

ACCESS

*Alternative, Community and
Correctional Education Schools
and Services*

PARENT-PUPIL RIGHTS AND RESPONSIBILITIES

2016-2017



ANNUAL NOTICE TO PARENT-PUPIL RIGHTS AND RESPONSIBILITIES

2016-2017

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 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 this notice be signed by the parent/guardian- pupil 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 at the end of this notice.

California and United States law requires 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, ACCESS will provide notice as required by law.

KEY TO LEGAL REFERENCES

<i>Abbreviation</i>	<i>Complete Title</i>
BP	Board Policy - OCDE
B&PC	Business and Professions Code
CCR	California Code of Regulations
CFR	Code of Federal Regulations
EC	Education Code
H&SC	Health & Safety Code
IDEA	Individuals with Disabilities Education Act
LC	Labor Code
LCAP	Local Control Accountability Plan
LEA	Local Education Agency
LEP	Limited English Proficiency
NCLB	No Child Left Behind Act
USC	United States Code
W&IC	Welfare & Institutions Code

PUPIL DISCIPLINE

RULES PERTAINING TO PUPIL DISCIPLINE (EC §§35291, 48980): ACCESS school rules, regulations, practices, and procedures pertaining to pupil discipline are available at each individual school site.

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

DUTIES OF PUPILS (EC §48908, 5 CCR §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 CODE/GANG APPAREAL (EC §§35183, 35183.5, 51101): ACCESS has approved a dress code policy adopted by your child's school. A copy of the dress code is available at the Principal's office.

ATTENDANCE OF SUSPENDED CHILD'S PARENT/GUARDIAN (EC §48900.1, LC §230.7): ACCESS 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.

PUPIL RECORDS

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

- Types of Pupil Records: A pupil record is any item of information directly related to an identifiable pupil, other than directory information, which is maintained by ACCESS or required to be maintained by an ACCESS 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.
- Location of Log/Record: The law requires that a log or record be maintained for each pupil's record which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate interests therefor. For records maintained at your child's school, the log is located in the Principal's 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 ACCESS as an administrator, supervisor, certificated employee, or support staff member (including, but not limited to, paraeducator, health or medical staff and school law enforcement personnel); a person serving on the school board; a person or company with whom ACCESS has contracted to perform a special task (such as an attorney, auditor, medical consultant, educational consultant or therapist); a pupil's school district of residence, 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 ACCESS 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, ACCESS 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.

- 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 ACCESS. 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. The Principal or ACCESS 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, ACCESS may order the expungement of any or all records of the expulsion proceedings. When you submit a written revocation of consent after the initial provision of special education and related services for your child, ACCESS 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 ACCESS School Principal to correct or remove any information recorded in the written records concerning your child which you allege to be any of the following: (1) inaccurate, (2) an unsubstantiated personal conclusion or inference, (3) a conclusion or inference outside the observer's area of competence, (4) not based on the personal observation of a named person with the time and place of the observation noted, (5) misleading, or (6) in violation of the privacy or other rights of the pupil.
- Copying Costs:* You may receive copies of your child's pupil records, at a cost of \$0.10 per page for records of a size 8 1/2x14 or less; \$0.20 per page for copying of documents from microfilm, and the actual cost for reproducing copies or oversize documents or the reproduction of documents requiring special processing.
- Transfer of Records:* ACCESS is required to transfer a copy of your child's permanent pupil records within 10 school days to the school your child intends to enroll.
- Complaints:* You have the right to file a complaint with the United States Department of Education, concerning an alleged failure by ACCESS to comply with the provisions of the United States Family Educational Rights and Privacy Act (20 USC §1232g).
- Prospectus of School Curriculum:* The curriculum for your child's school is compiled at least once annually in a prospectus which is available at the Principal's office.
- Statement or Response to Disciplinary Actions:* Whenever information is included in a pupil record concerning any disciplinary action taken in connection with your child, you have the right to include a written statement or response concerning the disciplinary action in your child's pupil record.
- Destruction of Pupil Records:* ACCESS 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 ACCESS 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 ACCESS determines that the information could be needed to provide educational services in the future or is needed for auditing purposes (34 CFR 300.624, 5CCR 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): “Directory Information” means one or more of the following items: 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. ACCESS has determined that the following individuals, officials, or organizations may receive directory information: federal, state and local law enforcement, probation officers, public defender representing a student, district attorney, social services, and child support agency. 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 ACCESS that the information shall not be released. Please submit a written notice to the Principal of your child’s school if you wish to deny access to directory information concerning your child. Release of directory information of a homeless child or youth is prohibited unless a parent or eligible pupil has given written consent that such information may be released.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (“FERPA” 20 USC §1232g): United States law set forth in FERPA grants parents certain rights with respect to their pupil’s records. Refer to Attachment 1 for Model FERPA Notice.

RELEASE OF INFORMATION TO MILITARY RECRUITERS (20 USC §7908): United States law requires school districts to provide, on a request made by military recruiters or an institution of higher education, access to secondary school 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.

HEALTH AND SAFETY

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.

CONTINUED MEDICATION REGIMEN FOR NONEPISODIC CONDITION (EC §49480): If your child is on a continuing medication regimen for a nonepisodic 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 complete the form at the end of this notice.

ADMINISTRATION OF IMMUNIZING AGENTS (EC §§49403, 48980): ACCESS 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.

ADMINISTRATION OF PRESCRIBED MEDICATION (EC §§49423, 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 ACCESS 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 if ACCESS receives written statements from you and the child's physician, in the form required by law. ACCESS school nurses can provide the appropriate form for this purpose.

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

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

INSTRUCTION FOR PUPILS WITH TEMPORARY DISABILITIES (EC §§48206.3, 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.

PUPILS WITH TEMPORARY DISABILITIES (EC §§48207, 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 in which you are deemed to reside of your child's presence in a qualifying hospital.

TYPE 2 DIABETES (EC §49452.7) 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 check-up) 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. Ask your dentist to fill out the Oral Health Assessment Form provided by the school. You may be excused from complying with the dental-checkup requirement by marking the box next to the appropriate reason on Section 3 of the Oral Health Assessment Form.

FREE AND REDUCED PRICE MEALS (EC §§49510, et seq., 48980): Depending on annual household income, your child may be eligible for free or reduced price meals. Information concerning this program is available from the ACCESS Operations Manager at 714-547-1463.

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. Refer to Attachment 15 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): ACCESS updated asbestos management plan for each school is available for review at the office of Benefits and Emergency Planning, 200 Kalmus Drive, Costa Mesa, CA 92628.

ATTENDANCE

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. 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. 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.

SCHEDULE OF MINIMUM DAYS AND PUPIL-FREE STAFF DEVELOPMENT DAYS (EC § 48980): ACCESS is required to advise all parents/guardians of the schedule of minimum days and pupil-free staff development days no later than one month before the scheduled minimum or pupil-free day.

NOTICE TO PARENT OR GUARDIAN (EC §§48260, 48260.5): Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the

school day on each of more than three days in one school year or a combination thereof, is a truant and shall be reported. Upon initial classification as a truant, the school district must notify the pupil's parent/guardian by mail or other reasonable means that the pupil is truant. Refer to Attachment 2 for more information.

NON-DISCRIMINATION

STATEMENT OF NON-DISCRIMINATION (Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, § 504 of the Rehabilitation Act of 1973): ACCESS does not discriminate on the basis of race, color, national origin, sex or disability. ACCESS will take steps to assure that the lack of English will not be a barrier to admission and participation in ACCESS programs. Complaints alleging noncompliance with the ACCESS policy of nondiscrimination should be directed to Laura Strachan, Assistant Superintendent, Division of Alternative Education, at 714-245-6403.

SEXUAL HARASSMENT POLICY (EC §§231.5, 48980; 5 CCR §4917): ACCESS's written sexual harassment policy is Attachment 6 to this notice.

PUPILS WITH DISABILITIES

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 school Principal.

CHILD FIND (EC §§56300, 56301): ACCESS has a duty to identify, locate and assess children with disabilities who are in need of special education and related services. If you believe that your child is in need of special education and related services, you may initiate a referral for assessment by contacting the school Principal.

MISCELLANEOUS

COMPREHENSIVE SEXUAL HEALTH AND/HIV/AIDS PREVENTION EDUCATION (EC §§51938, 48980): ACCESS will provide instruction in comprehensive sexual health 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 at the Principal's office. The education will be taught by ACCESS personnel/outside consultants. You have the right to request in writing that your child shall not receive comprehensive sexual health education or HIV/AIDS prevention education. ACCESS 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 given the opportunity to review the test, questionnaire or survey and request in writing that your child not participate.

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.

HIGH SCHOOL EXIT EXAMINATION (EC §§60850, 48980): Each pupil completing 12th grade is required to successfully pass the high school exit examination administered pursuant to Chapter 9 (commencing with Section 60850) of Part 33 of the Education Code. CAHSEE is suspended for the 2015-16, 2016-17, and 2017-18 school years. Formally the requirement was that each pupil completing 12th grade successfully pass the CAHSEE as a condition of receiving a graduation diploma or to be required a condition of graduation from high school.

