

SAUSD

The Future Begins Here



Parent Pupil Rights and Responsibilities Handbook 2022-2023



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1601 E. Chestnut Ave.,
Santa Ana, CA 92706
714-558-5501 - www.sausd.us

SANTA ANA UNIFIED SCHOOL DISTRICT



Parent – Pupil Rights and Responsibilities Handbook

2022-2023

SANTA ANA UNIFIED SCHOOL DISTRICT

1601 East Chestnut Avenue Santa Ana, California 92701

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

<http://www.sausd.us>

ANNUAL NOTICE TO PARENTS/GUARDIANS

2022-2023

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.

Please sign and return the acknowledgment form.

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

Abbreviation	Complete Title
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 Act
PC	Penal Code
§ 504	Section 504 of the Rehabilitation Act of 1973
USC	United States Code
W&IC	Welfare and Institutions Code



Santa Ana Unified School District

Jerry Almendarez
Superintendent of Schools

DEAR PARENT/GUARDIAN:

Welcome to the 2022-2023 school year in the Santa Ana Unified School District. It is a pleasure to serve as your Superintendent. Under the direction and guidance of our Board of Education, I work closely with teachers, administrators, and staff to ensure that our students are receiving the best education possible to achieve at high levels. In order to be successful in this area, I rely heavily on the partnerships and support of our parents and guardians.

Understanding your family's rights and responsibilities is critical in this process. This handbook covers some of the most important rights and responsibilities and will serve as a guide to you throughout the school year. To verify that you have received this handbook, we thank you for acknowledging receipt (as required by Education Code section 48982). Your acknowledgment indicates that you have received the notice and have been informed of your rights, but it does not indicate that you have consented to participate in or to be withheld from any particular program.

I anticipate a rewarding and successful 2022-2023 school year!

Sincerely,

A handwritten signature in black ink that reads "Jerry Almendarez".

Jerry Almendarez
Superintendent of Schools

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

BOARD OF EDUCATION

Rigo Rodriguez, Ph.D., President • Carolyn Torres, Vice President
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Santa Ana Unified School District

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

Jerry Almandarez
Superintendent of Schools

2022-2023 DIRECTORY

ELEMENTARY SCHOOLS (Number in parenthesis for in-District use only)

Main Line	Extension	School Name	Grades	Administration	Fax Line	Address, Zip Code
967-3100	43100	Adams (50)	TK-5	Sara Shorey Rebecca Fraticelli	967-3199	2130 S. Raitt St, 92704
564-2100	42100	Advanced Learning Academy (105/6)	TK-8	Kimberly Garcia, Ed D. Annette Cordero-Jackson	564-2199	408 E. Santa Clara Ave., 92706
564-2000	42000	Carver (95)	TK-5	Jimmy Bruhl	564-2099	1401 W. Santa Ana Blvd, 92703
564-2200	42200	Davis (45)	TK-5	Peter Richardson	564-2299	1405 French St, 92701
480-8100	58100	Diamond (51)	TK-5	Denise Bertrand, Ed.D.	480-8199	1450 S. Center St, 92704
479-6900	46900	Edison (52)	TK-5	Gina M. Zyburt, Ph.D.	479-6999	2063 S. Orange Ave, 92707
431-1500	61500	Esqueda (44)	TK-8	Kevin Tonai Jamie Bates Luis Reyes	431-1599	2240 S. Main St, 92707
564-2900	42900	Franklin (62)	TK-5	Samuel Perla, Ed.D. Maria Sandoval	564-2999	210 W. Cubbon St, 92701
972-4300	44300	Fremont (54)	TK-5	Armando Gutierrez	972-4399	1930 W. Tenth St, 92703
972-5300	45300	Garfield (94)	TK-5	Kerri Braun, Ed.D.	972-5399	850 Brown St., 92701
558-3400	43400	Greenville Fundamental (70)	TK-5	Joni Howard Kristan Bruce	431-3299	3600 S. Raitt St, 92704
479-4200	44200	Harvey (55)	TK-5	Robert McDonald Lucia Cortez	479-4299	1635 S. Center St, 92704
953-3800	63800	Heninger (93)	TK-8	William Skelly Dana Kassaei Estrella Villafranca-Ruiz	953-3899	417 W. Walnut St, 92701
568-9600	49600	Heroes (96)	TK-5	Rebecca Churnside Karah George	568-9699	1111 Civic Center Dr, 92703
569-3500	43500	Jackson (57)	TK-5	Norris Perez	569-3599	1143 S.Nakoma Dr, 92704
285-3700	43700	Jefferson (58)	TK-5	Maricela Roque Eric Merkt	285-3799	1522 W. Adams St, 92704
972-5700	45700	Kennedy (92)	TK-5	Steven Kotsubo	972-5799	1300 E. McFadden Ave, 92705
972-6000	46000	King (98)	TK-5	Silvia Martinez	972-6099	1001 S. Graham Ln, 92703
972-6200	46200	Lincoln (59)	TK-5	Edna Velado Deanne Katayama	972-6299	425 S. Sullivan St, 92704
972-6300	46300	Lowell (60)	TK-5	Miriam Gonzalez-Perez	972-6399	700 S. Flower St, 92703
972-6400	46400	Madison (61)	TK-6	Lisa Gonzales-Solomon Vivian Hanson Heather Princiotta	972-6499	1124 E. Hobart St, 92707
480-8000	58000	Martin (63)	TK-5	Ana Gonzalez Rosendo Reyes Herrera	480-8099	939 W. Wilshire Ave, 92707
479-4000	54000	McFadden Institute of Technology (85)	TK-8	Ignacio Muñoz Patrick Healy Sandra Escalante-Palmer	479-4099	2701 S. Raitt St, 92704
569-9700	49700	Monroe (64)	TK-5	Fernando Duran, Ph.D.	569-9799	417 E. Central Ave, 92707
564-8500	48500	Monte Vista (65)	TK-5	Felisa Gear	564-8599	2116 Monte Vista Ave, 92704
972-6700	46700	Muir Fundamental (66)	TK-5	Laura Martin Vacant	972-6799	1951 N. Mabury St, 92705
972-7500	47500	Pio Pico (43)	TK-5	Lupe Gomez, Ed.D.	972-7599	931 W. Highland St, 92703
480-2200	52200	Romero-Cruz Academy (109)	TK-8	Griselda Maldonado, Ed.D. Maria Conferti Jose Nava	480-2215	2701 W. Fifth St, 92703
564-1200	41200	Roosevelt-Walker (110)	TK-5	Jaime Ramirez Michelle Gardner	564-1299	501 S. Halladay St, 92701
564-8400	48400	Santiago (68)	TK-8	Kim Ahvari Myrna Acosta Brent Nagele	564-8499	2212 N. Baker St, 92706
567-3500	63500	Sierra Preparatory Academy (78)	TK-8	Ryan Ramirez Shawn McManus Emily Vazirian	567-3591	2021 N. Grand Ave, 92705
550-1400	41400	Taft/D.H.H. (73)	TK-6	Vacant Vacant	550-1499	500 W. Keller Ave, 92707
430-5800	45800	Thorpe Fundamental (42)	TK-5	Meg Greene Cynthia Esteban Alisa Tincup	430-5899	2450 W. Alton Ave, 92704
445-5100	45100	Washington (71)	TK-5	Steve Bayouk Rosa Rincon	445-5199	910 W. Anahurst Pl, 92707
564-8100	48100	Wilson (72)	TK-5	Theresa Davis	564-8199	1317 N. Baker St, 92706
285-4600	44600	Mitchell Child Development Ctr. (77)	0-4	Mark Bello Patricia Shepherd	285-4699	3001 W. Harvard St, 92704
565-5450	45450	Santa Ana Virtual Academy - SAVA	K-12	Erica Graves Rosalina Espinoza Jesus Nunez		1512 W Santa Ana Blvd. 92703

