

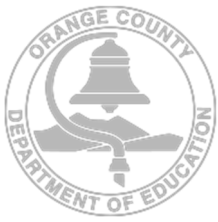
ACCESS

Alternative, Community and Correctional
Education Schools and Services



PARENT-STUDENT RIGHTS & RESPONSIBILITIES

2024-2025



ANNUAL NOTIFICATION OF PARENT-STUDENT RIGHTS AND RESPONSIBILITIES

2024-2025

Dear Parent,

California Education Code section 48980 requires that, at the beginning of the first semester or quarter of the regular school term, local educational agencies notify students and the students' parents of their rights and responsibilities under certain provisions of California and federal law. This *Annual Notification* complies with that requirement.

Please review the information in the *Annual Notification* carefully as it applies directly to you and your student's participation in the Orange County Department of Education's ACCESS program. If you have any questions or would like to review specific documents mentioned in the notice, please contact your school site administrator, who will be able to provide you with more detailed information and assist you in obtaining copies of any materials you wish to review.

If there are additional notifications regarding any specified programs or activities that need to be shared with parents and students during the school term, the notification will be sent separately prior to those programs or activities being conducted or implemented.

Education Code section 48982 requires that acknowledgement of the Annual Notification be signed by the parent or eligible student (18 years of age or older) and returned to the 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 of Receipt and Review* form at the end of this document to your child's school.

Sincerely,

Dr. Stefan Bean
Orange County Superintendent of Schools

Orange County Board of Education

Jorge Valdes, Esq.
1st District

Mari Barke
2nd District

Ken L. Williams, Jr., D.O.
3rd District

Tim Shaw
4th District

Lisa Sparks, Ph.D.
5th District

The Orange County Department of Education prohibits discrimination, intimidation, harassment (including sexual harassment), and bullying based on actual or perceived age, race, color, religion, ancestry, nationality, national origin, ethnicity, ethnic group identification, immigration or citizenship status, physical or mental disability, medical condition, parental or marital status, pregnancy status, gender, gender identity, gender expression, sexual orientation, genetic information, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics.

For any questions or questions, or to file a complaint regarding discrimination, intimidation, harassment (including sexual harassment), or bullying, immediately contact OCDE's Equity Compliance Officer, Gina Lance, Senior Executive Director of Human Resources at 200 Kalmus Drive, Costa Mesa, CA 92626, (714) 966-4333, or giance@ocde.us. The compliance officer may also be contacted to address any issues related to Title IX. Where applicable, the OCDE's Section 504 Coordinator, Ryan Cummins, Director of Student Services may be reached at 601 S. Lewis Street, Orange, CA 92868, (714) 245-6719, or rjcummins@ocde.us.

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KEY TO ACRONYMS

BPC	California Business and Professions Code
CCR	California Code of Regulations
CDE	California Department of Education
CFR	Code of Federal Regulations
EC	California Education Code
FERPA	Family Educational Rights and Privacy Act
GC	California Government Code
HSC	California Health and Safety Code
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
LC	California Labor Code
LCAP	Local Control and Accountability Plan
OCDE	Orange County Department of Education
PC	California Penal Code
SPP	Superintendent's Policy Procedures
USC	United States Code
WIC	California Welfare and Institutions Code

Note: The term "parent", as used in this notice, means the natural or adoptive parent, legal guardian, the person having legal custody, or other educational rights holder, including a student who is 18 years of age or older. Additionally, the pronouns used in the notifications are intended to be non-gendered.

ENROLLMENT

ACCESS Programs & Other Attendance Options

OCDE operates the ACCESS program, which is committed to individual student success. Students are referred to the ACCESS Community Schools Programs by their school district of residence; the district completes the online referral process to initiate enrollment in ACCESS and parents are then connected to a respective school site to complete enrollment. Student enrollment is determined by administration at the time of the referral based on the academic needs and personal circumstances of each student, as well as program availability. The following is information for each program under ACCESS, as well as information regarding other attendance options:

Community Day School

Community Day Schools provide a year-round program for students in grades 7th-12th. Students attend school daily, Monday through Friday, for a minimum of 240 minutes in a classroom setting where teachers facilitate learning through small group instruction.

Independent Study/Contract Learning

Independent Study provides a year-round program for students in grades 9th-12th. Students meet one-on-one with their teacher for a minimum of 60 minutes per week and are required to complete a minimum of 20 hours of homework weekly.

Sunburst Youth Academy National Guard Youth ChalleNGe Program

Sunburst Youth Academy is a partnership with the National Guard providing a voluntary 17-month program for students ages 16-18. Students attend school daily, Monday through Friday, during the 5½ month residential phase, followed by 12 months of mentoring and support for students. For eligibility requirements and information on how to apply, go to <https://www.sunburstadmissions.com/>.

Pacific Coast High School (PCHS)

Pacific Coast High School is an independent study program that follows a traditional school calendar for students in grades 9th-12th. Students participate in UC/CSU-approved/College Preparatory, online, on-campus, and hybrid courses. For more information, go to <http://pchs.k12.ca.us/>.

Community Home Education Program (CHEP)

The Community Home Education Program is an independent study program that follows a traditional school calendar for students in grades TK-8th.

CHEP offers resources, curriculum, and teacher support to students and parents who choose to educate their children at home. Visit the CHEP website <https://ocde.us/CHEP/Pages/Default.aspx> for more information.

College and Career Preparatory Academy (CCPA)

The College and Career Preparatory Academy is a charter school year-round independent study program for students ages 18-25 seeking to complete their high school requirements. Students meet one-on-one with their teacher for a minimum of 60 minutes per week and are required to complete 20 hours of homework weekly. CCPA offers flexible scheduling, Monday through Saturday, with day and evening appointments. For registration information, go to <https://ocde.us/CCPA/Pages/default.aspx>.

Skyview

Skyview School is a year-round program for students in grades K-8th. Students attend school daily, Monday through Friday.

ACCESS Juvenile Court Schools

Juvenile Court Schools provide year-round education for students in youth correctional facilities. Students attend school daily, Monday through Friday, for a minimum of 240 minutes in a classroom setting where teachers facilitate learning through small group instruction.

Notice of Alternative Schools

EC 58501

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 the student's desire to learn.
- (c) Maintain a learning situation maximizing student self-motivation and encouraging the student in the student's own time to follow the student's own interests. These interests may be conceived by the student totally and independently or may result in whole or in part from a presentation by the student's 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, student, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of ACCESS, and the principal's office in each school site 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.

Identification of Primary Language & Assessments

5 CCR 11307, 11518.5; EC 52164.1

Upon enrollment in school, each student's primary language is determined through the use of a home language survey. Any student who is identified as having a primary language other than English as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, must be assessed for English proficiency using the Initial English Language Proficiency Assessments for California (ELPAC). The parents of such students will be notified in writing prior to the administration of the ELPAC.

Any student with a disability will take the assessment with the supports and accommodations delineated in the student's IEP or Section 504 plan. If the student is unable to participate in the assessment or a portion of the assessment even with appropriate accommodations, an alternative assessment for English language proficiency will be administered.

Each year after a student is identified as an English learner and until the student is redesignated as English proficient, the Summative ELPAC will be administered to the student during a four-month period after January 1 as determined by the CDE.

The following are CDE's parent guides:

- [Understanding the ELPAC](#)
- [Understanding the Alternate ELPAC](#)

ACADEMIC PROGRAM

Prospectus of School Curriculum

EC 49063, 49091.14

The curriculum, including titles, descriptions, and instructional aims of every course offered by ACCESS are compiled in a prospectus and reviewed at least once annually. The prospectus is available in the principal's office.

Language Acquisition Programs

5 CCR 11309, 11310; EC 310

Language acquisition programs are educational programs designed to ensure English acquisition as rapidly and as effectively as possible, and that provide instruction to students on the state-adopted academic content standards, including the English language development (ELD) standards. For information on the types of language acquisition programs available for ACCESS students and how to request for the establishment of a program, refer to [Attachment 1: Language Acquisition Program](#).

California Healthy Youth Act

EC 48980, 51938

The California Healthy Youth Act requires schools to offer integrated, comprehensive, medically accurate, and unbiased sexual health and human immunodeficiency virus (HIV) prevention education at least once in middle school and once in high school. It is intended to ensure that students in grades 7-12 are provided with the knowledge and skills necessary to protect them from risks presented by sexually transmitted infections, unintended pregnancy, sexual harassment, sexual assault, sexual abuse, and human trafficking and to have healthy, positive, and safe relationships and behaviors. It also promotes students' understanding of sexuality as a normal part of human development and their development of healthy attitudes and behaviors concerning adolescent growth and development, body image, gender, gender identity, gender expression, sexual orientation, relationships, marriage, and family.

Parents have the right to:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
2. Request in writing that their child not receive comprehensive sexual health or HIV prevention education, or participate in research on student health behaviors and risks. When a parent does not permit their child to receive such education,

the child may not be subject to disciplinary action, academic penalty, or other sanction.

3. Request a copy of EC 51930-51939.
4. Be informed whether comprehensive sexual health or HIV prevention education will be taught by ACCESS personnel or outside consultants. When ACCESS chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of:
 - a. The date of the instruction
 - b. The name of the organization or affiliation of each guest speaker
 - c. The right to receive a copy of EC 51933, 51934, and 51938

If arrangements for this instruction are made after the beginning of the school year, notice will be provided by mail or another commonly used method of notification, no fewer than 14 days before the instruction is delivered.

Exemption from Health Instruction

EC 51240

ACCESS is required to teach certain health-related topics. If any part of a school's instruction in health conflicts with the religious training and beliefs, including personal and moral convictions of the student's parent, the student's parent may submit a written request to the principal to excuse the student from the part of the instruction that conflicts with the religious training and beliefs.

Exemption from Harmful or Destructive Use of Animals

EC 32255 et seq.

Any student with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, has the right to refrain from participation in an educational project involving the harmful or destructive use of animals. The student must notify the teacher of the objection, and the objection must be substantiated by a note from the student's parent. No student will be discriminated against based upon their decision to exercise this right.

Course Selection & Career Counseling

EC 221.5

A school counselor, teacher, instructor, administrator, or aide will not offer vocational or school program guidance to a student or, in counseling a student, differentiate career, vocational, or higher education opportunities, on the basis of the student's sex. Any school personnel acting in a career counseling or

course selection capacity to a student must explore with the student the possibility of careers, or courses leading to careers, that are nontraditional for that student's sex. Parents of students in grades 7-12 are encouraged to participate in such counseling sessions and decisions. Contact the principal for more information.

Transfer of Coursework & Credits; Exemptions

EC 48645.3, 48645.5, 48645.7, 49069.5, 51225.1, 51225.2, 51225.31

Foster youth, students experiencing homelessness, former juvenile court school students, students of a military family, migrant students, or newcomer students have certain rights related to the transfer of coursework and exemptions from local high school graduation requirements. For more information, refer to [Attachment 2: High School Coursework, Credits & Exemptions](#). The Attachment also provides information about graduation requirements and continued education options that are specific to juvenile court school students.

Statewide Exams

5 CCR 852

The California Assessment of Student Performance and Progress (CAASPP) is a system that includes a number of assessments that are administered each spring to students in grades 3-8 and 11. 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 3: Statewide Exams](#) for more information.

California Proficiency Program

5 CCR 11523; EC 48412

The California Proficiency Program (CPP) utilizes the GED and HiSET subtests for language arts and mathematics to measure proficiency. Eligible students may take the CPP, which is offered in English and Spanish, with paper-pencil at a testing center or take it on a computer at a testing center or at home, online, with live proctoring.

HiSET is the first test in the CCP. Upon successfully passing each of the three subtests, eligible students will be awarded a California Certificate of Proficiency, which holds the same legal equivalent as a California-issued high school diploma. After passing the CPP, the student may choose to remain in high school or exit with parent permission to begin attending higher education or start their career.

Once an individual has taken the CPP, passed both language arts and mathematics subtests, and exited high school, they may choose to take the remaining High School Equivalency (HSE) subtests for science and social studies to earn their California HSE Certificate, opening even more doors than the Certificate of Proficiency alone. The CPP is referred to as a program because it acts as a stepping stone for individuals that may choose to earn their HSE Certificate.

A person is eligible to take a CCP test if they are currently enrolled in high school and either:

- 16 years of age or older, or
- They have completed one year of enrollment in grade 10, or
- They will have completed one year of enrollment in grade 10 at the end of the semester during which the next exam is administered.

For more information, visit the CDE website at <https://www.cde.ca.gov/ta/tg/cp.asp>.

College Admission Requirements; Career Technical Education

EC 48980, 51225.3, 51229

Students will have the opportunity to meet with a school counselor to get help with choosing courses that will meet college admission requirements and/or enroll in career technical education (CTE) courses. For more information, refer to [Attachment 4: College Admission Requirements](#).

A CTE program of study involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. Career technical education includes agriculture education, home economics, industrial and technology education, and regional occupational centers and programs, among other educational programs. For more information about CTE, visit the CDE website at www.cde.ca.gov/ci/ct.

Student Financial Aid for College

EC 51225.7, 51225.8

Filing financial aid applications is the first step toward college success and helps eligible students qualify for federal, state, and campus-based aid as well as some private scholarships. Under state law, schools are to ensure that students, prior to entering 12th grade, receive information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California

Dream Act Application (CADAA) to help determine a student's eligibility for financial aid. This information will be provided in a timely manner as financial aid is awarded in order of submission according to deadlines, on a first-come, first-served basis.

Additionally, ACCESS will ensure that each 12th grade student completes and submits a FAFSA or CADAA to the California Student Aid Commission (CSAC). The parent or student if 18 years of age or older may opt out of the requirement by filling out and submitting an opt-out form. If ACCESS determines that a student is unable to comply with the requirement, ACCESS will exempt the parent or student and complete and submit an opt-out form on the student's behalf. Students should only complete one of the applications based on their citizenship and residency status. All personal information, including immigration status, of students and their families will be protected according to state and federal privacy laws and regulations.

Selective Service System

50 USC 3801 et seq.

With only a few exceptions, federal law requires all male U.S. citizens and male immigrants residing in the U.S. who are 18 through 25 years of age to register with Selective Service. By registering, a young man remains eligible for jobs, state-based student aid, Federally-funded job training, and U.S. citizenship for immigrant men. Failure to register with Selective Service is a violation of the Military Selective Service Act. Conviction for such a violation may result in imprisonment for up to five years and/or a fine of not more than \$250,000.

PARENT INVOLVEMENT

Rights of Parents

EC 51101

Parents have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children, to be informed by the school of their rights, and to participate in the education of their children. Refer to [Attachment 5: Rights of Parents](#) a copy of EC 51101.

Parent & Family Engagement Policy

The OCDE/ACCESS recognizes that parents are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. For

details of how parents can participate in their children's education and the opportunities that are available to them to do so, refer to [Attachment 6: OCDE Parent & Family Engagement Policy](#); [Attachment 7: ACCESS Community Schools Parent & Family Engagement Policy](#); and [Attachment 8: ACCESS Juvenile Hall Schools Parent & Family Engagement Policy](#).

Professional Qualifications

20 USC 6312; 34 CFR 200.61

The federal Every Student Succeeds Act (ESSA) grants parents the right to request information regarding the professional qualifications of their students' classroom teachers, including, at a minimum, the following:

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

OCDE will also provide information on the level of achievement and academic growth of the student, if applicable and available, on each of the required State academic assessments, and timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Local Control & Accountability Plan

EC 52060-52077

ACCESS is required to adopt a three-year Local Control and Accountability Plan (LCAP) and to update the LCAP on or before July 1 of each subsequent year. The LCAP is required to identify annual goals, specific actions geared toward implementing those goals, and must measure progress for student subgroups across multiple performance indicators based on eight priorities set by the State. For more information regarding the LCAP, refer to [Attachment 9: Local Control and Accountability Plan](#).

School Accountability Report Card

EC 32286, 33126, 35256, 35258

OCDE annually issues a School Accountability Report Card (SARC) for each of its schools. The SARC includes, but is not limited to, an assessment of school conditions in several areas, as well as a report on the status of the school's school safety plan, including a description of its key elements. A copy of the SARC may be obtained from the Principal's office.

EQUITY & ACCESS

Nondiscrimination in Programs & Activities

34 CFR 104.8; EC 200 et seq.

OCDE is committed to providing equal opportunity for all individuals in its programs and activities, which shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, political affiliations, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

All individuals shall be treated equitably in the receipt of services. ACCESS assures that lack of English language skills shall not be a barrier to admission or participation in its programs. When 15 percent or more of a school's students speak a single primary language other than English, all notices, reports, statements, or records sent to parents by the school shall be translated into that other language; parents may respond in English or the primary language.

ACCESS programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. ACCESS shall provide appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to OCDE and school websites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities

shall notify the principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

All allegations of unlawful shall be investigated and resolved through the Uniform Complaint Procedures.

Nondiscrimination in Child Nutrition Programs

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a [Form AD-3027](#), USDA Program Discrimination Complaint Form which can be obtained online, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **Mail:** U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; or
2. **Fax:** (833) 256-1665 or (202) 690-7442; or
3. **Email:** Program.Intake@usda.gov

This institution is an equal opportunity provider.

Safe Place to Learn Act

OCDE prohibits unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry,

nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender expression, gender identity, or genetic information; or association with a person or group with one or more of these actual or perceived characteristics. Refer to [Attachment 10: Nondiscrimination/Harassment](#) for the adopted policy required by the Safe Place to Learn Act.

Student Fees

5 CCR 4622; EC 49013

Students must not be required to pay a fee, deposit, or other charge for participation in an educational activity which constitutes an integral fundamental part of OCDE's educational program, including curricular and extracurricular activities. OCDE will ensure that books, materials, equipment, supplies, and other resources necessary for student participation in its educational program are made available to students at no cost. As necessary, OCDE may approve and impose fees, deposits and other charges which are specifically authorized by law.

Any complaints of unlawful imposition of fees, deposits, or other charges will be investigated and resolved through the Uniform Complaint Procedures. If, upon investigation, OCDE finds merit in the complaint, the County Superintendent will adopt an appropriate remedy.

Educational Equity

EC 234.7

All students, regardless of their immigration status or religious beliefs, have the right to a free public education. Accordingly, ACCESS: (1) prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status; (2) receives and investigates related complaints based on immigration status in accordance with its Uniform Complaint Procedures; (3) prohibits the collection of information or documents regarding the citizenship or immigration status of students or their family members unless required to administer a state or federal program; (4) requires reporting to the Board of Trustees any requests to gain information or access to a school site by an officer or employee of a law enforcement agency for immigration enforcement purposes; and (5) will first exhaust parents' instruction concerning a student's care in the emergency contact information in the parents' absence and to avoid contacting Child Protective

Services unless the school is unable to arrange for care based on parental instruction. Information regarding immigration-enforcement actions provided by the California Attorney General can be found in [Attachment 11: Know Your Rights](#).

Rights of Youth Experiencing Homelessness

42 USC 11432; EC 48852.5

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all school-aged children experiencing homelessness to the same free and appropriate public education that is provided to non-homeless students. For more information, refer to [Attachment 12: Rights of Youth Experiencing Homelessness](#).

Rights of Foster Youth

EC 48853.5

“Foster child” means any of the following: (1) a child who has been removed from their home pursuant to WIC 309; (2) a child who is the subject of a petition filed under WIC 300 or 602, whether or not the child has been removed from their home; (3) a dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court pursuant to the tribal court’s jurisdiction in accordance with the tribe’s law; or (4) a child is the subject of a voluntary placement agreement, as defined in WIC 11400(p). For a list of rights that are afforded to foster youth, refer to CDE’s standardized notice in [Attachment 13: Foster Youth Education Rights](#).

