

ACCESS

*Alternative, Community, and
Correctional Education Schools
and Services*

PARENT – PUPIL
RIGHTS AND
RESPONSIBILITIES
2012-2013



PARENT-STUDENT RIGHTS AND RESPONSIBILITIES

2012-2013

DEAR PARENT/GUARDIAN:

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

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

Please sign and return the acknowledgment at the end of this notice.

California and United States law requires certain other notices in the event that specific circumstances should arise, affecting your child's education and attendance at school. If any such circumstances should arise, OCDE/ACCESS will provide notice as required by law.

KEY TO LEGAL REFERENCES

<u><i>Abbreviation</i></u>	<u><i>Complete Title</i></u>
BP	Board Policy - Orange County Dept. of Education
CCR	California Code of Regulations
CFR	Code of Federal Regulations
EC	Education Code
H&SC	Health & Safety Code
IDEA	Individuals with Disabilities Education Act
LC	Labor Code
NCLB	No Child Left Behind
PC	Penal Code
USC	United States Code
W&IC	Welfare & Institution Code

TABLE OF CONTENTS

<i>Pupil Discipline</i>	<i>Page 1</i>
<i>Pupil Records</i>	<i>Page 2</i>
<i>Health and Safety</i>	<i>Page 4</i>
<i>Attendance</i>	<i>Page 6</i>
<i>Non-Discrimination</i>	<i>Page 7</i>
<i>Pupils with Disabilities</i>	<i>Page 8</i>
<i>Instructions</i>	<i>Page 8</i>
<i>Additional Information</i>	<i>Page 13</i>
<i>Attachments</i>	<i>Page 15</i>

PUPIL DISCIPLINE

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

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

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

DRESS CODE/GANG APPAREL (EC §§35183, 35183.5, 51101): OCDE/ACCESS schools are authorized to adopt a dress code that would prohibit the wearing of “gang-related clothing.” A copy of the dress code is available at the Principal’s office.

ATTENDANCE OF SUSPENDED CHILD’S PARENT/GUARDIAN (EC §48900.1, L.C. 230.7): OCDE/ACCESS has adopted a policy authorizing teachers to require the parent/guardian of a pupil who has been suspended by a teacher because he or she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities, willfully defied valid staff authority, or otherwise violated either subdivision (i) or (k) of E.C. Section 48900, to attend a portion of a school day in the child’s classroom. No employer may dismiss or in any manner discriminate against an employee for taking time off from work to comply with this requirement.

PUPIL RECORDS

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

Types of Pupil Records: A pupil record is any item of information directly related to an identifiable pupil, other than directory information, which is maintained by OCDE/ACCESS or required to be maintained by an OCDE/ACCESS employee in the performance of his/her duties, whether recorded by handwriting, print, tapes, film, microfilm or other means. Pupil records include a pupil's health record.

- Responsible Officials: Your child's Principal is responsible for the maintenance of pupil records located at your child's school.
- Location of Log/Record: The law requires that a log or record be maintained for each pupil's record which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate interests therefore. For records maintained at your child's school, the log is located in the Principal's office.
- School Officials and Employees/Legitimate Educational Interests: School officials and employees who are authorized to review pupil records are school officials with legitimate educational interests. A school official is a person employed by OCDE 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); other public agencies providing services to pupils, as well as employees of other public schools or school systems where educational programs leading to high school graduation are provided or where an OCDE pupil intends to or is directed to enroll. Access to pupil records is permitted only for records that are relevant to the legitimate educational interests of the requester. Upon request, OCDE discloses educational records without consent to officials of another school district in which the pupil seeks or intends to enroll. Legitimate educational interests are described in California Education Code section 49076.
- Right of Access and Review/Expungement: You have an absolute right to access any and all pupil records related to your child, which are maintained by OCDE. If you wish to review records located at your child's school, please contact the Principal's office, or submit a written request that identifies the record(s) you wish to inspect. The Principal or OCDE office has five (5) business days from the day of the receipt of a request to provide access to the records. Upon satisfactory completion of the rehabilitation assignment of a pupil whose expulsion has been suspended, OCDE may order the expungement of any or all records of the expulsion proceedings. When you submit a written revocation of consent after the initial provision of special education and related services for your child,

OCDE is not required to amend the education records of your child to remove any reference to your child's receipt of special education and services.

- Challenging the Content of Records: You have the right to challenge the content of any pupil record by filing a written request with the ACCESS School Principal to correct or remove any information recorded in the written records concerning your child which you allege to be any of the following: (1) inaccurate, (2) an unsubstantiated personal conclusion or inference, (3) a conclusion or inference outside the observer's area of competence, (4) not based on the personal observation of a named person with the time and place of the observation noted, (5) misleading, or (6) in violation of the privacy or other rights of the pupil.
- Copying Costs: You may receive copies of your child's pupil records, at a cost of \$0.10 per page for records of a size 8 1/2 x 14 or less; \$0.20 per page for copying of documents from microfilm, and the actual cost for reproducing copies or oversize documents or the reproduction of documents requiring special processing.
- Complaints: You have the right to file a complaint with the United States Department of Education, concerning an alleged failure by OCDE to comply with the provisions of the United States Family Educational Rights and Privacy Act (20 USC §1232g).
- Prospectus of School Curriculum: The curriculum for your child's school is compiled at least once annually in a prospectus which is available at the Principal's office.
- Statement or Response to Disciplinary Actions: Whenever information is included in a pupil record concerning any disciplinary action taken in connection with your child, you have the right to include a written statement or response concerning the disciplinary action in your child's pupil record.
- Destruction of Pupil Records: OCDE is required to retain indefinitely the original or an exact copy of mandatory permanent pupil records (Class 1 - Permanent Records) which schools have been directed to compile by California regulations; maintain for stipulated periods of time mandatory interim pupil records (Class 2 - Optional Records) until the information is no longer needed to provide educational services to a child and are retained until reclassified as Class 3 - Disposable Records, and then destroyed as per California regulations (5 CCR 432). Prior to destroying pupil records of a child who has received special education services, the IDEA requires parental notification when OCDE decides that personally identifiable information is no longer needed to provide educational services to a child. Once parents/guardians have been notified that personally identifiable information is no longer needed, they have the option of requesting access to and/or copies of pupil records prior to destruction, and to request that pupil records be destroyed, unless OCDE determines that the information could be needed to provide educational services in the future or is needed for auditing

purposes (34 CFR 300.624, 5 CCR 16026). Unless classified as permanent records, all other pupil records are destroyed five years after the information is no longer needed to provide educational services (5 CCR 16027).

RELEASE OF DIRECTORY INFORMATION (EC §49073): “Directory Information” means one or more of the following items: pupil’s name, address, telephone number, e-mail address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous public or private school attended by the pupil. OCDE has determined that the following individuals, officials, or organizations may receive directory information: federal, state and local law enforcement, probation officers, public defender, district attorney, social services, and child support agency. Directory information may also be disclosed to outside organizations without your prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks; a playbill, showing your pupil’s role in a drama production; Honor Roll or other recognition lists; graduation programs and sports activity sheets. However, no information may be released to a private profit making entity other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. The names and addresses of pupils enrolled in grade 12 or who have terminated enrollment prior to graduation may be provided to a private school or college. No directory information regarding your child may be released if you notify OCDE that the information shall not be released. Please submit a written notice to the Principal of your child’s school if you wish to deny access to directory information concerning your child.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (“FERPA,” 20 USC §1232g): United States law set forth in FERPA grants parents certain rights with respect to their pupil’s records. For a summary of your rights under FERPA (Reference Attachment #1).

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

HEALTH AND SAFETY

REFUSAL TO CONSENT TO PHYSICAL EXAMINATION - (EC §§49451, 49452.5, 48980 and H.S.C. 124100, 124105, and 124085): You may file an annual written statement with the Principal of your child’s school, stating that you will not consent to a physical examination of your child. However, whenever there is good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child

shall be sent home and shall not be permitted to return until school authorities are satisfied that any contagious or infectious disease does not exist.

