56000 et seq., 20 USC §1401 et seq.): Both California and United States law require that a free appropriate public education (FAPE) in the least restrictive environment (LRE) be offered to qualified pupils with disabilities. Information on pupil eligibility, procedural safeguards, and additional matters is available from the Special Education Department and at www.sausd.us/specialeducation.

The parent and the District shall have the right to electronically record the proceedings of individualized education program (IEP) meetings on a recording device. The parent and the District shall notify the members of the individualized education program team of their intent to record a meeting at least 24 hours prior to the meeting. If the District initiates the notice of intent to record a meeting and the parent objects or refuses to attend the meeting because it will be recorded, then the meeting shall not be recorded. Limited exceptions to the above guidelines may be made for special needs situations with prior approval of the Principal/administrative designee.

RIGHTS OF STUDENTS WITH DISABILITIES AND THEIR PARENTS (EC §56031, §56329): Under the Individuals with Disabilities Education Act (IDEA) which was formerly known as Public Law 94-142, disabled children between the ages of birth to 21 are entitled to free and appropriate education, offering the same variety of programs and services that children without disabilities enjoy, including placement in the least restrictive environment. Parents are entitled to receive a full explanation of procedural safeguards and a description of any proposed action regarding their children and the basis for such action. They are also entitled to give voluntary consent for educational assessment and placement and to participate in the annual instructional planning meeting for their children. Parents are entitled to copies of their child’s assessment documents and may request an independent educational assessment. Also, under Education Code 56380, parents are entitled to request reviews of individualized education program (IEP) documents. Special Education classes are designed to help the student make progress and have as much contact with general education students as possible. If, at some point throughout this process, parents and the school personnel might disagree about some aspect of the child’s special education program. At any time, parents can request in writing that another IEP meeting be held to discuss specific concerns and/or desired outcomes. The District will schedule the IEP meeting within thirty days. If parents disagree with a district assessment, they have the right to request an Independent Educational Evaluation (IEE) at public expense. However, the LEA may initiate a due process hearing to show that its evaluation is appropriate. If the programs are unable to do this or if appropriate programs are unavailable in the district, the parent may appeal the placement, have a private diagnosis, or request services in a private nonsectarian school.

INFORMED PARENTAL CONSENT (EC §56346): Santa Ana Unified School District will provide in writing parental consent prior to the initial provision of services and consent for placement, as well as information on due process hearings and mediation conferences.

INITIAL REFERRAL FOR ASSESSMENT (EC §56500.4): The district will provide prior written notice for other reasons than

just an initial referral for assessment.

DISCIPLINE (EC §48915.5): Disciplinary procedures for students with disabilities who need or are believed to be in need of Special Education or related services which involve an expulsion recommendation or 10 cumulative days of suspension require an Individualized Education Program (IEP) team meeting to determine whether or not the student's behavior was impacted by his/her disability. When such a student is recommended for expulsion, the parents must have a 48-hour written notice prior to the pre-expulsion assessment IEP. The total number of consecutive days for which the student may be suspended from school may exceed 10 cumulative school days in any school year only in extraordinary circumstances, with the parent's agreement through an Individualized Education Program meeting or with a court order. Also, a series of suspensions of less than 10 days that create a pattern of behavior may also constitute a change of placement for the student.

Such changes in placement may only take place with: (a) parental consent; (b) court order; or (c) the following procedure: When suspension results in a change in placement, the District will review relevant information regarding the pupil to determine whether the pupil's misconduct is a manifestation of his/her disabling condition. The local educational agency, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine: (a) if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or (b) if the conduct in question was the direct result of the local educational agency's failure to implement the IEP. If the student is a foster child, the LEA is required to invite the foster child's educational rights holder, attorney, and county social worker to participate in an IEP team meeting that makes a manifestation determination. (EC §48915.5)

The manifestation determination meeting is a meeting of the relevant members of the IEP team to determine whether a student with a disability may be expelled or have his placement changed for more than 10 cumulative school days for misconduct. It is to be held within 10 days of the school's decision to expel the student or change his/her placement. At the meeting, the IEP team reviews the relevant information from the student's file, including the IEP and any information from teachers and the parents, and then decides two things: (1) was the behavior caused by or did it have "a direct and substantial relationship" to, the student's disability; and (2) was the behavior the direct result of the district's failure to implement the IEP? [34 CFR §300.530€].

SPECIAL EDUCATION DISPUTE RESOLUTION: Alternative Dispute Resolution ("ADR") is an informal method of resolving disagreements without litigation. ADR uses specific techniques to promote understanding, open communication, and arrive at satisfying solutions that support and strengthen relationships. ADR is designed to meet the interests of all parties involved, which results in a crafted, mutually agreeable outcome, rather than having a decision made by a third party such as a hearing officer or judge.

DUE PROCESS HEARING PROCEDURE: In accordance with **Education Code Sections 50501-50507 and 56506**, a written notice will be provided to parents in English and their native language, if necessary, of specified due process rights. Parents may request a Due Process Hearing if there is a disagreement with the school district in regard to initiating or changing the identification, assessment, educational placement, or the provision of free, appropriate education for the child. A copy of the request for a Due Process Hearing should also be sent by the parent to the District's Director of Special Education. Requests for Due Process Hearings should be sent in writing to: **Office of Administrative Hearing, Special Education Division, 2349 Gateway Oaks Drive, Suite 200, Sacramento, CA 95833-4231.**

RESTROOMS

MENSTRUAL PRODUCTS (EC §35292.6): Requires a school maintaining any combination of classes from grade 6 to 12 to stock the school's restrooms at all times with an adequate supply of free menstrual products (pads and tampons), in all women's restrooms and all-gender restrooms, and in at least one men's restroom, and to post a notice that includes the text of this section in every restroom, including the email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

SECTION 504

SECTION 504 OF THE REHABILITATION ACT OF 1973: Section 504 prohibits discrimination on the basis of disability. Under Section 504, the district must provide a free appropriate public education for pupils who need or are believed to require Special Education or related services because of a potentially disabling condition. The district is required to provide regular education, Special Education services, related educational accommodations, and/or other services designed to meet those pupils' individual educational needs. Upon identification of potential Section 504 eligibility by the parents, guardians, and school staff, as a result of a Student Success Team (SST) or by other means, the district will evaluate each pupil so identified and convene an Individualized Education

Plan (IEP) (if eligible for Special Education services) or another multidisciplinary team to ensure appropriate educational programs and/or services.

The Santa Ana Unified School District has established a system of procedural safeguards under Section 504 with respect to the identification, evaluation, and educational placement of persons, who, because of their disability, need or are believed to need Special Education or related services. This system of procedural safeguards includes notice, an opportunity to examine relevant records, an impartial hearing with an opportunity for participation by the pupil's parents or guardian and representation by counsel, and a review procedure. The coordinator of this policy is Bianca Barquin, the Assistant Superintendent, K-12 Teaching and Learning. For information or to file a complaint, please submit to Ms. Barquin via email at bianca.barquin@sausd.us, call (714) 558-5656 or send via US mail to her attention to SAUSD, attn: Bianca Barquin, Assistant Superintendent, K-12 Teaching and Learning, 1601 E. Chestnut Avenue, Santa Ana, CA 92701.

SECTION 504 HEARING: Whenever a parent or guardian of a disabled child who is not in Special Education but who, because of his or her disability, needs or is believed to need Special Education or related services, wishes to challenge District action taken with respect to the identification, evaluation, or educational placement of a pupil, the parent or guardian may file a complaint. For filing complaints pursuant to this policy by parents or guardians, the complaint must be in writing and must be signed by the parent or guardian.