INTERMEDIATE SCHOOLS

480-4100	64100	Carr (83)		Gerardo Correa Carlos Castro Alexandra Pineda	957-8766	2120 W. Edinger Ave, 92704
567-3300	53300	Lathrop (80)		Cesar Flores Moises De La Mora Vacant	567-3389	1111 S. Broadway St, 92707
568-7700	57700	MacArthur Fundamental (79)		Ray Gonzales Raul Olivas Vacant	568-7799	600 W. Alton Ave, 92707
972-7800	47800	Mendez Fundamental (101)		Gabriel Moreno Pedro Reyes Magaly Ponce	972-7899	2000 N. Bristol St, 92706
558-5100	55100	Villa Fundamental (88)		Vacant Emil Ahangarzadeh, Ed.D Dana Peinado-Cervantes	558-5199	1441 E. Chestnut Ave, 92701
480-4800	54800	Willard (84)		Bertha Benavides Errin Robinson Landry	480-4899	1342 N. Ross St, 92706

HIGH SCHOOLS

568-7000	67000	Century (90)		Nata Shin Scott Michael Jeffrey Rozema	568-7099	1401 S. Grand Ave, 92705
430-5700	65700	Chavez (91)		Trucker Clark Kamala Kavati	430-5799	2128 S. Cypress Ave, 92707
480-4300	54300	Circulos High School (107)		Kimberly Garcia, Ed D. Annette Cordero-Jackson	480-4399	811 E. Bishop Ave., 92701
433-6600	66600	Godinez Fundamental (100)		Jesse Church Jevon Davis Michelle Wilson Felipe Zamudio Jr.	433-6731	3002 Centennial Rd, 92704
648-2900	72900	Lorin Griset Academy (76)		Michael Parra Kelley Katz	648-2996	1915 W. McFadden Ave, 92704
953-3900	53900	Middle College (103)		Damon Voight	953-3999	1530 W. 17th St, 92706
431-1800	61800	REACH Academy (117)		Chad Greendale	431-1899	1325 E. 4 th St., 92701
569-6300	66300	Saddleback (86)		Edward Bustamante Amy Scruton Anuar Shalash Atikah Osman	569-6399	2802 S. Flower St, 92707
567-4900	64900	Santa Ana (81)		Elizabeth Enloe Oralia Cordova Victor De Los Santos Michael Lee, Ed.D. Andy Tang	567-4999	520 W. Walnut St, 92701
241-5000	65000	Segerstrom (116)		David Casper Ivori Tennelle Scott Werner Brandon Rogers	241-5099	2301 W. MacArthur Blvd, 92704
241-6410	68000	Valley (82)		Katie Mitchell-Berger Javier Ayala Suzanne Howell Jessica Salcedo	241-6599	1801 S. Greenville St, 92704

Effective 08/23/2022 please look on the District website (www.sausd.us) for updates



CONNECT WITH US
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NOSOTROS



WWW.SAUSD.US

Download the **ParentSquare** app today!