CAASPP STATE EXAMS (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. Refer to Attachment 7

COLLEGE ADMISSION REQUIREMENTS; CAREER TECHNICAL EDUCATION (EC §§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 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.

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

UC: <http://admission.universityofcalifornia.edu/freshman/requirements/index.html>

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

- 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.

- Website for Career Technical Education: Pupils can learn more about career technical education at the following California Department of Education website: www.cde.ca.gov/ci/ct/

- Counseling: Your child has the right to meet with a school counselor for help in choosing courses that will meet college admission requirements, or enrolling in career technical education courses, or both. If you wish to schedule a meeting with a school counselor, please contact your school teacher.

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

WAIVER OF ENGLISH LANGUAGE INSTRUCTION (EC §310, 5 CCR §11309): California law generally requires that all public school children shall be taught English by being taught in English. However, this English language requirement may be waived with the prior written informed consent, to be provided annually, of the child's parent/guardian. Such informed consent requires that the parent/guardian personally visit the school to apply for the waiver. Under such parental waiver conditions, children may be transferred to classes where they are taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. Please see the school principal for additional information.

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 be excused from the part of the instruction that conflicts with your religious training and beliefs.

NOTICE OF ALTERNATIVE SCHOOLS (EC §58501): The law requires the District to provide parent/guardians with a notice of alternative schools. Please refer to Attachment 4 for a copy of the notice specified in Education Code section 58501.

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

UNIFORM COMPLAINT PROCEDURES (5 CCR §4622): ACCESS 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. Refer to Attachment 8, which is ACCESS'S Notice of Uniform Complaint Procedures.

EVERY STUDENT SUCCEEDS ACT (ESSA)

On December 10, 2015, President Barack Obama signed the Every Student Succeeds Act (ESSA), which reauthorized and updated the Elementary and Secondary Education Act (ESEA). Overall, the new law provides states more authority on standards, assessments, accountability, supports, and interventions while preserving the general structure of the ESEA funding formulas. Most of the new provisions do not take effect until the 2017-18 school year, making the 2016-17 school year a transition year for local educational agencies (LEAs).

California has just started the process of engaging our education community and stakeholders in the development of the ESSA State Plan, which becomes operational in the 2017-18 school year. It is

anticipated that the ESSA State Plan will be presented to the California State Board of Education (SBE) by January 2017. This Transition Plan outlines how California will facilitate an orderly transition during the 2016-17 school year to fully implement ESSA in the 2017-18 school year, when the ESSA State Plan becomes operational.

On July 1, 2013, Governor Jerry Brown signed Assembly Bill (AB) 97 (Chapter 47, Statutes of 2013) to establish the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP). The law also requires the SBE to approve LCFF evaluation rubrics to assist LEAs to identify strengths and weaknesses of their LCFF implementation through the analysis of multiple measures. This analysis results in locally established goals, consistent with state performance standards, and the evaluation of those goals for the purpose of continuous improvement. The LCFF evaluation rubrics are an integral part of California's emerging accountability system. California has a unique opportunity, using the LCFF state priorities and three distinct parts of the LCFF-the LCAP and Annual Update, the LCFF evaluation rubrics, and the assistance and support system-to establish a single, integrated state and federal accountability system. California's new accountability system will build on the foundations of the LCFF, consisting of the LCAP, along with the Annual Update, the evaluation rubrics, and the California Collaborative for Educational Excellence (CCEE) support structure to meet both state law and the federal accountability requirements established in ESSA.

With the enactment of the ESSA, California has the opportunity to streamline local, state, and federal requirements into a single, coherent system for planning, accountability, and continuous improvement and support. Each part of the emerging system will align with the LCFF to support continuous learning and improvement, equity, and transparency. This Transition Plan describes how California will use the 2016-17 school year to transition from our current separate state and federal processes for planning, accountability, and support systems into a single, coherent system starting in the 2017-18 school year.

Assessments

English Language Arts/Literacy and Mathematics Summative Assessments

In 2016-17, California will continue to administer the Smarter Balanced Summative Assessments in English language arts/literacy (ELA) and mathematics in grades three through eight and eleven. Also, California is administering the California Alternate Assessments in ELA and mathematics to students with significant cognitive disabilities in grades three through eight and eleven (students whose Individualized Education Program [IEP] designates the use of an alternate assessment).

California English Language Development Test

In 2016-17, the California English Language Development Test (CELDT) will continue to be administered. In spring 2017, a sample of school districts will participate in the English Language Proficiency Assessments for California (ELPAC) Summative Assessment field test. The operational ELPAC will replace the CELDT in 2018-19.

Transition to the California Next Generation Science Standards Summative Assessments

Development of the California Next Generation Science Standards (CA NGSS) Summative Assessments is currently in progress, which will replace the California Standards Test, California Modified Assessment, and the California Alternate Performance Assessment in science. In 2016-17, all students in grades five and eight will participate in a full census pilot test. Because of the flexibility in grade administrations in high school, a sample of students in grades ten, eleven, and twelve will participate in the pilot test (sample size will approximate the grade twelve enrollment). The CA NGSS Alternate Summative Assessments are also currently being developed. Eligible students in grades five and eight, and a sample of students in grades ten, eleven, and twelve will participate in the pilot test in 2016-17 (sample size will approximate the grade twelve enrollment).

The 2016-17 student score reports for science will include assessment information for students, parents/guardians, and teachers but not produce individual scores for students. A participation rate will be calculated to include students tested in grades five and eight and a proxy calculation for high school participation will capture a snapshot of grade twelve enrollment for the denominator while including students tested (grades ten, eleven, and twelve) in the numerator. This approach provides universal exposure to innovative item types and provides students, parents/guardians, and teacher's assessment information.

Teacher and Paraprofessional Qualifications

Per section III(h)(6)(A) of the Elementary and Secondary Education Act, as amended by No Child Left Behind (NCLB), parents may request that the LEA provide them with information regarding the professional qualifications of the student's teachers and paraprofessionals, as appropriate. To obtain this information, please contact your child's school administrator.

For additional information regarding the 2016-17 School Year ESSA Transition Plan please visit the California Department of Education's website at <http://www.cde.ca.gov/re/es/essa1617transplan.asp>

- Information on Child's Level of Achievement: ACCESS 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 ACCESS liaison for homeless children and youths, Wendy Rogan who may be contacted at [714-836-1563](tel:714-836-1563).
- Release of Pupil Information to Military Recruiters: Please see entry under Pupil Records.

FEDERAL DEFINITION OF HOMELESSNESS - The federal government's legal definition of homelessness is based on the McKinney-Vento Homeless Education Assistance Act, 42 U.S.C. 11431 Refer to Attachment 9 for more information.

ACCESS COMMUNITY SCHOOLS FAMILY ENGAGEMENT POLICY School-level policy – Community Schools. Refer to Attachment 10 for more information.

ACCESS FAMILY ENGAGEMENT POLICY – LEA LEVEL POLICY Developed with input from parents/guardians of pupils attending ACCESS Community Schools. Refer to Attachment 11 for more information.

ACCESS SCHOOL/FAMILY COMPACT - Outlines the shared responsibility of ACCESS schools and families to work together to assure that pupils achieve academic success and become productive members of society. Refer to Attachment 12 for more information.

ACCESS YOUTH CORRECTIONAL EDUCATION PROGRAM SCHOOLS FAMILY ENGAGEMENT POLICY – School-level policy (YCEP) Refer to Attachment 13 for more information.

CHILD ABUSE PREVENTION TRAINING PROGRAM (W.I.C. 18976.5): When primary prevention services are provided by the Office of Child Abuse Prevention in the State Department of Social Services in preschool or K-12 classes, parents or legal guardians do have the right to refuse participation by their child in such state sponsored child abuse primary prevention programs.

INTERNET ACCESS – ACCESS has adopted a policy regarding access by pupils to the Internet and on-line services. Refer to Attachment 14 for more information.

INVASION OF PRIVACY (PC 647): 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 area where the individual has a reasonable expectation of privacy.

RIGHTS OF PARENTS TO INFORMATION (EC §51101): Rights of parents and guardians to information; mutually supportive partnership between parents and educators; policy development. You may request a copy of Education Code section from the school principal.

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

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

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

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

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

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

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

NOTICE TO PARENT OR GUARDIAN ALTERNATIVE EDUCATIONAL PROGRAMS; SOLUTIONS

California Education Code Section 48260.5

Upon a pupil's initial classification as a truant, the school district shall notify the pupil's parent or guardian using the most cost-effective methods possible, which may include electronic mail or a telephone call, of the following:

- (a) That the pupil is truant.
- (b) That the parent or guardian is obligated to compel the attendance of the pupil at school.
- (c) That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 of Part 27.
- (d) That alternative educational programs are available in the district.
- (e) That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- (f) That the pupil may be subject to prosecution under Section 48264.
- (g) That the pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege pursuant to Section 13202.7 of the Vehicle Code.
- (h) That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

E.C. § 48260 – Definition of a Truant: 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 any 30-minute period during the school day on each of more than three days in one school year or a combination thereof, is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district.