Special Education

EC 56301

OCDE ACCESS has a duty to identify, locate and assess children with disabilities who are in need of special education and related services. Parents who believe that their child is in need of special education and related services may initiate a referral for assessment by contacting the school principal or ACCESS Director of Special Education.

Both California and Federal law require that a free appropriate public education (FAPE) in the least restrictive environment (LRE) be offered to qualified students with disabilities. Information on student eligibility, procedural safeguards, and additional matters are available from the ACCESS Director of Special Education, Dr. Amita Cloke at 601 S. Lewis Street, Orange, CA 92868 or (714) 647-2596.

Section 504

Section 504 of the Rehabilitation Act of 1973 is a federal law which prohibits discrimination against persons with a disability. ACCESS provides FAPE to all students regardless of the nature or severity of their disability.

To qualify for Section 504 protections, the student must have a mental or physical impairment which substantially limits one or more major life activity. ACCESS has a responsibility to identify, evaluate, and if eligible, provide students with disabilities the same opportunity to benefit from education programs, services, or activities as provided to their non-disabled peers. For additional information about the rights of parents of eligible students, or questions regarding the identification, evaluation, and eligibility of Section 504 protections, please contact Ryan Cummins, Director of Student Services at 601 S. Lewis Street, Orange, CA 92868, (714) 245-6719, or rjcummins@ocde.us.

Title IX: Sex Equity in Education Act

34 CFR 106.8; EC 221.61, 221.8

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. For more information, refer to [Attachment 14: Title IX Notifications](#). Please note that some of the rights listed under Title IX may not be applicable to students attending ACCESS schools.

Sexual Harassment

5 CCR 4917; EC 231.5, 48900.2, 48980

ACCESS is committed to maintaining a safe school environment that is free from harassment and discrimination. Sexual harassment targeted at any student by anyone at school or at school-sponsored or school-related activities is prohibited. Retaliatory behavior or action against any person who reports, files a complaint, or testifies about, or otherwise supports a complainant in alleging sexual harassment is also prohibited. Any student who engages in sexual harassment or sexual violence will be subject to disciplinary action. Any employee found to have engaged in sexual harassment or sexual violence toward any student will be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

The individual responsible to coordinate compliance with Title IX, as well as to oversee, investigate, and/or resolve sexual harassment complaints is Gina Lance, Senior Executive Director, Human Resources, at 200 Kalmus Drive, Costa Mesa, CA 92626, (714) 966-4333, or glance@ocde.us

This policy and portions of the accompanying procedures are provided in [Attachment 15: Sexual Harassment Policy](#).

Uniform Complaint Procedures

OCDE 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 and activities, including allegations of unlawful discrimination, harassment, intimidation, or bullying. Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints: Gina Lance, Senior Executive Director of Human Resources at 200 Kalmus Drive, Costa Mesa, CA 92626, (714) 966-4333, or glance@ocde.us. A copy of OCDE's Uniform Complaint Procedures (UCP) is available from the OCDE administrative Office. Refer to [Attachment 16: Uniform Complaint Procedures](#) for a list of programs and activities that are subject to the UCP and information on how to file a complaint.

Williams Complaint

EC 35186

A uniform complaint process is available to help identify and resolve deficiencies related to instructional materials, conditions of facilities, and teacher vacancy or misassignments. Notice of the complaint process and location at which to obtain a complaint form are posted in each classroom. Refer to [Attachment 17: Williams Complaint Procedures](#) for more information.

SCHOOL ATTENDANCE

Information about School Funding

Schools do not receive state funding for students who are absent from school – whether the absence is excused or unexcused. In other words, schools will receive state funding only for students who actually attend school.

If a parent finds it necessary to keep their child out of school for reasons other than illness, ACCESS encourages parents to send their child to school for at least a part of the day so that the student will not

be counted absent for funding purposes and also will not miss out on important lessons and assignments. It is crucial that schools continue to receive financial resources necessary to provide students with a quality education, and avert or minimize program cuts. OCDE/ACCESS wants to avoid unnecessary absences that will reduce OCDE resources and limit students' opportunity to learn.

Studies show that there is a direct correlation between good attendance and student achievement; therefore, parents are encouraged to reinforce the importance of school attendance and to make every effort to send their child to school on time and on a regular basis.

Continue to support and promote school attendance and student achievement!

School Calendar

To assist parents with the planning for their student's childcare needs, medical appointments, and other activities, the school calendar includes minimum days and student-free staff development days. If any additional minimum days or student-free staff development days are scheduled during the school year, parents of all students affected by the change will be notified as soon as possible, but not later than one month before the scheduled minimum or student-free staff development days. A copy of the school calendar is provided to students upon enrollment and can also be found on the ACCESS webpage under "[Calendars](#)".

Truancy & Chronic Absenteeism

EC 48260 et seq., 48320 et. Seq., 51101

California law requires full-time attendance and punctuality of every student between 6 and 18 years of age. Schools are required to enforce the law and parents are responsible to compel the attendance of their children at school.

A student is considered *truant* after three absences or three tardies of more than 30 minutes each time or any combination thereof and the absences or tardies are unexcused. After a student has been reported as a truant three or more times in a school year and school has made a conscientious effort to meet with the family, the student is considered a *habitual truant*. A student who is absent from school without a valid excuse for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a *chronic truant*.

A student is considered a *chronic absentee* when the student is absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused – and is an important measure because excessive absences negatively impact academic achievement and student engagement.

Excused Absences

EC 48205, 48980

In order for an absence from school to be excused, the reason for such absence must meet the criteria specified under EC 48205. A student may not have a grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. Refer to [Attachment 18: Excused Absences](#) for the full text of EC 48205.

Absences due to Religious Exercises or Instruction

EC 46014, 48980

With the written consent of the parent, a student may be excused from school in order to participate in religious exercises or to receive moral and religious instruction at the student's place of worship or at other suitable places away from school property designated by a religious group, church, or denomination. A student may not be excused from school for this purpose on more than four days per school month.

Absence due to Confidential Medical Services

EC 46010.1

Students in grades 7-12 may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent. When excusing students for confidential medical services or verifying such appointments, staff will not ask the purpose of the appointments but may contact a medical office to confirm the time of the appointment. In accordance with a November 2004 opinion issued by the California Attorney General, staff may not notify a parent when a student leaves school to obtain confidential medical services.

Married, Pregnant & Parenting Students

EC 222.5, 46015, 48980

During the school year in which the birth of the student's infant takes place, a pregnant or parenting student is entitled to eight weeks of parental leave,

which the student may take before childbirth if there is a medical necessity and after childbirth to care for and bond with the infant. If deemed medically necessary by the student's physician, parental leave may be extended beyond eight weeks. The student is neither required to take all or part of the parental leave nor notify the school that they are planning to do so; this is a guaranteed minimum right that can be expanded if deemed medically necessary. Parental leave will be marked as an excused absence, and the pregnant or parenting student is not required to complete any academic work or other school requirements during this period. Refer to [Attachment 19: Rights of Married, Pregnant and Parenting Students](#) for a description of additional rights.

Individual Instruction for Students with Temporary Disabilities

EC 48206.3, 48207.3, 48207.5, 48208, 48980

Temporary disability means a physical, mental, or emotional disability incurred while a student is enrolled and after which the student can reasonably be expected to return. Temporary disability is not a disability for which a student is identified as an individual with exceptional needs.

A student with a temporary disability, which makes attendance in regular day classes or an alternative education program in which the student is enrolled impossible or inadvisable, will receive individual instruction provided by the school district in which the student is deemed to reside. Individual instruction includes instruction provided in the student's home, in a hospital or other residential health facility, excluding state hospitals, or under other circumstances prescribed by state law. If a student with a temporary disability is in a qualifying hospital that is located outside the district of residence, it is the parent's responsibility to notify the district in which the qualifying hospital is located of the student's presence. The location of the qualifying hospital is considered the student's place of residence during their stay there; therefore, the student will receive individual instruction provided by the district in which they are temporarily residing unless the district of residence has entered into an agreement with the other district to provide the individual instruction.

When notified that a student has a temporary disability, the district will determine within five working days whether the student is eligible to receive individual instruction. If determined that individual instruction is appropriate, the instruction

begins within five working days from the date the determination is made.

ACCESS may continue to enroll a student with a temporary disability who is receiving individual instruction in a qualifying hospital to facilitate the timely reentry of the student in their prior school after the hospitalization has ended; the student must be allowed to return to the school that the student attended prior to receiving individual instruction if the student returns during the school year in which the individual instruction began. The supervisor of attendance will ensure that absences from the regular school program are excused until the student is able to return to that program.

STUDENT RECORDS

Maintenance of Records

5 CCR 432, 437; EC 49063, 49076.7

A student record is any item of information directly related to an identifiable student, other than directory information, which is maintained by ACCESS or required to be maintained by an ACCESS employee in the performance of the employee's duties, whether recorded by handwriting, print, tapes, film, microfilm, or other means.

Per state and federal law, ACCESS keeps the following *mandatory permanent records* indefinitely: student's legal name, date and place of birth, method of verifying birth date, sex, enter and leave date each school year, subjects taken, marks or number of credits toward graduation, verification of or exemption from required immunization, date of high school graduation or equivalent, and parent's name and address (including the student's address if different, and the annual verification of residency for both the student and the parent). ACCESS also keeps the following *mandatory interim records* until three years after the student leaves or graduates, or their usefulness has ceased: log identifying persons or agencies who have requested or received information from the student record, health information, information on participation in special education programs, language training records, progress slips/notices (related to grades), parental authorizations/restrictions/waivers, rejoinders to challenged records, results of standardized tests administered within the past three years, expulsion orders, and independent study evaluation and findings. *Permitted records*, which are records that ACCESS has determined important to maintain, may include, but are not limited to, objective school

counselor and teacher ratings, standardized test results older than three years, routine discipline data, verified reports of relevant behavior patterns, disciplinary notices, and attendance records.

ACCESS will not collect or solicit social security numbers or the last four digits of social security numbers of students or parents, except as required by state or federal law or as required to establish eligibility for a federal benefit program. Additionally, ACCESS will not collect information or documents regarding the citizenship or immigration status of students or their family members, unless required by state or federal law or as required to administer a state or federally supported educational program.

On an annual basis, records that are not designated as mandatory permanent records are reviewed to determine the records that still need to be retained and those that are appropriate for destruction. Records are destroyed in a way that assures they will not be available to possible public inspection in the process of destruction.

Student Information Obtained from Social Media

EC 49073.6

ACCESS has adopted a program that gathers and maintains student information obtained from social media. *Social media* is defined as an electronic service or account, or electronic content, including, but not limited to, videos, still photographs, blogs, video blogs, podcasts, instant and text messages, email, online services or accounts, or Internet Web site profiles or locations. This program gathers and maintains only information that is directly related to school safety or student safety. Information of a student gathered from social media is destroyed within one year after the student turns 18 years of age or within one year after the student is no longer enrolled in ACCESS, whichever occurs first.

To review, or to request for the correction or removal of, the information that has been gathered from social media and maintained in a student's record, the student or their parent may submit a written request to the principal. Access to review any records will be provided within five business days from the date of receipt of the request.

Responsible Officials

5 CCR 431, 433; EC 49063

The Director of Student Services, Ryan Cummins, has been designated as the custodian of records for ACCESS, and at each school site, the principal serves as the custodian of records for students

enrolled at their school. The custodian of records is responsible for implementing the policies and procedures related to student records; in particular, they must protect the student and the student's family from invasion of privacy by ensuring only authorized persons may access student records.

Access to Records

EC 49063, 49069.3, 49064, 49076

Access means personal inspection and review, request and receipt, and oral description or communication of any record. A log is maintained in each student's record at the school that lists all persons, agencies, or organizations that have requested or received information from the records and the legitimate educational interest of the requester.

Parents have absolute right to access any and all student records maintained by ACCESS. Non-custodial parents also have the right to access their student's records unless that right has been limited through a court order. When a student turns 18 years of age, all rights regarding student records are transferred from the parent to the student. If the adult student is still claimed by the parent as a dependent for tax purposes, the parent may still access the student's records.

In order for a student to have access to their own records without prior parent consent, the student must meet one of the following criteria:

- Is 16 years of age or older or have completed the 10th grade; or
- Is 14 years of age or older who is both a homeless child and an unaccompanied youth, as defined in the federal McKinney-Vento Homeless Assistance Act.

A request by a parent to access or disclose their student's educational records must be submitted in a written form to the principal, who will, in turn, have 5 business days from the day of receipt of the request to fulfill the request. All written requests must indicate the specific records or information to be accessed or disclosed. If requested, qualified certificated personnel may be made available to the parent to interpret records. For requests to disclose records, the written form must also specify the person or agency to whom the records are to be released and the reason(s) for such disclosure.

A student's citizenship status, immigration status, place of birth, or any other information indicating national origin will not be released without parental consent or a court order.

School Officials & Employees

School officials and employees who are authorized to review student 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 OCDE has contracted to perform a special task (such as an attorney, auditor, medical consultant, educational consultant or therapist); a vendor, contractor, or other party to whom OCDE has outsourced institutional services or functions. Access to student records is permitted only for records that are relevant to the legitimate educational interests of the requester. A school official or employee has a legitimate educational interest if the official or employee needs to review student records in order to fulfill their professional duties and responsibilities, whether routine in nature or as a result of special circumstances.

Access to Records without Parent Consent

The following individuals/entities are authorized to access student records without prior parent consent: officials and employees of other public schools or school systems where educational programs leading to high school graduation are provided or where the student intends to or is directed to enroll; authorized representatives of federal regulatory agencies for audits or evaluations of state or federally supported educational programs; a judge, district attorney or probation officer involved in truancy mediation; a district attorney, counsel of record for the minor, or probation officer conducting a criminal investigation or investigating whether the student is a ward of the court or violated a condition of probation; an agency caseworker or other representative of a state or local child welfare agency, or tribal organization, that has legal responsibility for the care and protection of the student; a person who has completed and signed the Caregiver's Authorization Affidavit for the purpose of enrolling a minor in school; appropriate persons in connection with an emergency if the knowledge of the information is necessary to protect the health or safety of a student or other persons; agencies or organizations in connection with a student's application for financial aid; county elections official for the purpose of identifying students eligible to register to vote; and accrediting associations for accrediting functions.

Foster Youth Records

A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver who has direct responsibility for the care of a student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, online communication on platforms established by schools for students and parents, and any IEPs or Section 504 plans maintained by ACCESS. A caregiver may access the information regardless of whether the caregiver has been appointed as the student's educational rights holder.

The above-referenced individuals may access the records listed above solely for the purpose of monitoring the student's educational progress, updating and maintaining the student's education records as required by WIC 16010, and to ensure the student has access to educational services, supports and activities, including enrolling the student in school, assisting the student with homework, class assignments, and college and scholarship applications, and enrolling the student in extracurricular activities, tutoring and other afterschool or summer enrichment programs.

Duplication of Records

EC 49063, 49065

Former students may receive up to two transcripts or up to two verifications of their records at no cost. Beyond that, copies of records sized 8½ x 14 or less costs \$0.15 per page; \$0.20 per page is charged for copies made from microfilm; and the actual cost for reproducing copies of oversized documents or documents requiring special processing will be charged. No charge will be made to search for or to retrieve any student record.

Transfer of Records

5 CCR 438; EC 49068

Upon request from officials of another school, school system, or postsecondary institution in which a student seeks or intends to enroll or is already enrolled, ACCESS is authorized to disclose student records, within 10 school days, without parental consent as long as the disclosure is for purposes related to the student's enrollment or transfer. All student records will be updated before they are transferred and will not be withheld from a

requesting school because of any charges or fees owed by the student or parent.

If the student transfers into ACCESS from another public or private school, the parent has the right to request a copy of the records received from the former school, as well as the right to have a hearing in which to challenge the contents of that record.

Compliance with Court Order or Subpoena

EC 49076, 49077

Student information will be furnished in compliance with a court order or a lawfully issued subpoena. ACCESS will make a reasonable effort to notify the student's parent and the student in advance of disclosing student information pursuant to a court order or subpoena.

If a court order or subpoena is issued to obtain a student's contact information, ACCESS will make a reasonable effort to enter into an agreement with the entity that obtained the court order or subpoena requiring that the student contact information be maintained in a confidential manner.

Juvenile Court Records

WIC 827, 831

Juvenile court records should be confidential regardless of the juvenile's immigration status. Only if a court order is provided, will any student information be disseminated, attached, or provided to federal officials. The court order must indicate prior approval of the presiding judge of the juvenile court. Otherwise, juvenile information is protected from distribution and remains private without a court order.

Whenever a student has been found by a court to have committed any felony or misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense, assault or battery, larceny, vandalism, or graffiti, the court will provide a written notice to the superintendent of the school district of attendance. The superintendent will then provide the information to the principal at the school of attendance, who will disseminate the information to any administrator, teacher, or counselor directly supervising or reporting on the behavior or progress of the student, allowing them to work with the student in an appropriate manner.

Access by Military Recruiters

20 USC 7908; EC 49073.5

Federal law requires LEAs provide military recruiters access to secondary school students' names,

addresses and telephone listings upon request by the military recruiters. A student or parent may request that this information not be released to military recruiters without prior written consent by submitting a written notice to the principal.

Release of Directory Information

20 USC 1232g; EC 49061, 49073

Directory information means information contained in a student record that would not generally be considered harmful or an invasion of privacy if disclosed. ACCESS has designated the following items as directory information: student's name, address, telephone number, email address, date of birth, major field of study, participation record in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards received, and most recent previous school attended. Directory information may include a student identification number, user identification, or other personal identifier used by the student for purposes of accessing or communicating in electronic systems as long as the identifier cannot be used to gain access to education records except when used in conjunction with a personal identification number, password, or other factor known or possessed only by the authorized user.

Directory information does not include a student's social security number. Directory information also does not include the student's citizenship status, immigration status, place of birth, or any other information indicating national origin. ACCESS will not release such information without parental consent or a court order.

ACCESS has determined that the following individuals, officials, or organizations may receive directory information: federal, state, and local law enforcement; probation officers; a public defender representing a student; district attorney; social services; child support agency; and companies that manufacture class rings or publish yearbooks. ACCESS may also include directory information in certain school publications, such as a playbill, showing a student'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 students enrolled in grade 12 or who

have terminated enrollment prior to graduation may be provided to a private school or college. No directory information of a student who is experiencing homelessness or an unaccompanied youth will be released without the express written consent for its release by the student. For all other students, directory information will not be released of those students whose parent have notified ACCESS in writing that the information not be released. The written notice must be submitted to the principal by the last day of school in September of each school year.

Protection of Pupil Rights Amendment

20 USC 1232h; EC 51513

The Protection of Pupil Rights Amendment (PPRA) affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. For more information, refer to [Attachment 20: Protection of Pupil Rights Amendment](#).

Cal Grant Program

EC 69432.9

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

Cal Grant applicants must apply using the FAFSA or CADAA by the deadline and meet all eligibility, financial, and minimum GPA requirements of either program. To assist students with the application, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted by the October 1 deadline to the California Student Aid Commission (CASC) electronically by the school. A student, or the parent of a student under 18 years of age, may complete a form to indicate that they do not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent may opt out the student. Once a student turns 18 years of age, only the student may opt themselves out, and can opt in if the parent had previously decided to opt out the student. Notification regarding CASC and the opportunity to opt out of being automatically deemed a Cal Grant applicant will be provided to all students

and their parents by January 1 of the students' 11th grade year. If the opt out form is not received by September 1 of the student's 12th grade year, the student's GPA will be submitted to CASC by October 1 of that same school year.