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

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

ADMINISTRATION OF PRESCRIBED MEDICATION (EC §49423): Parents or legal guardians of pupils who must take prescribed medication at school and who desire or require assistance of school personnel must submit an annual written statement from the supervising physician detailing the name of the medication, amount, method, time schedule, and a statement as to how personnel should assist in carrying out the physician's directions. Under certain conditions, and with completion and submission of the appropriate form to the school nurse, pupils are permitted to provide diabetes self-care, inhaled asthma medication, and auto-injectable epinephrine at school during school hours. ACCESS school nurses can provide the appropriate form for this purpose.

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

INSTRUCTION FOR PUPILS WITH TEMPORARY DISABILITIES (EC §§48206.3, 48980): If your child should suffer a temporary disability which makes attendance in classes in which the child is enrolled impossible or inadvisable, your child shall receive individual instruction provided by the district in which he/she is deemed to reside. Individual instruction includes instruction provided in your home, in a hospital or other residential health facility, excluding state hospitals, or under other circumstances prescribed by state law.

PUPILS WITH TEMPORARY DISABILITIES (EC §§48207, 48980): In the event that your child has a temporary disability and is confined in a hospital or other residential health facility located outside this district, you shall be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located. In such circumstances, it is your responsibility to notify the school district in which you are deemed to reside of your child's presence in a qualifying hospital.

TYPE 2 DIABETES (EC §49452.7): Information sheets regarding type 2 diabetes for parents or guardians of incoming 7th grade pupils (Reference Attachment #2)

PROOF OF ORAL HEALTH ASSESSMENT (EC §49452.8): Your child must have an oral health assessment (dental check-up) by no later than May 31 of the first year entering kindergarten or first grade. Dental check-ups in the 12 months before starting school meet this requirement. Ask your dentist to fill out the Oral Health Assessment Form provided by the school. You may be excused from complying with the dental-check up requirement by marking the box next to the appropriate reason on Section 3 of the Oral Health Assessment Form.

FREE AND REDUCED PRICED MEALS (EC §§49510, et seq., 48980): The Family Nutrition Education Services Act requires OCDE/ACCESS to notify parents or legal guardians of needy children of the availability of nutritionally adequate, free, or reduced price meals as well as that information regarding participation in program may be used to identify pupils eligible for services under the NCLB. Information is available from the ACCESS Operations Manager who can be contacted at 714-547-1463.

NOTIFICATION OF PESTICIDES EC §§17612, 48980.3): OCDE/ACCESS is required to annually notify parents, in writing, of the name of all pesticide products expected to be applied at the school facility during the upcoming year. The notice must identify the active ingredient(s) in each pesticide product, and shall contain the Internet address (<http://www.cdpr.ca.gov>) of the Department of Pesticide Regulation to access information on pesticides and use reduction. The parent notice must provide parents the opportunity to register with OCDE/ACCESS to receive 72-hour prior notice of the application of an individual pesticide. The notice must include the product name, the active ingredients(s), and the intended date of application. Pesticides not included in annual notice require 72-hour notice before application (Reference Attachment #3).

ASBESTOS MANAGEMENT PLAN (40 C.F.R., 763.93): OCDE/ACCESS has an Asbestos Management Plan as required by the Asbestos Hazard Emergency Response Act (AHERA). The plan is available for review in the office of Benefits and Emergency Planning, 200 Kalmus Drive, Costa Mesa, CA 92628.

ATTENDANCE

EXCUSED ABSENCES (EC §§48205, 48980): A pupil can be excused from school for justifiable personal reasons including, but not limited to, a court appearance, a religious holiday or ceremony, an employment conference, or attendance at religious retreats. The

pupil's absence must be requested in writing by the parent or legal guardian and approved by the principal or a designated representative. A pupil absent from school for these reasons 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. The teacher of any class from which a pupil is absent shall determine that tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence (Reference Attachment #4).

GRADE REDUCTION/LOSS OF ACADEMIC CREDIT (EC §§48205, 48980): Your child may not have his/her grade reduced or lose academic credit as a result of pupil absences excused under EC 48205 for missed assignments/tests that can reasonably be provided/completed (Reference Attachment #4).

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

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

SCHEDULE OF MINIMUM DAYS AND PUPIL FREE STAFF DEVELOPMENT DAYS (EC §48980): Parents or guardians will be advised of minimum days and pupil-free staff development days scheduled for the school year no later than one month before the scheduled minimum day or pupil-free staff development day.

NOTICE TO PARENT OR GUARDIAN (EC §§48260, 48260.5): Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the school day on each of more than three days in one school year or a combination thereof, is a truant and shall be reported. Upon initial classification as a truant, the school district must notify the pupil's parent/guardian by mail or other reasonable means that the pupil is truant (Reference Attachment #5).

NON-DISCRIMINATION

STATEMENT OF NON-DISCRIMINATION (EC §§220, 56501, Title IV and Title VI of the Civil Rights Act, Title IX of the Education Amendments of 1972, the Individuals with Disabilities Education Act of 1997, Section 504 of the Rehabilitation Act and Americans with Disabilities Act): OCDE/ACCESS is committed to providing equal opportunity for all individuals in education. Programs and activities shall be free from discrimination based on gender, religion, ethnic group, disability, race, color, or national

origin. All courses and activities are open to either sex and to the disabled. Classes, including physical education, are conducted on a co-educational basis and the disabled are provided alternative physical education and recreational opportunities, as necessary. Programs and facilities, viewed in their entirety, are readily accessible to individuals with disabilities. Complaints alleging noncompliance with the OCDE/ACCESS policy of nondiscrimination should be directed to Nina Boyd, Associate Superintendent Division of Alternative Education at 714-966-4485.

SEXUAL HARRASSMENT POLICY (EC §§231.5, 48980; 5 C.C.R. 4917): The rights of pupils include protection from sexual harassment as defined in E.C. Section 212.5. Pupils in Grades 4-12 may be disciplined for such conduct (Reference Attachment #6).

PUPILS WITH DISABILITIES

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

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

INSTRUCTION

COMPREHENSIVE SEXUAL HEALTH AND HIV/AIDS PREVENTION EDUCATION (EC §§51938, 48980): OCDE/ACCESS will provide instruction in comprehensive sexual health and HIV/AIDS prevention education and research on student health behaviors and risks for the coming school year. Written and audiovisual educational materials used in this education are available for your inspection at the Principal's office. The education will be taught by OCDE/ACCESS personnel/outside consultants. [NOTE: **If the education is provided by outside consultants and/or at an assembly by guest speakers, the notice must include the date of the instruction, the name of the organization or affiliation of each guest speaker, and information stating the right of the parent/guardian to request a copy of Education Code Sections 51933, 51934 and 51938.** You have the right to request in writing that your child shall not receive comprehensive sexual health education or HIV/AIDS prevention education. OCDE/ACCESS may administer anonymous, voluntary and confidential research and evaluation tools to measure students' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about pupils' attitudes concerning or practices related to sex. You will be notified in writing that any such test, questionnaire or survey is to be administered, and you will be given the

opportunity to review the test, questionnaire or survey and request in writing that your child not participate.

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

HIGH SCHOOL EXIT EXAM NOTICE (EC §§60850, 48980): Commencing with the 2005-2006 school year, and each school year thereafter, each pupil completing 12th grade will be required to successfully pass the high school exit examination administered pursuant to Chapter 9 (commencing with Section 60850) of Part 33 of the Education Code. Passing the examination requires satisfactory performance in English language arts and mathematics. A pupil who fails the examination may continue to take the examination until the last scheduled date during the 12th grade. Passing the examination is a condition of high school graduation. (Reference Attachment #7).