E.C. § 48261 – Subsequent Report of Truancy: Any pupil who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be reported as a truant to the attendance supervisor or superintendent of the district.

E. C. § 48262 – Habitual truant: Any pupil is deemed an habitual truant who has been reported as a truant three or more times per school year, provided that no pupil shall be deemed an habitual truant unless an appropriate district officer or employee has made a conscientious effort to hold at least one conference with a parent or guardian of the pupil and the pupil himself, after the filing of either of the reports required by Section 48260 or Section 48261. For purposes of this section, a conscientious effort means attempting to communicate with the parents of the pupil at least once using the most cost-effective method possible, which may include electronic mail or a telephone call.

§ 48263.6 – Chronic truant: Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse for 10 percent or more of the schooldays in one school year, from the date of enrollment to the current date, is deemed a chronic truant, provided that the appropriate school district officer or employee has complied with Sections 48260, 48260.5, 48261, 48262, 48263, and 48291.

IMPORTANT INFORMATION ABOUT SCHOOL FUNDING

LETTER TO PARENTS AND GUARDIANS

School districts no longer receive funding from the State of California for pupils who are absent from school. This includes all absences, even those related to illness, medical or doctor appointments, or for the purpose of attending funeral services of a member of the immediate family. In other words, schools will receive state funding only for pupils who actually attend school.

If you find it necessary to keep your child out of school for reasons other than an illness, we encourage you to send

your child to school for at least a part of the day so that your child will not be counted absent and also will not miss out on important school assignments. It is crucial that local schools continue to receive the financial resources necessary to provide your child with a quality education, and avert or minimize program cuts. We want to avoid the unnecessary absences that reduce district resources and limit your child's opportunity to obtain good grades.

Studies show that there is a direct correlation between good school attendance and pupil achievement; therefore, we encourage you as parents to reinforce the importance of good school attendance and to make every effort to send your child to school on a regular basis.

Again, we encourage your continued support to promote good school attendance and pupil achievement.

Effective: January 1, 2012

West's Annotated California Codes Currentness

Education Code (Refs & Annos)

Title 2. Elementary and Secondary Education (Refs & Annos)

Division 4. Instruction and Services (Refs & Annos)

Part 27. Pupils (Refs & Annos)

☞ Chapter 2. Compulsory Education Law (Refs & Annos)

☞ Article 1. Persons Included (Refs & Annos)

→ → § 48205. Excused absences; average daily attendance computation

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

(1) Due to his or her illness.

(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 his or her 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.

(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 his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

(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.

(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) "Immediate family," as used in this section, has the same meaning as set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

(Added by Stats.1979, c. 236, p. 491, § 2. Amended by Stats.1986, c. 112, § 1; Stats.1987, c. 1452, § 412; Stats.1990, c. 315 (S.B.2706), § 1; Stats.1994, c. 134 (A.B.2466), § 1; Stats.1998, c. 846 (S.B.1468), § 17, eff. Sept. 25, 1998; Stats.1999, c. 312 (S.B.1208), § 1; Stats.2007, c. 204 (S.B.278), § 1; Stats.2011, c. 610 (A.B.387), § 1.)

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.

Risk Factors

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

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

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

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

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

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

Warning Signs and Symptoms Associated with Type 2 Diabetes

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

Increased hunger, even after eating

Unexplained weight loss

Increased thirst, dry mouth, and frequent urination

Feeling very tired

Blurred vision

Slow healing of sores or cuts

Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms

Irregular periods, no periods, and/or excess facial and body hair growth in girls

High blood pressure or abnormal blood fats levels

Type 2 Diabetes Prevention Methods and Treatments

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

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

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

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

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

Types of Diabetes Screening Tests That Are Available

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

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

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

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

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

[Last Reviewed: Thursday, August 28, 2014](#)

III. SEXUAL HARASSMENT: STUDENTS*(Revised August 2016)***A. Background**

The Orange County Department of Education is committed to maintaining an educational environment that is free from harassment and discrimination. The Department prohibits sexual harassment of students by other students, employees, or other persons, at school or at school-sponsored or school-related activities. The Department also prohibits retaliatory behavior or action against persons who complain, testify, assist, or otherwise participate in the Department's complaint processes.

B. Definitions

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, when made on the basis of sex and under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment. This condition exists only when the Department reasonably believes the conduct or speech will cause actual, material disruption; the conduct or speech must be severe or pervasive judged from both a subjective and objective perspective.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Examples of the types of conduct that may constitute sexual harassment – if they meet the above definition – include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation

4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects

C. Complaint and Resolution Process

1. The Associate Superintendent, Administrative Services, is the Department's Title IX and Sexual Harassment Officer, and Uniform Complaint Officer. The Associate Superintendent, Administrative Services can be reached at (714) 966-4061, 200 Kalmus Drive, P.O. Box 9050, Costa Mesa, CA 92628-2050.
2. Any student (or parent on behalf of the student) who feels he/she is being or has been sexually harassed by a school employee, another student, or a non-employee on school grounds or at a school-related activity is strongly encouraged to immediately contact his/her teacher, principal, or other Department employee. In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to the Superintendent or designee. A Department employee who receives such a complaint shall report it immediately to the Associate Superintendent, Administrative Services, who shall log the complaint. The Associate Superintendent, Administrative Services, or designee, will contact the complainant and investigate and resolve the complaint in accordance with law and Department procedures. In addition, any Department employee who observes any incident of sexual harassment involving a student shall, within one school day, report this observation to the Associate Superintendent, Administrative Services, whether or not the alleged victim files a complaint.

When a report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to

file a formal written complaint in accordance with the district's uniform complaint procedures.

3. **Initial Interview with Student:** When a student or parent/guardian has complained or provided information about sexual harassment, the Principal or designee shall describe the Department's resolution process and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/her complaint in writing.
4. **Investigation process:** The investigation shall be conducted in accordance with the Department's Uniform Complaint Procedure (UCP); however, a reasonable effort will be made to complete the investigation within 30 days from the date the complaint was made. The UCP coordinator or designee shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a written complaint has been filed. If a more extensive investigation is necessary, the Department may utilize an outside investigator who shall serve as a fact finder. The Department shall be considered to have "notice" of the need for an investigation upon receipt of information by a Department employee from a student who believes he/she has been subjected to harassment, the student's parent/guardian, an employee who received a complaint from a student, or a report from any employee or student who witnessed the behavior.

If the Department receives an anonymous complaint or media report about alleged sexual harassment, it shall consider the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to or may have witnessed the alleged harassment in determining the scope of its investigation.

5. **Interim Measures:** The Principal, in consultation with the Associate Superintendent, Administrative Services, or designee, shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.
6. **Optional Mediation:** In cases of student-to-student harassment, when the student who complained and the alleged harasser so agree, the Principal, in consultation with the Associate Superintendent, Administrative Services, or designee, may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/she shall be advised of the right to end the informal process at any time.

7. Follow-Up. The results of the investigation shall be presented to the student who complained, the person accused, and the parents/guardians of the involved students, as applicable. In addition, the Principal shall ensure that the targeted student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The Principal shall also make follow-up inquiries and monitor to see if there have been any new incidents or retaliation and shall keep a record of this information.

Instruction/Information

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. Information about the Department's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
6. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable

D. Enforcement of Department Policy

Upon verifying that sexual harassment occurred, the Department shall ensure that appropriate action is promptly taken to end the harassment, address its effects on the person subjected to the harassment, and prevent any further instances of harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
 2. Providing training to students, staff, and parents/guardians about how to recognize harassment and how to respond
 3. Disseminating and/or summarizing the Department's policy regarding sexual harassment
 4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/guardians and the community
-
5. Taking appropriate disciplinary action. Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation

of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account. In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

6. Institute a behavior contract, safety plan, or other interventions to prevent any future instances of harassment.
7. Monitor the effectiveness of any actions put into place and modifying, as needed, these actions to ensure harassment is stopped and/or prevented.

E. Notifications

A copy of the Department's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code [48980](#); 5 CCR [4917](#))
2. Be displayed in a prominent location in the main administrative building or other area where notices of Department rules, regulations, procedures, and standards of conduct are posted (Education Code [231.5](#))
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code [231.5](#))
4. Appear in any Department publication that sets forth the Department's comprehensive rules, regulations, procedures, and standards of conduct (Education Code [231.5](#))
5. Be included in any relevant student handbooks
6. Be provided to employees and employee organizations

F. Confidentiality and Record-Keeping

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR [4964](#))

When a complainant or victim of sexual harassment notifies the Department of the harassment but requests confidentiality, the compliance officer shall inform him/her that the request may limit the Department's ability to investigate the harassment or take other necessary action. When considering a request for confidentiality, the Department will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request. When a complainant or victim of sexual harassment notifies the Department of the harassment but requests that the Department not pursue an investigation, the Department will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

The Associate Superintendent, Administrative Services, shall maintain a record of all reported cases of sexual harassment to enable the Department to monitor, address, and prevent repetitive harassing behavior.