California College Guidance Initiative

EC 60900.5

The California College Guidance Initiative (CCGI) works to smooth the path to college for California students and unify the efforts of the institutions that serve them. Combining data-driven tools and infrastructure with capacity building and student-focused curricula, CCGI helps close the gaps between systems and ensure that all California students, especially those who have been underrepresented in higher education, can move seamlessly from K-12 to college and career. CCGI manages CaliforniaColleges.edu which is the State of California's official college and career planning platform and is free to all California students in grades six through twelve and their families. The CCGI currently receives data for all public-school students enrolled in grades six through twelve from CDE including through the California Longitudinal Pupil Achievement Data System (CalPADS).

CalPADS is a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.

Data from CalPADS:

1. Are shared with the CCGI.
2. Are used to provide students and families with direct access to online tools and resources.
3. Will enable a student to transmit information shared with the CCGI to both of the following:
 - Postsecondary educational institutions for purpose of admissions and academic placement.
 - The Student Aid Commission for purposes of admissions and academic placement.

Challenging the Content of Records

34 CFR 99.20; EC 49063, 49066, 49070, 49072

Following an inspection and review of student records, the parent may challenge the content of the records by filing a written request with the principal to correct or remove any information recorded in the written records concerning their child, which is alleged 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 student.

In the written request, the parent must clearly identify the part of the record they want corrected and specify why it should be corrected. If the principal decides not to amend the record as requested by the parent, the parent will be notified of the decision and advised of the right to a hearing and the hearing procedures.

After the hearing, if the principal decides not to amend the record, the parent has the right to submit a written statement of objections (rejoinder) to the information. The rejoinder becomes a part of the student's record until such time as the information objected is removed.

Grades

If the challenge involves a student's grade, the teacher who gave the grade will be given an opportunity to state, orally and/or in writing, the reasons for which the grade was given. To the extent practicable, the teacher will be included in all discussions related to any grade change. In the absence of clerical or mechanical error, fraud, bad faith, or incompetency, a student's grade as determined by the teacher is final.

Disciplinary Actions

Whenever information is included in a student's record concerning any disciplinary action taken by administration in connection with the student, the parent has the right to include a written statement or response concerning the disciplinary action in the student's record.

Expungement of Records

EC 48916, 49063

Upon satisfactory completion of the rehabilitation assignment of a student whose expulsion has been suspended, OCDE may order the expungement of any or all records of the expulsion proceedings.

When a written revocation of consent is submitted after the initial provision of the student's special education and related services, OCDE is not required to amend the student's records to remove any reference to the student's receipt of special education and services.

Destruction of Records

34 CFR 300.624; 5 CCR 432, 16026, 16027

OCDE is required to retain indefinitely the original or an exact copy of mandatory permanent records (Class 1 - Permanent Records) which schools have been directed to compile by California regulations; maintain for stipulated periods of time mandatory interim 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.

Prior to destroying records of a student who has received special education services, IDEA requires parental notification when OCDE decides that personally identifiable information is no longer needed to provide educational services to a child. Once parents have been notified that personally identifiable information is no longer needed, they have the option of requesting access to and/or copies of those records prior to destruction, and to request that student records be destroyed, unless OCDE determines that the information could be needed to provide educational services in the future or is needed for auditing purposes. Unless classified as permanent records, all other student records are destroyed five years after the information is no longer needed to provide educational services.

Complaints

Parents 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 FERPA, which governs access to student records. Refer to [Attachment 21: FERPA Notification of Rights](#) for more information.

HEALTH & WELLNESS

Access to Student Mental Health Services

EC 48980, 49428

Students' emotional well-being and mental health are critical to their ability to perform to their full academic and personal potential. Please review [Attachment 22: Mental Health Services for Students](#) for information on how to initiate access to available mental health services on campus and/or in the community. The information is also available on the school's website and in student handbooks.

School Meals

EC 48980, 49501.5, 49510, 49520

Adequate nutrition is essential to the development, health and well-being, and learning of all students. A free, nutritionally adequate breakfast and lunch is available each school day to any student who requests a meal regardless of the student's free or reduced-price meal eligibility. Any questions or concerns can be directed to site staff who assist students and parents with the enrollment process.

Immunizations

17 CCR 6040, 6055; EC 48216, 48980, 49403; HSC 120372

To protect the health of all students and staff and to curtail the spread of infectious diseases, students must be immunized against certain communicable diseases. Students may not be admitted into any elementary or middle school, preschool, or childcare and development program for the first time nor be admitted or advanced into grade 7 unless they have met the immunization requirements. The parent's guide to "[Required Immunizations for School Entry](#)" from the California Department of Public Health (CDPH) website can be accessed by clicking on the title (link).

Medical exemptions may only be submitted using the standardized form developed by CDPH. To request such an exemption, parents are to first register for a California Immunization Registry – Medical Exemption (CAIR-ME) account at <https://cair.cdph.ca.gov/exemptions/home> to obtain a medical exemption request number before going to their child's doctor.

HPV Immunization

EC 48980.4

Students are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices of the federal Centers for Disease Control and Prevention, the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the 8th grade of any private or public school. HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks. For more information, refer to [Attachment 23: HPV Fact Sheet](#).

Administration of Immunizing Agents

EC 48980, 49403

OCDE is required to cooperate with the local health officer in measures necessary for the prevention and control of communicable diseases in school age children, and may permit any person licensed as a physician and surgeon, any person licensed as a registered nurse, or other licensed healthcare practitioners acting under the direction of a supervising physician and surgeon, to administer an immunizing agent to a student. Parents have the right to consent in writing to the administration of an immunizing agent to their child.

Entrance Health Screening

HSC 124100, 124105

State law requires that the parents of each student provide the school within 90 days after entrance to first grade documentary proof that the student has received a health screening examination by a doctor within the prior 18 months. These services are available from the Orange County Public Health Department. The parent may submit a waiver on a form developed by the California Department of Health Care Services indicating that they do not want or are unable to obtain a health screening. If the waiver indicates that the parent is unable to obtain the services, the reasons should be included in the waiver. Students may be excluded, beginning the 91st day after the student's entrance into the first grade, up to 5 days from school for failing to comply or not providing a waiver.

Oral Health Assessment

EC 49452.8

A student must have an oral health assessment (dental check-up) by May 31 in either kindergarten or first grade, whichever is their first year in public school. Dental check-ups in the 12 months before starting school meet this requirement. Please refer to [Attachment 24: Oral Health Assessment](#) for more information.

Consent to Physical Examination

EC 48980, 49451

Periodic health examinations of students may lead to early detection and treatment of conditions that impact learning. These examinations may also help determine whether the student may qualify for services or accommodations pursuant to IDEA or Section 504.

Testing of the sight and hearing of each student is

conducted during the kindergarten year or upon first enrollment or entry in a California elementary school, and subsequently in grades 2, 5, and 8. A student whose first enrollment or entry occurs in grade 4 or 7 will not be required to be appraised in the year immediately following the student's first enrollment or entry. Testing of the hearing will also be conducted in grade 10 and as part of special education evaluations.

A parent may annually file with the principal a written statement stating that the parent will not consent to a physical examination of their child. However, whenever there is good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child will be sent home and not be permitted to return until school authorities are satisfied that any contagious or infectious disease does not exist.

Medication Regimen for Nonepisodic Condition

EC 49480

If a student is on a continuing medication regimen for a nonepisodic condition, the student's parent is required to inform, in writing, 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 the consent of the parent, the school nurse may communicate with the student's physician and may counsel with school personnel regarding the possible effects of the drug on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

Administration of Prescribed Medication

EC 48980, 49423

The parent of a student who is required to take prescription medication during the regular school day may request that the school nurse or other designated school personnel assist with the administration of the medication. The parent 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 a written statement from the parent indicating the desire that ACCESS assist the student in the matters set forth in the physician's statement.

In order for a student to carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication at school, the parent must

provide a written statement consenting to the self-administration and a written statement from the physician/surgeon or physician assistant detailing the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the student is able to self-administer auto-injectable epinephrine or inhaled asthma medication.

ACCESS school nurses can provide the appropriate form for this purpose.

Prescription Opioids

EC 49476

An opioid is a controlled substance that can be prescribed by a health care provider to relieve moderate-to-severe pain, after a surgery or injury, or for certain health conditions. Opioids include prescription drugs such as hydrocodone, oxycodone, morphine, and codeine. Although these medications can be an important part of treatment, they carry serious risks of addiction and overdose, especially with prolonged use. For more information, refer to [Attachment 25: Prescription Opioid Factsheet](#).

Medical & Hospital Services for Students

EC 48980, 49472

OCDE 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 OCDE students arising out of accidents occurring on OCDE property or while being transported to and from school-sponsored activities. No student is required to accept such service without the consent of the student's parent.

Type 1 Diabetes

EC 49452.6

Type 1 diabetes in children is an autoimmune disease that attacks the insulin-producing cells in the pancreas, destroying the body's ability to make insulin. If left untreated, type 1 diabetes can dramatically impact everyday life, and can even result in death. As the number of people diagnosed with type 1 diabetes continues to increase, it is critical that parents learn of its symptoms to help their children obtain early diagnosis and treatment when necessary. More information is provided in [Attachment 26: Type 1 Diabetes](#), which includes a

description of type 1 diabetes, risk factors, warning signs, screening process, and recommendations.

Type 2 Diabetes

EC 49452.7

Type 2 diabetes in children is a chronic disease that affects the way a child's body processes sugar (glucose). Its long-term consequences can be disabling or even life-threatening. Although more commonly associated with adults, type 2 diabetes in children is on the rise, fueled largely by the obesity epidemic. Type 2 diabetes in children is a preventable/treatable disease. More information is provided in [Attachment 27: Type 2 Diabetes](#), which includes a description of type 2 diabetes, risk factors, warning signs, prevention methods and treatments, and types of screening tests that are available.

HEALTH & SAFETY

Dress Code

EC 35183, 35183.1, 35183.3, 35183.5, 51101

Students are expected to come to school appropriately dressed in clothes that are suitable for the school activities in which they participate. A student's clothing must not present a health or safety hazard or a distraction which interferes with the education process.

Each school has established a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan.

The dress code can be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. The principal, staff, students, and parents at each school may establish additional reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities as well as to address site-specific needs.

Students failing to dress appropriately will be asked to change.

Sun-protective Clothing/Use of Sunscreen

Students are allowed to wear sun protective clothing, including but not limited to hats, for outdoor use during the school day. Sunscreen may also be used by students, during the school day, without a physician's note or prescription. School sites are

authorized to establish a policy regarding the use of sunscreen.

Graduation Ceremony

At graduation ceremonies, students may wear traditional tribal regalia or recognized objects of religious or cultural significance as an adornment. Students also have the right to wear a dress uniform issued to them by a branch of the United States Armed Forces while participating in their graduation ceremonies when they meet specified requirements.

Anti-bullying Policy

EC 234.1, 234.4

OCDE recognizes the harmful effects of bullying on student well-being, student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. Accordingly, bullying is prohibited at any location, whether on or off campus, that affects students or school activity under the jurisdiction of ACCESS. Any student who engages in bullying may be subject to disciplinary action. Any employee who permits or engages in bullying or retaliation related to bullying will be subject to disciplinary action, up to and including dismissal.

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act.

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

Acts of bullying that constitute grounds for suspension must meet the criteria specified under EC 48900(r). Under EC 48900(r), "bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students as defined in EC 48900.2, 48900.3, or 48900.4, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student(s) in fear of harm to their person or property.

2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
3. Causing a reasonable student to experience substantial interference with their academic performance.
4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by a school.

Students and staff are expected to immediately report incidents of bullying to the principal or designee, even if the report needs to be made anonymously. Any complaint of bullying will be investigated and, if determined to be discriminatory, resolved in accordance with law and the Uniform Complaint Procedures.

Internet Access

47 CFR 54.520; 20 USC 7131, 47 USC 254

ACCESS has adopted a policy on Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors. Refer to [Attachment 28: Internet Acceptable Use Policy](#) for more information.

Invasion of Privacy

PC 647

It is a misdemeanor to use a concealed camcorder, motion picture camera, or photographic camera of any type, to secretly videotape, film, photograph, or record by electronic means, another identifiable person who may be in a state of full or partial undress, for the purpose of viewing the body of, or the undergarments worn by, that other person without the consent or knowledge of that other person, in a bathroom, changing area, or the interior of any other area in which that other person has a reasonable expectation of privacy, with the intent to invade the privacy of that other person.

Electronic Listening & Recording Devices

EC 51512

The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the teacher and the principal given to promote an educational purpose is prohibited. It disrupts and impairs the teaching process and discipline schools. Any

person, other than a student, who willfully violates this section is guilty of a misdemeanor. Any student violating this section may be subject to appropriate disciplinary action.

Use of Mobile Communication Devices

EC 48901.5, 48901.7

Mobile communication devices must be turned off during instructional time. However, a student cannot be prohibited from possessing or using a mobile communication device under any of the following circumstances:

- In the case of an emergency, or in response to a perceived threat of danger
- When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator
- When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being
- When the possession or use is required by the student's IEP or Section 504 plan

Smartphones and other mobile communication devices must not be used in any manner which infringes on the privacy rights of any other person. When used in an unauthorized manner, the device may be confiscated and/or searched according to law and policy, and the student may be subject to discipline. A student may also be subject to discipline for use of a mobile communication device off school grounds if it poses a threat or danger to the safety of students, staff, or OCDE property or substantially disrupts school activities.

OCDE/ACCESS is not responsible for the loss, theft, or damage of a student's mobile communication device which is brought onto school grounds or to a school activity.

Employee Interaction with Students

EC 44050

The OCDE is committed to providing a safe and effective learning environment for students. As such, OCDE expects all employees to conduct themselves at all times in a professional and ethical manner that reflects standards consistent with the law as well as high professional, moral, and ethical standards.

The expectations of employees as outlined in [Attachment 29: Professional Boundaries](#) extends to volunteers.

Megan's Law/Sex Offenders

PC 290.45, 626.81

Whenever the principal has granted permission to a registered sex offender to come into a school building or upon school grounds to volunteer at the school, the principal will notify the parent of each student at that school, at least 14 days in advance, that a registered sex offender has been granted such permission, the date(s) and times for which permission has been granted, and the parent's right to obtain information regarding the person from a designated law enforcement agency.

ACCESS will respond as directed or advised by a law enforcement agency due to the presence of a registered sex offender on school grounds. Parents requesting information about sex offenders in the community should either contact law enforcement or access the Megan's Law webpage from the California Department of Justice's website <http://meganslaw.ca.gov/>. The website also provides information on how to protect children and their families, facts about sex offenders, frequently asked questions, and sex offender registration requirements in California.

Drug-free Campus Policy

EC 48900; HSC 11054

ACCESS will not tolerate the use, possession, or sale of drugs (including marijuana), alcohol, tobacco, or related paraphernalia including electronic devices that deliver nicotine or other prohibited substances by students, parents, or other visitors on school campuses, at school-sponsored activities, or in ACCESS owned or leased buildings, on ACCESS property and in ACCESS vehicles.

Dangers of Synthetic Drugs

EC 48985.5

Fentanyl is a major contributor to drug overdoses in California, including among youth. Fentanyl is an extremely potent and dangerous synthetic opioid, like heroin and morphine, and is laboratory engineered to be about 50 times stronger than heroin. This means even small amounts can lead to a fatal overdose. Fentanyl is powerful and difficult to detect.

People who make or sell drugs sometimes add small amounts of fentanyl to other substances in ways that are not noticeable to the user. Fentanyl is now commonly present in counterfeit pills sold on the internet posing as prescription drugs, such as Oxycodone, Xanax, Percocet, Vicodin, and Adderall. Fake prescription pills are easily accessible and

often sold on social media and e-commerce platforms, making them available to anyone with a smartphone, including minors. Pills obtained through social media are especially dangerous and the Drug Enforcement Agency reports that 7 out of every 10 pills confiscated contain enough fentanyl to kill.

Fentanyl misuse may result in an intense, short-term high; temporary feelings of euphoria; slowed respiration and reduced blood pressure, nausea, fainting; seizures or death. Methamphetamine misuse may result in agitation; increased heart rate and blood pressure; increased respiration and body temperature; anxiety and paranoia. High doses can cause convulsions, cardiovascular collapse, stroke, or death. Overdose may result in stupor, changes in papillary size, cold and clammy skin, cyanosis, coma, and respiratory failure leading to death. The presence of a triad of symptoms such as coma, pinpoint pupils, and respiratory depression are strongly suggestive of opioid poisoning.

With a fentanyl-poisoned drug supply, avoiding drug use is the surest way to prevent an overdose. The only safe medications are ones that come from licensed and accredited medical professionals.

Tobacco-free Campus Policy

HSC 104420, 104559

OCDE has adopted and enforces a tobacco-free campus policy. The policy prohibits the use of tobacco and nicotine products, at any time, in OCDE owned or leased buildings, on OCDE property and in OCDE vehicles. This includes, but is not limited to, smokeless tobacco, snuff, chew, clove cigarettes, and other nicotine delivery devices, such as electronic cigarettes.

Safe Storage of Firearms

EC 48986, 49392

Parents are responsible for keeping firearms out of the hands of children. Refer to [Attachment 30: Safe Storage of Firearms](#) for information regarding California's child access prevention laws and laws relating to the safe storage of firearms.

Asbestos Management Plan

40 CFR 763.84, 763.93

Parents have the right to inspect a complete, updated copy of a management plan for asbestos-containing material in school buildings. The asbestos management plan can be made available for inspection during normal business hours, without cost or restriction, at the office of Benefits and

Emergency Planning at 200 Kalmus Drive, Costa Mesa, CA 92628. OCDE may charge a reasonable cost to make copies of the management plan.

Pesticide Products

EC 17611.5, 17612, 48980.3

A copy of the school's integrated pest management plan can be found at <https://ocde.oc.codex.tools/>. Refer to [Attachment 31: Pesticide Products](#) for a list of all pesticide products expected to be applied at OCDE ACCESS schools. Parents seeking access to information on pesticides and pesticide use reduction developed by the Department of Pesticide Regulation pursuant to California Food and Agricultural Code 13184, can do so by going to: <https://www.cdpr.ca.gov/docs/schoolipm/>

STUDENT DISCIPLINE

Rules Pertaining to Student Discipline

EC 35291, 48980

ACCESS school rules, regulations, practices, and procedures pertaining to student discipline are available at each individual school site.

Duty Concerning Conduct of Students

EC 44807

Every ACCESS teacher has a responsibility to hold students to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess.

Duties of Students

5 CCR 300; EC 48908

Every student must attend punctually and regularly, conform to the regulations of the school, obey promptly all the directions of the teacher and others in authority, observe good order and propriety of deportment, be diligent in study, be respectful to the teacher and others in authority, be kind and courteous to schoolmates, and refrain entirely from the use of profane and vulgar language.

Grounds for Suspension

EC 48900 et seq.

At all times, the safety of students and staff and the maintenance of an orderly school environment are priorities in determining appropriate discipline. To the extent possible, staff will use disciplinary strategies that keep students in school and participating in the instructional program. Disciplinary measures that may result in loss of instructional time

or cause students to be disengaged from school, such as detention and suspension, will be imposed only when required or permitted by law or when other means of correction have been documented to have failed. Students may only be suspended from class or from school for an act described in EC 48900, 48900.2, 48900.3, 48900.4, and 48900.7, which are provided in [Attachment 32: Grounds for Suspension](#).

Required Parent Attendance due to Suspension

EC 48900.1; LC 230.7

When suspending a student from class pursuant to EC 48910, the teacher of the class may require any parent who lives with the student to accompany the student for a portion of a school day in the class from which the student has been suspended. Employers are not allowed to discharge or in any manner discriminate against an employee who is complying with this requirement to appear in their child's school if the parent has given reasonable notice to their employer.

Assignments & Tests during Suspension

EC 47606.2, 48913, 48913.5, 48980

The teacher of any class from which a student is suspended may require the suspended student to complete any assignments and tests missed during the suspension. However, a teacher must provide a student that has been suspended from school for two or more days the homework that the student would otherwise have been assigned if the student or the student's parent or other person holding educational rights makes a request to the teacher. Whenever a homework assignment that is requested and turned into the teacher either upon the student's return to school from suspension or by the deadline prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment cannot be included in the calculation of the student's overall grade in class.