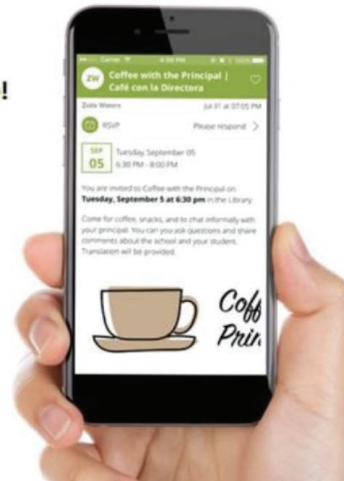
¡Descarga hoy mismo la aplicación de **ParentSquare**!

Stay involved with your child's learning and activities at school. From anywhere.

Involúcrate en el aprendizaje y actividades escolares de tus hijos. Desde cualquier parte.



 **ParentSquare**



ATTENDANCE

Absence from school, regardless of the reason, limits your child's educational opportunities and can negatively affect his/her grades, academic achievement, promotion, graduation, self-esteem, and future employment. Moreover, you should know that SAUSD no longer receives state funding for students who have excused absences. If your child is well and can attend school, please encourage regular attendance. Please schedule doctor and dentist appointments outside of the instructional day.

If you know in advance that your child will be absent for (5) or more consecutive days, please contact the office of your school no fewer than three (3) days prior to the planned absence. We can provide an opportunity for your child to receive assignments and credit for work completed through an Extended Vacation Study Agreement.

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/21453>. Please refer to Attachment 2 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 #3 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. Please refer to Attachment #3 for the full text of section 48205.

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 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 continuation 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.

PENALTIES AGAINST PARENTS OR GUARDIANS (EC §48260.5, §48293): A parent/guardian or other person having control or charge of any pupil who fails to attend school may be guilty of an infraction and subject to prosecution as well as a fine up to \$1000.

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.

PARENT OR GUARDIAN OF CHRONIC TRUANT (PC §270.1): A parent/guardian of a chronic truant may be found guilty of a misdemeanor punishable by a fine not exceeding \$2000 or by imprisonment in a county jail not exceeding one year, or both, for failure to reasonably supervise and encourage school attendance.

CALENDAR [EC §48980(C)]

The District is required to advise all parents/guardians of the schedule of modified days, minimum days, and student-free staff development days. A list of modified days, minimum days, and student-free staff development days are available at your school site and on the District website calendar section. If any additional modified, minimum, or student-free staff development days are scheduled, the District will notify you as early as possible, but no later than one month before the scheduled modified, minimum, or student-free day.

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 1312.3, 5 CCR §4620): The Board recognizes its primary responsibility is to comply with applicable state and federal law and bring resolutions to complaints when possible and appropriate through the Uniform Complaint Procedure [5 CCR §4620].

The District shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations and/or alleging discrimination, and seek to resolve those complaints in accordance with the procedures set out in Sections 4600-4687 of the Title 5 Regulations and in accordance with the policies and procedures of the governing board. The Board encourages early, informal resolution of complaints at the site level whenever possible.

The District shall use the uniform complaint procedures to resolve any complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group as identified under **Education Code §200 and §220 and Government Code §11135**, including those with actual or perceived characteristics such as age, sex, sexual orientation, gender, gender identity gender expression, genetic information, ethnic group identification, race or ethnicity, ancestry, nationality, national origin, religion, color, mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any district or school program, or school activity or any program or activity conducted by the district, which is funded directly by, or that receives or benefits from state and/or federal financial assistance. School personnel shall take immediate steps to intervene when it is safe to do so and when any school employee witnesses an act of discrimination, harassment, intimidation, or bullying. Uniform complaint procedures shall also be used to address any complaints alleging the district's failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, Special Education programs, unauthorized charging of pupil fees for participation in educational activities, failure to comply with the Local Control and Accountability Plan, and the development and adoption of the school safety plan. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in state consolidated categorical aid programs, federal consolidated categorical aid programs, and Special Education programs [PC §422.55, EC §200, EC §220, 5 CCR §4610].

Specifically, programs under the scope of the UCP include:

- Adult Education
- After School Education and Safety
- Agricultural Vocational Education
- American Indian Education Centers and Early Childhood Education Program Assessments
- Career Technical Education
- Child Care and Development (including State Preschool)
- Child Nutrition
- Discrimination, harassment, intimidation, bullying, student lactation accommodations, and Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) resources
- Foster and Homeless students
- Local Control Funding Formula (LCFF) and Local Control and Accountability Plans (LCAP)
- Every Student Succeeds Act [ESSA] (2016) programs (Titles I-VII), including improving academic achievement, compensatory education, English learner programs, and migrant education
- Physical Education: Instructional Minutes
- Pupil Instruction: Course periods without educational content or previously completed courses
- Regional Occupational Centers and Programs
- Special Education
- Tobacco-Use Prevention Education
- Unlawful pupil fees

Uniform complaint procedures shall also be used when addressing complaints alleging failure to provide textbooks and instructional materials, teacher vacancies or misassignments, or facilities that pose an emergency or urgent threat to the health or safety of pupils or staff, as required by the Williams Settlement.

The Board acknowledges and respects pupil and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the superintendent or designee on a case-by-case basis [5 CCR §4621].

The Board prohibits retaliation in any form for the participation in complaint procedures, including but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant [5 CCR §4621].

SAUSD UNIFORM COMPLAINT PROCEDURES (5 CCR §4622, BP 1312.3): 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.