CAASPP

California Assessment of Student Performance and Progress

CAASPP is the assessment given in the spring of each year by the State of California to test students as follows:

- Grades 3 to 8 and 11: Computer-based **English** language arts (ELA)
- Grades 3 to 8 and 11: Computer-based **Mathematics** (Math)
- Grades 5, 8 and 10: Paper/Pencil **Science** California State Standards

Scores for ELA and Math range from 2,000 to 3,000 points in 1 of 4 levels: Standard not met; Standard nearly met; Standard met; Standard exceeded.

The report highlights students' results in ELA and Math as follows:

- ELA includes information for reading, writing, listening and research
- Math includes information on problem solving, using concepts and procedures, and in communicating mathematical reasoning
- These key areas for ELA and Math will be reported in 1 of 3 indicators: Below standard; At or near standard and Above standard.

CAASPP results for Computerized ELA and Math and Science CSTs:

CAASPP Score Reports are one source of information about the academic progress of your student. Classroom assignments, report cards and other assessments should be reviewed for your child's complete academic progress.

Grade 11 student reports will include Early Assessment Progress Status (EAP) indicating the level of readiness to take college courses in English and Math.

See below for videos on test results or for the CA Dept. of Education CAASPP page

- Video (English): Understanding Your Child's Score Report (3:38)
<https://youtu.be/EOi4qI0Crnk>
- Video (Spanish): Entendiendo el Reporte de Calificaciones Individual de CAASPP del Estudiante (4:34)
<https://youtu.be/6ZPqZeHXs6k>
- California Department of Education CAASPP page at <http://www.cde.ca.gov/ta/tg/ca/>

CAASPP STATE EXAMS (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.

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT)

Federal law (Title III of the Elementary and Secondary Education Act [ESEA]) and state law (*Education Code [EC]* sections 313 and 60810 through 60812) require a statewide English language proficiency test that local educational agencies (LEAs) must administer to students in kindergarten through grade twelve whose primary language is not English and to students previously identified as English learners (ELs) who have not been reclassified as fluent English proficient (RFEP). *California Code of Regulations*, Title 5, Section 10510, defines the test as the California English Language Development Test (CELDT).

The CELDT was developed to:

Identify students with limited English proficiency.

Determine the level of English language proficiency of those students.

Assess the progress of limited English-proficient students in acquiring the skills of listening, speaking, reading, and writing in English.

Student Participation

LEAs are required to administer the CELDT to all students whose home language is not English within 30 calendar days after they enroll for the first time in a California public school. LEAs also are required to administer the CELDT annually to identified ELs until they are designated RFEP during the annual assessment window from July 1 through October 31. Additionally, Section 3302 of Title III of the ESEA (*20 United States Code* Section 7012) indicates that LEAs that receive Title III funds shall, not later than 30 days after the beginning of the school year or within two weeks of the child being enrolled in a language instruction program after the beginning of the school year, inform parents or guardians of the reasons for the identification of their child as an EL and that the child is in need of placement in a language instruction program.

Content and Format

The CELDT assesses the four domains of listening, speaking, reading, and writing in English and is aligned to the English-language development (ELD) standards adopted by the State Board of Education (SBE). In California, *EC* Section 60810 has been amended to authorize early literacy assessment of ELs in kindergarten and grade one (K-1) commencing with the 2009–10 school year. The early literacy assessment must be administered for three years or until July 1, 2012. A report on the results of the administration of the early literacy assessment and the administrative process is due to the Legislature no later than January 1, 2013. The early literacy assessment was designed to be age and developmentally appropriate, and to the greatest extent possible, to minimize the testing burden on these young students.

Reporting and Using Results

In 2010, the SBE adopted performance level cut scores for the K–1 reading and writing assessments, modified the English proficient level for K–1 students given the inclusion of reading and writing scale scores, and allowed for differential weights in the calculation of the Overall performance level for K–1 students (45 percent each for listening and speaking, and 5 percent each for reading and writing).

The CELDT results are reported by the following performance levels: beginning, early intermediate, intermediate, early advanced, and advanced. The CELDT results show the overall English performance level attained by students as well as performance in each domain by level. Individual student reports and student data files are sent to the school district. Districts must inform parents of test results within 30 calendar days of receiving student results from the testing contractor, or, as indicated in the Student Participation section above, within two weeks of the child being enrolled in a language instruction program after the beginning of the school year.

For more information regarding the CELDT, contact the CELDT Office by phone at 916-319-0784 or by e-mail at celdt@cde.ca.gov. Information is also available on the [CDE CELDT Web site](http://www.cde.ca.gov/ta/tg/el/resources.asp).

<http://www.cde.ca.gov/ta/tg/el/resources.asp>



MEMORANDUM

DATE: July 2016

TO: All Parents, Guardians, Students and Employees

FROM: Renee Hendrick
Associate Superintendent, Administrative Services

SUBJECT: Annual Notice – Uniform Complaint Procedures

The Orange County Department of Education (OCDE) is primarily responsible for compliance with federal and state laws and regulations related to complaint procedures. The OCDE will investigate complaints alleging failure to comply with applicable state and federal laws and regulations and/or alleging discrimination, harassment, intimidation or bullying (including student lactation accommodations, and Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) resources), or failure to comply with legal requirements regarding the LCAP, unauthorized student fees, foster or homeless student rights as specified, courses without educational content in grades 9-12, and physical education instructional minutes, and will seek to resolve those complaints in accordance with the procedures set out in sections 4600-4687 of Title 5, California Code of Regulations and in accordance with the policies and procedures of the OCDE. Unlawful discrimination complaints may be based on actual or perceived gender, gender identity, gender expression, sex, sexual orientation, ethnic group identification, race, ancestry, nationality, national origin, religion, color, mental or physical disability, marital or parental status, genetic information, age, any other characteristic that is contained in the definition of hate crimes in Penal Code section 422.55, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance.

Complaints should be filed with the Associate Superintendent, Administrative Services, who is designated as the Uniform Complaint Officer. The Uniform Complaint Procedure (programs, discrimination, non-compliance with LCAP requirements, foster or homeless student rights as specified, courses without educational content in grades 9-12, and physical education instructional minutes), the Unauthorized Student Fee Complaint Procedure, and the Williams Complaint Procedure (textbooks and instructional materials, teacher vacancy or misassignment, facilities, and high school exit examination) are described in the attached pages. Guidelines for filing a complaint are included in Orange County Superintendent's Policy 500-5. Copies of the guidelines and the OCDE complaint procedures are available free of charge in the office of the Uniform Complaint Officer. Spanish translations of the guidelines and procedures are available upon request.

Attachments



ANNUAL NOTICE – GENERAL COMPLAINT PROCEDURE

Grounds for Filing Complaint

- Pursuant to Title 5 California Code of Regulations (CCR) section 4620 and applicable statutes, the following procedures apply to complaints related to:
 - o Adult Education
 - o After School Education and Safety
 - o Agricultural Vocational Education
 - o American Indian Education Centers and Early Childhood Education Program Assessments
 - o Career Technical Education
 - o Child Care and Development (including State Preschool)
 - o Child Nutrition
 - o Discrimination, harassment, intimidation, bullying, student lactation accommodations, and Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) resources
 - o Foster and Homeless Students
 - o Local Control Funding Formula (LCFF) and Local Control and Accountability Plans (LCAP)
 - o No Child Left Behind Act (2001) programs (Titles I-VII), including improving academic achievement, compensatory education, English learner programs, and migrant education (to be replaced by the Every Student Succeeds Act [ESSA] beginning in 2016-17)
 - o Physical Education: Instructional Minutes
 - o Pupil Instruction: Course Periods Without Educational Content or Previously Completed Courses
 - o Regional Occupational Centers and Programs
 - o Special Education
 - o Tobacco-Use Prevention Education
 - o Unlawful Pupil Fees
- Discrimination, harassment, intimidation, and/or bullying complaints may be based on actual or perceived gender, gender identity, gender expression, sex, sexual orientation, ethnic group identification, race, ancestry, nationality, national origin, religion, color, mental or physical disability, marital or parental status, genetic information, age, any other characteristic that is contained in the definition of hate crimes in Penal Code section 422.55, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance.

Complaints regarding unauthorized student fees or LCAP requirements may be filed anonymously. If the complainant is not satisfied with the decision of the OCDE, the individual may appeal the decision to the State Superintendent of Public Instruction. The State Superintendent of Public Instruction is required to issue a decision on the appeal within 60 days of the Superintendent of Public Instruction's receipt of the appeal. If the OCDE finds merit in the complaint or the Superintendent of Public Instruction finds merit in an appeal, the OCDE will provide a remedy to all affected pupils, parents, and guardians

Filing of Complaint

Except for complaints under Title 5 CCR 4680-4687 (*Williams Complaints*), complaints shall be filed not later than six months from the date the alleged violation occurred, or the date the complainant first obtained knowledge of the facts, unless the Uniform Complaint Officer grants an extension under 5CCR 4630(b). OCDE has sixty days from the date of the receipt of the complaint to conduct and complete an investigation and issue a written decision.