Involvement of Law Enforcement

EC 35291, 44014, 48902, 48980

Whenever any school employee is attacked, assaulted, or physically threatened by a student, the

incident must be promptly reported to the appropriate law enforcement authorities. The principal must also notify the appropriate law enforcement authorities, within specified timelines, of any acts committed by students occurring on school grounds that involve:

1. Assault with a deadly weapon or instrument
2. Sexual battery or sexual assault
3. Controlled substances, alcoholic beverages, or intoxicants
4. Firearms or explosives
5. Any dirk, dagger, ice pick, knife having a blade longer than 2½ inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun (as defined in PC 244.5(a)), any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, CO2 pressure, or spring action, or any spot marker gun

Whenever the principal reports a criminal act committed by a student with exceptional needs, the principal or designee will ensure that copies of the student's special education and disciplinary records are provided to law enforcement authorities for consideration.

Reporting Threats

EC 35291, 48902, 48980, 49331, 49393

Any employee or other school official whose duties bring them in contact on a regular basis with students in any of grades 6-12, as part of a middle or high school, who is alerted to or observes any threat or perceived threat of a homicidal act must immediately report the threat or perceived threat to law enforcement.

Threat or perceived threat means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual.

ATTACHMENT 1: LANGUAGE ACQUISITION PROGRAM

OCDE-ACCESS is committed to the learning and educational growth of our students. Furthermore, we believe that OCDE- ACCESS is a great place for students to be successful and thrive. One of these commitments that we provide for our students is the option of parent choices when it comes to Language Acquisition Programs.

Parents may choose a language acquisition program that best suits their child. This can be accomplished when parents of 30 students or more per school, and parents of 20 students or more in any grade level, request a language acquisition program that is designed to provide language instruction. The school will make a written record of each request and maintain it for at least three years from the date of the request. The school shall be required to offer such a program to the extent possible. Parents may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan.

Language acquisition programs are educational programs designed to ensure English acquisition as rapidly and as effectively as possible, and that provide instruction to students on the state-adopted academic content standards, including the English language development (ELD) standards. ACCESS offers the following language acquisition program:

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

To effectively implement a language acquisition program, ACCESS will allocate enough resources to support the success of the program in attaining its articulated goals. Sufficient resources include, but are not limited to certificated teachers with the appropriate authorizations, necessary instructional resources pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals.

For additional questions regarding language acquisition programs and how to request for the establishment of a program, please contact the principal or Nicky McClure, Multilingual Student Services Manager, at (714) 245-6789 or nmclure@ocde.us.

ATTACHMENT 2: HIGH SCHOOL COURSEWORK, CREDITS & EXEMPTIONS

For the purpose of this notification, an “eligible student” is a foster youth, student experiencing homelessness, former juvenile court school student now enrolled in a school district, child of a military family, migrant student, or newcomer student.

Coursework and Credits

Eligible students transferring out of a school must receive an official transcript which reflects full and partial credits and grades earned by the student, including:

1. A determination of the days of enrollment and/or seat time, if applicable, for all full and partial credits earned based on any measure of full or partial coursework being satisfactorily completed.
2. Separate listings for credits and grades earned at each school attended so it is clear where credits and grades were earned.
3. A complete record of the student’s seat time, including both period attendance and days of enrollment.

If the new school has knowledge that the transcript from the transferring school may not include certain credits or grades, the new school must contact the prior school within two business days to request that the full or partial credits be issued. The prior school must then issue appropriate credits and provide all academic and other records to the new school within two business days of the request.

Schools must accept and issue full credit for any coursework that an eligible student has satisfactorily completed while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school. Schools cannot require an eligible student to retake any course that the student has already satisfactorily completed or to retake the portion of a course that the student partially completed unless the school, in consultation with the student’s education rights holder, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the eligible student must be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

An eligible student cannot be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California.

Exemption from OCDE-adopted Coursework

In order to graduate from high school, all students must complete the graduation course requirements that are specified in EC 51225.3 (“statewide course requirements”), as well as any other course requirements adopted by the OCDE (“OCDE-adopted coursework”). An eligible student, other than a newcomer student, who transfers into ACCESS any time after completing the second year of high school, or a newcomer student who is in the third or fourth year of high school will be exempted from any OCDE-adopted coursework that are in addition to statewide course requirements, unless it has been determined that the student is reasonably able to complete the additional requirements in time to graduate by the end of the fourth year of high school. If not exempted, the student will be reevaluated for eligibility the following academic year based on the student’s course completion status at that time.

Eligible students must receive notification of the availability of the exemption and whether they qualify for it. If an eligible student was not properly notified of an exemption, declined the exemption, or was not previously exempted, the student or educational rights holder may request the exemption and the student will be exempt. Any such student who at one time qualified for the exemption may request the exemption even if the student is no longer eligible.

An eligible student also has the right to remain for a fifth year to complete either the statewide course requirements or the OCDE-adopted coursework.

Any complaint that ACCESS has not complied with requirements, as specified in EC 51225.1 and 51225.2, may be filed in accordance with the OCDE’s Uniform Complaint Procedures.

Additionally, for a student with a disability, eligibility for an exemption from OCDE-adopted coursework requires that the student's IEP provides all of the following:

1. The student's IEP team has deemed the student eligible to take the state alternate assessment as described in EC 60640(k).
2. The student is required to complete state standards aligned coursework to meet the statewide course requirements specified in EC 51225.3.

Juvenile Court School Students

A student who completes the graduation requirements of their school district of residence while detained will be issued a diploma from either the school the student last attended before detention or the OCDE.

When a student completes the state minimum coursework requirements and becomes eligible for a diploma, ACCESS will notify the student and the student's educational rights holder and social worker or probation officer of all of the following:

1. The student's right to a diploma.
2. How taking coursework and other requirements adopted by the OCDE or continuing education upon release from the juvenile detention facility will affect the student's ability to gain admission to a postsecondary educational institution.
3. Information about transfer opportunities available through the California Community Colleges.
4. The student's or the education rights holder's, as applicable, option to allow the student to defer or decline the diploma from the county juvenile court school and take additional coursework.

If OCDE fails to provide timely notice, the student will be eligible for the diploma once notified, even if that notification occurs after termination of the court's jurisdiction over the student. In addition, if OCDE determines that the student could benefit from the coursework and other requirements adopted by the OCDE, OCDE will do both of the following:

1. Inform the student of the option to take coursework and other requirements adopted by the OCDE.
2. Permit the student, upon agreement with the student's educational rights holder, or with the student if 18 years of age or older, to take coursework or other requirements adopted by the OCDE, and to defer the granting of the diploma until the student is released from the juvenile detention facility.

Upon the student's release from a juvenile detention facility, the educational rights holder, or the student if 18 years of age or older, has the option to decline the issuance of the diploma for the purpose of enrolling the student in a school operated by a school district or charter school to take additional coursework. OCDE must advise the educational rights holder, or the student if 18 years of age or older, to consider, when deciding whether to elect to decline the diploma, whether the student is highly likely to do all of the following:

1. Enroll in a school operated by a school district or charter school.
2. Benefit from continued instruction.
3. Graduate from high school.

If a juvenile court school student who is entitled to receive a diploma by completing the state minimum coursework requirements is not granted a diploma or if the student or the education rights holder, as applicable, has previously deferred or declined a diploma after completing the state minimum requirements, OCDE will grant a diploma if it is requested by the education rights holder or the student if 18 years of age or older. If a juvenile court school student is entitled to a diploma by completing the state course requirements, the student's eligibility will not be revoked and that right will continue to apply after the termination of the court's jurisdiction over the student.

ATTACHMENT 3: STATEWIDE EXAMS

Every year, California students take several statewide tests. When combined with other measures such as grades, class work, and teacher observations, these tests give families and teachers a more complete picture of their child's learning. You can use the results to identify where your child is doing well and where they might need more support.

Your child may be taking one or more of the following California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and Physical Fitness Test assessments. Pursuant to California Education Code Section 60615, parents and guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments. **This exemption does not exist for the ELPAC or Physical Fitness Test.**

CAASPP

Smarter Balanced Assessments for English Language Arts/Literacy (ELA) and Math

Who takes these tests? Students in grades 3–8 and grade 11 take these tests.

What is the test format? The Smarter Balanced assessments are computer-based.

Which standards are tested? The California State Standards.

California Alternate Assessments (CAAs) for ELA and Math

Who takes these tests? Students whose individualized education program (IEP) identifies the use of alternate assessments take the CAAs for ELA and Math in grades 3–8 and grade 11.

What is the test format? The CAAs for ELA and Math are computer-based tests that are administered one-on-one by a test examiner who is familiar with the student.

Which standards are tested? Alternate achievement standards called the Core Content Connectors derived from the California Common Core State Standards.

California Science Test (CAST)

Who takes the test? Students take the CAST in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.

What is the test format? The CAST is computer-based.

Which standards are tested? The California Next Generation Science Standards (CA NGSS).

California Alternate Assessment (CAA) for Science

Who takes the test? Students whose IEP identifies the use of an alternate assessment take the CAA for Science in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.

What is the test format? The CAA for Science is a computer-based series of four embedded performance tasks. The test is administered one-on-one by a test examiner who is familiar with the student shortly after the science content is taught.

Which standards are tested? Alternate achievement standards called the Core Content Connectors derived from the California Next Generation Science Standards (CA NGSS).

ELPAC

Initial ELPAC

Who takes the test? Students who have a home language survey that lists a language other than English will take the Initial test, which identifies students as an English learner student or as initially fluent in English.

What is the test format? The Initial ELPAC is computer-based.

Which standards are tested? The 2012 California English Language Development Standards.

Summative ELPAC

Who takes the test? Students who are classified as English learner students will take the Summative ELPAC every year until they are reclassified as proficient in English.

What is the test format? The Summative ELPAC is computer-based.

Which standards are tested? The 2012 California English Language Development Standards.

Initial Alternate ELPAC

Who takes the test? Students whose IEP identifies the use of an alternate assessment and who have a home language survey that lists a language other than English will take the Alternate Initial ELPAC, which identifies students as an English learner student or as initially fluent in English.

What is the test format? The Initial Alternate ELPAC is computer-based.

Which standards are tested? Alternate English Language Development (ELD) Connectors derived from the 2012 California English Language Development Standards.

Summative Alternate ELPAC

Who takes the test? Students whose IEP identifies the use of an alternate assessment and who are classified as English learner students will take the Alternate Summative ELPAC every year until they are reclassified as proficient in English.

What is the test format? The Summative Alternate ELPAC is computer-based.

Which standards are tested? Alternate ELD Connectors derived from the 2012 California English Language Development Standards.

Physical Fitness Test

Who takes the test? Students in grades 5, 7, and 9

What is the test format? The test consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility.

What is Reported? Student participation (by component, by grade level) shall be reported in the local educational agency's Student Accountability Report Card (SARC).

All tests are administered in the Spring, with the exception of the Initial ELPAC, which is administered throughout the school year, as needed.

Your child's teacher will provide you with specific test schedule information, as it varies by OCDE schools.

ATTACHMENT 4: COLLEGE ADMISSION REQUIREMENTS

There are many options available to students who wish to continue their education after high school. The following is a description of the different educational systems available in California.

California Community College (CCC)

The CCC system consists of over 100 colleges, with a large number of additional campus centers and classrooms throughout the state. Each college offers a diverse array of educational programs, with specializations that reflect the unique character of the local region. A broad range of student goals can be met by the CCC, from associate degree to university transfer, from personal growth to professional training. There are many student services that can help individuals choose their path and stay on it, including academic counseling, financial aid, and tutoring. CCCs are required to admit any California resident possessing a high school diploma or the equivalent. They may admit any nonresident possessing a high school diploma or the equivalent, or anyone (resident of nonresident) over the age of 18 without a high school diploma or equivalent who is capable of profiting from the instruction offered.

University of California/California State University (UC/CSU)

To qualify for admission into a UC/CSU school, a student must, at minimum, complete 15 college-preparatory courses (referred to as the “A-G” courses) with a letter grade of “C” or better. Students may also meet the A-G requirement by completing college courses or earning certain scores on various acceptable exams. Applicants must have graduated from high school and have received a high school diploma. Some schools have higher standards or additional admission criteria, such as a minimum grade point average (GPA). Students may also transfer to a CSU or UC after attending community college.

A **HISTORY**
2 years required

B **ENGLISH**
4 years required

C **MATHEMATICS**
3 years required
4 years recommended

D **SCIENCE**
2 years required
3 years recommended

E **LANGUAGE OTHER THAN ENGLISH**
2 years required

F **VISUAL AND PERFORMING ARTS**
1 year required

G **COLLEGE PREPARATORY ELECTIVE**
1 year required

For more information, please refer to the following websites.

- <https://hs-articulation.ucop.edu/agcourselist> – allows search of high school courses that have been certified by the UC as satisfying the requirements for admission to the UC/CSU.
- www.cccco.edu – offers links to all the community colleges in California.
- www.assist.org – provides course transfer information for students planning to transfer from a California Community College to a CSU or UC.
- <https://www2.calstate.edu/> – offers assistance to students and their families on the CSU system, including the ability to apply online, and links to all CSU campuses.
- www.universityofcalifornia.edu – offers information regarding admissions, online application, and links to all UC campuses.
- Financial Aid Information – FAFSA <https://studentaid.gov/>
- California Dream Act Application (CADAA) <https://dream.csac.ca.gov/>
- College Board (for information including SAT, PSAT, and AP testing) www.collegeboard.org
- ACT Testing Information www.act.org

ATTACHMENT 5: RIGHTS OF PARENTS

Parents have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children, to be informed by the school, and to participate in the education of their children, as follows:

1. Within a reasonable period of time after making the request, to observe their child's classroom(s).
2. Within a reasonable time of their request, to meet with their child's teacher(s) and the principal.
3. To volunteer their time and resources for the improvement of school facilities and school programs under the supervision of district employees, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher.
4. To be notified on a timely basis if their child is absent from school without permission.
5. To receive the results of their child's performance on standardized tests and statewide tests and information on the performance of their child's school on standardized statewide tests, including the state test for English language proficiency for English learners.
6. To request a particular school for their child, and to receive a response from the school district.
7. To have a school environment for their child that is safe and supportive of learning.
8. To examine the curriculum materials of their child's class(es).
9. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.
10. To have access to the school records of their child.
11. To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.
12. To be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes, and procedures for visiting the school.
13. To receive information about any psychological testing the school does involving their child and to deny permission to give the test.
14. To participate as a member of a parent advisory committee, schoolsite council, or site-based management leadership team.
15. To question anything in their child's record that the parent feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.
16. To be notified, as early in the school year as practicable, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal a decision to retain or promote their child.

A parent's lack of English fluency does not prevent a parent from exercising such rights. ACCESS will take all reasonable steps to ensure that all parents who speak a language other than English are properly notified in English and in their home language, pursuant to EC 48985, of the rights and opportunities available to them. Please note that ACCESS is not authorized to allow a parent's participation in the education of their child if it conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

ATTACHMENT 6: OCDE PARENT & FAMILY ENGAGEMENT POLICY

- 1.0 The local governing board of each local educational agency (LEA), or agency, receiving Title I, Part A funding shall establish and implement a written parent and family engagement policy and program. (California Education Code [EC] sections [§§] 11500-11504, 51101[b]; 20 United States Code [U.S.C.] § 6318[a][1], 6318[a][2])**
- 1.1 The Orange County Department of Education has developed jointly with, agreed on with, and distributed to, parents and family members of participating children, an LEA-level written parent and family engagement policy. (20 U.S.C. § 6318[a][2].)**
- Families are invited to provide input on this policy at Title I Annual Meetings, School Site Council meetings, ELAC/DELAC meetings, and Parent Advisory Committee meetings
 - Surveys are conducted throughout the school year by phone, electronically, and in written form
 - Students are invited to provide input on the Policy during Focus Groups throughout the year
 - An evaluation report is compiled annually and shared with families, school staff, and community educational partners
 - The Policy is distributed to families at enrollment, posted on the LEA website, and available electronically or by mail upon request
 - The LEA incorporates the parent and family engagement policy into the LEA level plan. (20 U.S.C. § 6312, 6318[a][2])
 - The School Site Council, DELAC, and Parent Advisory Committee will share feedback with the LEA for inclusion in the LEA Plan

To involve parents and family members in the Title I program at the Orange County Department of Education, the following practices have been established:

- a) The LEA involves parents and family members in the joint development of the agency's plan, and in the development of support and improvement plans. (20 U.S.C. § 6318[a][2][A])**
- Families are encouraged to provide feedback on the LEA Plan, the Single Plan for Student Achievement (SPSA), and the Local Control Accountability Plan (LCAP) by participating in committees such as School Site Council, ELAC/DELAC, and Parent Advisory Committees
 - Surveys are conducted via phone, electronically, and in written form throughout the year
 - Students are invited to provide input on school plans through Focus Groups and electronic surveys
 - Families, students, and community educational partners are invited to provide public comments on the LCAP at designated Board meetings
 - Educational partner focus groups are held throughout the year to engage school staff and community partners in the process of continuous school improvement
 - School staff attend community forums, events, and collaborative meetings to reach out to educational partners for input on school plans
 - School plans are posted on the LEA's website for review and comments by parents and educational partners
 - Information about involvement in the process of school improvement is announced on social media, sent electronically, shared at school events, and posted on the LEA's website
- a) The LEA provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. (20 U.S.C. § 6318[a][2][B])**

- The Family and Community Partnership Network provides technical assistance and resources to schools to support family-friendly, culturally proficient practices
 - Teams of parents and school staff attend meetings, workshops, resource fairs, state and local conferences, and other events together to build dual capacity
 - School staff consult regularly with educational partners from community-based agencies, colleges and universities, local law enforcement, Social Services, Probation, Orange County Mental Health, local businesses, and others with expertise in family engagement
 - LEA staff collaborate with local school district teams to share resources and best practices for family engagement
 - A Family Events Toolkit, distributed to school staff, provides ideas and best practices for developing effective in-person and virtual family engagement activities
- c) **The LEA coordinates and integrates Title I, Part A parent and family engagement strategies with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs. (20 U.S.C. § 6318[a][2][C])**
- The Family Engagement Committee coordinates a program of family engagement activities that promote the school’s goals for student academic achievement
 - Program activities integrate the requirements of relevant federal, state, and local laws, such as ESSA and the McKinney-Vento Act
 - Family engagement strategies are aligned with the California Department of Education’s Family Engagement Framework and Toolkit
- d) **The LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served under Title I, Part A. (20 U.S.C. § 6318[a][2][D])**
- The LEA Parent Engagement Policy and student achievement data are shared with families at Title I Annual Meetings, School Site Council meetings, ELAC/DELAC meetings, and Parent Advisory Committee meetings and feedback is collected
 - Surveys are conducted throughout the school year by phone, electronically, and in written form
 - The LEA uses input from families and educational partners to produce an Annual Evaluation Report
 - Information about involvement in the evaluation process is announced on social media, sent electronically, shared at school events, and posted on the LEA’s website
 - The Annual Evaluation Report is shared with families and educational partners electronically, posted on the LEA’s website, and available by mail upon request
- e) **The LEA identifies the following:**
1. **Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). (20 U.S.C. § 6318[a][2][D][i])**
 - Family needs are assessed at enrollment to identify potential barriers
 - Parent leaders assist school staff to identify barriers to engagement through outreach to families who are economically disadvantaged, disabled, have limited literacy, and who are from diverse racial and ethnic backgrounds
 - Surveys are conducted throughout the school year via phone, electronically, and in written form to identify challenges families may be experiencing to greater participation