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

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

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

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

UC: www.universityofcalifornia.edu/admissions/undergrad_adm/paths_to_adm/

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

- *Career Technical Education*: The California Department of Education defines “career technical education” as a program of study that involves a multi-year sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide pupils with a pathway to postsecondary education and careers. Career technical education includes agriculture education, home economics, industrial and technology education, and regional occupational centers and programs, among other educational programs.
- *Website for Career Technical Education*: Pupils can learn more about career technical education at the following California Department of Education website: www.cde.ca.gov/ci/ct/
- *Counseling*: Your child has the right to meet with a school counselor for help in choosing courses that will meet college admission requirements, or enrolling in career technical education courses, or both. If you wish to schedule a meeting with a school counselor, please contact the school.

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

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

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

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

UNIFORM COMPLAINT PROCEDURES (5 C.C.R. 4622): OCDE/ACCESS has adopted policies and procedures for filing, investigation and resolution of complaints regarding alleged violations of federal or state law or regulations governing educational programs, including allegations of unlawful discrimination. This also applies to the filing of complaints which allege unlawful discrimination on the basis of ethnic group identification, religion, sex, color, or physical or mental disability, as well as insufficient textbooks and instructional materials, teacher vacancies or misassignments, and unclean/unsafe facilities, in any program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance. The purpose of these procedures is to establish a uniform system of complaint processing for specified programs that receive state or federal funding. These procedures are set forth in the Orange County Board of Education Policy (Reference Attachment #8).

NO CHILD LEFT BEHIND ACT (“NCLB”; 20 USC 6301 et seq.)

- *Limited English Proficient Children*: NCLB requires OCDE to inform the parent or parents of a limited English proficient (LEP) child identified for participation or participating in a language instruction educational program, of the following:
 - (1) the reasons for the identification of the child as LEP and in need of placement in a language instruction educational program;
 - (2) the child’s level of English proficiency, how such level was assessed, and the status of the child’s academic achievement;
 - (3) the methods of instruction used in the program in which the child is or will be participating, and the methods of instruction used in other available programs;
 - (4) how the program in which the child is or will be participating, will meet the educational strengths and needs of the child;
 - (5) how such program will specifically help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
 - (6) the specific exit requirements for the program;
 - (7) in the case of a child with a disability, how such program meets the objectives of the individualized education program (IEP) of the child; and
 - (8) information pertaining to parental rights that includes written guidance detailing the right that parents have to have their child immediately removed from such program upon their request, and the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and

assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by OCDE.

If your child is LEP and has been identified for participation or is participating in the language instruction educational program, please contact the Manager of the ACCESS English Learner program for the above information that is specific to your child.

- *Program Improvement Schools:* NCLB requires OCDE to provide to the parent or parents of each pupil enrolled in a school identified for school improvement, corrective action or restructuring with the following:
 - an explanation of what the identification means, and how the school compares in terms of academic achievement to other schools served by OCDE and the California Department of Education;
 - the reasons for the identification;
 - an explanation of what the school identified for school improvement is doing to address the problem of low achievement;
 - an explanation of what OCDE or the California Department of Education is doing to help the school address the achievement problem;
 - an explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
 - an explanation of the parents' option to transfer their child to another public school or to obtain supplemental educational services for their child.

If your child's school becomes identified for school improvement, this information will be available at the Administrative Unit Regional Office. (Reference Attachment #9)

- *Right to Information Regarding the Professional Qualifications of Teachers and Paraprofessionals:* NCLB grants parents the right to request information regarding the professional qualifications of the children's classroom teachers, including the following (Reference Attachment #9a):
 - (1) whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - (2) whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;

- (3) the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree; and
- (4) whether the child is provided services by paraprofessionals and, if so, their qualifications.

This information is available at OCDE Human Resource Department. OCDE will provide timely notice if your child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

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

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

ADDITIONAL INFORMATION

ACCESS COMMUNITY SCHOOLS FAMILY ENGAGEMENT POLICY School-level policy – Community Schools. (Reference Attachment #10)

ACCESS FAMILY ENGAGEMENT POLICY – LEA LEVEL POLICY
Developed with input from parents/guardians of students attending ACCESS Community Schools. (Reference Attachment #11)

ACCESS SCHOOL/FAMILY COMPACT - Outlines the shared responsibility of ACCESS schools and families to work together to assure that students achieve academic success and become productive members of society. (Reference Attachment #12)

ACCESS YOUTH CORRECTIONAL EDUCATION PROGRAM SCHOOLS FAMILY ENGAGEMENT POLICY – School-level policy (YCEP) (Reference Attachment #13)

ALTERNATIVE SCHOOLS (EC §58501): The State Education Code authorizes school districts to provide alternative schools or alternative education programs within regular schools (Reference Attachment #14).

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

FEDERAL GOVERNMENT'S LEGAL DEFINITION OF HOMELESSNESS

The government's legal definition of homelessness based on the McKinney-Vento Homeless Education Assistance Act. (Reference Attachment #15)

HOMELESS CHILDREN (McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431): Each school district must appoint a liaison for homeless children who shall ensure dissemination of information to parents/guardians or pupils (if pupil is not accompanied by parent/guardian) that shall be signed for by the parent/guardian or pupil, which sets forth general rights of homeless children. The OCDE liaison is Wendy Rogan, Program Specialist, who can be contacted at 714-836-1563.

INTERNET ACCESS – OCDE/ACCESS has adopted a policy regarding access by pupils to the Internet and on-line services (Reference Attachment #16).

INVASION OF PRIVACY (PC 647): It is a misdemeanor to use a concealed camcorder, motion picture camera, or photo camera of any type to secretly record individuals for purposes of viewing their body or undergarments in a bathroom, changing area or any other area where the individual has a reasonable expectation of privacy.

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

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and pupils over 18 years of age (“eligible pupils”) certain rights with respect to the pupil’s education records. These rights are:

1. The right to inspect and review the pupil’s education records within 45 days of the day the School receives a request for access.

Parents or eligible pupils should submit to the School principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible pupil of the time and place where the records may be inspected.

2. The right to request the amendment of the pupil’s education records that the parent or eligible pupil believes are inaccurate or misleading.

Parents or eligible pupils may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal [or appropriate official], clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible pupil, the School will notify the parent or eligible pupil of the decision and advise them 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 pupil when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the pupil’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. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or pupil serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a pupil seeks or intends to enroll.

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Type 2 Diabetes Information

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

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

Description

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

- Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens.
- According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

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

- The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.
- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia. Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

Risk Factors Associated with Type 2 Diabetes

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

Risk Factors

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

- **Being overweight.** The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- **Family history of diabetes.** Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.
- **Inactivity.** Being inactive further reduces the body's ability to respond to insulin.
- **Specific racial/ethnic groups.** Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- **Puberty.** Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms Associated with Type 2 Diabetes

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

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination

- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fats levels

Type 2 Diabetes Prevention Methods and Treatments

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

- **Eat healthy foods.** Make wise food choices. Eat foods low in fat and calories.
- **Get more physical activity.** Increase physical activity to at least 60 minutes every day.
- **Take medication.** If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

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

Types of Diabetes Screening Tests That Are Available

- **Glycated hemoglobin (A1C) test.** A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test.** A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- **Fasting blood sugar test.** A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- **Oral glucose tolerance test.** A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

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

References

[American Diabetes Association Clinical Journal](#) (Outside Source)

[Helping Children with Diabetes Succeed: A Guide for School Personnel](#) (PDF; Outside Source)

[KidsHealth](#) (Outside Source)

[Mayo Clinic](#) (Outside Source)

[National Library of Medicine \(NLM\) and National Institutes of Health's \(NIH\) MedLine](#) (Outside Source)

[US Centers for Disease Control and Prevention](#) (Outside Source)

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

Dear Parent or Guardian,

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

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

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

Sincerely,

[NAME OF SCHOOL PRINCIPAL]

.....

REQUEST FOR INDIVIDUAL PESTICIDE APPLICATION NOTIFICATION

[NAME OF SCHOOL]

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

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

Please print neatly:

Name of Parent/Guardian: _____ Date: _____

Address: _____

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

E-Mail: _____

Return to [SCHOOL CONTACT NAME, ADDRESS]

WEST'S ANNOTATED CALIFORNIA CODES
 EDUCATION CODE
 TITLE 2. ELEMENTARY AND SECONDARY EDUCATION
 DIVISION 4. INSTRUCTION AND SERVICES
 PART 27. PUPILS
 CHAPTER 2. COMPULSORY EDUCATION LAW
 ARTICLE 1. PERSONS INCLUDED

Current with urgency legislation through Ch. 69 of 2011 Reg. Sess. and Ch. 7 of 2011-2012 1st Ex. Sess.