The Santa Ana Unified School District has primary responsibility for ensuring that it complies with state and federal laws and regulations governing educational programs. Parents are advised that they may file a formal complaint regarding alleged acts of discrimination or failure to comply with state or federal laws in Adult Education, English Learner Programs, Consolidated Programs, Migrant Education, Indian Education, Career/Technical Education and Civil Rights, Childcare and Development Programs, Child Nutrition Programs, and Special Education Programs which will be investigated and/or mediated and reviewed. A complaint may also be filed for noncompliance with the school safety planning requirements of Title IV of the "Every Student Succeeds Act" [ESSA]. The complainant will have the opportunity to provide relevant information. A written report will be given to the complainant within 60 days of receipt of a complaint. Complaints alleging discrimination must be filed within six months from the alleged occurrence or when knowledge was first obtained. Complainants may also pursue civil law remedies, such as mediation centers, public/private interest attorneys, injunctions, and/or restraining orders.

Complaint forms are available at all school site offices and must be submitted to the Associate Superintendent of Human Resources Office, 1601 E. Chestnut Avenue, Santa Ana, CA 92701 (714) 558-5531. Copies of the local educational agency complaint procedures are available free of charge. If dissatisfied with the district's resolution of a complaint, the complainant has the right to appeal to the California Department of Education within 15 days after the District's report is issued.

COUNSELING/FINANCIAL AID

ACADEMIC, SOCIAL EMOTIONAL, AND COLLEGE AND CAREER 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. 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 EDUCATION ACT – COUNSELING (EC §221.5.d): A school counselor, teacher, instructor, administrator, or aide shall not, on the basis of the sex of a pupil, offer vocational or school program guidance to a pupil of one sex that is different from that offered to a pupil of the opposite sex or, in counseling a pupil, differentiate career, vocational, or higher education opportunities on the basis of the sex of the pupil counseled. Any school personnel acting in a career counseling or course selection capacity to a pupil shall affirmatively explore with the pupil the possibility of careers or courses leading to careers, that are nontraditional for that pupil's sex. The parents or legal guardian of the pupil shall be notified in a general manner at least once in the manner prescribed by Section 48980, in advance of career counseling and course selection commencing with course selection for grade 7 so that they may participate in the counseling sessions and decisions.

FINANCIAL AID APPLICATIONS (EC §51225.7.): The Board of an LEA is required to confirm that a pupil completes and submits a FAFSA or, if exempt from paying nonresident tuition, completes and submits the Student Aid Commission under the CA Dream Act.

CUSTODY CONCERNS

CUSTODY DISPUTES: The courts must handle custody disputes. The school has no legal jurisdiction to refuse a biological parent access to their child and/or school records absent a court order stating otherwise. The school is required to comply with valid restraining orders or custody orders, specifically stating visitation limitations. These court orders must be on file in the school office. Any student release situation that leaves the student's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation disrupt the school, law enforcement will be contacted and requested to intervene. Parents are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent when a parent or any other person not listed on the emergency card attempts to pick up a child.

DOMESTIC VIOLENCE: The court can authorize an ex parte order a provision restraining a party from accessing records and information pertaining to the education or employment of a minor child of the parties.

EMPLOYEE CODE OF CONDUCT

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

SAUSD
2022-2023 School Year
Eligibility for Transitional Kindergarten and Kindergarten
Requisitos para Kinder de Transición y Kinder para el año escolar 2022-2023



Your child is ELIGIBLE for: <i>Su hijo/a es elegible para:</i>	If birthdate is BETWEEN : <i>Si su fecha de nacimiento es entre:</i>
*TRANSITIONAL KINDER (TK) <i>*Kinder de Transición</i>	*September 2, 2017 and February 2, 2018 <i>*El 2 de septiembre, 2017 al 2 de febrero, 2018</i>
KINDER (K) <i>Kinder</i>	September 2, 2016 and September 1, 2017 <i>El 2 de septiembre, 2016 al 1º de septiembre, 2017</i>

Children born **on or after February 3, 2018** are not eligible for Transitional Kindergarten.
Niños nacidos el o después del 3 de febrero de 2018 no califican para Kinder de Transición.

All eligible Transitional Kindergarten & Kindergarten children will need updated immunizations, a physical and a dental exam. Please contact your primary healthcare provider for an appointment.
 Questions? See the California Immunization Handbook at www.shotsforschool.org

Todos los niños elegibles para el Kinder de Transición o Kinder necesitarán vacunas actualizadas, un examen físico y un examen dental. Comuníquese con su médico para hacer una cita.
 ¿Preguntas? Consulte el Manual de Vacunación de California en www.shotsforschool.org

REGISTER YOUR CHILD NOW!
¡INSCRIBA A SU HIJO/A AHORA!

For questions or registration information, visit or contact your local SAUSD School.
Para preguntas o información de inscripción, visite o llame a su escuela local del Distrito Escolar Unificado de Santa Ana.

*Amended: SEC 60, Section 48000 of Education Code Revised 11.4.2021

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 and February 2, 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.

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

Intra-district Transfer (BP 5116.1): 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 that 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 has no 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.
- Exception of Fundamental Schools: Parents/Guardians and/or employees must follow district lottery procedures for registration.