2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers. (20 U.S.C. § 6318[a][2][D][ii])

- Teachers discuss family needs during Parent-Teacher conferences
- School staff collaborate with community groups representing ethnic minorities, people with disabilities, and people who are experiencing homelessness or who are economically disadvantaged
- School staff work with bilingual education advocacy groups, libraries, and other literacy organizations to seek input on how to address barriers to successful school and family interactions

3. Strategies to support successful school and family interactions. (20 U.S.C. § 6318[a][2][D][iii])

- School staff are trained in effective strategies for building trust and authentic relationships
- Bilingual Title I Family Community Liaisons support successful family interactions by using culturally competent practices
- The school organizes welcoming events at the school designed to foster relationship building

f) The LEA uses the findings of such evaluation in section 1.1(d) of the CE program instrument to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy. (20 U.S.C. § 6318[a][2][E])

- The Family Engagement Committee will review the findings of the evaluation to determine if current strategies are effective in improving student achievement and revise the Policy as needed
- The Family Engagement Committee will consult with families, community educational partners, school staff, and family engagement coordinators at the state and local level regarding best practices for addressing identified areas of growth
- The Family Engagement Committee will assist the LEA to implement evidence-based strategies to address identified areas as part of the continuous school improvement process

g) The LEA involves parents in activities of schools served under Title I, Part A to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy. (20 U.S.C. § 6318[a][2][F])

- The LEA recognizes that parents are full partners in their children's education and promotes the value of family engagement at all school activities, meetings, and events
- Families are personally invited to participate in activities designed to build relationships, such as Open House, Coffee with the Principal, and Parent Appreciation Day
- School staff use research-based strategies and culturally proficient practices to build trust and encourage participation in the school program
- Families are encouraged to participate in advisory groups, including School Site Council, ELAC/DELAC, and the Parent Advisory Committee
- Parent Resource Centers provide information and resources, space for meetings and trainings, and computer and internet access for families

1.2 The LEA policy on parent and family engagement for all schools (including Title I and non- Title I) in the LEA shall be consistent with the goals and purposes listed below. (EC §§ 11502, 11504, 11506)

a) Engage parents and family members positively in their children's education by providing assistance and training on topics such as state academic standards and assessments to

develop knowledge and skills to use at home to support their children's academic efforts at school and their children's development as responsible future members of our society. (EC § 11502[a])

- The LEA provides training for families on these and other pertinent topics during Title I Annual meetings, Parent Nights, and ELAC/DELAC meetings
 - Materials and resources are distributed at school events, available in the school office and Parent Resource Centers, posted on the LEA website, and available by mail upon request
 - Materials and training is available in English and Spanish and other languages upon request
- b) Inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home. (EC § 11502[b])**
- Teachers discuss techniques and strategies for parents to use to improve their children's academic success during Parent-Teacher conferences
 - School Counselors, Title I Transition Specialists, and other school staff provide training for parents at school events, and meet individually with parents and family members to provide personalized support
 - Families are invited to attend workshops, conferences, and resource fairs to learn about ways to support their children's academic success from home and especially during distance learning
- c) Build consistent and effective two-way communication between family members and the school so that parents and family members may know when and how to assist their children in support of classroom learning activities. (EC § 11502[c])**
- The LEA's School-Parent Compact, distributed at enrollment, outlines the importance of effective, two-way communication between the family and the school
 - Bilingual Title I Family Community Liaisons serve as a bridge to promote effective communication between families and schools staff
 - The LEA utilizes a wide variety of strategies for two-way communication with families, including in-person meetings, school events, phone calls, video conferencing, text messages, email, and other communication platforms
- d) Train teachers, school administrators, specialized instructional support personnel, and other staff to communicate effectively with parents as equal partners. (EC § 11502[d])**
- Teams of school staff attend trainings and conferences to learn culturally competent strategies for communicating with families
 - Trained school staff serve as mentors for their colleagues
 - Parent Leaders serve together with school staff on school committees to reinforce effective communication strategies
- e) Integrate and coordinate parent and family engagement activities with the local control and accountability plan (LCAP), as applicable, with other programs. (EC § 11502[e])**
- Families are encouraged to provide feedback on the LEA Plan, the Single Plan for Student Achievement (SPSA), and the Local Control Accountability Plan (LCAP) by participating in committees such as School Site Council, ELAC/DELAC, and Parent Advisory Committees
 - Surveys are conducted via phone, electronically, and in written form throughout the year
 - Students are invited to provide input on school plans through Focus Groups and electronic surveys
 - Families, students, and community educational partners are invited to provide public comments on the LCAP at designated Board meetings

- Educational partner focus groups are held throughout the year to engage school staff and community partners in the process of continuous school improvement
- School staff attend community forums, events, and collaborative meetings to reach out to educational partners for input on school plans
- School plans are posted on the LEA's website for review and comments by parents and educational partners
- Information about involvement in the process of school improvement is announced on social media, sent electronically, shared at school events, and posted on the LEA's website

1.3 Parents and family members of children receiving Title I, Part A services shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (20 U.S.C. Section 6318[a][3][B])

- Parents are invited to serve on the School Site Council, which approves expenditures for family engagement activities
- Families are invited to provide input on Title I, Part A funds reserved for parent engagement activities during Title I Annual meetings
- Surveys are conducted by phone, electronically, and by mail to request input from parents

1.4 Funds reserved by an LEA shall be used to carry out activities and strategies consistent with the LEA's parent and family engagement policy, including not less than one of the following: (20 U.S.C. § 6318[a][3][D])

a) Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. (20 U.S.C. § 6318[a][3][D][i])

The LEA contracts with various nonprofit community agencies to provide professional development training for school staff

a) Supporting programs that reach parents and family members at home, in the community, and at school. (20 U.S.C. § 6318[a][3][D][ii])

The LEA funds parenting class providers to offer training for families in the community or virtually

b) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. (20 U.S.C. § 6318[a][3][D][iii])

Information on best practices for increasing the engagement of economically disadvantaged families is provided to school staff during staff development meetings

c) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. (20 U.S.C. § 6318[a][3][D][iv])

LEA staff participate in regional collaborative organizations to support partnerships with local community-based organizations and employers

d) Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with such agency's parent and family engagement policy. (20 U.S.C. § 6318[a][3][D][v])

The LEA supports other appropriate activities and strategies that are consistent with this policy when requested by parents

ATTACHMENT 7: ACCESS COMMUNITY SCHOOLS PARENT & FAMILY ENGAGEMENT POLICY

2.0 With approval from the local governing board, ACCESS Community Schools program has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

- The ACCESS Community School Parent and Family Engagement Policy is provided to parents in English and Spanish at enrollment or via mail, and is available electronically or by mail upon request
- Families and community educational partners may also view the Policy on the ACCESS website, at school offices, and at Parent Resource Centers
- Families and educational partners are encouraged to provide input on the Policy during Title I Annual Meetings, School Site Council meetings, ELAC/DELAC meetings, Parent Advisory Committee meetings, and community educational partner meetings
- Surveys are conducted throughout the year via telephone, online, and in written form to collect input on the Policy
- Suggestion boxes are available at school offices and Parent Resource Centers to allow parents to submit feedback
- The Policy is evaluated annually based on collected feedback and revised as needed to reflect the changing needs of the school community

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at ACCESS Community Schools the following practices have been established:

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])**
- Title I Annual Meetings are held in conjunction with Parent Night events at the school sites or virtually
 - All materials are provided in English and Spanish and interpretation is provided Parents receive information about the Title I services available for their children, including tutoring assistance, paraeducator support, and transition services
 - School staff discuss the rights of parents to be involved in the school program and the importance of engagement, and share opportunities for participation, such as serving on the School Site Council and participating in ELAC/DELAC
 - Teachers present information about the school program, including graduation requirements, academic assessment, curriculum, and instruction, and the state's academic standards
 - Families have the opportunity to tour the classrooms and meet with school staff either in person or virtually
 - Surveys are conducted with families via telephone, online, or in written form to assist the school with continuous improvement efforts

b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

- Meetings, workshops, and events are held throughout the school year at a variety of times to meet the needs of parents, such as weekday mornings, evenings, and Saturdays
- Meetings, workshops, and events may be held via videoconference to meet the needs of parents during distance learning
- Additional support is provided to reduce barriers to attendance, such as transportation, activities for children, and refreshments

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

- Parents are invited to provide input on the school's Title I, Part A Programs and Parent and Family Engagement Policy at Title I Annual Meetings, School Site Council meetings, Parent Advisory Committee meetings, and ELAC/DELAC meetings
- Focus Groups are held throughout the year to provide a forum for students and educational partners to comment on the schoolwide plans
- Surveys are conducted throughout the school year via telephone, online, and in written form to collect input
- A Suggestion Box is available at school offices and Parent Resource Centers for parents to provide input and ask questions
- Parent feedback is incorporated into the Policy and schoolwide program plans as part of the process of continuous school improvement
- The Policy is distributed to parents at enrollment and Title I Annual Meeting, posted online, available electronically and by mail upon request
- School plans are posted online and available electronically upon request
- Parents may also view the school plans at the school administrative offices and Family Resource Centers

d) The school provides parents of participating children with the following:

1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

- Information about the school's Title I Part A programs is provided to parents at enrollment or via mail
- The school also provides this information at the Title I Annual meeting
- Information is available in school offices, Family Resource Centers, during Parent-Teacher conferences, and at school meetings and events
- Information is posted on the ACCESS website

2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

- Information about curriculum, instruction, and assessment is provided to parents at enrollment or via mail, and at Title I Annual Meetings
- This information, along with state testing results, is included in the School Accountability Report Card (SARC), posted on the ACCESS website
- Information is also available at workshops, meetings, and events

3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

- The school schedules annual Placement Review meetings which allow parents the opportunity to meet with Probation and/or school staff to discuss their child's academic progress and set college and career readiness goals
- School meetings may be held via videoconference
- Parent/teacher conferences are scheduled at the request of the parent and/or the school
- School Counselors and Title I Transition Specialists keep parents informed about their child's academic progress and assist parents with participating in decisions related to their child's education via telephone, videoconference, and email

e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5])

- Parents are invited to provide input on the school plan at School Site Council meetings, DELAC/ELAC meetings, and Parent Advisory Committee meetings
- Focus Groups are held throughout the year to provide a forum for students and educational partners to comment on the school plans
- School plans are posted on the ACCESS website and families may submit comments regarding the school plan electronically and in written form

2.2 Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

a) The school provides parents with assistance in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

- Teachers and school counselors meet with families to discuss academic standards, interpret score reports, set academic and career goals, and work together to support learning
- Bilingual Title I Family Community Liaisons reach out to families to encourage student participation in state assessments
- Materials and training are provided to parents during parenting classes, the Title I Annual Meeting, and ELAC/DELAC meetings
- Resources are also available at enrollment, in the Parent Resource Center, and posted on the school's website
- Materials include handouts on topics such as navigating the state's online school dashboard and interpreting score reports

b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])

- Title I Transition Specialists meet with families to discuss college applications, financial aid, and career pathways, and to develop goals for students
- Materials and training are provided to parents during parenting classes, Title I Annual Meetings, and ELAC/DELAC meetings

- Families are invited to attend other workshops, conferences, and resource fairs
 - Resources are also provided at enrollment, available in the Parent Resource Center, and posted on the ACCESS website
 - Materials include handouts on topics such as college applications and financial aid, career pathways, and goal setting
- c) **The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])**
- To build the capacity of school staff to support family engagement, training is provided for teachers, administrators, and instructional staff during regular staff development meetings, Family and Community Partnership Network meetings, local and regional trainings, conferences, and workshops
 - The ACCESS Family Engagement Committee works with school administrators to support an effective family engagement program
 - A Family Events Toolkit, which provides guidance for designing effective in-person and virtual family engagement events, is distributed to school staff
 - Families attend meetings, workshops, resource fairs, conferences, and other events along with school staff in order to foster collaboration and partnership
- d) **The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])**
- The school collaborates with community educational partners to coordinate a program of family engagement activities that promote student academic achievement
 - Program activities integrate the requirements of relevant federal, state, and local laws, such as ESSA and the McKinney-Vento Act
 - Family engagement strategies are aligned with the California Department of Education’s Family Engagement Framework and Toolkit
 - Parent Resource Centers at designated school sites provide information and resources for families, students, and educational partners
- e) **The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])**
- All school notices are contained in the Student Rights and Responsibilities Handbook which is provided in English or Spanish at enrollment and posted on the ACCESS website
 - Fliers and information about parent programs, meetings, and other school events are written in English and Spanish
 - Information is posted in English and Spanish on the ACCESS website
- f) **The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])**
- Parents may request support for family engagement activities by contacting school staff directly as well as through the Parent Resource Center
 - Parents may also request support via School Site Council and ELAC/DELAC

- Bilingual Title I Family Community Liaisons reach out to parents via phone, text, email, videoconference, and during school meetings and events to provide information, resources, and support

2.3 Accessibility

ACCESS Community Schools, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

- All school notices are contained in the Student Rights and Responsibilities Handbook which is provided in English or Spanish at enrollment and posted on the ACCESS website
- Fliers and information about parent programs, meetings, and other school events are written in English and Spanish
- School reports and program plans are posted in English and Spanish on the ACCESS website and are available electronically upon request

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

- b) Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])**

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 and describes specific ways that the school and families agree to support student learning goals.

School Pledge

ACCESS will support student learning in these ways: promoting authentic family engagement, providing high quality curriculum and instruction, and facilitating meaningful, two-way communication.

Family Engagement

ACCESS believes in a shared vision of family engagement that includes all school staff, students, families, and community educational partners working in partnership to support college and career readiness and student success. We build authentic relationships to provide opportunities for all educational partners to connect, feel heard, valued, and included in decision-making as part of the educational team. We recognize the importance of each family’s cultural and linguistic assets and welcome and invite their contributions to the ACCESS school community.

Curriculum and Instruction

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.

Information about curriculum and assessment is provided at enrollment, included in the School Accountability Report Card (SARC), and posted on the ACCESS website. The school will assist parents in understanding the state's academic content standards, assessments, and how to monitor and improve their children's achievement through presentations at Title I Annual meetings, ELAC/DELAC meetings, and parent workshops. Materials are also available in the Parent Resource Centers, school offices, and on the ACCESS website.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

Regular, two-way, meaningful communication is essential for an effective school-family partnership. ACCESS will promote effective communication with families by holding parent-teacher conferences for all students as needed throughout the year. The school also conducts annual Placement Review meetings, which are attended by administrators, school counselors, and other school support staff to provide additional resources and support to students and families.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

ACCESS teachers maintain frequent contact with parents throughout the school year via phone, email, and other messaging platforms as appropriate. Parents may monitor assignments and observe their children's online learning by visiting their child's virtual classroom.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

The school will facilitate reasonable access to staff by in-person or video appointment, phone, email, or other messaging platforms as appropriate. ACCESS will provide opportunities for parents to volunteer, participate, and observe classroom activities, both in person and virtually. We encourage families to attend school events and workshops, participate actively in Parent-Teacher conferences, and serve in decision-making roles on the School Site Council, ELAC/DELAC, or ACCESS Parent Advisory Committee.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

ACCESS will distribute information related to school and parent programs, meetings, and other activities for families in a format and language that parents can understand by providing interpreting and translation in multiple languages. To enhance school-family communication, Family Community Liaisons build relationships with families from the time of enrollment using culturally proficient practices.

ATTACHMENT 8: ACCESS JUVENILE HALL SCHOOLS PARENT & FAMILY ENGAGEMENT POLICY

2.0 With approval from the local governing board, ACCESS Juvenile Hall Schools has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

- The Family Engagement Policy is provided to parents in English and Spanish at enrollment or via mail
- Families and community educational partners may view the Policy on the ACCESS Juvenile Hall schools website
- Families and educational partners are encouraged to provide input on the Policy during Title I Annual Meetings, School Site Council meetings, ELAC/DELAC meetings, Parent Advisory Committee meetings, and at school and Probation collaborative meetings
- The Policy is evaluated annually based on this feedback and revised as needed to reflect the changing needs the school community

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at ACCESS Juvenile Hall Schools, the following practices have been established:

a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

- The Title I Annual Meeting is held during Open House events which coincide with visiting hours at the institution sites
- All materials are provided in English and Spanish and interpretation is provided
- Parents receive information about the Title I services available for their children, including tutoring assistance, paraeducator support, and transition services
- School staff share information about opportunities for involvement, such as serving on the School Site Council and participating in the PTSO and ELAC/DELAC
- Teachers present information about the school program, including academic assessment, curriculum, and instruction
- Families have the opportunity to tour the classrooms either virtually or in person (when permissible) and ask questions about the school program
- Surveys are conducted with families to assist the school with continuous improvement efforts

b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

- Meetings, workshops, and events are held throughout the school year at a variety of times to meet the needs of parents
- The Title I Annual meeting is held during Open House events that coincide with visiting hours at the institution sites

- Parenting classes are held at various times to meet the needs of parents, such as weekday evenings and Saturdays, and may be offered via videoconference
- c) **The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school’s Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])**
- Parents are invited to provide input on the school’s Title I, Part A Programs and Family Engagement Policy at the Title I Annual Meeting and School Site Council meetings
 - Families may also provide input at PTSA meetings and ELAC/DELAC meetings
 - Surveys are conducted throughout the school year, via telephone, email, and at meetings and events
 - A Suggestion Box is provided during visiting hours so that parents can provide input and ask questions
 - An evaluation report is compiled annually and distributed to parents at the Title I Meeting
- d) **The school provides parents of participating children with the following:**
1. **Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])**
 - Information about the school’s Title I Part A programs is provided to parents at intake or via mail
 - The school also provides this information at the Title I Annual meeting
 - Information is available in the family visiting center, during case conferences, and at other meeting and events
 - Information is posted on the website for the ACCESS Juvenile Hall schools
 2. **A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])**
 - Information about curriculum, instruction, and assessment is provided to parents at enrollment or via mail, and at the Title I Annual Meeting
 - This information, along with state testing results, is included in the School Accountability Report Card (SARC), posted on the ACCESS Juvenile Hall schools’ website
 - Information is also available in the family visiting center, during case conferences, and at other meetings and events
 3. **If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])**
 - Regularly scheduled conference meetings allow parents the opportunity to meet with Probation and school staff to discuss their child’s progress in meeting educational and behavioral goals
 - Parent/teacher conferences are scheduled at the request of the parent and/or the school
 - Title I Senior Transition Specialists keep parents informed about their child’s academic progress and assist parents with participating in decisions related to their child’s education via telephone and email
 4. **If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5])**

- Parents are invited to provide input on the schoolwide program plan at School Site Council meetings, DELAC/ELAC meetings, and Parent Advisory Committee meetings
- Focus Groups are held throughout the year to provide a forum for students and educational partners to comment on the schoolwide plans
- Links to school program plans are posted on the ACCESS Juvenile Hall schools' website and families may submit comments via email and by mail

2.2 Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

a) The school provides parents with assistance in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

- School staff connect with families to discuss academic standards, interpret score reports, set academic and career goals, and work together to support learning
- Bilingual Title I Family Community Liaisons reach out to families to encourage participation in the state assessments
- Materials and training are provided to parents during parenting classes, the Title I Annual Meeting, PTSA meetings, and ELAC/DELAC meetings
- Resources are also available at enrollment, in the visiting center, and posted on the ACCESS Juvenile Hall schools' website
- Materials include handouts on topics such as navigating the state's online school dashboard and interpreting score reports

b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])

- Title I Senior Transition Specialists are available to meet with families to discuss college applications, financial aid, and career pathways, and develop goals for students
- Materials and training are provided to parents during parenting classes, Title I Annual Meetings, PTSA meetings, and ELAC/DELAC meetings
- Families are invited to attend other workshops, conferences, and resource fairs
- Resources are also provided at intake, available in the visiting center and College and Career Resource Center, and posted on the ACCESS Juvenile Hall schools' website
- Materials include handouts on topics such as college applications and financial aid, career pathways, and goal setting

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

- To build the capacity of school staff to support family engagement, training is provided for teachers, administrators, and instructional staff during regular staff development meetings, Family and Community Partnership Network meetings, local and regional trainings, conferences, and workshops

- The Title I Family Engagement Program Specialist works with school administrators to support an effective family engagement program
 - A Family Events Toolkit, which provides guidance for designing effective in-person and virtual family engagement events, is distributed to school staff
 - Families attend meetings, workshops, resource fairs, conferences, and other events along with school staff in order to foster collaboration and partnership
- d) **The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])**
- The school collaborates with Probation and community educational partners to coordinate a program of family engagement activities that promote student academic achievement
 - Program activities integrate the requirements of relevant federal, state, and local laws, such as ESSA and the McKinney-Vento Act
 - Family engagement strategies are aligned with the California Department of Education’s Family Engagement Framework and Toolkit
 - A Title I Parent Resource Center at Fischer School provides information and resources for families, students, and educational partners
- e) **The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])**
- All school notices are contained in the Student Rights and Responsibilities Handbook which is provided in English or Spanish and posted on the ACCESS Juvenile Hall schools’ website
 - Fliers and information about parent programs, meetings, and other school events are written in English and Spanish
 - Information is posted in English and Spanish on the ACCESS Juvenile Hall schools’ website
 - Bilingual Title I Family Community Liaisons reach out to parents via phone, during visiting hours, and at school meetings and events to provide information and resources and explain opportunities for participation in the school program
- f) **The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])**
- Parents may request support for family engagement activities by contacting school staff through the Parent Resource Center
 - Parents may also request support via School Site Council, ELAC/DELAC, and PTSA
 - Bilingual Title I Family Community Liaisons are available by phone and appointment to provide a variety of support to families

2.3 Accessibility

ACCESS Juvenile Hall Schools, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

- All school notices are contained in the Student Rights and Responsibilities Handbook which is provided in English or Spanish at enrollment and posted on the ACCESS Juvenile Hall schools website
- Fliers and information about parent programs, meetings, and other school events are written in English and Spanish
- Information is posted in English and Spanish on the ACCESS Juvenile Hall schools' website
- Bilingual Title I Family Community Liaisons reach out to parents via phone, during visiting hours, and at school meetings and events to provide information and resources and explain opportunities for participation in the school program.