' 48205. Excused absences; average daily attendance computation

- (a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
- (1) Due to his or her illness.
 - (2) Due to quarantine under the direction of a county or city health officer.
 - (3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
 - (4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
 - (5) For the purpose of jury duty in the manner provided for by law.
 - (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
 - (7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
 - (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- (b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
- (c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
- (d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
- (e) "Immediate family," as used in this section, has the same meaning as that set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

CREDIT(S)

2006 Main Volume

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

IMPORTANT INFORMATION ABOUT SCHOOL FUNDING

LETTER TO PARENTS AND GUARDIANS

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

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

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

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

NOTICE TO PARENT OR GUARDIAN – ALTERNATIVE EDUCATIONAL PROGRAMS; SOLUTIONS

California Education Code Section 48260.5

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

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

E.C. § 48260 – Definition of a Truant: Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the school day on each of more than three days in one school year or a combination thereof, is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district.

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

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

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



MEMORANDUM

DATE: July 2012

TO: All Staff

FROM: Renee Hendrick, Assistant Superintendent
Administrative Services

SUBJECT: Sexual Harassment

The Orange County Department of Education is committed to maintaining an employment, educational and business environment free from harassment on the basis of an individual's sex. The Department will not tolerate sexual harassment of any employee and will take immediate action to resolve any allegations of sexual harassment either through Early Resolution or Formal Investigation pursuant to the Department's Policy, "Sexual Harassment: Employees and Job Applicants." Verified instances of sexual harassment will subject employees to appropriate disciplinary action, up to and including termination. Included with this memorandum is a copy of the Department's information sheet on sexual harassment. The Department prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Any employee who feels that he/she is being sexually harassed is encouraged to immediately contact his/her supervisor, principal or the Executive Director, Administrative Services in order to obtain procedures for reporting a complaint. Employees shall report any incidents they may observe even if the harassed employee has not complained. Recent court decisions require victims of sexual harassment to take "reasonable steps" to avoid or correct the harassment. Such steps include reporting the conduct to any one of the following: a) Report the conduct to the immediate supervisor; b) If the supervisor is not available, report it to another manager or supervisor in whom you have confidence; c) Report it directly to the Executive Director, Administrative Services.

Any supervisor who receives a harassment complaint shall report such complaint to the Assistant Superintendent, Administrative Services within twenty-four (24) hours. The Executive Director, Administrative Services will immediately log the complaint and ensure the complaint is appropriately resolved. The Department's policy and procedures prohibiting sexual harassment of employees and students are contained in the Department's Administrative Procedures Manual.

Renee Hendrick, Assistant Superintendent, Administrative Services, 200 Kalmus Drive, Costa Mesa, CA 92626, 714.966.4061, is the Department's Title IX Officer and Sexual Harassment Officer. This notice emphasizes that the Department prohibits retaliation against any complainant or participant in the sexual harassment complaint process. If after filing a complaint you feel harassed in any way, you should immediately contact the Assistant Superintendent, Administrative Services.

RH:bpf



**ORANGE COUNTY
DEPARTMENT OF EDUCATION**

**SEXUAL HARASSMENT
INFORMATION SHEET**

Sexual harassment is a form of discrimination which is prohibited by both federal and state law. Department Procedure HR XXII prohibits sexual harassment of employees and Department Procedure HR XXXVI prohibits sexual harassment of students. Sexual harassment includes gender-based harassment of a person of the same sex as the harasser. Both state and federal law and Department policy prohibit retaliation against any complainant or participant in the sexual harassment complaint process.

Definition: Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, visual or physical conduct of a sexual nature under any of the following conditions.

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment.
- Submission to or rejection of such conduct by an individual is used as the basis for an employment decision, including, but not limited to, promotion, demotion, transfer, reassignment or termination.
- The conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Examples of Sexual Harassment: Sexual harassment includes, but is not limited to:

- Unwanted sexual advances, leering, flirtations or propositions.
- Offering employment benefits in exchange for sexual favors.
- Making sexual gestures, displaying sexually suggestive objects, pictures, cartoons or posters.
- Making or using sexual slurs, epithets, threats, verbal abuse, derogatory comments, sexually degrading descriptions, or suggestive or obscene letter, notes or invitations.
- Spreading sexual rumors, sexual jokes, stories, cartoons, drawings or pictures.
- Touching an individual's body or clothes in a sexual way, assault, impeding or blocking movements.
- Any act of actual or threatened retaliation against an individual who reports a violation of the Department's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Prohibition: The Department prohibits sexual harassment in the working environment of employees or applicants by any person in any form. Employees who permit or engage in such harassment may be subject to disciplinary action up to and including dismissal.

Complaint Procedure: Any employee or applicant who believes he or she has been sexually harassed is encouraged to report the incident to his/her supervisor, principal, or the Assistant Superintendent, Administrative Services. The parties may agree to participate in early resolution and/or the complaint may be formally investigated. A request for formal investigation must be in writing and made to the Assistant Superintendent, Administrative Services. Any employee having knowledge of conduct by another employee, volunteer or individual in the employment or academic community which may constitute sexual harassment of employees or students is required to immediately report such conduct to any of the individuals specified in the Department's policies.

Individuals needing additional information regarding the Department's sexual harassment policies may call or contact the Assistant Superintendent, Administrative Services at (714) 966-4061. A copy of the Department's policies and procedures prohibiting sexual harassment of employees and sexual harassment of students can be obtained from the office of the Assistant Superintendent, Administrative Services or through the Department's Procedures Manual.

Legal Remedies: The Department encourages employees and applicants to file their complaints of sexual harassment with the Department so that the complaint can be resolved at the earliest possible date. However, such complaints may be submitted directly to the Department of Fair Employment and Housing (DFEH). The address and telephone number of the local office of the DFEH are as follows:

Los Angeles DFEH
1055 West 7th Street, Suite 1400
Los Angeles, CA 90017
(213) 439-6799

Individuals who file a complaint may be entitled to civil law remedies, including, but not limited to, injunctions, restraining orders, hiring, reinstatement, back pay, promotion or monetary damages.

California High School Exit Examination 2012-13

Notice to Parents, Guardians, and Students

All California public school students, except eligible students with disabilities (see Students with Disabilities section), are required by state law to satisfy the California High School Exit Examination (CAHSEE) requirement, as well as all other state and local graduation requirements, to receive a high school diploma. All students who must meet the CAHSEE requirement, including English learners, will take the examination for the first time in grade ten. Students who do not pass the examination in grade ten will have additional opportunities in grades eleven and twelve to retake the part(s) not passed. More information about CAHSEE testing guidelines can be found on the CDE CAHSEE Administrative Documents Web page at <http://www.cde.ca.gov/ta/tg/hs/admin.asp>. Students with disabilities who are eligible for the exemption are required, in grade ten only, to take the CAHSEE to meet state and federal requirements, but not as a condition of graduation.

Subjects Covered on the CAHSEE

The examination consists of two parts: (1) English–language arts (reading and writing) and (2) mathematics. All questions are aligned to California’s content standards adopted by the State Board of Education (SBE). Content standards describe what students should know and be able to do at each grade level from kindergarten through grade twelve. Your school district can provide you with information on the content standards assessed by the CAHSEE, or you can download the CAHSEE test blueprints located on the California Department of Education (CDE) CAHSEE Program Resources Web page at <http://www.cde.ca.gov/ta/tg/hs/resources.asp>.

Requirements for Passing the CAHSEE

Students must earn a score of 350 or higher on each part of the CAHSEE (English–language arts and mathematics) to pass the examination. Students do not need to pass both parts of the examination during the same test administration to satisfy the CAHSEE requirement.