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 four options are described below:

1. **Inter-district Transfer:** 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 inter-district transfers also provides for the following:
 - A district of proposed enrollment may provisionally admit, for not more than two months, a pupil who resides in another school district, pending a decision by the two school districts, or by the county board.
 - Districts must notify parents in writing of their final decision within 30 calendar days from the date the permit request was received.
 - If either district denies a transfer request, a parent/guardian may appeal that decision to the County Board of Education within 30 calendar days from the date of the final denial.
 - No district is required to provide transportation to a pupil who transfers into the district.
 - The permit is to be renewed annually.
 - CIF eligibility may be impacted by such a transfer.
 - This process applies to students in Transitional Kindergarten and K – 12.
2. **Parental Employment Transfer (Handled Through Inter-district Transfer Request):** 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 employed within the boundaries of the district. A school district is not required to accept a pupil requesting a transfer on this basis. Still, a pupil may not be rejected based on race, ethnicity, sex, parental income, academic achievement, or any other "arbitrary" consideration. Other provisions of the **EC §48204(b)** include:
 - 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.
 - Parents employed within the boundaries of the Santa Ana Unified School District may apply for inter-district transfers pursuant to the school district's Inter-district Attendance Agreements policy.
 - Please note that the Santa Ana Unified School District does not grant parental employment transfers pursuant to Education Code section 48204.
 - Exception of Fundamental Schools: Parents/Guardians and/or employees must follow district lottery procedures for registration.
3. **Districts of Choice (Not an Option in the Santa Ana Unified School District):** The law (**EC §48300 through §48318**) allows, but does not require, 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.

4. **Intradistrict and Interdistrict Transfers:** The parent/guardian of a pupil enrolled in the district may submit an application for the pupil to attend other schools in accordance with the following:
- The application may request pupil enrollment in a specific school or program within the school district.
 - A pupil may enroll in a school in the school district of enrollment in the school year immediately following the approval of the transfer application.
 - A school district of enrollment shall establish a period of time to provide priority enrollment for pupils residing in the school district prior to accepting transfer applications.
 - The school district of residence in which the pupil resides or a school district of enrollment to which a pupil has applied to attend may prohibit the transfer of the pupil or limit the number of pupils who transfer if the governing board of the district determines that the transfer would negatively impact a court-ordered or voluntary desegregation plan, the racial and ethnic balance of the district.
 - A resident pupil who is enrolled in one of the district's schools shall not be required to submit an application in order to remain enrolled.
 - Pupils applying for a transfer shall be assigned priority for approval as follows:
 - i. First priority for the siblings of children who already attend the desired school.
 - ii. If the number of pupils who request a particular school exceeds the number of spaces available at that school, a lottery shall be conducted until all available spaces are filled.
 - Initial applications for transfer to a school within a school district of enrollment shall not be approved if the transfer would require displacement from the desired school of any other pupil who resides within the attendance area of that school or is currently enrolled in that school.
 - A pupil approved for a transfer to a school district of enrollment shall be deemed to have fulfilled the residency requirements for school attendance.
 - Exception of Fundamental Schools: Parents/Guardians and/or employees must follow district lottery procedures for registration.

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.

FOSTER, HOMELESS, AND MILITARY YOUTH

AB 490 ROSTER YOUTH LIAISON: Foster Youth have certain rights under California and United States law. The District provides additional support and services for foster youth. For information concerning these rights, please contact the District's Liaison for Foster Youth at (714) 433-3433 or visit <https://www.sausd.us/Page/45947>. A caregiver with direct responsibility for the care of a foster pupil may access pupil records.

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 McKinney-Vento, or homeless children and youth at (714) 433-3474 or visit <https://www.sausd.us/Page/45947>.

HOMELESS QUESTIONNAIRE: In compliance with EC §48851, SAUSD is required to administer, in the primary language of parent on unaccompanied youth, a housing questionnaire, as specified, for purposes of identifying homeless children and youths and unaccompanied youths. This questionnaire is provided within the enrollment packet - please complete and turn in to your site. The questionnaire is also provided on attachment 8 of this handbook.

RESIDENCY REQUIREMENTS: Pupils whose parents departed California against their will are considered to meet the residency requirements where parents resided prior to departing.

MILITARY YOUTH: Children of parents serving in the military are permitted to remain at their current school regardless of residency for the duration of a child's status as a child of a military family.

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.

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.

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

SCHOOL ACCOUNTABILITY REPORT CARD (EC §35256, 33126, 32286): The school accountability report card (SARC) shall provide data by which a parent can make meaningful comparisons between public schools that will enable him or her to make informed decisions on the school in which to enroll his or her children. The District Board of Education 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 the 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.

LANGUAGE PROGRAMS (EC §310): Information on the types of language programs is available in 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.

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.

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.

GRADUATION REQUIREMENTS (EC §51225.3): Requirements for graduation and alternative modes for completing the prescribed course of study are set forth in BP/AR 6146.1 and 6146.11, both of which are available online: <http://www.sausd.usa/domain/3975>. Certain exceptions exist from the prescribed course of study for pupils who are children of military families, homeless, have been incarcerated, in foster care, identified as migratory children, or newly arrived immigrant children. Parents/Guardians and pupils are encouraged to speak with the school counselor to learn if the pupil qualifies for such an exemption.

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.