The Assistant Superintendent, K-12 Teaching and Learning (the District Section 504 Coordinator) or designee will promptly attempt to resolve the matter among the affected parties by meeting informally with the parent or guardian within 10 days of the filing of the complaint. A request for a Section 504 hearing must be filed within 60 calendar days of the date on which the action being appealed occurred. The request shall be made in writing to the District 504 Coordinator, Assistant Superintendent, K-12 Teaching and Learning and shall include:

- The specific nature of the decision(s) made by the District of which the appellant disagrees.
- The specific relief the appellant is seeking through the appeal procedures.

For more information regarding parents' rights when they have a child with a disability, contact Ms. Barquin via email at bianca.barquin@sausd.us, phone (714) 558-5656 or send via US mail to SAUSD, Attn: Bianca Barquin, Assistant Superintendent, K-12 Teaching and Learning, 1601 E. Chestnut Avenue, Santa Ana, CA 92701.

SECTION 504 COMPLAINT PROCEDURES: In accordance with **EC §56502**, any individual, public agency, or organization may file a complaint if they believe the school district is not complying with federal or state laws or regulations pertaining to Special Education, and/or other related services for a child. A review of the complaint will be made in a timely fashion. A complaint must be in writing and all relevant facts specified. A complaint should be mailed to:

California Department of Education Procedural Safeguards Referral Service 1430 North Street, Suite 2401 Sacramento, CA 95814	Office of Civil Rights, Region IX U.S. Department of Education 50 Beale Street, Suite 7200 San Francisco, CA 94105
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Also, under Section 504 of the Rehabilitation Act of 1973, disabled children are entitled to the same variety of programs and services that children without disabilities enjoy. If parents, pupils, or any adult on behalf of pupils feel discrimination has occurred based upon physical or mental disability but is not directly related to identification, evaluation, and/or programs developed for a pupil, they may file a discrimination complaint under the District's discrimination complaint procedure or with the Office for Civil Rights, U.S. Department of Education.

TECHNOLOGY AND INTERNET SAFETY

PUPIL INTERNET ACCESS: Pupils and parents must understand that the consequences of violations of the Student Technology Use Policy include but are not limited to: suspension and/or revocation of Internet access, school suspension and/or expulsion, or possible legal action. The Student Technology Use Policy form is available in the Principal's office at your school site.

PRIVACY: Computer files and communications over District electronic networks are not private. The District reserves the right to

monitor any use of District Technology, including on-line communications, for improper use and/or for regular maintenance of the District's systems. Students are informed that their parents have the right to request to see their student's computer files at any time.

PUPIL PERMISSION TO PUBLISH AND/OR SHOW VIDEO: SAUSD has an active and informative website, as do many schools in the state. All of our schools and the District would like to celebrate special events, achievements, and projects our pupils create as part of their educational experience. As part of your son/daughter's educational program, he/she may have the opportunity to be videotaped. The District will publish videos of students, student photographs, or have student work published on the website only with your written permission. Please obtain the permission form at your school site.

IMPERSONATION INTERNET (PC §528.5): Provides that any person who knowingly and without consent credibly impersonates an actual person through or on an Internet website or by other electronic means, as specified, for purposes of harming, intimidating, threatening, or defrauding another person is guilty of a misdemeanor.

PUPIL USE OF TECHNOLOGY GUIDELINES: This Handbook provides a general overview of the District's "Student Use of Technology" **Board Policy 6163.4** and **Administrative Regulation 6163.4**. It is not meant to take the place of reading the District's "Student Use of Technology" Policy and **Administrative Regulation 6163.4**.

- A student's parents may be held financially responsible for any harm resulting from the student's intentional misuse of District or Personal Technology.
- Students may use District Technology and the Internet only if their parents have signed a waiver of claims for damages against the District, which is included in the Student Technology Use Policy.

STUDENT OBLIGATIONS AND RESPONSIBILITIES: The following provisions refer to District Technology; however, the use of Personal Technology also may violate this regulation if the District reasonably believes the conduct or speech will cause actual, material disruption of school activities.

1. Students shall keep passwords, personal account numbers, home addresses, and telephone numbers private. They shall use the system only under their own password or account number.
2. Students shall use District Technology responsibly for educational purposes. Commercial, political, and/or personal use unrelated to an educational purpose is strictly prohibited.
3. Students shall not use District Technology to access, post, submit, publish, or display "material that is harmful to minors," or matter that is threatening, obscene, lewd, vulgar, or disruptive.
4. Students shall not use District Technology to engage in discrimination, harassment, intimidation, or bullying on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic.
5. Students shall not use District Technology to engage in hate violence.
6. Students shall not use District Technology to engage in harassment, threats, or intimidation.
7. Students shall not engage in cyberbullying, or bullying by means of an electronic device, using District Technology.

Examples of cyberbullying might include:

- threats to harm another person;
 - oral or written assaults, such as teasing or name-calling;
 - social isolation or manipulation;
 - posting harassing messages, direct threats, social cruelty, or other harmful texts, sounds, or images on the Internet, including social networking sites;
 - posting or sharing false or defamatory information about another person;
 - posting or sharing information about another person that is private;
 - pretending to be another person on a social networking site or other electronic communication in order to damage that person's reputation or friendships;
 - posting or sharing photographs of other people without their permission;
 - spreading hurtful or demeaning materials created by another person (i.e., forwarding offensive emails or text messages); retaliating against someone for complaining that they have been bullied.
8. Students shall not disclose, use, or disseminate personal identification information about themselves or others when using District Technology. Students should not post or share photographs of other students without the other student's permission.
 9. Students shall not use District Technology to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law or Board policy.
 10. Copyrighted material shall be downloaded or shared only in accordance with applicable copyright laws. Any materials

utilized for research projects should be given proper credit as with any other printed source of information.

11. Students shall not intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy District Technology or manipulate the data of any other user, including so-called "hacking."
12. Students shall not attempt to access or read other users' electronic communication or files, interfere with other users' ability to send, or receive electronic communication, or attempt to delete, copy, modify, or forge other users' communication or files.
13. Students shall report any security problem or misuse of District or Personal Technology to the teacher or principal. If a student mistakenly accesses inappropriate information, the student must immediately report the matter to a teacher or school administrator.
14. Students shall not modify or attempt to repair District Technology without prior authorization.
15. Students shall not connect any personal device in the network, such as wireless access points, routers, hubs, etc.
16. Students shall not use web-based proxies/anonymizers or software that attempts to make online activity on the Internet untraceable.
17. Students shall not misuse District or school distribution lists or discussion groups by sending irrelevant messages.
18. Students may not send, share, view or possess pictures, text messages, e-mails, or other material of an obscene nature in electronic or any other form of Personal Technology at school or school-related activities or using District Technology.
19. Students acknowledge and agree that as authorized users of District technology, students give specific consent for the District to monitor District technology to ensure compliance with this policy.

PERSONAL MOBILE DEVICES: The use of personal mobile devices, such as laptops, cellular phones, tablets, pagers, or other electronic signaling devices, by students on campus is subject to all applicable School and District policies and regulations concerning technology and personal mobile device use.

- Permission to have a mobile device at school is contingent on parent/guardian permission.
- The District accepts no financial responsibility for damage, loss, or theft. Devices should not be left unattended.
- All costs for data plans and fees associated with mobile devices are the responsibility of the student.
- The District does not require the use of personal mobile devices and does not rely on personal devices in its instructional program or extracurricular activities.
- Mobile devices with Internet access capabilities will access the Internet only through the school's filtered network while on school property.
- Use during class time must be limited to instructional purposes.

TITLE I SCHOOLS

TITLE I SCHOOLS (20 USC §6318 and EC §11503): Each year, the superintendent/designee shall identify specific objectives of the District's parent involvement program for schools that receive Title I funding. He/she shall ensure parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. The superintendent/designee shall ensure that the District's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of pupils participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the District will carry out each activity listed in **20 USC §6318**.

The superintendent/designee shall consult with parents/guardians of participating pupils in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating pupils in decisions regarding how the District's Title I funds will be allotted for parent involvement activities.

The superintendent/designee shall ensure that each school receiving Title I funds, develops a school-level parent involvement policy in accordance with **20 USC §6318**.