Students with Disabilities

Eligible students with disabilities are exempt from the requirement to pass the CAHSEE as a condition of graduation from high school (California *Education Code* [EC] Section 60852.3). (See box, inset) An eligible student, as defined in the law, is a student with an individualized education program (IEP) or Section 504 plan that indicates that the student has satisfied or will satisfy all other state

How long will the exemption last?

California *Education Code* (EC) Section 60852.3 states that students with disabilities (SWDs) are exempted from the CAHSEE requirement until the California State Board of Education (SBE) makes a determination whether or not it is feasible to have alternative means to the CAHSEE for SWDs. On July 14, 2010, the SBE determined that alternative means to the CAHSEE are feasible and adopted regulations in February 2011 extending the implementation regulations date for alternative means from January 1, 2011 to July 1, 2012. The exemption from meeting the CAHSEE requirement for SWDs remains in place until September 25, 2012, unless legislation extending the exemption is enacted or the SBE adopts regulations extending the implementation date for alternative means through December 31, 2012.

and local requirements to receive a high school diploma on or after July 1, 2009. Eligible students with disabilities are required, in **grade ten** only, to take the CAHSEE to meet state and federal requirements, but not as a condition of graduation.

The CAHSEE regulations specify accommodations and modifications that students with disabilities must be permitted to use if specified in the student’s IEP or Section 504 plan for use on the CAHSEE, standardized testing, or for use during classroom instruction and assessments. Students who use an accommodation and earn a score of 350 or higher have passed that part of the CAHSEE. Students who use a modification and earn the equivalent of a passing score on one or both parts of the CAHSEE have not passed. Eligible students with

disabilities, who wish to meet the CAHSEE requirement by passing the examination and have earned the equivalent of a passing score while taking the CAHSEE with a modification, may choose to apply for a local waiver of the CAHSEE requirement from their local school board. (Although the local waiver option is still in effect, the exemption under *EC* Section 60852.3 eliminates the need for the local waiver for students who are eligible for the exemption.)

More information on exemptions, accommodations, modifications, and the local waiver process can be found on the CDE CAHSEE Frequently Asked Questions Web page at <http://www.cde.ca.gov/ta/tg/hs/faq.asp>.

Test Variations for Students who are English Learners

Students who are English learners must be permitted to take the CAHSEE with certain test variations if used regularly in the classroom. For example, if regularly used in the classroom, English learners must be permitted to hear the test directions in their primary language or use a translation glossary.

Students who are English learners are required to take the CAHSEE in grade ten with all other grade ten students. During their first 24 months in a California school, English learners are to receive 6 months of instruction in reading, writing, and comprehension in English (*EC* Section 60852). During this time, they are still required to take the CAHSEE. All students must pass the CAHSEE in English to receive their high school diploma.

ACCESS 2012-13 CAHSEE Testing Dates

Date	CAHSEE Administration	10th	11th	12th	Pending
10/2/2012	English-Language Arts Administration		X	X	X
10/3/2012	Mathematics Administration		X	X	X
2/5/2013	English-Language Arts Administration			X	X
2/6/2013	Mathematics Administration			X	X
3/12/2013	English-Language Arts Administration/10th Census	X	X	X	X
3/13/2013	Mathematics Administration/10th Census	X	X	X	X
5/14/2013	English-Language Arts Administration/10th Make Up	X _{make up}		X	X
5/15/2013	Mathematics Administration/10th Make Up	X _{make up}		X	X

Help Available.

Please speak with your child’s teacher regarding materials and support designed to help students prepare for the CAHSEE.

For More Information...The California Department of Education’s CAHSEE website has valuable information regarding CAHSEE content, regulations, and ways to help your child prepare to successfully pass both sections of the CAHSEE. The website can be found at <http://www.cde.ca.gov/ta/tg/hs/resources.asp>

California High School Proficiency Exam (CHSPE) 2012–2013

What is the CHSPE? The California High School Proficiency Examination (CHSPE) is a voluntary test that assesses proficiency in basic reading, writing, and mathematics skills taught in public schools. The CHSPE consists of two test sections: mathematics and English-language arts (ELA). The ELA section has two subtests (reading and language). Eligible persons who pass both parts of the CHSPE are awarded a Certificate of Proficiency by the State Board of Education. The test is given in English only.

Who is eligible to take the CHSPE? You may take the CHSPE *only if* on the test date, you:

- are at least 16 years old, *or*
- have been enrolled in the tenth grade for one academic year or longer, *or*
- will complete one academic year of enrollment in the tenth grade at the end of the semester during which the next regular administration will be conducted. (Regular administrations are the fall and spring administrations each school year.)

When is the CHSPE offered?

The administration dates for the 2012–13 school year are as follows:

Test Date Saturday Morning	Regular Registration Deadline (Receipt Date)	Late Registration Deadline (Receipt Date)	Emergency Registration Deadline (Receipt Date)	Results Mailed
October 20, 2012	September 21, 2012	October 5, 2012	October 16, 2012	November 27, 2012
March 16, 2013	February 15, 2013	March 1, 2013	March 12, 2013	April 19, 2013
June 15, 2013	May 17, 2013	May 31, 2013	June 11, 2013	July 19, 2013

There is at least one test administration center in most California counties; some counties have more than one test administration center. A list of the counties and test centers may be found on the Internet at <http://www.chspe.net/about/locations/> or in the CHSPE Information Bulletin also available on this Web site.

Certificate of Proficiency. California law requires that the Certificate of Proficiency be equivalent to a high school diploma. Institutions that are subject to California law and that require a high school diploma also must accept a Certificate of Proficiency. A student who receives a Certificate of Proficiency may, with verified parental approval, leave high school early. The Certificate of Proficiency, however, is not equivalent to completing all course work required for regular graduation from high school. Speak to your school counselor to understand the benefits of the Certificate of Proficiency. If you are planning to continue your studies in a college or university, contact the admissions office so that you may understand its requirements and whether or not the CHSPE certificate will be accepted.

For more information:

Additional information about the CHSPE is located on the Web at <http://www.chspe.net> or call 866-342-4773.

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT)

What is the purpose of the CELDT?

State law (*Education Code* sections 313 and 60810) and federal law (Title III of the Elementary and Secondary Education Act [ESEA]) require that school districts administer a state test of English language proficiency (1) to newly enrolled students whose primary language is not English and (2) to students who are English learners as an annual assessment. For California public school students, this test is the California English Language Development Test (CELDT).

Who must take the CELDT?

Education Code Section 52164.1[a] requires that all students (in kindergarten through grade twelve) whose primary language is not English, based on the Home Language Survey (HLS), take the CELDT within 30 calendar days after they are enrolled in a California public school for the first time to determine if they are English learners. The HLS is completed by parents or guardians when they first register their children for school. The CELDT must be given to students identified as English learners once a year as per the school district's evaluation process until they are reclassified as fluent English.

What does the CELDT assess?

Beginning in 2009–10, the CELDT assesses students in grades kindergarten through twelve for listening, speaking, reading, and writing. The CELDT is aligned to the English Language Development (ELD) standards adopted by the State Board of Education (SBE), which are available on the CDE Content Standards Web page at <http://www.cde.ca.gov/be/st/ss/>. The CELDT domains and test components are as follows:

- **Listening**
- **Speaking**
- **Reading**
- **Writing**

In what format are the results reported?

Students will receive a score report which will reflect:

- An overall performance level and scale score for all domains of the test combined
- A scale score and a performance level for each domain tested (listening, speaking, reading, and writing)
- A comprehension score that is an average of the scale scores for listening and reading

What are the instructional implications of the CELDT results?

Student CELDT results are used to assist in determining appropriate instructional strategies, materials, and curriculum learning paths to promote academic growth and success.

Additional information about the CELDT is available on the CDE CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>

STAR/CST (California Standardized Test) 2012-13

ACCESS students will be participating in the STAR Test Program that is administered in every public school in California to students in grades 2 through 11. The multiple-choice portion of the STAR Test Program includes the CST (California Standardized Test). Students in grades 4 and 7 will take the CST Writing Test in March. Student test levels are determined by grade level.