Following is information regarding the opportunity to appeal the OCDE decisions to the California Department of Education (CDE).

Appealing OCDE Decisions

Any complainant(s) may appeal an OCDE complaint decision to the CDE by filing a written appeal with the CDE within fifteen (15) days of receiving the OCDE Decision. Extensions for filing appeals may be granted, in writing, for good cause.

The complainant shall specify the reason(s) for appealing the OCDE Decision. The appeal shall include:

1. A copy of the locally filed complaint; and
2. A copy of the OCDE Decision.

Civil Law Remedies

Civil law remedies may be available under state or federal discrimination laws, if applicable. A complainant may pursue available civil law remedies outside of OCDE's complaint procedures. Civil law remedies that may be imposed by a court include, but are not limited to injunctions and restraining orders.

Assistance with the above civil law remedies may be obtained from various sources, including the following:

- Private legal counsel.
- Legal assistance agencies, such as: Legal Aid Society of Orange County (714.571.5200)
Legal Center of Hermandad Mexicana (714.541.0250)



ANNUAL NOTICE – UNAUTHORIZED CHARGES OF PUPIL FEES COMPLAINT

PROCEDURE Grounds for Filing a Complaint

Pursuant to Title 5 California Code of Regulations (CCR) section 4621, the following procedures apply to complaints related to unauthorized charges of pupil fees in any program or activity conducted by the Orange County Department of Education (OCDE). Students in OCDE programs or activities shall not be required to pay a pupil fee for participation in an educational activity. All supplies, materials, and equipment needed to participate in educational activities shall be provided to pupils free of charge. “Pupil fee” means a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, that is not otherwise authorized by law and is in violation of California Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers.

Filing of Complaint

A complaint of noncompliance with the requirements of Article 5.5 of Chapter 6 of Part 27 of Division 4 of Title 2 of the Education Code (commencing with Section 49010) may be filed with the principal of a school under the Uniform Complaint Procedures. A complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of this article.

OCDE has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. OCDE has sixty days from the date of the receipt of the complaint to conduct and complete an investigation and issue a written decision. Following is information regarding the opportunity to appeal the OCDE decisions to the California Department of Education (CDE).

Appealing OCDE Decisions

Any complainant(s) may appeal an OCDE complaint decision to the CDE by filing a written appeal with the CDE within fifteen (15) days of receiving the OCDE Decision. Extensions for filing appeals may be granted, in writing, for good cause. A complainant not satisfied with the decision of the district may appeal the decision to the State Department of Education and shall receive a written appeal decision within 60 days of the department’s receipt of the appeal.

If the district finds merit in a complaint, or the department finds merit in an appeal, the public school shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the district to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

The complainant shall specify the reason(s) for appealing the OCDE Decision. The appeal shall include:

1. A copy of the locally filed complaint; and
2. A copy of the OCDE Decision.

Civil Law Remedies

Civil law remedies may be available under state or federal discrimination laws, if applicable. A complainant may pursue available civil law remedies outside of OCDE’s complaint procedures. Civil

law remedies that may be imposed by a court include, but are not limited to injunctions and restraining orders.

Assistance with the above civil law remedies may be obtained from various sources, including but not limited to the following:

- Private legal counsel.
- Legal assistance agencies, such as: Legal Aid Society of Orange County
(714.571.5200) Legal Center of Hermandad
Mexicana (714.541.0250)



ANNUAL NOTICE – WILLIAMS COMPLAINT PROCEDURE

Grounds for Filing Complaint

Pursuant to Education Code section 35186 and Title 5, California Code of Regulations sections 4680-4687, the following procedures to investigate and resolve complaints may be used when the complainant alleges that any of the following has occurred:

Insufficient Textbooks and Instructional Materials:

1. A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state or district-adopted textbooks or other required instructional materials to use in class.
2. A pupil does not have access to instructional materials to use at home or after school in order to complete required homework assignments.
3. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
4. A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

Teacher Vacancy or Misassignment:

1. A semester begins and a certificated teacher vacancy exists.
2. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.
3. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

** “Vacancy” is defined as a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

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

Facilities:

1. There are school facilities that are not clean, safe, and maintained in good repair and pose an emergency or urgent threat to the health or safety of students or staff.
2. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5.

** “Emergency or urgent threat” is defined as structures or systems that are in a condition that poses a threat to the health and safety of students or staff while at school, including but not limited to gas leaks, nonfunctioning heating, ventilation, fire sprinklers, air conditioning systems, electrical power failure, major sewer stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff, or structural damages creating a hazardous or uninhabitable condition.

Filing of Complaint

A complaint alleging any of the conditions specified above shall be filed with the Principal/Program Administrator and the Associate Superintendent, Administrative Services. The Principal will coordinate the investigation of the complaint.

The Principal/Program Administrator or Associate Superintendent, Administrative Services' designee shall make all reasonable efforts to investigate any problems within his or her authority. An attempt to resolve a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received will be made. If the complainant has indicated on the complaint form that he or she would like response to the complaint, a response with a resolution of the complaint will be made to the complainant within 45 working days of the initial filing of the complaint.

If a complainant is not satisfied with the resolution of the complaint, the complainant may describe the complaint to the County Superintendent or designee.

For complaints concerning a facility condition that poses an emergency or urgent threat to the health or safety of students as described above, a complainant who is not satisfied with the resolution proffered by the principal, Superintendent, or designee may file an appeal to the Superintendent of Public Instruction.

Complaints may be filed anonymously.

Complaints and written responses shall be public records.

Forms and Notices

The Associate Superintendent, Administrative Services or designee shall ensure that the OCDE's complaint form contains a space to indicate whether the complainant desires a response to his or her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he or she wishes.

The Associate Superintendent, Administrative Services or designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Education Code section 35186.



WILLIAMS UNIFORM COMPLAINT PROCEDURES COMPLAINT FORM

Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide contact information below. The complaint and response are public documents as provided by statute. Response requested? Yes No

Name: _____ Address: _____

Phone Number: Day () _____ Evening () _____

Issue(s) of the complaint (check all that apply – a complaint may contain more than one allegation of deficiency or deficiencies):

1. Textbooks and Instructional Materials:

A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.

A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.

Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage. A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Teacher Vacancy or Misassignment:

A semester begins and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.)

A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.

A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

3. Facility Conditions:

A condition poses an urgent or emergency threat to the health or safety of pupils or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.

A school restroom has not been maintained or cleaned regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.

The school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.

Date of Problem: _____ Course or Grade Level and Teacher Name:

Location of Problem (School Name, Address, and Room Number or Location):

Please describe the issue of your complaint in detail. You may attach additional pages, if necessary, to fully describe the situation:

Please file this complaint with the school Principal/Program Administrator and with the Associate Superintendent, Administrative Services at the following location: 200 Kalmus Drive, Costa Mesa, CA 92626.

The legislation referenced below expires on June 30, 2017. For the 2016-17 school year, the following guidelines will be in place.

Dear Parents/Guardians of students enrolled in Orange County Department of Education schools:

LOCAL EDUCATIONAL AGENCY IDENTIFIED FOR PROGRAM IMPROVEMENT

The No Child Left Behind (NCLB) Act of 2001 requires all states to create their own high academic standards for what a child should know and be able to do for all grades in English-language arts and mathematics. Every school must improve each year until all students meet these standards. This yearly improvement in school performance, which includes the academic standards and other components, is called Adequate Yearly Progress (AYP).

NCLB also requires the California Department of Education to annually review the performance of each local educational agency (LEA) that receives funds under NCLB, Title I, Part A. An LEA can be a school district or a county office of education. An LEA receiving Title I, Part A, funds is identified as a Program Improvement LEA if it does not meet AYP goals for two consecutive years within specific areas, focused primarily on academic achievement in English-language arts and mathematics.

NCLB requires the California Department of Education to inform parents/guardians of students about LEA performance. For the 2013-14 school year, the Orange County Department of Education remained in Year 3+ Program Improvement status and was assigned corrective action by the State Board of Education.

As a Program Improvement LEA, our county office of education must:

- Implement our LEA Plan. We must continue to, institute and fully implement curriculum that is based on state academic content and achievement standards, including providing appropriate research-driven professional development for all relevant staff that offers substantial promise of improving educational achievement for high-priority pupils.
- Reserve at least ten percent of our annual Title I allocation to provide professional development for teachers and administrators.

How can parents help their school and local educational agency improve?

Here are some suggestions to help you work with your school and LEA to support improvements:

1. Learn more about the NCLB requirements and become aware of strategies to improve student academic achievement. Additional information and resources are available at the following Web sites:
 - The California Department of Education <http://www.cde.ca.gov/sp/sw/t1/titleparta.asp> and <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>
 - The U.S. Department of Education <http://www.ed.gov> and <http://www.ed.gov/parents/landing.jhtml>
2. Talk with LEA staff about the LEA Plan and the program changes that must be made to help students meet the state standards in reading and mathematics.
3. Visit your child's school and volunteer.