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

- a) **Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])**

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 and describes specific ways that the school and families agree to support student learning goals.

School Pledge

ACCESS will support student learning in the following ways: promoting authentic family engagement, providing high quality curriculum and instruction, and facilitating meaningful, two-way communication.

Family Engagement

ACCESS believes in a shared vision of family engagement that includes all school staff, students, families, and community educational partners working in partnership to support college and career readiness and student success. We build authentic relationships to provide opportunities for all educational partners to connect, feel heard, valued, and included in decision-making as part of the educational team. We recognize the importance of each family's cultural and linguistic assets and welcome and invite their contributions to the ACCESS school community.

Curriculum and Instruction

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. Information about curriculum and assessment is provided at enrollment, included in the School Accountability Report Card (SARC), and posted on the ACCESS website. The school will assist parents in understanding the state's academic content standards, assessments, and how to monitor and improve their children's achievement through presentations at Title I Annual meetings, ELAC/DELAC meetings, and parent workshops. Materials are also available in the Parent Resource Centers and on the ACCESS website.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

Regular, two-way, meaningful communication is essential for an effective school-family partnership. ACCESS will promote effective communication with families by holding parent-teacher conferences for students as needed throughout the year.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

ACCESS school staff maintain contact with parents throughout the school year via phone, email, and other messaging platforms as appropriate.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

The school will facilitate reasonable access to staff by in-person or video appointment, phone, email, or other messaging platforms as appropriate. We encourage families to attend school events and workshops, participate actively in Parent-Teacher conferences, and serve in decision-making roles on the School Site Council, ELAC/DELAC, or ACCESS Parent Advisory Committee.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

ACCESS will distribute information related to school and parent programs, meetings, and other activities for families in a format and language that parents can understand by providing interpreting and translation in multiple languages. To enhance school-family communication, Family Community Liaisons build relationships with families from the time of enrollment using culturally proficient practices.

ATTACHMENT 9: LOCAL CONTROL & ACCOUNTABILITY PLAN

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

The following are the ten State priorities:

1. Student access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities;
2. Implementation of and student access to state academic content and performance standards;
3. Parent involvement and family engagement;
4. Student achievement and outcomes along multiple measures;
5. Student engagement;
6. School climate and sense of safety and school connectedness;
7. Access to classes that prepare students for college and careers;
8. Student outcomes related to required course of study;
9. Coordination of instruction of expelled students; and
10. Coordination of services for foster youth.

OCDE is required to establish a parent advisory committee (PAC) and English learner advisory committee (ELAC) to provide advice regarding the LCAP. (ELACs are required if enrollment in ACCESS includes at least 15% English learners and ACCESS enrolls at least 50 pupils who are English learners. PACs shall include parents of low-income students, English learner students, and foster youth.

OCDE is required to consult with its teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in developing the LCAP. As part of this consultation process, OCDE must present its proposed plans to the PAC and ELAC. The advisory committees can review and comment on the proposed plan. OCDE ACCESS must respond in writing to the comments of the PAC and ELAC. OCDE ACCESS is also required to notify members of the public that they may submit written comments regarding the specific actions and expenditures proposed in the LCAP.

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

OCDE is required to post on its website the LCAP approved by the Board of Education and any updates or revisions to the LCAP, and to establish policies for filing a complaint of noncompliance under EC 52075 using the Uniform Complaint Procedures. Information regarding the requirements for the LCAP and the complaint process shall be provided to students, parents, guardians, and employees on an annual basis.

ATTACHMENT 10: NONDISCRIMINATION/HARASSMENT

The Orange County Department of Education (OCDE) is committed to providing a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in OCDE's academic, extracurricular, and other educational support programs, services, and activities. As such, OCDE prohibits unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts constituting discrimination, harassment, intimidation, and bullying related to school activity or school attendance occurring within ACCESS, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

OCDE also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints are investigated and resolved in the same manner as a discrimination complaint.

The County Superintendent or designee shall facilitate students' access to the educational program by publicizing OCDE's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the County Superintendent or designee shall post the OCDE's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the OCDE website in a manner that is easily accessible to parents/guardians and students, in accordance with law.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

All allegations of unlawful discrimination in district programs and activities shall be brought, investigated, and resolved in accordance with SPP 500-5 – Uniform Complaint Procedures. The County Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable ACCESS to monitor, address, and prevent repetitive prohibited behavior in its programs.

For a list of statewide resources, including community-based organizations, that provide support to youth, and their families, who have been subjected to school-based discrimination, harassment, intimidation, or bullying, please visit the following CDE webpage: <https://www.cde.ca.gov/ls/ss/se/bullyingprev.asp>.

ATTACHMENT 11: KNOW YOUR RIGHTS

The following “know your rights” information regarding immigration-enforcement actions is provided by the California Attorney General.

Know Your Educational Rights

Your child has the right to a free public education

- All children have a right to equal access to free public education, regardless of their or their parents’ immigration status.
- All children in California:
 - Have the right to a free public education.
 - Must be enrolled in school if they are between 6 and 18 years old.
 - Have the right to attend safe, secure, and peaceful schools.
 - Have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
 - Have equal opportunity to participate in any program or activity offered by the school without discrimination.

Information required for school enrollment

- Schools must accept a variety of documents from the student’s parent to demonstrate proof of child’s age or residency.
- Information about citizenship/immigration status is never needed for school enrollment. A Social Security number is never needed for school enrollment.

Confidentiality of personal information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student “directory information.” If so, the school district must provide parents with written notice of the directory information policy and provide the option to refuse release of your child’s information.

Family safety plans if you are detained or deported

- You can update your child’s emergency contact information, including secondary contacts, to identify a trusted adult guardian who can care for your child if you are detained or deported.
- You can complete a Caregiver’s Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person to give a trusted adult the authority to make educational and medical decisions for your child.

Right to file a complaint

- Your child has the right to report a hate crime or file a complaint to the school district if they are discriminated against, harassed, intimidated or bullied because of their actual or perceived nationality, ethnicity, or immigration status.

Checklist for Immigrant Students and Families Attending Public Schools

You do not have to share the following information with school officials:

- You do not have to share information, including passports or visas, regarding the immigration status of students, parents, guardians, or other family members.
- You do not have to provide Social Security numbers (SSN) or cards.
 - When completing the “Free and Reduced-Price Meals” form, only provide the last four digits of the SSN of the adult household member who signs the application.
 - If the family meets the income eligibility requirements and no adult household member has a SSN, your child still qualifies. Check the “No SSN” box on forms where applicable, to ensure that applications are complete.
 - If any household member participates in CalFresh, CalWORKs (California Work Opportunity and Responsibility for Kids), or FDPIR (Food Distribution Program on Indian Reservations), no adult household member needs to provide the last four digits of their SSN to qualify the student for free or reduced-price meals at school.
- When providing information for proof of a student’s residency or age, you do not have to use documents that could reveal information related to immigration status.

Take steps to protect student information:

- Ask for the school’s written privacy policies regarding student information.
- Review the school’s policy for “directory information”—which allows for public release of basic student information—and consider whether to opt out of releasing of that information.

Take steps to prepare for situations where one or more parents or guardians are detained or deported:

- Develop and keep in a safe place a “Family Safety Plan” that includes the following information:
 - Name of a trusted adult to care for your child if no parent or guardian can.
 - Emergency phone numbers and instructions on where to find important documents (birth certificates, passports, Social Security cards, doctor contact information, etc.).
- Make sure that your child’s school always has current emergency contact information, including alternative contacts if no parent is available.

For more information on resources for responding to immigration enforcement activities at California schools, or to file a complaint, please contact: Bureau of Children’s Justice, California Attorney General’s Office, P.O. Box 944255, Sacramento, CA 94244-2550, (800) 952-5225, BCJ@doj.ca.gov, <https://oag.ca.gov/bcj/complaint>.

ATTACHMENT 12: RIGHTS OF YOUTH EXPERIENCING HOMELESSNESS

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students.

Definition of Homeless

The McKinney-Vento Act defines youth experiencing homelessness as individuals who lack a fixed, regular, and adequate nighttime residence. This definition also includes:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Children and youth who may be living in motels, hotels, trailer parks, shelters
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, or
- A refugee who is in unstable housing

To ensure that each school identifies all students experiencing homelessness and unaccompanied youths enrolled at the school, a housing questionnaire is administered at least once a year. The questionnaire can be made available in the primary language of the student's parent or the unaccompanied youth upon request.

Summary of Rights

- Right to attend the school of residence or the school of origin. The school of origin can be the school attended when the student had permanent housing, the school most recently attended, or any school the student attended in the last 15 months.
- If there is any disagreement about which school to attend, the right to stay in the school of origin until the disagreement is resolved.
- Right to finish the school year where the student started, even once housed.
- Right to transportation services to/from school if transportation creates a barrier to attendance.
- Right to immediate enrollment even if the student experiencing homelessness is unable to produce records normally required for enrollment (*e.g.*, proof of residency, immunization, birth certificate), does not have clothing normally required by the school (*e.g.*, uniforms), or has outstanding fees,

finances, textbooks, or other monies due to the school last attended.

- Right to priority access to an intersession program. If the student moves during the intersession period, the student's educational rights holder may determine which intersession program to attend.
- Right to access school records if 14 years of age or older and both homeless and unaccompanied.
- Right to receive full and partial credits for courses completed satisfactorily.
- If eligible, the right to complete the state graduation requirements and be waived from the additional coursework adopted by OCDE.
- Right to stay in high school for a fifth year to complete the OCDE-adopted requirements. or the state course requirements.
- Right to file a complaint through the Uniform Complaint Procedures if there is an allegation that ACCESS has not complied with requirements regarding the education of youth experiencing homelessness.

Need help?

One phone call will link students and their families to resources, including where to get a meal, employment resources, shelters, health care, substance abuse, and much, much more. The service is free, multilingual, and available 24 hours a day, 7 days a week.



- 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: 988

Homeless Youth Liaison

Wendy Rogan
Program Specialist, Family Engagement
601 S. Lewis Street, Orange, CA 92868
(714) 836-1563 or wrogan@ocde.us

ATTACHMENT 13: FOSTER YOUTH EDUCATION RIGHTS

This information was developed by the California Foster Youth Education Task Force which summarizes the California Education Code sections pertaining to foster youth. It is also available on the CDE website at <https://www.cde.ca.gov/ls/pf/fy/fyedrights.asp>.

RIGHT TO REMAIN IN YOUR SCHOOL OF ORIGIN

- You have the right to stay in the same school after you move to a new foster care placement. Your “school of origin” can be:
 - The school you attended when you first entered foster care,
 - The school you most recently attended, or
 - Any school you attended in the last 15 months that you feel connected to.
- Your school district must work with you, your education rights holder (ERH), your caregiver, and your social worker/probation officer to develop a plan to transport you to your school of origin.
- If you are transitioning from elementary school to middle school or from middle school to high school, you have the right to transition to the same school as your classmates.
- If there is any disagreement about which school you will attend, you have the right to stay in your school of origin until the disagreement is resolved.

RIGHT TO IMMEDIATE ENROLLMENT IN SCHOOL

- You have the right to immediately enroll in your regular home school after you move placements.
- You cannot be forced to attend a continuation school or other alternative education program, such as independent study, even if you are behind in credits or have discipline problems at school.
- You have a right to immediately enroll in school and begin attending classes, even if you do not have the paperwork you would normally need for enrollment (such as birth certificate, transcript, or individualized education program) or you did not check-out from your previous school.
- Your previous school must send your education records to your new school after you enroll.
- You have the right to participate in any activities available at your new school, such as sports teams, tutoring, or after-school clubs, even if you miss a tryout.

RIGHT TO PARTIAL CREDITS FOR HIGH SCHOOL STUDENTS

- If you change schools during the school year, you have a right to partial credits in all classes that you

are passing when you leave your old school, even if you do not complete the entire class.

- After you change schools, your new school must accept any partial credits issued by your old school.
- After you change schools, you have the right to be enrolled in the same or similar classes you were enrolled in at your last school.
- You cannot be forced to retake a class or part of a class that you have already completed with a passing grade, if it would make you off-track for high school graduation.
- You have the right to take or retake any class that you need to go to a California State University or University of California.
- Your grade cannot be lowered because you were absent from school for a court hearing, placement change, or a court-related activity.

GRADUATION RIGHTS

- If you are behind on your credits, and you transferred schools after your 2nd year of high school, you may be eligible to graduate under Assembly Bill (AB) 167/216 by completing only the state graduation requirements (130 credits in specific classes) instead of your school district’s requirements.
- Your school must inform you of your right to this option within 30 days of your school transfer, including consulting with you and your ERH about your options. If you do not qualify when you transfer, the school must reassess whether you qualify within the first 30 days of the next school year. You can also request a reassessment at any time and the school must complete it within 30 days.
- You have the right to stay in high school for a fifth year to complete your school district graduation requirements, or the state graduation requirements, even if you are over eighteen.
- If you are eligible (even if you were not originally eligible, your district failed to inform you when you were eligible, or you are now attending adult school), the decision of whether to graduate under AB 167/216, to defer the decision, or to change your mind before you graduate, is made by your ERH, or you if you are over eighteen.

SCHOOL DISCIPLINE RIGHTS

- You cannot be suspended for more than five school days in a row or for more than 20 days in a school year.
- You have a right to be told why you are being suspended and the right to provide your version of events and evidence before you are suspended, unless there is an emergency. If the behavior for which you are being suspended could subject you to criminal charges, you should consult with your ERH or attorney before providing an oral or written statement to the school or police.
- Your attorney and social worker must be invited to a meeting before your suspension can be extended beyond five days and a suspension can only be extended if you are being considered for expulsion.
- You have a right to a formal hearing, and to be represented by an attorney at that hearing, before you are expelled.
- If you are facing school discipline, your ERH, attorney and social worker must be notified. If you are in special education, they must be invited to a meeting to decide whether your behavior was related to your disability.

COLLEGE RIGHTS

- You have the right to have the application fee waived when you apply to a community college in California.
- You have the right to receive the maximum amount of federal student aid and you may be eligible for up to \$5,000 per year from the Chafee scholarship.
- Note: College rights do not apply to 602 probation youth living at home with their parents.

RIGHT TO YOUR SCHOOL RECORDS

- You have the right to access your school records if you are sixteen years or older or have finished grade ten.
- Your social worker/probation officer and ERH can access your school records as well.
- Your caregiver can access your current school records.

- Please contact the Foster Youth Inbox at FosterYouth@cde.ca.gov to obtain a copy of the Foster Youth Education Rights Poster.

NON-EDUCATION RIGHTS

As a foster youth, you also have other rights that are not related to school, such as the right to see a doctor or to have private storage space. For more information, please see the [Foster Youth Bill of Rights](#).

EDUCATION RIGHTS HOLDERS

Every foster youth under age eighteen must have an ERH, who is required to make education decisions in the youth's best interest. Foster youth who are eighteen or older have the right to make their own education decisions. Your ERH may be your parent or legal guardian, your caregiver, or another person chosen by the court. Your ERH cannot be your social worker or probation officer, your attorney, or group home or school staff members. It is important to know who your ERH is. If you need information about who your ERH is, you can contact your social worker or attorney.

COMPLAINTS

If you believe your education rights have been violated, you can file a complaint. The school has 60 days to investigate and give you a written response. For information about how to file a complaint, please visit the California Department of Education's Uniform Complaint Procedures or call the California Department of Education Integrated Student Support and Programs Office at 916-319-0836.

Foster Youth Liaison

Deana Mulkerin
Program Specialist, Foster Youth Services
401 The City Drive South, Orange, CA 92868
(714) 935-7738
dmulkerin@ocde.us

ATTACHMENT 14: TITLE IX NOTIFICATIONS

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identify or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) are protected by Title IX – regardless of their sex, gender, gender expression, gender identity, sexual orientation, disability, race, or national origin – in all aspects of the OCDE’s educational programs and activities. California law further provides that students may not be discriminated against based on their parental, family, or marital status, and pregnant and parenting students may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify. The essence of Title IX is to ensure that students (as well as other persons) are not excluded, separated, denied benefits to, or otherwise treated differently on the basis of sex unless expressly authorized to do so under state or federal law in areas including, but not limited to: recruitment, admissions, and counseling; financial assistance; athletics; sex-based harassment; treatment of pregnant and parenting students; discipline; single-sex education; and employment.

Under Title IX, students have the right to:

1. Fair and equitable treatment that is free from discrimination based on sex.
2. Not be required to take and/or denied enrollment in a course based on the student’s gender, gender identity, gender expression, or sexual orientation.
3. Not be subjected to separate or different rules of behavior, sanctions, or other treatment, such as discriminatory discipline policies and practices, based on sex.
4. Be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.
5. Inquire of the school’s athletic director as to the athletic opportunities offered by the school.
6. Apply for athletic scholarships.
7. Receive equitable treatment and benefits in the provision of all the following: equipment and supplies; scheduling of games and practices; transportation and daily allowances; access to tutoring; coaching; locker rooms; practice and competitive facilities; medical and training facilities and services; and publicity.
8. Access to a gender equity coordinator to answer questions regarding gender equity laws.
9. Contact the CDE and the California Interscholastic Federation (CIF) to access information on gender equity laws.
10. File a confidential discrimination complaint with the United States Office of Civil Rights (OCR) or CDE if there is belief that discrimination, or unequal treatment, on the basis of sex has occurred.
11. Pursue civil remedies as a result of discrimination.
12. Be protected against retaliation for filing a discrimination complaint.