NON-TITLE I SCHOOLS (EC §11504): The Superintendent/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 **EC §11502**.

USE OF PESTICIDES

NOTIFICATION OF PESTICIDE USE (EC §§17611.5, 17612, 48980.3): A copy of the school's integrated pest management plan is posted on the school's website. Please refer to Attachment #6 for a list of all pesticide products expected to be applied at your child's school during the upcoming year.

ASBESTOS MANAGEMENT PLAN (40 CFR §763.93): For information regarding the District's updated asbestos management plan for each school please contact Maintenance & Operations at (714) 796-9075.

CHEMICAL PEST MANAGEMENT PRACTICES: If non-chemical methods are ineffective, the school district will consider the use of pesticides only after careful monitoring indicates that they are needed. Pesticides that pose the least possible hazard and are effective in a manner that minimizes risk to people, property and the environment will be used. Please refer to Attachment #8 to see a list of pesticides that may be applied during the upcoming school year. This list includes pesticide that may be applied by school district staff and/or licensed pest control businesses.

Attachment 1- Firearms Safety Memorandum

To: Parents and Guardians of Students in the Santa Ana Unified School District
From: Superintendent, Jerry Almendarez
Subject: California Law Regarding Safe Storage of Firearms

The purpose of this memorandum is to inform and to remind parents and legal guardians of all students in the Santa Ana 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.¹
 - **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.²
- 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.³
- 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.⁴

Note: Your county or city may have additional restrictions regarding the safe storage of firearms. You can find additional information on the California Department of Justice website at <https://oag.ca.gov/firearms/tips>.

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.

Sincerely,

Jerry Almendarez
Superintendent
Santa Ana Unified School District

¹ See California Penal Code sections 25100 through 25125 and 25200 through 25220.

² See California Penal Code section 25100(c).

³ See California Civil Code Section 29805.

⁴ See California Civil Code Section 1714.3.

Attachment 2- Notification of Rights for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records maintained by the school. These rights transfer to the eligible student when he/she reaches the age of 18 or attends a school beyond the high school level.

Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

2. The right to request that a school correct the student's education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students who wish to ask the School to correct a record should write to the School principal [or appropriate school official], clearly identify the part of the record they want corrected, and specify why it should be corrected. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. After the hearing, if the school still decides not to amend the records, the parent or eligible student has the right to place a statement with the records setting forth his/her view about the contested information.

3. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education records. However, FERPA permits schools to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate education interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

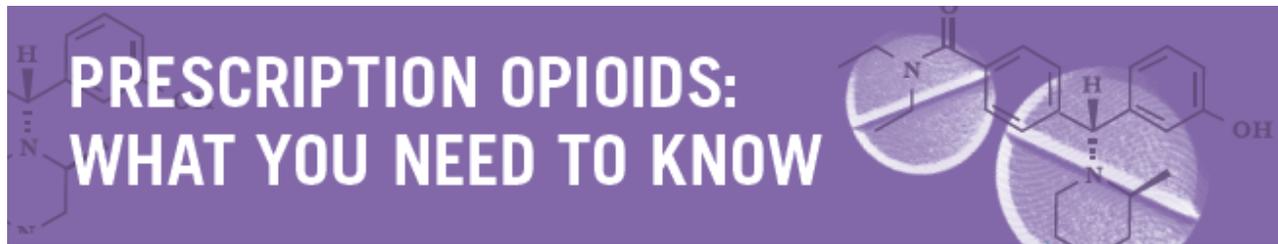
A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date of birth, email address, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous public private school attended by the student. However, schools must inform parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. School official must notify parents and eligible students annually of their rights under FERPA. The actual means of notification is left to the discretion of each school.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

**Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520**

Attachment 3- Prescription Opioid Information



Prescription opioids can be used to help relieve moderate-to-severe pain and are often prescribed following a surgery or injury, or for certain health conditions. These medications can be an important part of treatment but also come with serious risks. It is important to work with your health care provider to make sure you are getting the safest, most effective care.

WHAT ARE THE RISKS AND SIDE EFFECTS OF OPIOID USE?

Prescription opioids carry serious risks of addiction and overdose, especially with prolonged use. An opioid overdose, often marked by slowed breathing, can cause sudden death. The use of prescription opioids can have a number of side effects as well, even when taken as directed:

- Tolerance—meaning you might need to take more of a medication for the same pain relief
- Physical dependence—meaning you have symptoms of withdrawal when a medication is stopped
- Increased sensitivity to pain
- Constipation
- Nausea, vomiting, and dry mouth
- Sleepiness and dizziness
- Confusion
- Depression
- Low levels of testosterone that can result in lower sex drive, energy, and strength
- Itching and sweating



RISKS ARE GREATER WITH:

- History of drug misuse, substance use disorder, or overdose
- Mental health conditions (such as depression or anxiety)
- Sleep apnea
- Older age (65 years or older)
- Pregnancy

Avoid alcohol while taking prescription opioids. Also, unless specifically advised by your health care provider, medications to avoid include:

- Benzodiazepines (such as Xanax or Valium)
- Muscle relaxants (such as Soma or Flexeril)
- Hypnotics (such as Ambien or Lunesta)
- Other prescription opioids



U.S. Department of
Health and Human Services
Centers for Disease
Control and Prevention



American Hospital
Association®

CS264107C May 9, 2016

KNOW YOUR OPTIONS

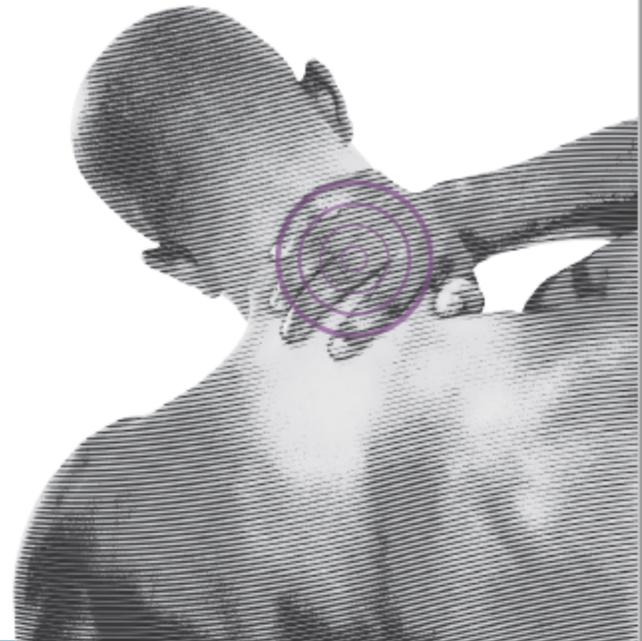
Talk to your health care provider about ways to manage your pain that don't involve prescription opioids. Some of these options **may actually work better** and have fewer risks and side effects. Options may include:

- ❑ Pain relievers such as acetaminophen, ibuprofen, and naproxen
- ❑ Some medications that are also used for depression or seizures
- ❑ Physical therapy and exercise
- ❑ Cognitive behavioral therapy, a psychological, goal-directed approach, in which patients learn how to modify physical, behavioral, and emotional triggers of pain and stress.



Be Informed!

Make sure you know the name of your medication, how much and how often to take it, and its potential risks & side effects.



IF YOU ARE PRESCRIBED OPIOIDS FOR PAIN:

- ❑ Never take opioids in greater amounts or more often than prescribed.
- ❑ Follow up with your primary health care provider within ___ days.
 - Work together to create a plan on how to manage your pain.
 - Talk about ways to help manage your pain that don't involve prescription opioids.
 - Talk about any and all concerns and side effects.
- ❑ Help prevent misuse and abuse.
 - Never sell or share prescription opioids.
 - Never use another person's prescription opioids.
- ❑ Store prescription opioids in a secure place and out of reach of others (this may include visitors, children, friends, and family).
- ❑ Safely dispose of unused prescription opioids: Find your community drug take-back program or your pharmacy mail-back program, or flush them down the toilet, following guidance from the Food and Drug Administration (www.fda.gov/Drugs/ResourcesForYou).
- ❑ Visit www.cdc.gov/drugoverdose to learn about the risks of opioid abuse and overdose.
- ❑ If you believe you may be struggling with addiction, tell your health care provider and ask for guidance or call SAMHSA's National Helpline at 1-800-662-HELP.