Students with an individualized education program (IEP) in grades three through eleven whose IEP identifies them as eligible for the California Modified Assessment (CMA) may take the CMA. The CMA will be administered for English–language arts in grades three through eleven, for mathematics in grades three through seven, for Algebra I, for Geometry, and for science in grades five, eight, and ten. Students taking the CMA for English–Language Arts in grades four and seven also will complete a writing task (prompt) as a part of the assessment. The CMA is based on California’s content standards for the subjects tested. Students with an IEP who have significant cognitive disabilities, who are unable to take the CSTs and/or CMA with accommodations or the CSTs with modifications will take the California Alternate Performance Assessment (CAPA). Students in grades two through eleven will be assessed in English–language arts and mathematics. Students in grades five, eight, and ten also will be assessed in science. The CAPA is linked to California’s content standards for the subjects tested.

Grade	Test
2 nd -4 th ; 6 th & 7 th	English-Language Arts and Mathematics
5 th	English-Language Arts, Mathematics, and Science
8 th	English-Language Arts, Mathematics, Science and History-Soc. Science
9 th	English-Language Arts, Mathematics, and any appropriate End-of-Course test (in accordance with the specific course in which the student is currently enrolled)
10 th	English- Language Arts, Grade Level Science, and any appropriate End-of-Course test (in accordance with the specific course in which the student is currently enrolled)
11 th	English-Language Arts, History-Social Science, and any appropriate End-of-Course test (in accordance with the specific course in which the student is currently enrolled)

The STAR testing window for ACCESS students is April 22, 2013 through May 10, 2013. The specific dates your student will be tested during this window are determined by the site’s regional administration office, and will be sent to you by letter. If you have any questions regarding the dates and hours of testing at your student’s school site, please contact the administration office for your student’s ACCESS site or your student’s teacher.

An individual report of your student’s STAR test results will be mailed to your home when the results are sent to our district office. This report will explain how your student performed in each of the content areas tested.

The Orange County Department of Education encourages every student to participate in this mandated testing process, and we thank you for your support of the STAR Program. If you have any questions, please speak to your child’s teacher or utilize the California Department of Education’s STAR website: <http://www.cde.ca.gov/ta/tg/sr/cefstar.asp>



MEMORANDUM

DATE: September 2012

TO: All Parents, Guardians, Students and Employees

FROM: Renee Hendrick
Assistant Superintendent, Administrative Services

SUBJECT: Annual Notice – Uniform Complaint Procedures

The Orange County Department of Education (OCDE) is primarily responsible for compliance with federal and state laws and regulations. The OCDE will investigate complaints alleging failure to comply with applicable state and federal laws and regulations and/or alleging discrimination, harassment, intimidation or bullying, and will seek to resolve those complaints in accordance with the procedures set out in section 4600-4687 of Title 5, California Code of Regulations and in accordance with the policies and procedures of the OCDE. Unlawful discrimination, harassment, intimidation or bullying complaints may be based on actual or perceived gender, gender identity, gender expression, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance.

Complaints should be filed with the Assistant Superintendent, Administrative Services, who is designated as the Uniform Complaint Officer. The General Complaint Procedure (programs and discrimination) and the Williams Complaint Procedure (textbooks and instructional materials, teacher vacancy or misassignment, facilities, and high school exit examination) are described in the attached pages. Guidelines for filing a complaint are included in Orange County Superintendent's Policy 500-5 and Superintendent's Policy Procedure 500-5. Copies of the guidelines and the OCDE complaint procedures are available free of charge in the office of the Uniform Complaint Officer. Spanish and Vietnamese translations of the guidelines and procedures are available upon request.

Attachments



ANNUAL NOTICE – GENERAL COMPLAINT PROCEDURE

Grounds for Filing Complaint

Pursuant to Title 5 California Code of Regulations (CCR) section 4620, the following procedures apply to complaints related to adult basic education, consolidated categorical aid programs, migrant education, career technical and technical education programs, child care and development programs, child nutrition programs and special education programs. This procedure also applies to complaints which allege unlawful discrimination, harassment, intimidation or bullying under federal or state law in any program or activity conducted by the Orange County Department of Education (OCDE). Unlawful discrimination, harassment, intimidation and bullying complaints may be based on actual or perceived gender, gender identity, gender expression, sexual orientation, gender ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance.

Filing of Complaint

For other than discrimination complaints, any individual, public agency or organization may file a written complaint with the Uniform Complaint Officer, alleging a matter which, if true, would constitute a violation by the Department of a federal or state law or regulation governing any of the programs listed above.

A written complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be filed by one who alleges that he or she has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes an individual or any specific class of individuals has been subjected to prohibited discrimination, harassment, intimidation or bullying. Complaints alleging discrimination, harassment, intimidation or bullying shall be filed not later than six months from the date the alleged violation occurred, or the date the complainant first obtained knowledge of the facts, unless the Uniform Complaint Officer grants an extension under 5CCR 4630(b).

OCDE has sixty days from the date of the receipt of the complaint to conduct and complete an investigation and issue a written decision. Following is information regarding the opportunity to appeal the OCDE decisions to the California Department of Education (CDE).

Appealing OCDE Decisions

Any complainant(s) may appeal an OCDE complaint decision to the CDE by filing a written appeal with the CDE within fifteen (15) days of receiving the OCDE Decision.

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

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

Civil Law Remedies

1. Civil law remedies may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code section 262.3. A complainant may pursue available civil law remedies outside of OCDE's complaint procedures. Civil law remedies that may be imposed by a court include, but are not limited to injunctions and restraining orders.

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

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

ANNUAL NOTICE – WILLIAMS COMPLAINT PROCEDURE

Grounds for Filing Complaint

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

Insufficient Textbooks and Instructional Materials:

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

Teacher Vacancy or Misassignment:

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

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

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

Facilities:

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

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

Filing of Complaint

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

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

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

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

Complaints may be filed anonymously.

Complaints and written responses shall be public records.

Forms and Notices

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

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

**WILLIAMS UNIFORM COMPLAINT PROCEDURES
COMPLAINT FORM**

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

Name: _____ Address: _____

Phone Number: Day (____) ____-____ Evening (____) ____-____

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

1. Textbooks and Instructional Materials:

- A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
- A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Teacher Vacancy or Misassignment:

- A semester begins and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.)
- A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.
- A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

3. Facility Conditions:

- A condition poses an urgent or emergency threat to the health or safety of pupils or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
- A school restroom has not been maintained or cleaned regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
- The school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.

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

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

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

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

ORANGE COUNTY DEPARTMENT OF EDUCATION

Costa Mesa, California

SUPERINTENDENT'S POLICY

100-9

Discrimination, Harassment, Intimidation and Bullying

I. Introduction

The Orange County Department of Education/Orange County Superintendent of Schools (collectively referred to as "Department") believes every child is entitled to a safe school environment free from bullying and discrimination. Consistent with state and federal law, the Department prohibits bullying and discrimination and provides a timely and effective complaint procedure for pupils who believe they have been the victim of bullying or discrimination. The Department also is mindful that, at times, behavior that is rude or insensitive may nevertheless be constitutionally protected in the context of a public school environment. Such conduct can best be combatted and prevented with effective strategies that involve pupils, parents and school employees in collaborative efforts to teach tolerance and ensure equal educational opportunities for all.

II. Applicability

This policy applies to all of the Department's students. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the Orange County Superintendent of Schools. (Educ. Code § 234.1 (a).)

This policy also reminds school personnel of their obligation to intervene when safe to do so as required by Education Code section 234.1(b)(1). (See Section VI below.)