OCDE has designated the following personnel to address questions and complaints regarding its nondiscrimination policies specific to Title IX: Gina Lance, Senior Executive Director of Human Resources, at 200 Kalmus Drive, Costa Mesa, CA 92626, (714) 966-4333, or glance@ocde.us. Any complaint alleging noncompliance with Title IX will be investigated and resolved through the Uniform Complaint Procedures. For more information on Title IX, visit <https://ocde.us/ACCESS/Pages/Bullying-and-Harassment.aspx>, or visit any of the following:

U.S. Department of Education, Office for Civil Rights
Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: (800) 421-3481
Fax: (202) 453-6012
TDD: (800) 877-8339
Email: OCR@ed.gov
[OCR Complaint Form](#)

California Department of Education
Office of Equal Opportunity
1430 N Street, Room 4206
Sacramento, CA 95814
Telephone: (916) 445-9174
Fax: (916) 324-9818
Email: oeoinfo@cde.ca.gov
[Complaint Procedures](#)

California Interscholastic Federation
4658 Duckhorn Drive
Sacramento, CA 95834
Telephone: (916) 239-4477
Fax (916) 239-4478
Equity
<https://www.cifstate.org/governance/equity/index>

ATTACHMENT 15: SEXUAL HARASSMENT POLICY

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

The Orange County Department of Education strongly encourages students who feel that they are or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult or who have experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact a teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or Orange County Department of Education compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying procedure.

The Superintendent or designee shall take appropriate actions to reinforce the Orange County Department of Education's sexual harassment policy.

Title IX Coordinator

The Orange County Department of Education designates the following individual as the responsible employee to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under Uniform Complaint Procedures. The Title IX Coordinator may be contacted at:

Gina Lance
Senior Executive Director, Human Resources
200 Kalmus Drive, Costa Mesa, CA 92626
(714) 966-4333
glance@ocde.us

Instruction/Information

The Superintendent or designee shall ensure that all Orange County Department of Education 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 Orange County Department of Education's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the Orange County Department of Education's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the Orange County Department of Education investigation of a sexual harassment complaint continues

8. A clear message that, when needed, the Orange County Department of Education will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Reporting Process and Complaint Investigation and Resolution

Students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student, an employee, or a third party or who have experienced off-campus sexual harassment that has a continuing effect on campus are strongly encouraged to report the incident to their teacher, the principal, the ACCESS point person, the Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment must notify the Title IX Coordinator within one school day. The report must be made whether the alleged victim files a formal complaint or requests confidentiality.

Once notified, the Title IX Coordinator will determine whether the complaint or allegation is to be addressed through the Title IX Sexual Harassment Complaint Procedures or SPP 500-5 – Uniform Complaint Procedures. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator will ensure that any implementation of the Title IX Complaint Procedures concurrently meets the requirements of Uniform Complaint Procedures. The Title IX Coordinator will offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances. If, upon the conclusion of an investigation, sexual harassment is determined to have occurred, the Title IX Coordinator, or designee in consultation with the Coordinator, will take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

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

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

Confidentiality

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.

However, when a complainant or victim of sexual harassment notifies the Orange County Department of Education of the harassment but requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the Orange County Department of Education's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the Orange County Department of Education 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 Orange County Department of Education of the harassment but requests that the Orange County Department of Education not pursue an investigation, the Orange County Department of Education will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

Record-Keeping

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

ATTACHMENT 16: UNIFORM COMPLAINT PROCEDURES

The Orange County Department of Education (OCDE) has the primary responsibility to ensure compliance with applicable state and federal laws and regulations, including those related to unlawful discrimination, harassment, intimidation, or bullying against any protected group, and all programs and activities that are subject to the Uniform Complaint Procedures (UCP). The UCP shall be used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for Pregnant and Parenting Students
2. Adult Education
3. After School Education and Safety
4. Agricultural Career Technical Education
5. Career Technical and Technical Education and Career Technical and Technical Training Programs
6. Child Care and Development Programs
7. Compensatory Education
8. Consolidated Categorical Aid Programs
9. Course Periods without Educational Content
10. Discrimination, harassment, intimidation, or bullying against any protected group as identified under EC 200 and 220 and GC 11135, including any actual or perceived characteristic as set forth in PC 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in EC 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance
11. Educational and graduation requirements for students in foster care, students who are experiencing homelessness, students from military families, students formerly in Juvenile Court now enrolled in a school district, students who are migratory, and newcomer students
12. Every Student Succeeds Act
13. Local Control and Accountability Plans (LCAP)
14. Migrant Education
15. Physical Education Instructional Minutes
16. Reasonable Accommodations to a Lactating Student
17. Regional Occupational Centers and Programs
18. School Plans for Student Achievement
19. Schoolsite Councils
20. State Preschool
21. State Preschool Health and Safety Issues in LEAs Exempt from Licensing
22. Student Fees
23. And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate.

Filing a UCP Complaint

A UCP complaint, except for a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying, shall be filed no later than one year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date when the LCAP is approved or the annual update that was adopted by the Orange County Department of Education.

A student enrolled in any public school shall not be required to pay a student fee for participation in an educational activity. A student fee complaint may be filed with the principal or the Director of Student Services.

A student fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.

Copies of the UCP process are available free of charge, and can be obtained from the principal.

Compliance Officer

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints: Gina Lance, Senior Executive Director of Human Resources at 200 Kalmus Drive, Costa Mesa, CA 92626, (714) 966-4333, or glance@ocde.us. The compliance officer is knowledgeable about the laws and programs that they are assigned to investigate.

Notification

The UCP policy and regulations are posted in all ACCESS school sites and offices, including staff lounges and student government meeting rooms. Written notification of the UCP is provided annually to students and their parents, employees, school advisory committee members, appropriate private school officials, and other interested parties.

ACCESS also posts the standardized notice of the educational rights of foster youth, students experiencing homelessness, former juvenile court students now enrolled in a school district, children of military families, migrant students, and newcomer students, as specified in EC 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process on its website.

ACCESS has a notice posted to identify appropriate subjects of state preschool health and safety issues in each California state preschool program classroom in each school notifying parents, guardians, students, and teachers of (1) the health and safety requirements under Title 5 of the California Code of Regulations that apply to California state preschool programs pursuant to HSC 1596.7925, and (2) the location at which to obtain a form to file a complaint.

Appeal

A complainant may appeal the OCDE's investigation report to the CDE by filing a written appeal within 30 calendar days after receiving the OCDE's decision. The appeal must be accompanied by a copy of the originally filed complaint and a copy of the investigation report for that complaint. A complainant may also pursue civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

ATTACHMENT 17: WILLIAMS COMPLAINT PROCEDURES

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 grounds for a complaint has occurred:

Insufficient Textbooks and Instructional Materials

1. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or OCDE-adopted textbooks or other required instructional materials to use in class.
2. A student does not have access to instructional materials to use at home or after school.
3. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
4. A student 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 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 students in the class.
3. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

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

“Beginning of the semester” means the first day classes necessary to serve all the students enrolled are established with a single designated certificated employee assigned for the duration of the class, but not later than 20 working days after the first day students attend classes for that semester.

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

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.

“Good repair” means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to a school facility inspection and evaluation instrument developed by the Office of Public School Construction and approved by the board or a local evaluation instrument that meets the same criteria.

“Emergency or urgent threat” means 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, Response, and Appeal

A complaint alleging any of the conditions specified above shall be filed with the Principal/Program Administrator of the school/school program in which the complaint arises 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 their authority. A complaint that is reported to the Principal but is about a problem beyond the scope of authority of the Principal shall be forwarded in a timely manner, but not to exceed 10 working days, to the appropriate administrator for resolution. 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.

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that they would like a 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. This response will be mailed to the address provided on the complaint form and will be prepared in English and in the primary language in which the complaint was filed. If the Principal is the administrator who has prepared this report, the Principal shall also forward the report to the Associate Superintendent, Administrative Services.

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 involving a condition of a facility that poses an emergency or urgent threat to the health or safety of students, as described fined in Education Code section 17592.72, a complainant who is not satisfied with the resolution proffered by the Principal, or the County Superintendent or designee, has the right to file an appeal to the State Superintendent of Public Instruction within 15 days of receiving the report. The appeal of the complaint shall comply with the requirements of 5 CCR section 4632.

Reporting

Complaints and written responses shall be public records. The Associate Superintendent, Administrative Services or designee shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the County Superintendent of Schools. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the Orange County Department of Education. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints.

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 the complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as they wish and does not need to use the form provided.

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.

ATTACHMENT 18: EXCUSED ABSENCES

The following is the full text of California Education Code section 48205, which provides the reasons for which absences are to be excused.

EC 48205. (a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

- (1) Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
- (2) Due to quarantine under the direction of a county or city health officer.
- (3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
- (4) For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.
- (5) For the purpose of jury duty in the manner provided for by law.
- (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child, for which the school shall not require a note from a doctor.
- (7) For justifiable personal reasons, including, but not limited to, an attendance or appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board of the school district.
- (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- (9) For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
- (10) For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
- (11) For the purpose of participating in a cultural ceremony or event.
- (12) (A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.
 - (B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one schoolday-long absence per school year.
 - (ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.
- (13) (A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident.
 - (i) To access services from a victim services organization or agency.
 - (ii) To access grief support services.
 - (iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or

guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

(B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.

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

(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

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

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

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

(1) A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.

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

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

(4) "Victim services organization or agency" has the same meaning as defined in paragraph (7) of subdivision (g) of Section 230.1 of the Labor Code.

(Amended by Stats. 2023, Ch. 846, Sec. 1.5. (AB 1503) Effective January 1, 2024.)

ATTACHMENT 19: RIGHTS OF MARRIED, PREGNANT, & PARENTING STUDENTS

The responsibilities related to marriage, pregnancy, or parenting and related responsibilities may disrupt a student's education, placing them at higher risk of dropping out of school. ACCESS supports married, pregnant, and parenting students to continue their education by providing them with the opportunity to succeed academically while protecting their health and the health of their children in the following ways:

1. ACCESS will not adopt any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex.
2. ACCESS will not exclude or deny any student from an educational program or activity, including any class or extracurricular activity, solely on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery; ACCESS will treat pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery in the same manner and under the same policies as any other temporary disabling condition.
3. ACCESS may require a pregnant or parenting student to obtain the certification of a physician or nurse practitioner that the student is physically and emotionally able to participate, or continue to participate, in the regular education program or activity.
4. Pregnant and parenting students will not be required to participate in a pregnant minor program or alternative education program; students who voluntarily participate in an alternative education program will be given educational programs, activities, and courses equal to those they would have been in if participating in the regular education program.
5. ACCESS will provide reasonable accommodations to a lactating student on the school campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding. The student will not be penalized academically and will be provided with the opportunity to make up any work missed as a result of the student's use of the reasonable accommodations during the school day. Reasonable accommodations include, but are not limited to:
 - a. Access to a private and secure room, other than a restroom, to express breast milk or breast-feed an infant child.
 - b. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk.
 - c. Access to a power source for a breast pump or any other equipment used to express breast milk.
 - d. Access to a place to store expressed breast milk safely.
 - e. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child.
6. A pregnant or parenting student will be excused from school when the absence is due to the illness or medical appointment of the student's child, including absences to care for a sick child, for which the school must not require a note from a doctor.
7. During the school year in which the birth of the student's infant takes place, a pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before childbirth if there is a medical necessity and after childbirth to care for and bond with the infant. If deemed medically necessary by the student's physician, parental leave may be extended beyond eight weeks. Specific to parental leave:
 - a. No student will be required to take all or part of parental leave.
 - b. The Supervisor of Attendance at ACCESS will ensure that absences from school, as a result of parental leave, are excused until the student is able to return to the regular school program or an alternative education program.

- c. Upon return to school after taking parental leave, a pregnant or parenting student is entitled to opportunities to make up work missed during the leave, including, but not limited to, makeup work plans and reenrollment in courses.
- d. The pregnant or parenting student may return to the school and the course of study in which the student was enrolled before taking parental leave. A student who chooses not to return to the school in which the student was enrolled before taking the leave is entitled to alternative education options offered by ACCESS.
- e. When necessary to complete the OCDE-established high school graduation requirements, a pregnant or parenting student may remain enrolled in school for a fifth year of instruction, unless it has been determined that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school.

Any complaint alleging discrimination on the basis of pregnancy or marital or parental status, noncompliance with the requirements related to parental leave, or noncompliance with the requirement to provide reasonable accommodations for lactating students will be addressed through the Uniform Complaint Procedures.

ATTACHMENT 20: PROTECTION OF PUPIL RIGHTS AMENDMENT

The Protection of Pupil Rights Amendment (PPRA) affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–
 1. Political affiliations or beliefs of the student or student’s parent;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
 8. Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of –
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
- Inspect, upon request and before administration or use –
 1. Protected information surveys of students and surveys created by a third party;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

ACCESS has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. ACCESS will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. ACCESS will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt their child out of participation of the specific activity or survey. ACCESS will make this notification to parents at the beginning of the school year if ACCESS has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with: Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

ATTACHMENT 21: FERPA NOTIFICATION OF RIGHTS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older (“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 within 45 days after the day ACCESS (“School”) receives a request for access. (*Note: California law requires that parents have right of access to their student’s records within 5 business days from the date of request.*)

Parents or eligible students who wish to inspect their child’s or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend their child’s or their education record should write to the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. 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 of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest is set forth in this document. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

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

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

ATTACHMENT 22: MENTAL HEALTH SERVICES FOR STUDENTS



ACCESS

Alternative, Community and Correctional
Education Schools and Services

ON CAMPUS SUPPORT



Reach out to any staff member on campus for help. They can refer you to the right person – School Counselor, Mental Health Clinician, or Family Community Liaison.

IMMEDIATE HELP

- 911 for emergency services
- National Suicide Prevention Lifeline: 988
- Crisis Text Hotline: Text HOME to 741741 from anywhere in the US to connect with a crisis counselor.
- Trevor Project–
 - Call: (LGBTQ) (866) 488-7386
 - Chat: <https://www.thetrevorproject.org/get-help-now/>
 - Text: Text START to 678-678
- National Sexual Assault hotline: (800) 656-HOPE or (800) 656-4673
- 211 OC Info Link Line: For non-emergency connections to Mental Health Services and Community Resources in your area. Offers assistance in many languages. Dial 211.
- National Safe Place: Text the word “SAFE” and your current location to 4HELP (44357). You will receive a message with the closest local youth agency.
- NAMI Warmline: Free and confidential telephone service providing emotional support and resources (877) 910-WARM or (877) 910-9276
- National Human Trafficking Hotline: (888) 373-7888
- Lifeline Chat (web chat): www.suicidepreventionlifeline.org/chat



EMERGENCY HOUSING

- CASA Youth Shelter: 10911 Reagan St, Los Alamitos, 90720 (562) 594-6825
- CASA Youth Shelter Crisis Hotline: (800) 914-CASA or (800) 914-2272
- Laurel House Teen Shelter for Teen Girls, Tustin: (714) 832-0207
- CSP Huntington Beach Youth Shelter: 7291 Talbert Ave, Huntington Beach, 92648 (714) 842-6600
- Build Futures (for young adults ages 18-24): 18822 Beach Blvd, Suite 211, Huntington Beach, 92648 (714) 907-7358

ONGOING MENTAL HEALTH SUPPORT

- Orange County Health Care Agency Behavioral Health Information & Referrals
 - OC-Links: (855) 625-4657 M-F 8am-6pm

ATTACHMENT 23: HPV FACT SHEET

The following information about human papillomavirus (HPV) provides an effective way to protect children from the cancers it can cause through immunization.

What is HPV?

HPV is a very common virus that 8 out of 10 people will get at some point in their lifetime. Some HPV infections can lead to cancer later in life. HPV is estimated to cause about 37,000 cases of cancer in men and women every year in the U.S. – that’s the same as the average attendance for a major league baseball game! Only cervical cancer, one of the cancers caused by HPV, can be detected early with a Pap test. The other cancers caused by HPV (cancers of the throat, genitals, or anus) may not be detected until they are more serious. HPV vaccination prevents infections that cause these cancers.

How can I protect my child from HPV?

HPV vaccination can prevent over 90% of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks. With more than 135 million doses given in the U.S. since 2006, HPV vaccine has a long safety record that’s backed by over 15 years of monitoring. Common side effects are mild and get better within a day or two. These include pain, redness, or swelling where the shot was given, similar to other vaccines. HPV vaccination works extremely well. Since HPV vaccination was first recommended in 2006, infections with HPV types that cause most HPV cancers have dropped 88% among teen girls and 81% among young adult women.

Vaccination against HPV is recommended by the federal Advisory Committee on Immunization Practices, the American Academy of Pediatrics, and the American Academy of Family Physicians. It’s also recommended by the American Cancer Society and California’s Cancer Prevention Act.

Who should get the vaccine and when should they get it?

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. (Kids who wait until later to get their first dose of HPV vaccine may need three doses.) The HPV vaccine is often given at the same time as other adolescent vaccines, like Tdap to prevent whooping cough and meningococcal vaccine to prevent bacterial meningitis.

Where can I get the HPV vaccine for my child?

Ask your health care provider, pharmacist, or local health department to learn more about HPV vaccine and where you can get it. The vaccine is covered by most health insurance plans. If you don’t have health insurance, your child can still get vaccinated. The Vaccines for Children (VFC) Program offers free vaccines to children up to age 18 years without insurance or whose insurance does not cover the cost of vaccines.

Ask your healthcare provider or [local health department](#) about VFC, or learn more [here](#). Find doctors participating in VFC [in your area](#).

For more information on HPV, the vaccine, and cancer prevention, visit the [Centers for Disease Control and Prevention](#).

California Department of Public Health, Immunization Branch • ShotsForSchool.org (3/27/24)

ATTACHMENT 24: ORAL HEALTH ASSESSMENT

Even though they fall out, baby teeth are very important. Children need healthy baby teeth to eat, talk, smile, and feel good about themselves. Children with cavities may have pain, difficulty eating, stop smiling, and have problems paying attention and learning at school. To help children stay healthy, parents are advised of the following:

- Children need to be taken to the dentist. Dental check-ups can help keep a child's mouth healthy and pain free.
- Healthy foods, like fresh fruits and vegetables, should be chosen for the entire family.
- Teeth need to be brushed at least twice a day with toothpaste that contains fluoride.
- Candy and sweet drinks like punch, juice, or soda should be limited. Sweet drinks and candy contain a lot of sugar, which causes cavities and leaves less room for a child to have healthy foods and drinks. Sweet drinks and candy can also cause weight problems, which may lead to other diseases, such as diabetes. Give a child healthy choices like water, milk, and fruit instead.

Having a healthy mouth helps children do well in school. So, to make sure children are ready for school, state law requires children to have an oral health assessment or dental check-up in their first year in public school – whether in transitional kindergarten, kindergarten, or first grade. The assessment must be performed by a licensed dentist or other licensed or registered dental health professional no earlier than 12 months before the date of a child's initial enrollment in school and no later than May 31 of the school year. The dentist will complete the Oral Health Assessment form, which then must be submitted to the school as proof that the assessment has been done. The school will maintain the privacy of all students' health information. A student's identity will not be associated with any report produced as a result of this requirement.

A parent who is unable to obtain the oral health assessment must complete a Waiver of Oral Health Assessment Requirement form and submit that to the school.

To help find a dentist, call the Medi-Cal Telephone Service Center at 1-800-322-6384 or visit [Medi-Cal Dental \(https://dental.dhcs.ca.gov/\)](https://dental.dhcs.ca.gov/) to find a dentist that accepts Medi-Cal. To enroll a child in Medi-Cal, parents can apply by mail, go in person to the local Social Services office, or online at [Apply for Medi-Cal \(https://www.dhcs.ca.gov/services/medi-cal/pages/applyformedi-cal.aspx\)](https://www.dhcs.ca.gov/services/medi-cal/pages/applyformedi-cal.aspx).