Attachment 4- Type 1 Diabetes Information

Pursuant to California Education Code Section 49452.6, this type 1 diabetes information is for local educational agencies to provide to parents and guardians of incoming elementary school students beginning January 1, 2023.

Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated, and the guidance provided in this information sheet is intended to raise awareness about this disease.

Description

Type 1 diabetes usually develops in children and young adults but can occur at any age

According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively.

The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.

Type 1 diabetes affects insulin production

As a normal function, the body turns the carbohydrates in food into glucose (blood sugar), the basic fuel for the body's cells.

The pancreas makes insulin, a hormone that moves glucose from the blood into the cells.

In type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise.

Over time, glucose can reach dangerously high levels in the blood, which is called hyperglycemia.

Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes.

Risk Factors Associated with Type 1 Diabetes

It is recommended that students displaying warning signs associated with type 1 diabetes, which are described below, should be screened (tested) for the disease by their health care provider.

Risk Factors

Researchers do not completely understand why some people develop type 1 diabetes and others do not; however, having a family history of type 1 diabetes can increase the likelihood of developing type 1 diabetes. Other factors may play a role in developing type 1 diabetes, including environmental triggers such as viruses. Type 1 diabetes is not caused by diet or lifestyle choices.

Warning Signs and Symptoms Associated with Type 1 Diabetes and Diabetic Ketoacidosis

Warning signs and symptoms of type 1 diabetes in children develop quickly, in a few weeks or months, and can be severe. If your child displays the warning signs below, contact your child's primary health care provider or pediatrician for a consultation to determine if screening your child for type 1 diabetes is appropriate:

Increased thirst

Increased urination, including bed-wetting after toilet training

Increased hunger, even after eating

Unexplained weight loss

Feeling very tired

Blurred vision

Very dry skin

Slow healing of sores or cuts

Moodiness, restlessness, irritability, or behavior changes

DKA is a complication of untreated type 1 diabetes. DKA is a medical emergency. Symptoms Include:

Fruity breath

Dry/flushed skin

Nausea

Vomiting

Stomach pains

Trouble breathing

Confusion

Types of Diabetes Screening Tests That Are Available

Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.

Random (non-fasting) blood sugar test. A blood sample is taken any time without fasting. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes.

Fasting blood sugar test. A blood sample is taken after an overnight fast. A level of 126mg/dL or higher on two separate tests indicates diabetes.

Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 1 Diabetes Treatments

There are no known ways to prevent type 1 diabetes. Once type 1 diabetes develops, medication is the only treatment. If your child is diagnosed with type 1 diabetes, their health care provider will be able to help develop a treatment plan. Your child's health care provider may refer your child to an endocrinologist, a doctor specializing in the endocrine system and its disorders, such as diabetes.

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

References

Centers for Disease Control and Prevention

KidsHealth

Mayo Clinic

National Library of Medicine and National Institutes of Health's MedLine

Questions: Office of School-Based Health Programs | schoolnurse@cde.ca.gov

Attachment 5- Type 2 Diabetes Information

Pursuant to California *Education Code* Section 49452.7, this type 2 diabetes information is for local educational agencies to provide to parents and guardians of incoming seventh grade students beginning July 1, 2010.

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

Description

Type 2 diabetes is the most common form of diabetes in adults.

Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens.

According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.

The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.

The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.

In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.

Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.

Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

Risk Factors Associated with Type 2 Diabetes

It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.

Risk Factors

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

Being overweight. The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.

Family history of diabetes. Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.

Inactivity. Being inactive further reduces the body's ability to respond to insulin.

Specific racial/ethnic groups. Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.

Puberty. Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms Associated with Type 2 Diabetes

Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes.

Increased hunger, even after eating
Unexplained weight loss
Increased thirst, dry mouth, and frequent urination
Feeling very tired
Blurred vision
Slow healing of sores or cuts
Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
Irregular periods, no periods, and/or excess facial and body hair growth in girls
High blood pressure or abnormal blood fats levels

Type 2 Diabetes Prevention Methods and Treatments

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

Eat healthy foods. Make wise food choices. Eat foods low in fat and calories.

Get more physical activity. Increase physical activity to at least 60 minutes every day.

Take medication. If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

Types of Diabetes Screening Tests That Are Available

Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.

Random (non-fasting) blood sugar test. A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.

Fasting blood sugar test. A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.

Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease. Contact your student's school nurse, school administrator, or health care provider if you have questions.

[Last Reviewed: January 24, 2023](#)

Attachment 6- Chemical Pest Management Practices
2023-2024



Santa Ana Unified School District

Facilities Division
Gabriel Camberos, Director, Maintenance & Operations

Jerry Almendarez
Superintendent of Schools

Annual Pesticide Parent Notification and Registration Information

In an attempt to reduce the use of pesticides in and around schools, Santa Ana Unified School District has implemented an Integrated Pest Management, (IPM), plan that can be viewed on the Building Services website by clicking on the link <http://ipm.sausd.us/>

As part of the IPM plan, The Healthy Schools Act of 2000 requires all California School Districts to notify parents and guardians of pesticides expected to be applied during the school year. The approved IPM program pesticides products list is also available on the Maintenance & Operations website. Only pesticides on the authorized list are applied. Further information is available at <http://www.cdpr.ca.gov> regarding these pesticides and pesticides use reduction.

Please note that any parent or guardian of pupils enrolled at a school site has the right to receive pesticide application notifications 72 hours prior to the scheduled application. To receive this notification, they must register on the District's IPM plan website located at <http://ipm.sausd.us/>. By clicking *Register* and filling out the notification form, pesticide application notifications are sent automatically via e-mail 72 hours prior to pesticide application and only for the site or sites in which they have registered.

Please note that California Education Code Sec. 17612 states that, "*parents and guardians of pupils enrolled at a school site that they may view a copy of the integrated pest management plan in the school site office.*" The plan is also available on the Maintenance & Operations website at <http://ipm.sausd.us/> and can either be printed out for the requesting parent or viewed electronically in the office.

Please feel free to contact the Maintenance & Operations Department if further information is required.

Maintenance & Operations
750 N. Fairview Street
Santa Ana, CA 92703

714-796-9075

1601 East Chestnut Avenue, Santa Ana, CA 92701-6322, (714) 796-9075

BOARD OF EDUCATION

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Hector Bustos, Clerk • Katelyn Brazer Aceves, Member • Rigo Rodriguez, Ph.D., Member

If non-chemical methods are ineffective, the school district will consider the use of pesticides only after careful monitoring indicates that they are needed. Pesticides that pose the least possible hazard and are effective in a manner that minimizes risk to people, property and the environment will be used.

The following list of pesticides may be applied during the upcoming school year. This list includes pesticides that may be applied by school district staff and/or licensed pest control businesses.