CORONAVIRUS NOTIFICATION: COVID-19 is the disease caused by SARS-CoV-2, the coronavirus that emerged in December 2019. The best way to protect yourself is to get vaccinated and boosted when you are eligible, follow testing guidelines, wear a mask, wash your hands and practice physical distancing. SAUSD will implement safety practices to prevent the spread of COVID-19 according to local, state, and national agency guidelines. These safety practices may include:

- Symptom screening
- Increased hand-washing practices
- Attendance exclusion for medical reasons
- Face coverings
- Physical distancing
- Stable groups
- Limited movements about campus
- Limited visitors on campus

Additional mitigation strategies may be implemented based upon guidelines released. SAUSD may modify safety practices as necessary according to updates and modifications to agency guidelines.

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 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.

PHYSICAL EXAMS (EC §49458): Authorizes a physician, surgeon, or physician assistant to perform physical exams required for participation in interscholastic athletic programs.

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.

SCREENING (HEARING) (EC §49452): Every pupil shall be given a screening test for hearing in kindergarten or first grade and in the second, fifth, eighth, and tenth grades. Parents may submit a written statement refusing to consent to their child's participation.

SCREENING (SCOLIOSIS) (EC §49452.5): Every female pupil in grade 7 and every male pupil in grade 8 shall be screened for the condition known as scoliosis (spinal curvature). Parents may submit a written statement refusing to consent to their child's screening. No person performing this screening may make recommendations for treatment to any entity in which that person has a financial interest.

SCREENING (VISION) (EC §49455): Every pupil in Kindergarten or upon first enrolling in a California school will have their vision screened and again in second, fifth, and eighth grades or upon referral by a School Nurse or teacher. Screening may be waived, if parents choose, upon submission of a written statement by a physician, surgeon, physician assistant, or optometrist setting out the results of a determination of the child's vision including visual acuity and color vision.

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 IMMUNIZING AGENTS/ IMMUNIZATION/ VACCINATIONS/ CONTROL OF COMMUNICABLE DISEASES (EC §48980, §49403, §48926, H&SC §120365, §120370): California law requires that pupils be immunized against certain diseases before they can be admitted to school. Under a law known as SB 277, beginning January 1, 2016, exemptions based on personal beliefs, including religious beliefs, will no longer be an option for the vaccines that are currently required for entry into childcare or school in California. Most families will not be affected by the new law because their children have received all required vaccinations. Personal beliefs exemptions on file for a child already attending childcare or school will remain valid until the child reaches the next immunization checkpoint at kindergarten (including transitional kindergarten) or 7th grade. Per SB 276 and SB 714.

As of January 1, 2021, physicians are required to submit their medical exemptions for immunizations electronically directly into the California Immunization Registry (CAIR utilizing a standard form accessed via the CAIR-ME website: <https://cair.cdph.ca.gov/exemptions/home>). The physician or parents may provide a copy of the medical exemption form directly to the school, but the information will also be available in the CAIR registry. Students with current medical exemptions will not need to submit new exemptions until the student reaches a new grade span (Kindergarten or 7th grade).

For more information about immunization laws, please visit www.shotsforschool.org. 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.

ADMINISTRATION OF IMMUNIZING AGENTS (EC §§49403, 48980): The District Governing Board may permit any person licensed as a physician and surgeon, any person licensed as a registered nurse, or other licensed healthcare practitioners acting under the direction of a supervising physician and surgeon, to administer an immunizing agent to a pupil. You have the right to consent in writing to the administration of an immunizing agent to your child.

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.

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 NOT PROVIDED (EC §§49471, 48980): The District Governing Board does not provide or make available medical and hospital services for District pupils who are injured while participating in athletic activities.

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. Please refer to Attachment #6 for Opioid Factsheet.

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 2 DIABETES INFORMATION: Please refer to Attachment #5 for information required to be provided to parents of 7th-grade pupils regarding Type 2 Diabetes.

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.

ORAL HEALTH ASSESSMENT: To make sure your child is ready for school, California law, Education Code Section 49452.8, requires that your child have an oral health assessment (dental check-up) by May 31 in either kindergarten or first grade, whichever is his or her first year in public school. Assessments/ dental check-ups that have happened within the 12 months before your child enters school also meet this requirement. The law specifies that the assessment/ dental check-up must be done by a licensed dentist or other licensed or registered dental health professional.

You can get copies of the necessary form at your child's school or online from the California Department of Education's website at <http://www.cde.ca.gov/ls/he/hn/>. California law requires schools to maintain the privacy of students' health information. Your child's identity will not be associated with any report produced due to this requirement.

The following resources will help you find a dentist and complete this requirement for your child:

1. Medi-Cal/Denti-Cal's toll-free number or website can help you to find a dentist who takes Denti-Cal: 800-322-6384; <http://www.denti-cal.ca.gov>. For help enrolling your child in Medi-Cal/Denti-Cal, contact your school nurse or Santa Ana Unified School District Health Services at (714) 433-3481.
2. For additional resources that may be helpful, contact SmileLineOC at (714) 638-7637 at <http://www.healthysmilesoc.org/>.

Remember, your child is not healthy and ready for school if he or she has poor dental health! Here is important information to help your child stay healthy:

- Take your child to the dentist twice a year.
- Choose healthy foods for the entire family. Fresh foods are usually the healthiest foods.
- Brush teeth at least twice a day with toothpaste that contains fluoride.
- Limit candy and sweet drinks, such as punch or soda. Sweet drinks and candy contain a lot of sugar, which causes cavities and replaces important nutrients in your child's diet. Sweet drinks and candy also contribute to weight problems, leading to other diseases, such as diabetes. The fewer candy and sweet drinks, the better.