For further information about any of these requirements and to find out how you can become involved in Program Improvement efforts, please contact Rick Martin, Director, at (714) 836-3388.

NO CHILD LEFT BEHIND

All Parents/Guardians:

Your child may be attending a school receiving Title I federal funds through the No Child Left Behind Act. This federal law requires that parents be notified of their right to know the professional qualifications of their child's teacher(s) in core academic subject areas, including the following:

1. The type of state credential or license that the teacher holds.
2. The education level and subject area of the teacher's college degree(s). All teachers have a bachelor's degree, and many teachers have graduate degrees beyond the bachelor's, such as a master's or doctoral degree.

In addition to the qualifications of the teacher, if a paraeducator provides your child services, you may also request information about his or her qualifications. Many paraeducators have two years of college, and others have passed a test that verifies their qualifications.

If you would like this information, please contact your child's school administrator.



April 18, 2016

Dear Parent/Guardian/Caregiver/Unaccompanied Youth,

Students who are identified as homeless under the federal McKinney-Vento Act have special rights in California to help keep them on track to graduate. Under a new state law enacted by Assembly Bill 1806, homeless students may be eligible for an exemption from local graduation requirements, if they meet certain conditions. If a homeless student transfers schools after completion of the second year of high school, and is not reasonably able to complete the graduation requirements set by the district by the end of the fourth year of high school, an exemption may be granted. Students who are granted this exemption must still complete the minimum state graduation requirements in order to receive a diploma. These requirements include 13 year-long courses, in the subject areas of English Language Arts; mathematics; science; social studies; visual or performing arts, foreign language, or technical education; and physical education. Homeless students also have a right to remain enrolled in high school for a fifth year, if needed, in order to complete local district graduation requirements.

While the exemption allows students to "catch up" in time to graduate with their peers, they may miss out on learning opportunities by taking fewer classes. Because there are both advantages and disadvantages to accepting the graduation exemption, it is important to discuss this option with your child's school staff. If you choose the AB 1806 graduation exemption for your child, please schedule a meeting with school staff by contacting your ACCESS Administrative office at the appropriate phone number below.

ACCESS Administrative Regional Offices

AU 101 North	(714) 245-6795
AU 103 South East	(714) 245-6680
AU 104 Garden Grove	(714) 245-6450
AU I08 Pacific Coast High School	(714) 245-6500
AU 110 Fischer	(714) 935-7651
AU 114 Harbor Learning Center and Santa Ana/Newport Mesa	(714) 245-6440 (714) 245-6535
AU 115 College and Career Preparatory Academy	(714) 796-8795

On behalf of the ACCESS staff, we look forward to assisting you in meeting your child's educational needs.

Sincerely,

Laura Strachan
Assistant Superintendent, ACCESS

**ORANGE COUNTY
DEPARTMENT
OF EDUCATION**
200 KALMUS DRIVE
P.O. BOX 9050
COSTA MESA, CA
92628-9050
(714) 966-4000
FAX (714) 432-1916
www.ocde.us

AL MIJARES, Ph.D.
County Superintendent
of Schools

**ORANGE COUNTY
BOARD OF EDUCATION**
JOHN W. BEDELL, Ph.D.
DAVID L. BOYD
REBECCA "BECKIE" GOMEZ
LINDA LINDHOLM
KEN L. WILLIAMS, D.O.

Definition of homeless:

The federal government's legal definition of homelessness based on the McKinney-Vento Homeless Education Assistance Act is anyone who:

- Lacks a regular, fixed and adequate nighttime residence (substandard housing).
- Is sharing housing due to economic struggles (double-up).
- Is living in a shelter, hotel or motel.
- Is living in a public place not designated for sleeping (cars, parks).
- Is an unaccompanied youth.
- Is a child or youth awaiting foster care placement.
- Is a child or youth abandoned in a hospital.
- Is a migrant child who qualifies under any of the above definitions.

Children's school enrollment rights

Your children have rights or protections under the McKinney-Vento Homeless Education Assistance Act and state law. They have the right to:

- Continue to attend the school in which they were last enrolled, even if you have moved away from that school's attendance zone or district.
- Immediate enrollment.
- Enroll even if you do not have a permanent address. (Proof of residency is not required.)
- Enroll even if you do not have school or immunization records.
- Transportation from your current residence back to your school of origin.
- To receive special programs and services.

Need help?

For questions or help with enrolling in school, contact the local liaison or contact the county liaison:

Jeanne Awrey, Manager
Student Support Services
Orange County Department of Education
714-966-4093
jawrey@ocde.us
www.ocde.us/mv

- One phone call will link you to all the help you'll need, including where to get a meal, employment resources, shelters, healthcare, substance abuse, and much more.



- Service is free, multilingual and available 24 hours a day, 7 days a week.

Call 2-1-1 or 1-888-600-4357

Other hotlines:

- CA Youth Crisis: 800-843-5200
- Child Abuse Registry: 800-207-4464
- Counseling Services ATSC: 949-756-0993
- Domestic Violence: 877-854-3594
- National Runaway Switchboard: 800-786-2929
- Orange County Transportation Authority: 714-636-7433 or 949-636-7433 (RIDE)
- Rape/Sexual Assault Crisis: 949-975-0244 or 714-957-2737
- Suicide Prevention Center: 877-727-4747

**ACCESS COMMUNITY SCHOOLS
FAMILY ENGAGEMENT POLICY****DEVELOPMENT OF THIS POLICY**

This Policy was developed with input from parents and guardians of students attending ACCESS Community Schools. These individuals are referred to throughout this Policy as “families.” This Policy is reviewed annually and updated as needed by the Parent Advisory Committees, and distributed at the time of enrollment. The Policy is also available to families and the community on the Fischer School website:

<http://www.ocde.us/ACCESS/FischerAU/Pages/default.aspx>.

INVOLVEMENT

Research tells us that family engagement in schools makes a big difference. When schools, families, and communities work together, student achievement increases. ACCESS Community Schools welcome and encourage family participation in a variety of ways.

1. ACCESS Community Schools convenes annual meetings for families to inform them of the school’s participation in Title I Programs, requirements of family involvement, and rights of families to be involved.
 - Title I Annual Meetings are held in conjunction with open house events at the school sites.
2. ACCESS Community Schools offers a flexible number of meetings to accommodate the diverse schedules of our families.
 - Meetings such as Open Houses and Parent Nights are held throughout the year on various days.
3. ACCESS Community Schools involves families in an organized, on-going, and timely manner in the planning, review, and improvement of programs regarding family involvement, including the school’s Family Engagement Policy and development/revision of school-wide program plans.
 - These documents are reviewed annually and updated as needed by the Parent Advisory Committees.
4. ACCESS Community Schools provides families with timely information about the curriculum, forms of academic assessment used to measure student progress, and proficiency levels students are expected to meet.

These documents are reviewed annually and updated as needed by the Parent Advisory Committees. Curriculum and assessment information, including state testing results, is included in the School Accountability Report Card

(SARC), available on the Fischer School website: <http://www.ocde.us/ACCESS/FischerAU/Pages/default.aspx>. Additional information on curriculum, standards, and assessment is provided to families at school events and Title I Annual Meetings.

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. ACCESS Community Schools jointly develops with and distributes to families a School-Family Compact that outlines how families, the entire school staff, and students share the responsibility for improved student academic achievement, and the means by which the school and families build and develop a partnership to help achieve California's high standards.
2. The compact describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, and the ways in which each parent will be responsible for supporting their children's learning.
3. The compact addresses the importance of on-going communication between teachers and families through annual conferences in which the compact is discussed as it relates to each child's achievement, frequent reports to families regarding their children's progress, reasonable access to staff, opportunities to volunteer and participate in the classroom, and observation of classroom activities.

BUILDING CAPACITY FOR INVOLVEMENT

1. ACCESS Community Schools provides assistance to families in understanding the state's academic content standards, state student achievement standards, state and local academic assessments, requirements for family involvement, how to monitor their child's progress, and how to work with educators to improve the achievement of their children.
 - The above information is provided at Title I Annual Meetings other school events, and Parent-Teacher conferences.
2. ACCESS Community Schools provides materials and training to help families improve their children's achievement.
 - Materials and training is provided at workshops, parenting classes, and Title I Annual meetings.
3. ACCESS Community Schools educates teachers, pupil services personnel, principals and other staff with the assistance of families, in the value and utility of contributions of families, and how to reach out to, communicate with, and work with families as equal partners, implement and coordinate parent programs, and build ties between families and the school.
 - To build the capacity for all school staff to support family engagement, training is provided at regional staff development meetings, conferences, and workshops.
 - All ACCESS school sites receive a Family Events Toolkit that provides guidance for implementing effective family engagement events.