Product	Manufacturer	Purpose	EPA Number	Active Ingredients
Advance 375A Granular Ant Bait	BASF	Ants	499-370-ZD	Abamectin
Advion Ant Bait Arena	Syngenta	Ants	100-1485-AA	Indoxacarb
Advion Ant Gel	Syngenta	Ants	100-1498-AA	Indoxacarb
Advion Cockroach Arena	Syngenta	Cockroach	100-1486-AA	Indoxacarb
Advion Insect Granule	Syngenta	Insects	100-1483-AA	Indoxacarb
Advion Roach Gel Bait	Syngenta	Cockroach	100-1484-AA	Indoxacarb
Alpine WSG	Whitmore Micro-Gen	Insecticide	499-561-ZA	Dinotefuran
Arena .25G	Valent	Insecticide	59639-157-AA	Clothianidin
Attrimec	PBI Gordon	Plant Growth Regulator	2217-776-AA	Dikegulac Sodium
Barricade 4FL	Syngenta	Weeds	100-1139-ZB	Prodiamine
Dimension Ultra 40WP	Dow AgroSciences	Weeds	62719-445-ZA	Dithiopyr
Drive XLR8	BASF	Weed control	7969-272-AA	Quinclorac
Fastrac All Weather Blox	Bell	Rodents	12455-95-AA	Bromethalin
Florel	Monterey	Plant Growth Regulator	54705-8-AA	Ethephon
Advance 375A Granular Ant Bait	BASF	Ants	499-370-ZD	Abamectin
Advion Ant Bait Arena	Syngenta	Ants	100-1485-AA	Indoxacarb
Advion Ant Gel	Syngenta	Ants	100-1498-AA	Indoxacarb
Advion Cockroach Arena	Syngenta	Cockroach	100-1486-AA	Indoxacarb
Advion Insect Granule	Syngenta	Insects	100-1483-AA	Indoxacarb
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Alpine WSG	Whitmore Micro-Gen	Insecticide	499-561-ZA	Dinotefuran
Arena .25G	Valent	Insecticide	59639-157-AA	Clothianidin
Attrimec	PBI Gordon	Plant Growth Regulator	2217-776-AA	Dikegulac Sodium

Barricade 4FL	Syngenta	Weeds	100-1139-ZB	Prodiamine
Dimension Ultra 40WP	Dow AgroSciences	Weeds	62719-445-ZA	Dithiopyr
Drive XLR8	BASF	Weed control	7969-272-AA	Quinclorac
Fastrac All Weather Blox	Bell	Rodents	12455-95-AA	Bromethalin
Florel	Monterey	Plant Growth Regulator	54705-8-AA	Ethephon
Master line	Univar	Insecticide	73748-7-AA	Bifenthrin
Maxforce FC Magnum	Bayer	Cockroach	432-1460	Fipronil
Maxforce FC Select	Bayer	Cockroach	432-1259	Fipronil
Merit 0.5 G	Bayer	Granular Insecticide	432-1328-AA	Imidacloprid
Nyguard IGR	MGK	Insect IGR	1021-1603-ZA	Pyriproxyfen
Omega Gopher Bait	RCO	Burrowing Rodents	5042-32-AA	Strychnine-Alkaloid
Optiguard Flex Liquid	Syngenta	General Insects	100-1306-ZA	Thiamethoxam
Pro-Sedge	Nufam	Weeds	228-711-AA	Halosulfuron-methyl
QuikPro	Monsanto	Weeds	524-535-ZA	Glyphosate
Ramik Green	Hacco	Rodents	61282-46-ZB	Diphacinone
Ramik Oats	Hacco Inc.	Burrowing Rodents	61282-24-AA	Diphacinone
RoundUp Pro Max	Monsanto	Herbicide	524-579-AA	Glyphosate
Sluggo plus	Monterey	Snails/Slugs	67702- 3-AA- 54705	Iron Phosphate
Speedzone Southern	Gordon	Weeds	2217-835-ZA	2,4-D, 2-Ethylhexyl Ester
Sumilarv 0.5G	MGK	Mosquito Larvicide	1021-2819-AA	Pyriproxyfen
Sureguard SC	Nufarm	Weeds	71368-114-ZA	Flumioxazin
Suspend SC	Bayer	Insects	432-763-ZC	Deltamethrin
Talstar P Pro	FMC	Insecticide	279-3206-ZC	Bifenthrin
Terad 3 Bait Blox	Bell Labs	Rodents	12455-106-AA	Cholecalciferol
Termidor SC	BASF	Insects	7969-210-AA	Fipronil
Weevil-cide	PHI	Burrowing Rodents	70506-13-AA	Aluminum-Phosphide
ZP AG Oats	Bell	Rodents	12455- 102-ZA- 3240	Zinc-Phosphide

Attachment 7- STATUTORY ATTENDANCE OPTIONS
Prepared by the California Department of Education

CHOOSING YOUR CHILD'S SCHOOL

A Summary of School Attendance Alternatives in California

California law [EC § 48980(h)] requires all school boards to inform each pupil's parents/guardians 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. Pupils that attend schools other than those assigned by the districts are referred to as "transfer pupils" throughout this notification. There is one process for choosing a school within the district in which the parents/guardians live (intradistrict transfer), and three separate processes for selecting schools in other districts (interdistrict transfer). The general requirements and limitations of each process are described below.

Choosing a School Within the District in Which Parents/Guardians Live

The law (EC § 35160.5(b) (1) requires the school board of each district to establish a policy that allows parents/guardians to choose the schools their children will attend, regardless of where the parents/guardians live in the district. The law limits choice within a school district as follows:

- Pupils who live in the attendance area of a school must be given priority to attend that school over pupils 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 pupils must be selected through a lottery process rather than on a first-come, first-served basis. A district cannot use a pupil'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 pupils. 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 pupil that transfers to another school in the district under these provisions.
- If a transfer is denied, a parent/guardian does not have an automatic right to appeal the decision. A district may, however, voluntarily decide to put in place a process for parents/guardians to appeal a decision.

Choosing a School Outside the District in Which Parents/Guardians Live

Parents/guardians have four different options for choosing a school outside the district in which they live. The three options are described below:

1. Interdistrict Transfers

The law (EC §§46600 through 46607) allows two or more school boards to enter into an agreement, for a term of up to five years, for the transfer of one or more pupils between districts. The agreement must specify the terms and conditions for granting or denying transfers. The district in which the parent/guardian lives may issue an individual permit under the terms of the agreement, or district policy, for transfer and for the applicable period of time. The permit is valid upon endorsement by the district of proposed attendance. The law on interdistrict transfers also provides for the following:

- If either district denies a transfer request, a parent/guardian 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.
- No district is required to provide transportation to a pupil who transfers into the district.

2. Parental Employment Transfers (Discretionary)

The law (EC §48204(b)) provides that a school district may deem a pupil as having complied with the residency requirements for school attendance if one or both parents/guardians of a pupil are physically employed within the boundaries of the district for a minimum of 10 hours during a school week, or if a pupil lives at their parent/legal guardian's placement of employment outside of the boundaries of their school district of residence for a minimum of 3 days during the school week. A school district is not required to accept a pupil requesting a transfer on this basis, but a pupil may not be rejected on the basis of race, ethnicity, sex, parental income, academic achievement, or any other "arbitrary" consideration. Other provisions of the EC § 48204(b) includes:

- Either the district in which the parent/guardian lives or the district in which the parent/guardian works may prohibit the transfer if

it is determined that there would be a negative impact on the district's court-ordered or voluntary desegregation plan.

- The district in which the parent/guardian works may reject a transfer if it determines that the additional cost of educating the pupil would be more than the amount of government funds the district would receive for educating the pupil.
- There are set limits (based on total enrollment) on the net number of pupils that may transfer out of a district in any school year, unless the sending 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 pupil is encouraged to identify, and communicate in writing to the parent/guardian the specific reasons for denying the transfer.
- Once a pupil is deemed to have complied with the residency requirements for school attendance based on one or both parents or guardians being employed within the boundaries of the district and the pupil is enrolled in a school in a school district whose boundaries include the location where one or both parents of the pupil is employed, the pupil does not have to reapply in the next school year to attend a school within that school district and the district shall allow the pupil to attend school through the 12th grade in that district if one or both of the pupil's parents or guardians continues to be employed within the attendance boundaries of the school district, subject to certain conditions.