Baby teeth are very important. They are not just teeth that will fall out. Children need their teeth to eat properly, talk, smile and feel good about themselves. Children with cavities may have difficulty eating, stop smiling, and have problems paying attention and learning at school. Tooth decay is an infection that does not heal and can be painful if left without treatment. If cavities are not treated, children can become sick enough to require emergency room treatment, and their adult teeth may be permanently damaged.

Many things influence a child's progress and success in school, including health. Children must be healthy to learn, and children with cavities are not healthy. Cavities are preventable, but they affect more children than any other chronic disease. If you have questions about the oral health assessment requirement, please contact the Program Specialist in Health Services at (714) 433- 3481.

MENTAL HEALTH SERVICES (EC §49428, 48980): The Support Services Department offers comprehensive mental health services to SAUSD K-12 students and families. The Mental Health Team is composed of school social workers who provide mental health services at no cost. Mental Health Services may include individual counseling, group counseling, and case management services at K-12 school sites. To access Mental Health Services at each school site, students and/or parents may request services from their School Counselor, Administrator(s), or may contact SAUSD Support Services directly. Services will be provided by Licensed professionals, professionals currently seeking licensure, and/or those enrolled in a graduate program, as well as contracted community partners with similar professional backgrounds. 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>.

The district will provide parents and students notification of available mental health services on campus and in the community. Information on how to initiate access to available mental health services on campus or in the community, or both, is available on the district website under the Support Services webpage.

SUICIDE PREVENTION: The district has a We Care, Get Help Suicide Prevention Campaign that provides education, trainings, and suicide prevention resources to students, families, and staff. We Care Suicide Prevention and Mental Health Resources can be found on the district website under the Support Services Mental Health webpage and at each school site. Student Identification badges will have the National Suicide Prevention Hotline at 1-800-273-TALK (8255). The district provides crisis intervention services and implements crisis intervention procedures to ensure safety and appropriate communications for addressing suicide threats and attempts. **For additional information, contact the Coordinator of Mental Health and Support in the SAUSD Support Services office at (714) 433-3483.**

SUICIDE PREVENTION HOTLINE (EC §§215.5, 48980): The telephone number to reach the National Suicide Prevention Lifeline (1-800-273-8255) is printed on the back of student identification cards.

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

988 SUICIDE AND CRISIS LIFELINE: By calling or texting 988, you'll connect with mental health professionals with the 988 Suicide and Crisis Lifeline.

SAUSD'S RESPONSIBILITY TO REPORT HARM: Santa Ana Unified School District (SAUSD) takes your child's safety very seriously; therefore, when district/school personnel, including our SAUSD school-based mental health providers, are made aware of any safety-related statements and/or behaviors such as harm to self, an indication of suicidal thoughts or plans, harm to others, threats to the welfare and safety of other students and school staff, child abuse, dependent adult/elder abuse, etc., disclosures will be made with the intention to protect the safety of your child, other students, staff, and members of the community. Disclosure of these statements may be made to guardians, school personnel, Child Protective Services, county Crisis Assessment Team (CAT), and/or city/school police department, as mandated by the law and/or school policy.

There may be other times when SAUSD school-based mental health providers will collaborate with other school personnel, including, but not limited to, counselors, administrators, teachers, school psychologists, and nurses, to improve the academic, behavioral, social, and emotional well-being of your child.

SAUSD school-based mental health providers will only disclose in their professional judgment the minimum amount of information necessary for other school personnel to perform their duties and ensure the best interest of your child.

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

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 #4 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 Griset 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 2802 S. Flower St., 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.

SANTA ANA VIRTUAL ACADEMY (SAVA): The Santa Ana Virtual Academy is a virtual option in collaboration with your child's home school. Courses are offered from K - 12. Students can access all courses through asynchronous and synchronous online learning and remain enrolled in the home school. This allows students to participate in activities (sports, clubs, music programs) outside of the school day if they would like to. To enroll, you may contact your child's counselor at their home school. The counselor will complete a "Request for Action" form. Upon acceptance into SAVA, you will receive an email with enrollment information. For more information visit www.sausd.us/virtualearning

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 Board of Education desires to provide a safe school environment that allows all students equal access to and opportunities in the District's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any District school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression or genetic information, or association with a person or group with one or more of these actual or perceived characteristics. For inquiries about District policies and procedures related to student-to-student, student-to-staff, and staff-to-student harassment/discrimination, including how to file a harassment/discrimination complaint, contact:

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.

SEXUAL HARASSMENT POLICY (EC §231.5, 48980; 5 CCR §4917):

The District's written sexual harassment policy, **BP 5145.7**, is set forth below:

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 (2022-23), 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, available online): 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 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. All volunteers must complete the District's volunteer clearance process by completing a Volunteer Clearance Form which will be processed through the Santa Ana Unified School District Police Department.

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/Guardian Engagement (BP 6020, available online): 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.

SAUSD invites you to Visit a Wellness Center

Family EVENTS & WORKSHOPS
Academic support - support learning for families & community

CLASSES

- Physical health
- Mental health
- Child development
- Health & well being
- Academic expectations
- Engagement & personal development

RESOURCES

- Food assistance
- Where to get medical help?
- Academic materials
- Medi-Cal support
- Referrals to community services and agencies

Nurturing healthy and academically successful children

FACE 714-558-5677 www.sausd.us
All schools in SAUSD

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 CONDUCT STANDARDS

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.

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.

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.

DRESS STANDARDS (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.

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.