III. Definitions

- A. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
- (a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

- (c) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- (d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

While not an exhaustive list, examples of bullying/cyberbullying might include:

- direct physical contact, such as hitting or shoving;
- threats to harm another person;
- oral or written assaults, such as teasing or name-calling;
- social isolation or manipulation;
- posting harassing messages, direct threats, social cruelty or other harmful texts, sounds or images on the Internet, including social networking sites;
- posting or sharing false or defamatory information about another person;
- posting or sharing information about another person that is private;
- pretending to be another person on a social networking site or other electronic communication in order to damage that person's reputation or friendships;
- posting or sharing photographs of other people without their permission;
- spreading hurtful or demeaning materials created by another person (e.g., forwarding offensive e-mails or text messages); and
- retaliating against someone for complaining that they have been bullied.

- B. "Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer or pager.
- C. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

IV. Prohibition Against Bullying

The Department prohibits bullying as defined in this policy. This includes, but is not limited to, discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion,

sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. (Educ. Code §§ 234.1(a); 48900(r).)

In addition, the Department prohibits retaliation against complainants.

V. Free Speech Protection

This policy shall not be construed to limit pupil rights to free speech as protected by the United States Constitution, the California Constitution, Education Code sections 48907 and 48950, and other applicable law.

VI. Duties and Responsibilities of School Employees

If school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so. (Educ. Code §234.1(b)(1).)

VII. Reporting and Investigating Complaints; Complaint Officer

Any employee who has knowledge of discrimination, harassment, intimidation or bullying shall inform the site administrator of the concern as soon as possible. The site administrator shall notify the Department's Nondiscrimination Officer within 24 hours. Students who have knowledge of discrimination, harassment, intimidation or bullying are encouraged to inform a teacher or school administrator as soon as possible. Students and parents may make such complaints anonymously by calling the Nondiscrimination Officer at the number below. Anonymous reports must provide sufficient corroborating evidence to justify the commencement of an investigation. Because of the inability of investigators to interview anonymous complainants, it may be more difficult to evaluate the allegations and, therefore, less likely to cause an investigation to be initiated.

Formal complaints regarding violations of this policy shall be made pursuant to the Department's Uniform Complaint Procedure. (Superintendent's Policy 500-5 and Superintendent's Policy Procedure 500-5.)

The Department's Nondiscrimination Officer is:

Assistant Superintendent, Administrative Services
200 Kalmus Drive, Costa Mesa, CA 92626
(714) 966-4061
Rhendrick@ocde.us

The Nondiscrimination Officer is responsible for ensuring the Department's compliance with nondiscrimination laws impacting California public schools. The Nondiscrimination Officer shall notify the parents of the reported victim and the alleged perpetrator of the complaint and, if appropriate, law enforcement officials. The Nondiscrimination Officer may refer the victim, perpetrator and others to counseling and mental and other health services, as appropriate. The

Nondiscrimination Officer shall maintain documentation of complaints and their resolution for a minimum of one CPM review cycle. (Educ. Code § 234.1(e).)

VIII. Confidentiality

The identity of a complainant alleging discrimination, harassment, intimidation, or bullying shall remain confidential as appropriate within the dual contexts of the Department's legal obligation to ensure a learning environment free from discrimination, harassment, intimidation and bullying, and the right of the accused to be informed of the allegations. Some level of disclosure may be necessary to ensure a complete and fair investigation, although the Department will comply with requests for confidentiality to the extent possible.

IX. Disciplinary Consequences

Students who violate this policy may be subject to discipline, including suspension and expulsion pursuant to the Department's discipline policies and procedures. (Board Policy 400-2 and Board Policy Procedure 400-2.)

X. Notifications

The Department shall publicize this policy, including information about the manner in which to file a complaint, to pupils, parents, employees, agents and the general public. The information shall be translated pursuant to Education Code section 48985. This policy shall be posted in all schools and offices. (Educ. Code § 234.1(c) and (d).)

XI. Anti-Bullying Education

The Department has an affirmative obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity. The Department shall undertake educational activities to prevent bullying and counter discriminatory incidents that impact the school environment and, within constitutional bounds, to minimize and eliminate a hostile environment on school grounds that impairs the access of pupils to equal educational opportunity. (Educ. Code § 201(g).)

The Department educates pupils about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. The Department also educates pupils and teachers on the appropriate and ethical use of information technology in the classroom and Internet safety.

Adopted: July 2012

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

LOCAL EDUCATIONAL AGENCY IDENTIFIED FOR PROGRAM IMPROVEMENT

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

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

NCLB requires the California Department of Education to inform parents/guardians of students about LEA performance. For the 2012-13 school year, the Orange County Department of Education remains in Year 3+ Program Improvement status and was assigned corrective action by the State Board of Education.

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

- Revise our LEA Plan. We must consult with parents and school staff when revising this Plan, instituting and fully implementing a new curriculum that is based on state academic content and achievement standards, including providing appropriate research-driven professional development for all relevant staff that offers substantial promise of improving educational achievement for high-priority pupils.
- Reserve at least ten percent of our annual Title I allocation to provide professional development for teachers and administrators.

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

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

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

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

NO CHILD LEFT BEHIND

All Parents/Guardians:

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

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

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

If you would like this information, please contact the Executive Director, Human Resources and Support Services at (714) 966-4050.



ACCESS COMMUNITY SCHOOLS FAMILY ENGAGEMENT POLICY



DEVELOPMENT OF THIS POLICY

This Policy was developed with input from parents and guardians of students attending ACCESS Community Schools. These individuals are referred to throughout this Policy as “families.” This Policy is reviewed annually and updated as needed by the School Site Council, and distributed at Title I Annual Meetings. The Policy is also available to families and the community on the ACCESS website.

INVOLVEMENT

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

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

These documents are reviewed annually and updated as needed by the School Site Council. Curriculum and assessment information, including state testing results, is included in the School Accountability Report Card (SARC), available on the ACCESS website. Additional information on curriculum, standards, and assessment is provided to families at school events and Title I Annual Meetings.

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. ACCESS Community Schools jointly develops with and distributes to families a School-Family Compact that outlines how families, the entire school staff, and students share the responsibility for improved student academic achievement, and the means by which the school and families build and develop a partnership to help achieve California’s high standards.
2. The compact describes the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, and the ways in which each parent will be responsible for supporting their children’s learning.

3. The compact addresses the importance of on-going communication between teachers and families through annual conferences in which the compact is discussed as it relates to each child's achievement, frequent reports to families regarding their children's progress, reasonable access to staff, opportunities to volunteer and participate in the classroom, and observation of classroom activities.

BUILDING CAPACITY FOR INVOLVEMENT

1. ACCESS Community Schools provides assistance to families in understanding the state's academic content standards, state student achievement standards, state and local academic assessments, requirements for family involvement, how to monitor their child's progress, and how to work with educators to improve the achievement of their children.
 - The above information is provided at Title I Annual Meetings other school events, and Family-Teacher conferences.
2. ACCESS Community Schools provides materials and training to help families improve their children's achievement.
 - Materials and training is be provided at workshops, parenting classes, and Title I Annual meetings
3. ACCESS Community Schools educates teachers, pupil services personnel, principals and other staff with the assistance of families, in the value and utility of contributions of families, and how to reach out to, communicate with, and work with families as equal partners, implement and coordinate parent programs, and build ties between families and the school.
 - To build the capacity for all school staff to support family engagement, training is provided at regional staff development meetings, conferences, and workshops
 - A quarterly e-newsletter promoting resources and best practices for family engagement is distributed to all school staff
 - All ACCESS school sites receive a Family Events Toolkit that provides guidance for implementing effective family engagement events
4. To the extent feasible and appropriate, ACCESS Community Schools coordinates and integrates family involvement programs and activities with other federal programs, and conducts activities that encourage and support families in more fully participating in the education of their children.
5. ACCESS Community Schools translates and sends to families in their primary language information regarding school programs, family programs, meeting notices, agendas, minutes, and handouts.
6. ACCESS Community Schools provides other reasonable support for family involvement activities as families may request.

ACCESSIBILITY

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

Local Board approval date: July 19, 2012



ACCESS FAMILY ENGAGEMENT POLICY



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

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

1. ACCESS involves families in the joint development of the LEA Plan and in the process of school review for program improvement schools under Section 1116.

The School Site Council reviews the LEA Plan in accordance with the review schedule as established by the Governing Board.