3. Districts of Choice (Not an Option in the Santa Ana Unified School District)

The law (EC §§48300 through 48318) allows each school district to become a "*district of choice*" --that is, a district that accepts transfer pupils from outside the district under the terms of a resolution. A school board that decides to become a "*district of choice*" must determine the number of pupils it is willing to accept in this category each year and make sure that the pupils are selected through a "random and unbiased" process, which generally means a lottery process. Pupils may request transfers into a "*district of choice*" by January 1 of the prior school year.. Other provisions include:

- Either the district of choice or the district of residence 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. The district of residency may also limit the total number of pupils transferring out of the district each year to a specified percentage of its total enrollment, depending on the size of the district.
- The district of choice may not prohibit a transfer based on the additional cost of educating the pupil but may prohibit a transfer if it would require the district to create a new program, except that a school district of choice shall not reject the transfer of a special needs pupil and an English learner.
- No pupil 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 pupil transferring under these provisions.
- Siblings of pupils already attending school in the "*district of choice*" must be given transfer priority. Children of military personnel may also be given priority.
- A parent/guardian may request transportation assistance within the boundaries of the "*district of choice.*" The district may provide transportation only to the extent it already does so.

The above summary of the attendance alternatives available to parents/guardians and their children is intended to provide them with an overview of the laws applying to each alternative. Any parents/guardians, who are interested in securing more information about these options, districts' policies or procedures, and timelines for applying for transfers, should contact their own school district, or the district they may be thinking about transferring into.

Effective: January 1, 2023

West's Annotated California Codes
Education Code (Refs & Annos)
Title 2. Elementary and Secondary Education (Refs & Annos)
Division 4. Instruction and Services (Refs & Annos)
Part 27. Pupils (Refs & Annos)
Chapter 2. Compulsory Education Law (Refs & Annos)
Article 1. Persons Included (Refs & Annos)

§ 48205. Excused absences; average daily attendance computation

(a) Notwithstanding Section 48200, 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 school day-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) Authorized at the discretion of a school administrator, as described in [subdivision \(c\) of Section 48260](#).
- (b) 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.
- (c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
- (d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
- (e) For purposes of this section, the following definitions apply:
- (1) A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
- (2) "Cultural" means relating to the habits, practices, beliefs, and traditions of a certain group of people.
- (3) "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

Credits

Amended by [Stats. 2022, c. 921 \(S.B.955\), § 1, eff. Jan. 1, 2023.](#))

**Excused Absences; Average Daily Attendance Computation
California Education Code Section 48205 (Effective: January 1, 2022)**

Title 2. Elementary and Secondary Education
Division 4. Instruction and Services
Part 27. Pupils
Chapter 2. Compulsory Education Law
Article 1. Persons Included

§ 48205. Excused absences; average daily attendance computation

(a) Notwithstanding Section 48200, 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. The state board shall update its illness verification regulations, as necessary, to account for including a pupil's absence for the benefit of the pupil's mental or behavioral health within the scope of this paragraph.

(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 religious retreats, 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 District Board of Education.

(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) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

(b) 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 therefor. 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.

(c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state Parent/Student Rights and Responsibilities 23 apportionment payments.

(e) For purposes of this section, the following definitions apply:

(1) "Cultural" means relating to the habits, practices, beliefs, and traditions of a certain group of people.

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

Your Child has the Right to a Free Public Education

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

Information Required for School Enrollment

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

Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school district must provide parents/guardians with written notice of the school's directory information policy, and let you know of your option to refuse release of your child's information in the directory.

Family Safety Plans if You Are Detained or Deported

- You have the option to provide your child's school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported. You have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

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

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The District strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a District compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

Board Policy 5145.7

SCOPE:

The Governing Board recognizes maintaining a safe school environment that is free from harassment and discrimination at school or at school-sponsored or school-related activities.

POLICY:

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The District strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a District compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct) (cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Superintendent or designee shall take appropriate actions to reinforce the District's sexual harassment policy.

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 where the alleged victim of the 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 prompt action shall be taken to stop any 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 take interim 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 and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment.

Complaint Process and Disciplinary Actions

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours or as soon as reasonably possible, of receiving the complaint, report it to the principal or designee.

Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint.

In any case of sexual harassment involving the principal or any other District employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee.

(cf. 4119.11/4219.11/4319.11 – Sexual Harassment)

(cf. 5141.4 – Child Abuse Reporting Procedures)

(cf. 5145.3 – Nondiscrimination/Harassment)

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available.

The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

(cf. 1312.1 – Complaints Concerning District Employees)

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and District procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Disciplinary Measures

Upon investigation of a sexual harassment complaint, 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.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement.

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

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

(cf. 3580 - District Records)

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

(5 CCR 4964)

(cf. 4119.23/4219.23/4319.23 – Unauthorized Release of Confidential/Privileged Information)

DESIRED OUTCOME:

Through this policy, the District shall provide all students with instructional materials that are aligned with academic content standards and that support the District's adopted courses of study.

IMPLEMENTATION GUIDELINES AND ASSOCIATED DOCUMENTS:

District Policies and Procedures:
AR 5145.7 Sexual Harassment

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex
48900 Grounds for suspension or expulsion
48900.2 Additional grounds for suspension or expulsion; sexual harassment
48904 Liability of parent/guardian for willful student misconduct 48980 Notice at beginning of term

CALIFORNIA GOVERNMENT CODE

12950.1 Sexual harassment training

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships
1714.1 Liability of parents/guardians for willful misconduct of minor

OTHER REGULATORY AUTHORITY

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1221 Application of laws
1232 Family Educational Rights and Privacy Act
1681-1688 Title IX, discrimination

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights
2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy
106.1-106.71 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130
Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736
Davis v. Monroe County Board of Education, (1999) 526 U.S. 629
Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274
Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473
Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Transgender Students, May 2016
Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016
Dear Colleague Letter: Title IX Coordinators, April 2015
Questions and Answers on Title IX and Sexual Violence, April 2014
Dear Colleague Letter: Sexual Violence, April 4, 2011
Sexual Harassment: It's Not Academic, September 2008
Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education: <http://www.cde.ca.gov>
U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Attachment- 11

NOTICE OF ALTERNATIVE SCHOOLS

California Education Code Section 58501

The following notice must be sent along with the Notification to Parents and Guardians required by EC § 48980. Further, a copy shall be posted in at least two places normally visible to pupils, teachers, and visiting parents in each attendance unit for the entire month of March in each year.

California state law authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code defines alternative school as a school or separate class group within a school which is operated in a manner designed to:

- (a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
- (b) Recognize that the best learning takes place when the student learns because of his/her desire to learn.
- (c) 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 be conceived by him/her totally and independently or may result in whole or part from a presentation by his/her teachers of choices of learning projects.
- (d) 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.
- (e) 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 your information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district.

Attachment- 12

UCP Annual Notice

For students, employees, parents/guardians, school and district advisory committee members, private school officials, and other interested parties

The Santa Ana Unified School District has the primary responsibility for compliance with federal and state laws and regulations. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination such as discriminatory harassment, intimidation, or bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).

We will investigate all allegations of unlawful discrimination such as discriminatory harassment, intimidation, or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135, include actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, or including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the agency, which is funded directly by, or that receives or benefits from any state financial assistance.

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

- After School Education and Safety
- Education of Pupils Who are Homeless
- Bilingual Education
- Every Student Succeeds Act/No Child Left Behind
- California Peer Assistance and Review Programs for Teachers
- Local Control Accountability Plans
- Career Technical and Technical Education
- Migrant Education
- Career Technical and Technical Training
- Physical Education Instructional Minutes
- Child Care and Development
- Pupil Fees
- Child Nutrition
- Reasonable Accommodations to a Lactating Pupil
- Compensatory Education
- School Safety Plans
- Consolidated Categorical Aid
- Special Education
- Course Periods Without Educational Content
- State Preschool
- Education of Pupils in Foster Care
- Tobacco-Use Prevention Education

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 enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

A pupil fees complaint is filed with the Santa Ana Unified School District and/or the principal of a school.