PROGRESSIVE PUPIL DISCIPLINE GUIDELINES

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.

GROUND 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.

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

[EC§49063, §49069 & §49073, 20 USC§1232(g)&§7908, 5CCR §431(e), 34 CFR §99.7]

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.

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 714- 433-3481.

LOCATION OF LOG/RECORD: The law requires that a log or record be maintained for each pupil's record that lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate interests thereof. For records maintained at your child's school, the log is located in the Principal's office. For records maintained at the District office, the log is located in the Support Services 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 District Board of Education; members of a school attendance review 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); 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 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 Records Department at 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 Board of Education, 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 Board of Education to expel a pupil, the County Board may direct the District Board of Education 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 that 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: You may receive copies of your child's pupil records free of charge the first two times. Copies will cost \$3.00 per set after the first two requests.

COMPLAINTS (20 USC §1232g): 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.

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 Board of Education 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: PTO/PTA, Coordinating Council, School Site Council, and any law enforcement agency to aid in crime investigation. 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. Upon written request of a parent, minutes of a school board meeting shall not include directory or personal information of a pupil or a parent. Directory information does not include

citizenship status, immigration status, place of birth, or any other information indicating national origin (except where the Santa Ana Unified School District receives consent as required under state law). The deadline by which the parent, guardian, or student must notify the school in writing that he or she does not want the information designated as directory information will be no later than September 30 of every school year.

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.

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 pupils' 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.

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 pupil's records. Please refer to Attachment #1 for Model FERPA Notice.

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 the Director of Special Education at the District Office, 1601 E. Chestnut Avenue, Santa Ana, CA 92701, (714) 558-5551.

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 Director of Special Education (the District 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, Director of Special Education 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 the Special Education Department at the District Office (714) 558-5551.

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.

SPECIAL EDUCATION

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.

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.**

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 AT SAUSD FACILITIES

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 #8 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 Building Services at (714) 793-9075.

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.

Model 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 educational 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
- 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 officials 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:

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

Effective: October 8, 2021

Amended by Stats. 2021, Ch. 672, Sec. 1.5. (SB 14) Effective October 8, 2021.
Operative January 1, 2022, pursuant to Sec. 3 of Stats. 2021, Ch. 672.

§ 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 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. 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. "Cultural" means relating to the habits, practices, beliefs, and traditions of a certain group of people.
 2. "Immediate family," as used in this section, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

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.

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.

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: February 2021

PRESCRIPTION OPIOIDS: WHAT YOU NEED TO KNOW

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

As many as
1 in 4
PEOPLE*



receiving prescription opioids long term in a primary care setting struggles with addiction.

* Findings from one study

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.



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.



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.

LEARN MORE | www.cdc.gov/drugoverdose/prescribing/guideline.html

Know Your Educational Rights

Your Child has the Right to a Free Public Education

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

In California:

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

Information Required for School Enrollment

- When enrolling a child, schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of the 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.



Santa Ana Unified School District

Building Services
Gabriel Camberos: Director of Building Services

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 Building Services 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 Building Services 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 Building Services Department if further information is required.

Building Services Department
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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**Chemical Pest Management Practices
2022-2023**

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
Master line	Univar	Insecticide	73748-7-AA	Bifenthrin
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

HOUSING QUESTIONNAIRE/ CUESTIONARIO SOBRE VIVIENDA:

Where is your child/family presently living?

Please check appropriate box (Federally mandated by ESEA)

¿Dónde vive actualmente el/la niño/a/la familia?

Favor de marcar la casilla correspondiente (Requerido por ESEA)

- In a single family residence that is permanent (house, apartment, condo, mobile home **without** sharing with other relatives, friends or strangers)
*En una casa unifamiliar permanente (casa, departamento, condominio, casa móvil, **sin** compartir con otros familiares, amistades o extraños)*

- If so, is your name on the Rental Agreement? Yes No
Si es así, ¿Está su nombre en el Contrato de Alquiler? Si No

- Lacks a fixed, regular or adequate nighttime residence and is: Doubled-up sharing housing with other families/individuals due to economic hardship, loss, or other reasons.
Carece de una residencia nocturna fija, regular o adecuada, y: Comparte la vivienda con otras familias/individuos debido a dificultades económicas, pérdida u otras razones.

- Unsheltered (car/campsite/abandoned building) or other inadequate accommodations (i.e. lack of water, electricity, or heat)
A la intemperie (automóvil/campamento/edificio abandonado) o en otro alojamiento no adecuado (ejemplo: sin agua, electricidad o calefacción)

- In a shelter or transitional housing program (family shelter, domestic violence shelter, youth shelter)
En un programa de albergue o de vivienda de transición (albergue familiar, albergue de víctimas de violencia doméstica, albergue de adolescentes)

- In a motel/hotel due to loss of housing, economic hardship, natural disaster, or similar reason
En un motel/hotel debido a dificultades económicas, pérdida u otras razones.

- I am a student under the age of 18 and living apart from parent(s) or guardian
Soy un estudiante menor de 18 años viviendo separado de mis padres o tutores

- Other/otro: _____



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.

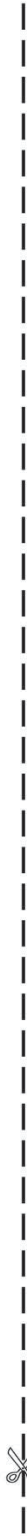


PARENTS: Please complete the information below with your child so that you can easily contact your child's school, teacher, principal, etc. The office staff at your child's school would be pleased to help you with this information.

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: _____

Name of Student (please print): _____

School: _____ Grade: _____