If the school hosts a free oral health assessment event at which licensed dentists or other licensed or registered dental health professionals perform schoolsite assessments of students enrolled in the school, parents will be informed of the event in a timely manner so that they have the opportunity to opt their student out of the oral health assessment.

Notice modeled after the sample letter to parents from the System for California oral Health Reporting

ATTACHMENT 25: PRESCRIPTION OPIOID FACTSHEET

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

What are the risks and side effects of opioid use?

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

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

Risks are greater with:

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

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

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

Know your options

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

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

If you are prescribed opioids for pain:

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

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

To learn more, visit: <https://www.cdc.gov/overdose-prevention/about/prescription-opioids.html>

ATTACHMENT 26: TYPE 1 DIABETES

Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated, and the guidance provided in this information sheet is intended to raise awareness about this disease. Contact the student's school nurse, school administrator, or health care provider if there are any questions.

Description

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

- According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively.
- The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.

Type 1 diabetes affects insulin production

- As a normal function, the body turns the carbohydrates in food into glucose (blood sugar), the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood into the cells.
- In type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise.
- Over time, glucose can reach dangerously high levels in the blood, which is called hyperglycemia.
- Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes.

Risk Factors Associated with Type 1 Diabetes

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

Risk Factors

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

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

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

- Increased thirst
- Increased urination, including bed-wetting after toilet training
- Increased hunger, even after eating
- Unexplained weight loss
- Feeling very tired
- Blurred vision
- Very dry skin
- Slow healing of sores or cuts
- Moodiness, restlessness, irritability, or behavior changes

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

- Fruity breath
- Dry/flushed skin
- Nausea
- Vomiting
- Stomach pains
- Trouble breathing
- Confusion

Types of Diabetes Screening Tests That Are Available

- **Glycated hemoglobin (A1C) test.** A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test.** A blood sample is taken any time without fasting. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes.
- **Fasting blood sugar test.** A blood sample is taken after an overnight fast. A level of 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 1 Diabetes Treatments

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

ATTACHMENT 27: TYPE 2 DIABETES

Developed by the California Department of Education (CDE) in collaboration with the California Department of Public Health, American Diabetes Association, California School Nurses Organization, and Children's Hospital of Orange County.

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 their 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 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 fat 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 the student's school nurse, school administrator, or health care provide if there are any questions.

ATTACHMENT 28: 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 students 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 Orange County Department of Education 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 Internet 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 students 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.

To gain access to the Internet, all students under the age of 18 must obtain parental permission and both parent and student must sign the Acceptable Use of Technology Agreement. The signatures in the Agreement legally bind and indicate the parties who signed have read the terms and conditions carefully and understand their significance.

The purpose of the 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 students and faculty who must adhere to strict guidelines. These guidelines are provided here so that you are aware of the responsibilities you are acquiring. If an Orange County Department of Education user violates any of these provisions, the user’s future access could be denied in accordance with the rules and regulations discussed with each user during Internet training sessions.

Terms and Conditions

1. Students 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 students to conduct research and communicate with others. Access to network services is given to students 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.

ATTACHMENT 29: PROFESSIONAL BOUNDARIES

The Orange County Department of Education (OCDE or Department) is committed to providing a safe and effective learning environment for students. As such, OCDE expects all employees to conduct themselves at all times in a professional and ethical manner that reflects standards consistent with the law as well as high professional, moral, and ethical standards.

The expectations of employees as outlined in this policy extend to volunteers. This policy identifies and discusses a range of adult behaviors that impact the learning environment, aims to increase understanding of the employee and volunteer role in protecting students from inappropriate behavior, and communicates guidelines to be followed when interacting with students. This policy applies to interaction with OCDE students as well as district students participating in OCDE programs.

General Standards

The interactions and relationships between employees and students are of mutual respect and cooperation and based upon the vision, mission, and values of OCDE. All employees and volunteers have a responsibility to establish and maintain professional boundaries, consistently apply responses and interventions, and generally conduct themselves in a manner that will maintain an atmosphere that is conducive to learning. OCDE prohibits any type of close adult/student relationship that may be reasonably perceived as unprofessional.

Adults will not intrude on a student's physical and emotional boundaries unless the intrusion is necessary to serve a legitimate educational purpose. For purposes of this policy, the term "legitimate educational purpose" includes interactions related to teaching, counseling, tutoring, athletics, extra-curricular activities, treatment of a student's physical injury or other medical needs, school administration, or other purposes within the scope of the adult's employment/volunteer duties.

School instruction, counseling, and other administrative tasks that require the in-person presence of students shall be accomplished on school premises within the normal school day. There will be occasions where it is necessary for an adult to meet with students outside of the normal school day for a legitimate educational purpose, such as school-related extracurricular activities. In such cases, written approval of the adult's supervisor and of the parent/guardian of the student(s) where appropriate is required.

Appearances of Impropriety

Adults are expected to be aware of the appearance of impropriety in their own conduct and the conduct of other adults when interacting with students. Even though the intent of the adult may be professional and there may be a legitimate educational purpose for the conduct, the following activities can create the appearance of impropriety:

1. Being alone with an individual student out of the view of others;
2. Remaining on campus with a student after all other adults leave the school site;
3. Giving a student personal gifts or cards;
4. Inviting or allowing individual students to visit the adult's home; and/or
5. Visiting a student's home, unless home visits are a required job duty.

Whenever possible, adults should avoid these and similar situations. If unavoidable, these activities should be preapproved by the appropriate administrator.

Electronic Communications

Adults shall maintain professional boundaries with students in all forms of communication. Electronic and other communications with students shall be for legitimate educational purposes only. Adults shall not maintain contact with a student for any reason that could be interpreted as personal/non-educational, without including the parent/guardian and/or administrator.

Whenever available, OCDE email and communication devices shall be used when communicating electronically with students. The use of OCDE email or other communication devices shall be in accordance with OCDE policies, regulations, and procedures. When an employee's personal email or communication

device is used for communicating with a student, the correspondence should be forwarded or copied to an OCDE device or email.

Employees shall not communicate with students for any reason through use of a medium that is designed to eliminate all traces or records of the communications (e.g., "Snapchat").

Employees shall not follow, or accept or initiate requests from current students, or non-adult or dependent adult former students to connect on personal social networking sites. Employees shall not create or participate in any networking site for communication with students other than those provided by the OCDE for this purpose, without prior written permission from the head of the employee's assigned division.

Personal and Community Activities

There may be circumstances where there is an appropriate pre-existing personal relationship between an adult and a student's family that exists independently of the adult's position with the OCDE (e.g., when their children are friends, team or club mates). This regulation is not intended to interfere with such relationships or to limit activities that are normally consistent with such relationships. Adults are strongly encouraged to maintain professional boundaries appropriate to the nature of the activity.

It is further understood that adults may be involved in other roles in the community through civic, religious, athletic, or other organizations and programs whose participants may include OCDE students. This regulation is not intended to interfere with or restrict an adult's ability to serve in those roles; however, adults are strongly encouraged to maintain professional boundaries appropriate to the nature of the activity with regard to all youth with whom they interact in the course of their community involvement.

Examples of Inappropriate/Unacceptable Behavior

Trespassing beyond the acceptable boundaries for an employee/student relationship is deemed an abuse of power and a betrayal of public trust.

A boundary violation is an act or omission by an employee or volunteer that does not have a legitimate educational purpose and has the potential to abuse or otherwise damage the adult-student relationship. Examples of conduct that is deemed inappropriate and violates professional employee-student boundaries include, but are not limited to the following:

1. Singling out a particular student for excessive or personal attention or friendship beyond the professional employee-student relationship;
2. Addressing students or permitting students to address staff members with personalized terms of endearment, pet names, or otherwise in an overly familiar manner;
3. Sharing personal secrets; disclosing personal, family, employment concerns or other private matters to one or more students;
4. Intentionally being alone with a student at or away from the work site, including being in a closed-door room alone with a student at the work site or at OCDE related activities, unless educationally necessary or a requirement of the employee's job duties;
5. Transporting students in a personal vehicle in a non-emergency situation and without advanced written authorization. If only verbal approval is possible prior to the transport, it should be documented afterwards;
6. Giving personal gifts or cards to an individual student for which it is directly or implicitly suggested that a student is to say or do something or reciprocate the act;
7. Seeking emotional involvement or intimate attachment with a student beyond the normal care and concern expected of an educator;
8. For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. This includes student-initiated conversations wherein the adult being confided in does not refer the student to appropriate counseling staff, when available;
9. Allowing students into the employee's home unsupervised by a parent/guardian or allowing students into the employee's home supervised by a parent/guardian but without written pre-authorization from the employee's supervisor;
10. Socializing or maintaining personal contact with a student beyond homework, school and community events, or other legitimate educational purposes, without including the parent/guardian;
11. Using social media or other electronic communication to post or re-post students' images or other personally identifiable information of students;

12. Touching students or initiating physical contact without a legitimate educational purpose. Examples of legitimate purposes for physical contact could include:
 - a. Assisting an injured student;
 - b. Responding to an emergency situation to protect the safety of students or staff;
 - c. Assisting a student with special needs who requires assistance with toileting or other physical assistance;
 - d. Appropriate athletic coaching or music instruction as assigned or approved.
13. Otherwise becoming involved with a student or former student to the extent that a reasonable person may suspect inappropriate behavior.

Though unlikely, an emergency or otherwise unforeseeable situation or a legitimate educational purpose may justify deviation from professional boundaries identified above. In those cases where the adult feels that such deviation is justified, authorization shall always be sought as soon as possible and the adult shall be prepared to articulate the reason for any deviation from the requirements of this regulation. It is the responsibility of the adult to demonstrate that appropriate relationships with the student have been maintained.

Serious Misconduct

OCDE prohibits any type of romantic or sexual relationship, sexual contact, or sexually-nuanced behavior between employees and students, regardless of the student's age. This includes all forms of electronic communication. It also applies regardless of whether the student or the employee initiated the contact and whether or not the student welcomes the behavior and/or reciprocates the attention.

Adults shall not entertain students, socialize with students, or spend an excess amount of time with students in such a manner as to reasonably create the impression to other students, their parents, or the public that a dating relationship exists.

No level of boundary violation is appropriate. Boundary violations that constitute serious misconduct are acts, omissions, or patterns of behavior by an adult that do not have a legitimate purpose and result in abuse of the employee-student professional relationship. The following illustrative examples of inappropriate behavior are intended as guidance for preventing relationships that could lead to, or may be perceived as, misconduct. Examples are not the sum total of all possible inappropriate behaviors, but are meant to inform and assist adults in decision making and for consideration when observing behaviors of other adults in the school environment.

Examples include, but are not limited to:

1. Intimate, sexual, or otherwise inappropriate physical behavior or contact, including unnecessarily invading a student's privacy, or restricting a student's freedom of movement in a provocative or otherwise intimidating manner;
2. Leering or making comments about the physical attributes of a student;
3. Flirtation, innuendo, or sexually related banter, making verbal propositions, or making sexually oriented remarks;
4. Making sexual or otherwise inappropriate jokes, spreading rumors, or making any kind of slurs or derogatory comments;
5. Displaying or transmitting written communication, stories, drawings, gestures, objects, or images reflecting inappropriate adult content to a student;
6. Sending or accompanying students on personal errands unrelated to any legitimate educational purpose;
7. Furnishing alcohol, drugs, or tobacco to a student, or being present where any student is consuming these products;
8. Giving a student a ride alone in a vehicle in a non-emergency situation without prior notification to and approval from the appropriate administrator;
9. Engaging in any harassing or discriminatory conduct prohibited by other OCDE policies or by state or federal law and regulations.

No educational or other reason shall justify deviation from professional boundaries in regard to the conduct described in this section above.

Duty to Report

An employee who observes or has knowledge of another adult's violation of this policy that does not constitute possible child abuse, shall report the information to the site supervisor. The supervisor who receives a report must document, in writing, the concern and notify the Senior Executive Director, Human Resources. If the supervisor is the subject of the report, the adult may report the conduct directly to Human Resources.

When an employee observes conduct by another adult that creates a reasonable suspicion of child abuse, including sexual abuse, the employee shall report the alleged conduct to Child Protective Services/Adult Protective Services and/or local law enforcement in accordance with state law and OCDE policy. If the employee reasonably believes that another OCDE employee has committed child abuse, in addition to reporting the suspected child abuse to local law enforcement, the employee shall inform the Senior Executive Director, Human Resources, or designee of the alleged conduct.

Investigation

As stated above, in the case of reasonable suspicion of child abuse, it is the legal and ethical responsibility of the employee to report to the proper authorities, e.g. law enforcement and/or Protective Services. The reporting employee is not to conduct an investigation.

Whenever OCDE receives a report concerning a possible boundary violation, OCDE will conduct a prompt investigation, which may be conducted by a trained member of the Human Resources management team or by a trained independent contractor. The investigation may include a review of the full history of concerns relating to the subject employee of the concern/complaint.

Immediate intervention shall be considered and implemented when necessary to protect student safety and the integrity of the investigation.

Disciplinary Action

Any employee who is found to have engaged in violation of this policy shall be subject to appropriate disciplinary action. In the case of a certificated employee, the employee may be subject to a report to the Commission on Teacher Credentialing. The Superintendent or designee shall notify local law enforcement as appropriate, including for allegations of failure to report reasonable suspicion of child abuse.

A mandated reporter who fails to make a required report is guilty of a misdemeanor punishable currently by up to six months in jail and/or up to a \$1,000 fine. An employee who has knowledge of inappropriate employee conduct impacting a student and fails to properly report it, may also be subject to disciplinary action.

A volunteer, student teacher, independent contractor or an employee of an independent contractor, or vendor who violates this regulation may be prohibited from working or serving in OCDE schools and programs for an appropriate period of time or permanently, as determined by the Superintendent or designee.

Confidentiality and Retaliation

OCDE prohibits retaliation against anyone who files a complaint under this regulation. Any employee who retaliates against any such complainant, reporter, witness, or other participant in this process, shall be subject to discipline.

Reporting adults are specifically advised of the following:

1. Reporting adults are neither permitted nor responsible for investigating whether the conduct is inappropriate; and
2. Reporting adults are to maintain confidentiality about the report.

Confidentiality protects both the student(s) and the adult who are the subject of the report. Failure to maintain confidentiality may impede the investigation, inadvertently reveal protected student information, and foster untrue and potentially harmful rumors. Nothing in this policy shall prevent any represented employee from consulting with the employee's exclusive representative or communicating under the guidance of the exclusive representative.

ATTACHMENT 30: SAFE STORAGE OF FIREARMS

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

Parents are responsible for keeping firearms out of the hands of children and should review this notice and evaluate their own personal practices to assure that every member in the family is in compliance with California law.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others. [PC 25100-25125, 25200-25220]

(Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.)

- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm. [PC 25100(c)]
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- A parent may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.
- The county or city where the parent resides may have additional restrictions regarding the safe storage of firearms.

The easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Notification modeled after CDE's "Sample Firearms Safety Memorandum"

ATTACHMENT 31: PESTICIDE PRODUCTS

OCDE/ACCESS intends to apply the following pesticide products in this school year:

Pesticide Product	Active Ingredients
Alpine WSG Insecticide	Dinotefuran
Maxforce Quantum	Imidacloprid
NyGuard	Pyriproxyfen 10% (Nylar)(2-[1-Methyl-2-(4-phenoxyphenoxy)ethoxy]pyridine
Onslaught - Fastcap	Esfenvalerate, Prallethrin, Piperonyl butoxide
Tekko Pro	Pyriproxyfen, Novaluron
Advion Ant Gel	Indoxacarb
Advion Cockroach Bait Arena	Indoxacarb
Advion Evolution Cockroach Gel Bait	Indoxacarb
Avert Dry Flowable Cockroach Bait	Abamectin B1
Contrac All-Weather Blox	Bromadiolone .005
Ditrac All-Weather Blox	Diphacinone
Intice 10 Perimeter Bait	Boric acid
Intice Gelanimo	Sodium Tetraborate Decahydrate
Maxforce Roach Killer Bait Gel	Fipronil
MaxForce Small Bait Station	Hydramethylnon
Niban	Orthoboric Acid
Nibor D	Disodium Octaborate Tetrahydrate
Optiguard	Thiamethoxam
Phantom Termiticide Insecticide	Chlorfenapyr
Suppress	Caprylic Acid
Talstar PL Granular Insecticide	Bifenthrin
Talstar Professional	Bifenthrin
Temp SC Ultra	Beta-Cyfluthrin
Temprid FX	Imidacloprid, Beta-Cyfluthrin
Termidor SC	Fipronil: 5-amino-1-[2,6-dichloro-4-(trifluoromethyl)phenyl]- 4-[(1,R,S)-(trifluoromethyl)sulfinyl]-1H-pyrazole-3- carbonitrile
Wasp Freeze	d-trans Allethrin, Phenothrin
Wisdom TC	Bifenthrin, Propylene glycol

Parents can also register at <https://ocde.oc.codex.tools/> to receive email notifications of individual pesticide applications. Notifications will be provided 72 hours before the application, except in emergencies, and will include the product name, the active ingredient(s) in the product, and the intended date of application.

ATTACHMENT 32: GROUNDS FOR SUSPENSION

Transitional Kindergarten through Grade 12

A student at any grade level may be suspended from school or recommended for expulsion for committing any of the following acts that are related to a school activity or school attendance: (EC 48900, 48900.7)

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon another person, except in self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
4. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco, or products containing tobacco or nicotine products.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm. Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault or committed a sexual battery.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student.
18. Engaged in an act of bullying. Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to the student's person or property; cause the student to experience a substantially detrimental effect on the student's physical or mental health; or cause the student to experience substantial interferences with the student's academic performance or ability to participate in or benefit from the services, activities, or privileges provided by the school. Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of

the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

19. Aided or abetted the infliction or attempted infliction of physical injury on another person.
20. Made terrorist threats against school officials and/or school property. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

Grades 4 through 12

Additional grounds for suspension and expulsion for students in grades 4 through 12 include: (EC 48900.2, 48900.3, 48900.4)

1. Committed sexual harassment. Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment.
2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. Hate violence includes injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics.
3. Intentionally engaged in harassment, threats, or intimidation against OCDE personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment.

2024-2025 ACKNOWLEDGMENT OF RECEIPT AND REVIEW



ACCESS

Alternative, Community and Correctional
Education Schools and Services

Dear Parent:

ACCESS is required to annually notify parents and students of their rights and responsibilities in accordance with Education Code section 48980.

If you have any questions, or if you would like to review specific documents mentioned in the notice, please contact the principal at your child's school. The principal will be able to give you more detailed information and assist you in obtaining copies of any materials you wish to review.

The Annual Notification is also available on the OCDE's website at <https://ocde.us/ACCESS/Pages/Policies-and-Procedures.aspx>. Whether the Annual Notification is reviewed in hard copy or electronic format, the parent must submit to the school this signed acknowledgement of receipt of the notice. The signature is an acknowledgment by the parent that they have been informed of their rights and responsibilities but does not indicate that consent to participate in any particular program has either been given or withheld. Please complete the "Acknowledgment of Receipt and Review" form below and return it to your child's school.

ACKNOWLEDGMENT OF RECEIPT AND REVIEW

Pursuant to Education Code section 48982, the parent must sign this notice and return it to the school. The signature below is an acknowledgment by the parent that they have been informed of their rights and responsibilities but does not necessarily indicate that consent to participate in any particular program or activity has been given or withheld.

Student Name: _____ Grade: _____ School: _____

Parent Name: _____ Phone No.: _____

Email: _____

Address: _____

Signature of Parent (if student is under 18)

Date

Signature of Student (if student is 18 or older)

Date