A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

We shall post a standardized notice of the educational rights of foster and homeless youth, as specified in Education Code Sections 48853, 48853.5, 48853.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

Complaints other than issues relating to pupil fees must be filed in writing with the following designated to receive complaints:

Jennifer A. Flores, Title IX Coordinator, 1601 East Chestnut Avenue, Santa Ana, CA 92701 (714) 558-5860, compliance.officer@sausd.us.
Bianca Barquin, Section 504 Coordinator, 1601 East Chestnut Avenue, Santa Ana, CA 92701 (714) 558-5656.
Bianca Barquin, Title II Coordinator, 1601 East Chestnut Avenue, Santa Ana, CA 92701, (714) 558-5656.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying must be filed within six (6) months from the date the alleged unlawful discrimination, harassment, intimidation, or bullying occurred or the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation, or bullying unless the time for filing is extended by the superintendent or his or her designee.

Complaints will be investigated and a written decision or report 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 local procedures adopted under section 4621.

The complainant has a right to appeal our Decision of complaints regarding specific programs, pupil fees and the LCAP to the California Department of Education (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.

The complainant is advised 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.

A copy of our UCP compliant policies and procedures is available free of charge.
1601 East Chestnut Avenue, Santa Ana, CA 92701-6322 (714) 558-5501

Visitors/Outsiders

SCOPE:

Education Code 32212 authorizes the Governing Board to adopt a Policy to control classroom interruptions consistent with local circumstances and Education Code 35160 authorizes the Board to act in any manner not inconsistent with law. Therefore, the Governing Board has the authority to require all visitors, including parents/guardians to register upon entering school campus and to comply with other reasonable requirements.

POLICY:

The Governing Board encourages parents/guardians and interested members of the community to visit the schools and view the educational program. (cf. 1240 - Volunteer Assistance) (cf. 6020 - Parent Involvement)

To ensure the safety of students and staff minimize interruption of the instructional program, the Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours should be first arranged with the teacher and principal or designee. If a conference is desired, an appointment should be scheduled during noninstructional time. (cf. 6116 - Classroom Interruptions)

To ensure the safety of students and staff and avoid potential disruptions, all visitors shall register immediately upon entering any school building or grounds when school is in session. (cf. 3515.2 – Disruptions) (Penal Code 627.2)

For purposes of school safety and security, the principal or designee may design a visible means of identification for all individuals who are not students or staff members while on school premises.

No electronic listening or recording device may be used by students or visitors in a classroom without the teacher and principal's permission. (Education Code 51512) (cf. 5144 – Discipline)

The Board encourages all individuals to assist in maintaining a safe and secure school environment by behaving in an orderly manner while on school grounds and by utilizing the district's complaint processes if they have concerns with any district program or employee. In accordance with Penal Code 626.7, the principal or designee may request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

Presence of Sex Offender on Campus

Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a district student, shall request written permission from the principal before entering the school campus or grounds. As necessary, the principal shall consult with local law enforcement authorities before allowing the presence of any such person at school or other school activity. The principal also shall report to the Superintendent or designee anytime he/she gives such written permission.

Any registered sex offender must be escorted while on campus at all times.

The principal shall indicate on the written permission the date(s) and times for which permission has been granted. (Penal Code 626.81)

DESIRED OUTCOME:

To ensure the safety of students and staff, and minimize interruption of the instructional program.

IMPLEMENTATION GUIDELINES AND ASSOCIATED DOCUMENTS:

District Policies and Procedures: BP/AR 1240 - Volunteer Assistance BP/AR - 6020 - Parent Involvement BP/AR 6116 - Classroom Interruptions BP/AR 3515.2 - Disruptions BP 5144 - Discipline	EVIDENCE CODE 1070 Refusal to disclose news source LABOR CODE 230.8 Discharge or discrimination for taking time off PENAL CODE 290 Sex Offenders 626-626.10 Schools 626.81 Misdemeanor for registered sex offender to come onto school grounds 627-627.10 Access to school premises, especially: 627.1 Definitions 627.2 Necessity of registration by outsider 627.7 Misdemeanors; punishment	COURT DECISIONS Reeves v. Rocklin Unified School District, (2003) 109 Cal.App.4th 652 ATTORNEY GENERAL OPINIONS 95 Ops.Cal.Atty.Gen. 509 (1996)
Legal Reference: EDUCATION CODE 32210 Willful disturbance of public school or meeting 32211 Threatened disruption or interference with classes; misdemeanor 32212 Classroom interruptions 35160 Authority of governing boards 292 Visits to schools (board members) 51512 Prohibited use of electronic listening or recording devices		

Board Policy 1313

Civility

SCOPE:

The Governing Board recognizes the impact that civility has on the effective operation of the district, including its role in creating a safe and positive school climate and enabling a focus on student well-being, learning, and achievement. The Board believes that each person should be treated with dignity and respect in their interactions within the school community.

The Board understands that the First Amendment provides strong protection for speech. However, the Board expects that all speech and expression will comport with norms of civil behavior on district grounds, in district facilities, during district activities or events, and in the use of district electronic/digital systems and platforms.

POLICY:

Civil behavior is polite, courteous, and reasonable behavior which is respectful to others and includes integrity, honesty, acceptance, timeliness, dependability, observance of laws and rules, and effective communication.

The Board and district staff shall model civil behavior as an example of behavior that is expected throughout the district. Practices that promote civil behavior include actively listening, giving full attention to the speaker, and refraining from interruptions; welcoming and encouraging participation, input, and feedback through stakeholder engagement; promptly responding to concerns; and embracing varying and diverse viewpoints. Such practices may be incorporated into governance standards adopted by the Board or Superintendent and/or professional standards or codes of conduct for employees as specified in district policies and regulations.

Students, staff, parents/guardians, and community members should be educated in the recognition, development, and demonstration of civil behavior. The Superintendent or designee may incorporate related concepts in the curriculum, provide staff development activities, and/or communicate this policy to the school community.

Students, staff, parents/guardians, and community members shall not communicate or behave in a manner that causes disruption; hinders the orderly conduct of district operations, the educational program, or any other district program or activity; or creates an unsafe learning or working environment. The Superintendent or designee may respond to disruptive, violent, or threatening behavior in accordance with law and as specified in BP/AR 3515.2 - Disruptions.

DESIRED OUTCOME:

Behavior by students or staff that is discriminatory, harassing, or intimidating, including sexual harassment, bullying, and/or hate violence, or behavior that is in any other way unlawful, is prohibited and is subject to discipline in accordance with law and as specified in district policy and regulations.

IMPLEMENTATION GUIDELINE, ASSOCIATED DOCUMENTS, AND RESOURCES:

State / Description

CA Constitution Article 1, Section 2 / Freedom of speech and expression

CA Constitution Article 1, Section 28 / Right to Safe Schools

Civ. Code 51.7 / Freedom from violence or intimidation

Ed. Code 200-262.4 / Educational equity

Ed. Code 32210 / Willful disturbance of public school or meeting

Ed. Code 32211 / Threatened disruption or interference with classes

Ed. Code 32212 / Classroom interruptions

Ed. Code 32280-32289.5 / School safety plans

Ed. Code 35181 / Governing board authority to set policy on responsibilities of students

Ed. Code 35291-35291.5 / Rules

Ed. Code 44050 / Employee code of conduct; interaction with students

Ed. Code 44807 / Teachers' duty concerning conduct of students

Ed. Code 44810 / Willful interference with classroom conduct

Ed. Code 44811 / Disruption of classwork or extracurricular activities

Ed. Code 48900-48926 / Suspension and expulsion

Ed. Code 48907 / Exercise of free expression; time, place and manner rules and regulations

Ed. Code 48950 / Speech and other communication

Ed. Code 49330-49335 / Injurious objects

Gov. Code 54954.3 / Opportunity for public to address legislative body

Gov. Code 54957.9 / Disorderly conduct of general public during meeting; clearing of room