4. To the extent feasible and appropriate, ACCESS Community Schools coordinates and integrates family involvement programs and activities with other federal programs, and conducts activities that encourage and support families in more fully participating in the education of their children.
5. ACCESS Community Schools translates and sends to families in their primary language information regarding school events, parent programs, and other family involvement opportunities.
6. ACCESS Community Schools provides other reasonable support for family involvement activities as families may request.

ACCESSIBILITY

1. ACCESS Community Schools provides full opportunities for the participation of families with Limited English Proficiency, disabilities, and migratory children.
 - ACCESS Community Schools provides materials and conduct trainings in the language spoken by families as required by law

Local Board approval date: June 22, 2016

ACCESS FAMILY ENGAGEMENT POLICY



Research tells us that family engagement in schools makes a big difference. When schools, families, and communities work together, student achievement increases. ACCESS welcomes and encourages family participation in a variety of ways.

To ensure that parents and guardians are provided with opportunities to be engaged in their children's education, ACCESS implements the strategies described below:

- 1. ACCESS involves families in the joint development of the Local Control Accountability Plan (LCAP) and in the process of school review for program improvement schools under Section 1116.**

The Parent Advisory Committees provide input on the LCAP in accordance with the review schedule as established by the Governing Board.

ACCESS invites input on the plan from other district committees, such as the District English Learner Advisory Committee (DELAC).

- 2. ACCESS helps schools to plan and implement effective family involvement activities to improve student academic achievement and school performance.**

The Title I Family Involvement Program Manager will provide training and support to assist schools in developing family-friendly programs.

All ACCESS school sites receive a Family Events Toolkit that provides guidance for implementing effective family engagement activities.

- 3. ACCESS builds school and family capacity for strong family involvement.**

ACCESS assists families in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, requirements of Title I, and how to monitor their children's progress and work with educators to improve the achievement of their children. This information is made available to families during school site events and programs; Title I Annual Meetings; LCAP General, EL, and Foster Youth Advisory Committee meetings; and the ACCESS website.

ACCESS provides materials and training to help families improve their children's achievement. Materials and training will be provided through workshops, parenting classes, and Title I Annual Meetings.

ACCESS educates teachers, student services personnel, principals, and other staff, with the assistance of families, in the value and utility of family contributions and in how to reach out to, communicate with, and work with families as equal partners, implement and coordinate family programs, and build ties between

families and the school.

ACCESS coordinates professional development opportunities designed to build the capacity of school staff to work effectively with families from diverse backgrounds. To the extent feasible and appropriate, ACCESS will coordinate and integrate family engagement activities with Safe Schools, English Learner Programs, and other federally-funded programs, and conduct other activities that encourage and support families to more fully participate in their children's education.

ACCESS ensures that information related to school and family programs, meetings, and other activities is sent to the families of participating students in a format, and to the extent practicable, a language that families can understand.

ACCESS provides other such reasonable support for family involvement activities as families may request.

ACCESS informs families of the existence and purpose of local and statewide family resource centers that provide training, information, and support to families of participating students.

4. ACCESS coordinates and integrates Title I Part A family engagement strategies with family engagement strategies of other programs.

Title I coordinates strategies with English Learner Programs, Safe Schools, and Probation staff to maximize the effectiveness of family outreach efforts.

5. ACCESS conducts, with the involvement of families, an annual evaluation of the content and effectiveness of the family involvement policy and uses the findings of the evaluation to design more effective family involvement practices.

ACCESS ensures that the evaluation includes the identification of barriers to greater participation in family involvement activities, with particular attention to families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

ACCESS uses the evaluation results to design strategies for more effective family involvement, and, if necessary, to recommend changes in the family engagement policy.

6. ACCESS involves families in the activities of schools served by Title I.

ACCESS includes information about school activities at the time of enrollment and promotes attendance at school activities by contacting families via telephone and by mailing flyers to families at home.

To the extent practicable, ACCESS will assist schools with interpreting and translation services or other accommodations needed to encourage participation of families.

Local Board approval date: June 22, 2016



ACCESS

Alternative, Community and Correctional
Education Schools and Services

School-Family Compact

The key to student success

Research shows that when schools, families, and communities work together, student achievement increases. Developed with the input of teachers, families, and students, this compact outlines our shared responsibility to build a partnership to help students meet or exceed the state standards.

School Pledge

ACCESS will support student learning in these ways:

School Climate

ACCESS will create a climate of caring, respect, and acceptance for each student. Safety and security will be a priority.

Curriculum

ACCESS will provide a rigorous, relevant, and realistic curriculum that is accredited by the Western Association of Schools and Colleges (WASC), and aligned with local district and state standards. Classroom instruction will be supported with Title I, Special Education, and English Learner Support Services.

How to Get Involved

- 1 Attend events at the school, such as Parent Nights and College Fairs
- 2 Participate actively in parent-teacher conferences
- 3 Volunteer for School Site Council or Parent Advisory Committees

Communication

ACCESS will promote effective communication with families by holding parent-teacher conferences as needed throughout the year; facilitating reasonable access to school staff by appointment, phone, and email; issuing frequent reports on student progress; and providing opportunities for parents to volunteer, participate, and observe classroom activities.

Orange County Department of Education's Academic Priority Areas for Students

1. Increase the effective use of technology
2. Increase parent and stakeholder engagement
3. Build competencies to prepare students for success in college, career, and life

Family Pledge

I will support my child's education at home in these ways:

College and Career Goals

I will help my child set educational and career goals. I will talk to my child regularly about the value of education and why knowledge is empowering. I will show my child real-life applications in all subject areas. I will encourage the use of technology to support learning.

Extra-Curricular Time

I will promote the positive use of extra-curricular time. I will encourage my child to read a variety of material daily.

School Policies

I will make sure my child attends school every day on time. I will support the school's rules and discipline policy. I will communicate regularly with teachers and administrators regarding my child's progress in school.

Engagement

I understand that my involvement in my child's education is important to my child's success. I will make every effort to attend school meetings and events, such as parent-teacher conferences and Parent Nights. I will participate, as appropriate, in decisions related to my child's education.

My college and career goals for my child are:



Student Pledge

I will take responsibility for my own learning in these ways:

College and Career Goals

I will set short- and long-term educational and career goals for myself. I will apply 21st Century Skills (Communication, Collaboration, Critical Thinking, Creativity, and Character) to real-life situations. I will utilize technology appropriately to support my learning.

Extra-Curricular Time

I will read outside of class every day. I will make positive use of my time outside of school.

School Policies

I will attend school every day on time. I will follow the school's rules and discipline policy. I will complete assignments on time, earn passing grades, and complete credits at an appropriate rate.

Engagement

I will participate actively in class. I will ask for help from teachers and family when needed.

My college and career goals are:



**ACCESS YOUTH CORRECTIONAL EDUCATION PROGRAM SCHOOLS
FAMILY ENGAGEMENT POLICY**



DEVELOPMENT OF THIS POLICY

This Policy was developed with input from parents and guardians of students attending ACCESS Youth Correctional Education Programs (YCEP). This Policy is reviewed annually and updated as needed by the School Site Council, and distributed at the Title I Annual Meeting. The Policy is available to families and the community on the Fischer School website:

<http://www.ocde.us/ACCESS/FischerAU/Pages/default.aspx>.

INVOLVEMENT

Research tells us that family engagement in schools makes a big difference. When schools, families, and communities work together, student achievement increases. ACCESS YCEP schools welcome and encourage family participation in a variety of ways.

1. ACCESS YCEP convenes an annual meeting for families to inform them of the school's participation in Title I Programs, requirements of family involvement, and rights of families to be involved.
 - Title I Annual Meetings are held in conjunction with Open House and/or other parent events at the institutions.

2. ACCESS YCEP offers a flexible number of meetings to accommodate the diverse schedules of our families.
 - Open House events are held in conjunction with weekend visiting hours.
 - Parent-Teacher-Student Association (PTSA) meetings are held during the lunch hour to allow families and Probation staff to attend.

3. ACCESS YCEP involves families in an organized, on-going, and timely manner in the planning, review, and improvement of programs regarding family involvement, including the School's Family Engagement Policy and development/revision of school-wide program plans.
 - These documents are reviewed annually and updated as needed by the School Site Council.

4. ACCESS YCEP provides families with timely information about the curriculum, forms of academic assessment used to measure student progress, and proficiency levels students are expected to meet.

- Curriculum and assessment information, including state testing results, is included in the School Accountability Report Card (SARC), available on the Fischer School website: <http://www.ocde.us/ACCESS/FischerAU/Pages/default.aspx>. Additional information on curriculum, standards, and assessment is provided to families at school events and the Title I Annual Meeting.

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. ACCESS YCEP jointly develops with and distributes to families a School-Family Compact that outlines how families, the entire school staff, and students share the responsibility for improved student academic achievement, and the means by which the school and families build and develop a partnership to help achieve California's high standards.
2. The compact describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment and the ways in which each parent will be responsible for supporting their children's learning.
3. The compact addresses the importance of ongoing communication between teachers and families through conferences in which the compact is discussed as it relates to each child's achievement, frequent reports to families regarding their children's progress, reasonable access to staff, and opportunities to volunteer and participate in school activities.