ACCESS invites input on the plan from other district committees, such as the WASC Committee.

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

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

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

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

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

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

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

Title I staff provide professional development opportunities designed to build the capacity of school staff to work effectively with families from diverse backgrounds. A quarterly e-newsletter promoting resources and best practices for family engagement is also distributed to all ACCESS staff.

To the extent feasible and appropriate, ACCESS will coordinate and integrate family engagement activities with Safe Schools, English Learner Programs, and other federally-funded programs and conduct other activities that encourage and support families to more fully participate in their children's education.

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

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

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

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

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

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

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

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

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

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

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

Local Board approval date: July 19, 2012

ACCESS SCHOOL/FAMILY COMPACT

This compact outlines the shared responsibility of ACCESS schools and families to work together to assure that students achieve academic success and become productive members of society

SCHOOL PLEDGE

ACCESS will foster students' academic success by:

- Providing 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.
- Maintaining an atmosphere of safety and security for each student.
- Focusing on caring, respect, and acceptance for each student.
- Supporting classroom instruction with services such as Special Education and Title I.
- Holding parent-teacher and/or student-led conferences as needed throughout the year.
- Issuing frequent reports on students' progress through Individual Learning Plans (ILPs). ILPs are developed together with students, families, and teachers, and are updated every six months as students make progress toward their goals.
- Facilitating reasonable access to staff by appointment, telephone, and email. Contact information for teachers and staff is provided in the enrollment packet and school website.
- Providing families with opportunities to volunteer, participate, and observe classroom activities. Consult your child's teacher for more information.

School Representative's Signature: _____

FAMILY PLEDGE

As a parent, guardian, or family member I will support my child's education by:

- Talking to my child regularly about the value of education.
- Making sure my child attends school every day on time.
- Monitoring my child's progress in school.
- Communicating with my child's teacher regularly.
- Helping my child pursue goals by showing him/her real-life connections to language arts and math skills.
- Limiting and monitoring the use of electronic devices.
- Promoting positive use of my child's extracurricular activities.
- Supporting the school's discipline rules and policy.
- Making every effort to attend school events, such as parent-teacher conferences and Parent Nights.
- Participating, as appropriate, in decisions relating to my child's education.

STUDENT PLEDGE

As a student, I will take responsibility for my own learning by:

- Respecting students, staff, and property, and resolving disputes peacefully.
- Attending school every day on time.
- Using appropriate manners and language.
- Asking for help from teachers and family when needed.
- Completing each assignment on time with passing grades.
- Reading every day outside of class.
- Demonstrating ability to work cooperatively in groups.
- Following all school discipline rules and policy.
- Earning credits at an appropriate rate.
- Participating actively in school.

Family Member's Signature

Student Signature



ACCESS YOUTH CORRECTIONAL EDUCATION PROGRAM SCHOOLS FAMILY ENGAGEMENT POLICY



DEVELOPMENT OF THIS POLICY

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

INVOLVEMENT

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

1. ACCESS YCEP convenes an annual meeting for families to inform them of the school's participation in Title I Programs, requirements of family involvement, and rights of families to be involved.
 - The Title I Annual Meeting is held in conjunction with weekend visiting hours at the institution.
2. ACCESS YCEP offers a flexible number of meetings to accommodate the diverse schedules of our families.
 - Open House events are held in conjunction with weekend visiting hours. Parent-Teacher-Student Association (PTSA) meetings are held during the lunch hour to allow families and Probation staff to attend.
3. ACCESS YCEP involves families in an organized, on-going, and timely manner in the planning, review, and improvement of programs regarding family involvement, including the School's Family Involvement Policy and development/revision of School-wide Program Plan.
 - These documents are reviewed annually and updated as needed by the School Site Council.
4. ACCESS YCEP provides families with timely information about the curriculum, forms of academic assessment used to measure student progress, and proficiency levels students are expected to meet.
 - Curriculum and assessment information, including state testing results, is included in the School Accountability Report Card (SARC), available on the ACCESS website. Additional information on curriculum, standards, and assessment is provided to families at school events and the Title I Annual Meeting.

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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

BUILDING CAPACITY FOR INVOLVEMENT

1. ACCESS YCEP provides assistance to families in understanding the state's academic content standards, state student achievement standards, state and local academic assessments, requirements for family involvement, how to monitor their child's progress, and how to work with educators to improve the achievement of their children.
 - The above information is provided at the Title I Annual Meeting, other school events, and Family-Teacher conferences.
2. ACCESS YCEP provides materials and training to help families work with their children to improve achievement.
 - Materials and training are provided at workshops, parenting classes, and the Title I Annual Meeting.
3. ACCESS YCEP educates teachers, pupil services personnel, principals and other staff with the assistance of families, in the value and utility of contributions of families, and how to reach out to, communicate with, and work with families as equal partners, implement and coordinate parent programs, and build ties between families and the school.
 - To build the capacity for all school staff to support family engagement, training is provided at regional staff development meetings, conferences, and workshops.
 - A quarterly e-newsletter promoting resources and best practices for family engagement is distributed to all school staff
 - All YCEP school sites receive a Family Events Toolkit that provides guidance for implementing effective family engagement events
4. To the extent feasible and appropriate, ACCESS YCEP coordinates and integrates family involvement programs and activities with other federal programs, and conducts other activities that encourage and support families to more fully participate in the education of their children.
5. ACCESS YCEP translates and makes available to families in their primary language information regarding school programs, family programs, meeting notices, agendas, minutes, and handouts.
6. ACCESS YCEP provides other reasonable support for family involvement activities as families may request.

ACCESSIBILITY

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

Local Board approval date: July 19, 2012

NOTICE OF ALTERNATIVE SCHOOLS
California Education Code Section 58501

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

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

- Maximize the opportunity for pupils to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
- Recognize that the best learning takes place when the pupil learns because of his/her desire to learn.
- Maintain a learning situation maximizing pupil self-motivation and encouraging the pupil in his/her own time to follow his/her own interests. These interests may be conceived by him/her totally and independently or may result in whole or part from a presentation by his/her teachers of choices of learning projects.
- Maximize the opportunity for teachers, parents, and pupils to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- Maximize the opportunity for the pupils, teachers and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the principal's office in each attendance unit have copies of the law available. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district.

Definition of homeless:

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

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

Children's school enrollment rights

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

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

Need help?

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

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

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



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

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

Other hotlines:

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

Orange County Department of Education Internet Acceptable Use Policy

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

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

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

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

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

Orange County Department of Education Internet Use Agreement

Pupil Section

I have read pages one and two of the Orange County Department of Education Internet Use Agreement. I agree to follow the rules contained in this Policy. I understand that if I violate the rules, my account can be terminated and I may face other disciplinary measures.

User’s Signature: _____ Date: _____

Parent or Guardian Section

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

Parent Signature: _____ Date: _____

Internet - Terms and Conditions

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

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

ACKNOWLEDGMENT OF PARENT OR GUARDIAN OF ANNUAL RIGHTS NOTIFICATION

Detach, sign, and return this page to your child's school indicating that you have been notified of the specified activities and whether you have a child on continuing medication.

Student's Name: _____

School: _____ Grade: _____

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

Signature of Parent or Guardian: _____ Date: _____

PLEASE COMPLETE THE FOLLOWING IF APPLICABLE:

1. Student is on a continuing medication program: (Please check one) YES _____ NO _____

If YES, you have my permission to contact student's physician:

Physician's Name _____ Telephone: _____

Medication: _____ Dosage: _____

Medication: _____ Dosage: _____

2. If you do not wish directory information released (page 10), please sign where indicated below and ensure receipt of this form by the school office within **the next 30 days**. Note that this will prohibit the district from providing the student's name and other information to the news media, interested schools, parent-teacher associations, interested employers, and similar parties.

Do NOT release directory information regarding _____
(Pupil's Name)

Check if an exception may be made to include student information and photos in the yearbook.

Signature of Parent or Guardian: _____



Orange County Department of Education • Division of Alternative Education

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