Pen. Code 243.5 / Assault or battery on school property

Pen. Code 415.5 / Disturbance of peace of school

Pen. Code 422.55 / Definition of hate crime

Pen. Code 422.6 / Crimes; harassment

Pen. Code 626-626.11 / Weapons on school grounds and other school crimes

Pen. Code 627-627.10 / Access to school premises

Pen. Code 653.2 / Electronic communication devices; threats to safety

Pen. Code 653b / Loitering about schools or public places

Federal / Description

U.S. Constitution / Amendment 1, Freedom of speech and expression

Management Resources / Description

California Department of Education Publication / California's Social and Emotional Learning: Guiding Principles, 2018

California Department of Education Publication / Social and Emotional Learning in California: A Guide to Resources, 2018

Commission on Teacher Credentialing Publication / California Professional Standards for Educational Leaders, February 2014

Court Decision / *Baca v. Moreno Valley Unified School District*, (1996) 936 F. Supp. 719

Court Decision / *Hazelwood School District v. Kuhlmeier*, (1988) 108 S. Ct. 562

Court Decision / *City of San Jose v. William Garbett*, (2010) 190 Cal. App. 4th 526

Court Decision / *Norse v. City of Santa Cruz*, (9th Cir. 2010) 629 F3d 966

CSBA Publication / Professional Governance Standards for School Boards

CSBA Publication / Superintendent Governance Standards

National Policy Board For Educational Administration / Professional Standards for Educational Leaders, October 2015 Website / CSBA District and County Office of

Education Legal Services

Website / National Policy Board for Educational Administration

Board Policy and Administrative Regulations 6020

Parent Involvement

SCOPE:

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

POLICY:

The Superintendent or designee shall work with staff to:

1. Help parent/guardians develop parenting skills and provide home environment that support their children's academic efforts and their development as responsible members of society.
2. Inform parents/guardians that they can directly affect the success of their children's learning and provide them with strategies and resources they may use to improve and support their children's socioemotional and academic success.
3. Initiate and maintain meaningful, consistent, and effective two-way communication between home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities. Provide professional development which fosters effective communications with the home, including training on how to communicate with non-English speakers and how to give parents/guardians opportunities to support and engage in the instructional process both at school and at home. Effective communication, including translation for non-English or limited English proficient families, will be established between home and school which will facilitate the understanding of school programs, encourage and support interactions with teachers and will assist in monitoring student progress.
4. Engage parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils, and other activities in which they may undertake governance, advisory, and advocacy roles. Parent/guardian involvement in the total instruction program shall be encouraged and prioritized at all grade levels, schools, and divisions throughout the District. The Board encourages parents/guardians to serve as partners and volunteers in schools, or school site councils and to attend performances, parent/teacher conferences, meeting of parents and Board of Education meetings. Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan shall include goals and strategies for and to increase parent/guardian involvement with their children's education, 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, GATE, Migrant Education, and students with disabilities.

1. Schools shall refer students and families to community resources, when needed which provide family support and educational opportunities.
2. The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

Each year, 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, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures.

As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. The Superintendent or designee shall ensure that the district's parent involvement practices are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs and written into the School Site Plan.

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities and shall ensure that priority is given to schools in high poverty areas in accordance with law.

The Superintendent or designee shall ensure that each school receives Title I funds develops a school-level parent involvement policy.

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 with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

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.

DESIRED OUTCOME: This revised policy articulates significant opportunities for parents/guardians to be involved in district and school activities. The District is aware that providing parents/guardians with techniques, strategies, and effective communication between home and school will improve their children's academic success and make for a positive school environment.

IMPLEMENTATION GUIDELINES AND ASSOCIATED DOCUMENTS:

Legal Reference:	
EDUCATION CODE	UNITED STATES CODE, TITLE 20
(cf. 0420 School Plans/Site Councils)	6311 State plan
(cf. 0420.1 School-Based Program Coordination)	6312 Local educational agency plan
(cf. 0420.2 Site Improvement Plan)	6314 Schoolwide programs
(cf. 0420.5 School-Based Decision Making)	6318 Parent and family engagement
(cf. 0460 Local Control and Accountability Plan)	6631 Teacher and school leader incentive program, purposes and definitions
(cf. 0500 Accountability)	
(cf. 0520.1 High Priority Schools Grant Program)	CODE OF FEDERAL REGULATIONS, TITLE 28
(cf. 0520.2 Title I Program Improvement Schools)	35.104 Definitions, auxiliary aids and services 35.160 Communications
(cf. 1220 Citizen Advisory Committees)	
(cf. 1230 School-Connected Organizations)	Management Resources:
(cf. 1240 Volunteer Assistance)	CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
(cf. 1250 Visitors/Outsiders)	Title I School-Level Parental Involvement Policy
(cf. 3100 Budget)	Family Engagement Framework: A Tool for California School Districts, 2014
(cf. 4131 Staff Professional Development)	
(cf. 5020 Parent Rights and Responsibilities)	U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
(cf. 5124 Communication with Parents/Guardians)	Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004
(cf. 5145.6 Parental Notifications)	WEB SITES
(cf. 6171 Title I Programs)	CSBA: http://www.csba.org
11500-11506 Programs to encourage parent involvement	California Department of Education, Family, School, Community Partnerships:
48985 Notices in languages other than English	http://www.cde.ca.gov/ls/pf
51101 Parent rights and responsibilities	California Parent Center: http://parent.sdsu.edu
52060-52077 Local control and accountability plan	California State PTA: http://www.capta.org
54444.1-54444.2 Parent advisory councils, services to migrant children	National Coalition for Parent Involvement in Education: http://www.ncpie.org
56190-56194 Community advisory committee, special education 64001 Single plan for student achievement	National PTA: http://www.pta.org
	Parent Information and Resource Centers: http://www.pirc-info.net
	Parents as Teachers National Center: http://www.parentsteachers.org
	U.S. Department of Education: http://www.ed.gov
LABOR CODE	
230.8 Time off to visit child's school	
CODE OF REGULATIONS, TITLE 5	
18275 Child care and development programs, parent involvement and education	

Attachment 16- DISTRICT POLICY ON BULLYING

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

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in **Education Code 48900(r)**.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures.
2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm.
3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public.
4. Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email or by posting on social networking sites, or posting or sharing embarrassing photos, videos, websites, or fake profiles.

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate.
2. Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously.
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias.
5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so.

Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6.
2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8.
3. Title IX information included on the district's web site pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's web site pursuant to Education Code 221.6.
4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying.
5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media.
6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5.
7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment.

Student Instruction

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

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

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

Support Services

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

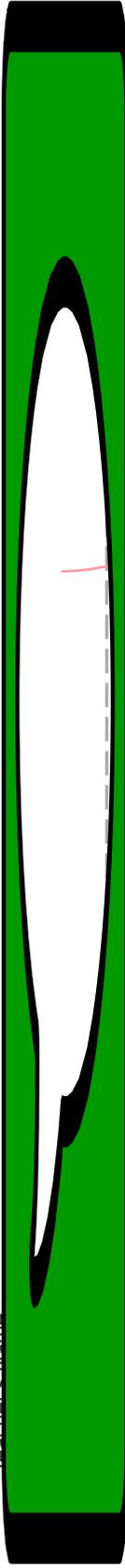
PARENTS: Please complete the information below with your child so that you can easily contact your child's school, teacher, principal, etc. The office staff at your child's school would be pleased to help you with this information.



My Child's School: _____ School Address: _____

School Phone Number: _____ Principal's Name: _____

Teacher's Name: _____



ACKNOWLEDGMENT

PARENTS: Please sign, clip off, and return this slip to your child's school. Your signature does not necessarily indicate approval of any section in the Parent-Student Rights and Responsibilities Handbook, but merely indicates you have received the information.



Signature of Parent or Guardian: _____

Date: _____

~~7-19-2023~~

Name of Student (please print): _____

Janeth Bagan

School: _____

Heros

Grade: _____

K