BUILDING CAPACITY FOR INVOLVEMENT

1. ACCESS YCEP provides assistance to families in understanding the state's academic content standards, state student achievement standards, state and local academic assessments, requirements for family involvement, how to monitor their child's progress, and how to work with educators to improve the achievement of their children.

- The above information is provided at the Title I Annual Meeting and/or other school events.

2. ACCESS YCEP provides materials and training to help families work with their children to improve achievement.

- Materials and training are provided at workshops, parenting classes, the Title I Annual Meeting, and are available on the Fischer School website: <http://www.ocde.us/ACCESS/FischerAU/Pages/default.aspx>.

3. ACCESS YCEP educates teachers, pupil services personnel, principals and other staff with the assistance of families, in the value and utility of contributions of families, and how to reach out to, communicate with, and work with families as equal partners, implement and coordinate parent programs, and build ties between families and the school.

- To build the capacity for all school staff to support family engagement, training is provided at regional staff development meetings, conferences, and workshops.
 - All YCEP school sites receive a Family Events Toolkit that provides guidance for implementing effective family engagement events.
4. To the extent feasible and appropriate, ACCESS YCEP coordinates and integrates family involvement programs and activities with other federal programs, and conducts other activities that encourage and support families to more fully participate in the education of their children.
 5. ACCESS YCEP translates and makes available to families in their primary language information regarding school programs, family programs, meeting notices, agendas, minutes, and handouts.
 6. ACCESS YCEP provides other reasonable support for family involvement activities as families may request.

ACCESSIBILITY

1. ACCESS YCEP provides full opportunities for the participation of families with Limited English Proficiency, disabilities, and migratory children.
 - ACCESS YCEP provides materials and conducts trainings in the language spoken by families as required by law.

Local Board approval date: June 22, 2016

Orange County Department of Education Internet Acceptable Use Policy

Internet access is available to Orange County Department of Education Alternative, Community, and Correctional Education Schools and Services. Our goal in providing this service is to promote educational excellence in the Orange County Department of Education by facilitating resource sharing, innovation, and communication.

The Internet is an “electronic highway” connecting millions of computers all over the world and millions of individual users. Access to the Internet will enable pupils to explore thousands of libraries, databases, and bulletin boards while exchanging messages with users throughout the globe. In addition, the system is used to increase Orange County Department of Education communication, enhance productivity, and assist OCDE employees in upgrading their skills through greater exchange of information with their peers. The system also assists the Orange County Department of Education in sharing information with the local community, including parents, social service agencies, government agencies, and businesses.

With access to computers and people from around the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Families should be warned that some material obtained via the Net may contain items that are illegal, defamatory, inaccurate, or potentially offensive. The Orange County Department of Education has taken precautions to restrict access to controversial materials. On a global network it is impossible to control all materials and an industrious user may discover controversial information, either by accident or deliberately. However, the benefits to pupils from online access far outweigh the possibility that users may procure material that is not consistent with the educational goals of the Orange County Department of Education.

The purpose of this agreement is to ensure that use of Internet resources is consistent with the Orange County Department of Education’s stated mission, goals, and objectives. The smooth operation of the network relies upon the proper conduct of the pupils and faculty who must adhere to strict guidelines. These guidelines are provided here so that you are aware of the responsibilities you are about to acquire. If an Orange County Department of Education user violates any of these provisions, his or her future access could be denied in accord with the rules and regulations discussed with each user during Internet training sessions.

To gain access to the Internet, all pupils under the age of 18 must obtain parental permission and both parent and pupil must sign this document. The signatures at the end of this document legally bind and indicate the parties who signed have read the terms and conditions carefully and understand their significance.

Orange County Department of Education Internet Use Agreement

Pupil Section

I have read the Orange County Department of Education Internet Use Terms & Conditions on the next page. I agree to follow the rules contained in this Policy. I understand that if I violate the rules, my account can be terminated and I may face other disciplinary measures.

User’s Signature: _____ Date: _____

Parent or Guardian Section

As the parent or legal guardian of the pupil signing above, I have read pages one and two of the Orange County Department of Education Internet Use Agreement and grant permission for my son or daughter to access the Internet. I understand the Department of Education’s computing resources are designed for educational purposes. I also understand that it is impossible for the Department of Education to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the network. I understand that the individuals and families may be held liable for violations. Furthermore, I accept full responsibility for the supervision if and when my child’s use is not in a school setting.

Parent’s Signature: _____ Date: _____

Internet - Terms and Conditions

1. Pupils are responsible for good behavior on the school computer networks, just as they are in a classroom or a school hallway. General school rules for behavior and communications apply.
2. The network is provided for pupils to conduct research and communicate with others. Access to network services is given to pupils who agree to act in a considerate and responsible manner. Access is a privilege - not a right. That access entails responsibility. Inappropriate use will result in suspension or cancellation of Internet privileges. The system administrators may close an account at any time as required. The administration, faculty, and staff may request the system administrator to deny, revoke, or suspend specific user accounts.
3. Users are expected to abide by their generally accepted rules of network etiquette and conduct themselves in a responsible, ethical, and polite manner while online.
4. Users are not permitted to use the computing resources for commercial purposes, product advertising, political lobbying, or political campaigning.
5. Users are not permitted to transmit, receive, submit, or publish any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, offensive, or illegal material.
6. Physical or electronic tampering with computer resources is not permitted. Damaging computers, computer systems, or computer networks intentionally will result in cancellation of privileges.
7. Users must respect all copyright laws that protect software owners, artists, and writers. Plagiarism will not be tolerated.
8. Security on any computer system is a high priority, especially when the system involves many users. If a security problem is identified in the school's computers, network, or Internet connection, a system administrator must be notified. Using someone else's password or trespassing in another's folders, work, or files without written permission is prohibited and may result in cancellation of user privileges.
9. The Orange County Department of Education makes no warranties of any kind, whether expressed or implied, for the service it is providing. The Department assumes no responsibility or liability for any phone charges, line costs, or usage fees, nor for any damages a user may suffer. This includes loss of data resulting from delays, non-deliveries, or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. The Department specifically denies any responsibility for the accuracy or quality of information obtained through its services.
10. All communication and information accessible via the computer resources shall be regarded as private property. However, people who operate the system may review files and messages to maintain system integrity and insure that users are using the system responsibly. Messages relating to or in support of illegal activities may be reported to the authorities.

Any violations may result in a loss of computer access, as well as other disciplinary or legal action. Users are considered subject to all local, state, and federal laws.



**ORANGE COUNTY DEPARTMENT OF EDUCATION
COMMUNITY HOME EDUCATION PROGRAM (CHEP)**

Teacher

**ACKNOWLEDGEMENT OF PARENT OR GUARDIAN OF ANNUAL RIGHTS AND
RESPONSIBILITIES NOTIFICATION**

Sign and return this page to your child's CHEP teacher indicating you have access, via the CHEP website, to your rights, responsibilities, and protections.

Student's Name: _____

School: _____ Community Home Education Program _____ *Grade:* _____

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

Signature of Parent or Guardian: _____ *Date:* _____

Permission for Usage of Child's Photo

I hereby give permission for CHEP to use the above named student's photograph in a CHEP yearbook.

yes no

Signature of Parent or Guardian: _____ *Date:* _____

I hereby give permission for CHEP to use the above named student's photograph in the CHEP newsletter and/or on the CHEP website.

yes no

Signature of Parent or Guardian: _____ *Date:* _____

**Annual Written Notification of Pesticide Application:
For Parents**

Dear Parent or Guardian,

The Healthy Schools Act of 2000 was signed into law in September 2000 and requires that all schools provide parents or guardians of pupils with annual written notification of expected pesticide use on school sites. The notification will identify the active ingredient or ingredients in each pesticide product and will include the Internet address (<http://www.cdpr.ca.gov>) for further information on pesticides and their alternatives. We will send out annual notifications starting [FILL IN DATE].

Parents or guardians may request prior notification of individual pesticide applications at the school site. Beginning [FILL IN DATE], people listed on this registry will be notified at least 72 hours before pesticides are applied. If you would like to be notified every time we apply a pesticide, please complete and return the form below and mail it to: [SCHOOL OFFICIAL, ADDRESS].

If you have any questions, please contact [SCHOOL OFFICIAL] at [PHONE].

Sincerely,

[NAME OF SCHOOL PRINCIPAL]

.....

REQUEST FOR INDIVIDUAL PESTICIDE APPLICATION NOTIFICATION

[NAME OF SCHOOL]

I understand that, upon request, the school district is required to supply information about individual pesticide applications at least 72 hours before application. I would like to be notified before each pesticide application at this school.

I would prefer to be contacted by (circle one): U.S. Mail E-mail Phone

Please print neatly:

Name of Parent/Guardian: _____ Date: _____

Address: _____

Day Phone: () _____ Evening Phone: () _____

E-Mail: _____

Return to [ENTER SCHOOL CONTACT NAME, ADDRESS]