

ACCESS

Alternative, Community and Correctional
Education Schools and Services

PARENT-PUPIL RIGHTS AND RESPONSIBILITIES 2022-2023

ANNUAL NOTICE TO PARENT-PUPIL RIGHTS AND RESPONSIBILITIES

2022-2023

DEAR PARENT/GUARDIAN:

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

Education Code section 48982 requires that acknowledgement of this notice be signed by the parent/guardian or eligible (18 years old or older) pupil and returned to your child's school. Your signature on this notice is an acknowledgment that you have received the notice and have been informed of your rights, but the signature does not indicate that consent to participate in any particular program has been either given or withheld.

Please sign and return the acknowledgment form.

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

KEY TO LEGAL REFERENCES

<i>Abbreviation</i>	<i>Complete Title</i>
BP	Board Policy - OCDE
B&PC	Business and Professions Code
CCR	California Code of Regulations
CFR	Code of Federal Regulations
EC	Education Code
ESSA	Every Student Succeeds Act
FERPA	Family Educational Rights and Privacy Act
H&SC	Health & Safety Code
IDEA	Individuals with Disabilities Education Act
LC	Labor Code
LCAP	Local Control Accountability Plan
LEA	Local Education Agency
LEP	Limited English Proficient
PC	Penal Code
§ 504	Section 504 of the Rehabilitation Act of 1973
USC	United States Code
W&IC	Welfare & Institutions Code
SP	Superintendent's Policy
SPP	Superintendent's Policy Procedure

PUPIL DISCIPLINE

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

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

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

DRESS CODE/GANG APPAREL (EC §§§35183, 35183.1, 35183.5, 51101): ACCESS has approved a dress code policy adopted by your child's school. Pupil's may wear traditional tribal regalia or recognized objects of religious significance as an adornment at school graduation ceremonies. A copy of the dress code is available at the principal's office.

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

PUPIL RECORDS

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

- ☐ Types of Pupil Records: A pupil record is any item of information directly related to an identifiable pupil, other than directory information, which is maintained by ACCESS or required to be maintained by an ACCESS employee in the performance of his/her duties, whether recorded by handwriting, print, tapes, film, microfilm or other means. Pupil records include a pupil's health record.
- ☐ Responsible Officials: Your child's principal is responsible for the maintenance of pupil records located at your child's school.
- ☐ Location of Log/Record: The law requires that a log or record be maintained for each pupil's record which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate interests therefor. For records maintained at your child's school, the log is located in the principal's office.
- ☐ Right of Access and Review/Expungement: You have an absolute right to access any and all pupil records related to your child, which are maintained by ACCESS. A homeless child or youth or an unaccompanied youth who is 14 years of age or older may access his/her pupil records. If you wish to review records located at your child's school, please contact the principal's office, or submit a written

request that identifies the record(s) you wish to inspect. The principal or ACCESS office has five (5) business days from the day of the receipt of a request to provide access to the records. Upon satisfactory completion of the rehabilitation assignment of a pupil whose expulsion has been suspended, ACCESS may order the expungement of any or all records of the expulsion proceedings. When you submit a written revocation of consent after the initial provision of special education and related services for your child, ACCESS is not required to amend the education records of your child to remove any reference to your child's receipt of special education and services.

- Challenging the Content of Records: You have the right to challenge the content of any pupil record by filing a written request with the ACCESS School Principal to correct or remove any information recorded in the written records concerning your child which you allege to be any of the following: (1) inaccurate, (2) an unsubstantiated personal conclusion or inference, (3) a conclusion or inference outside the observer's area of competence, (4) not based on the personal observation of a named person with the time and place of the observation noted, (5) misleading, or (6) in violation of the privacy or other rights of the pupil. Parents or eligible students who wish to ask the School to correct a record should write the school principal/designee, clearly identify the part of the record they want corrected, and specify why it should be corrected. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. After the hearing, if the school still decides not to amend the records, the parent or eligible student has the right to place a statement with the records setting forth his/her view about the contested information.
- Copying Costs: You may receive copies of your child's pupil records, at a cost of \$0.15 per page for records of a size 8 1/2x14 or less; \$0.20 per page for copying of documents from microfilm, and the actual cost for reproducing copies or oversize documents or the reproduction of documents requiring special processing.
- Transfer of Records: ACCESS is required to transfer a copy of your child's permanent pupil records within 10 school days to the school your child intends to enroll.
- School Officials and Employees/Legitimate Educational Interests: School officials and employees who are authorized to review pupil records are school officials with legitimate educational interests. A school official is a person employed by ACCESS as an administrator, supervisor, certificated employee, or support staff member (including, but not limited to, paraeducator, health or medical staff and school law enforcement personnel); a person serving on the school board; a person or company with whom ACCESS has contracted to perform a special task (such as an attorney, auditor, medical consultant, educational consultant or therapist); a vendor, contractor, or other party to whom ACCESS has outsourced institutional services or functions. Access to pupil records is permitted only for records that are relevant to the legitimate educational interests of the requester. "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.
- Access to Pupil Record Information Without Parent Consent (20 U.S.C. section 1232g; EC section 49076): Additional individuals/entities are authorized to receive pupil record information without parent/legal guardian/eligible pupil consent. These individuals/entities include the following:

a pupil's school district of residence, an agency caseworker of a state or local child welfare agency that has legal responsibility for the care and protection of a pupil; authorized representatives of federal regulatory agencies for audits or evaluations of state or federally supported educational programs; employees of other public schools or school systems where educational programs leading to high school graduation are provided or where an ACCESS pupil intends to or is directed to enroll; a district attorney or probation officer involved in truancy mediation; a district attorney, counsel of record for the minor, or probation officer conducting a criminal investigation or investigating whether the pupil is a ward of the court or violated a condition of probation; appropriate persons in connection with an emergency; agencies in connection with a pupil's application for financial aid; county elections official for identifying pupils eligible to vote; accrediting associations for accrediting functions. Upon request, ACCESS discloses educational records without consent to officials of another school district in which the pupil seeks or intends to enroll.

- ☐ Complaints: You have the right to file a complaint with the United States Department of Education, concerning an alleged failure by ACCESS to comply with the provisions of the Family Educational Rights and Privacy Act (20 USC §1232g), which governs access to pupil records. Refer to Attachment 1.
- ☐ Prospectus of School Curriculum: The curriculum for your child's school is compiled at least once annually in a prospectus which is available at the principal's office.
- ☐ Statement or Response to Disciplinary Actions: Whenever information is included in a pupil record concerning any disciplinary action taken in connection with your child, you have the right to include a written statement or response concerning the disciplinary action in your child's pupil record.
- ☐ Destruction of Pupil Records: ACCESS is required to retain indefinitely the original or an exact copy of mandatory permanent pupil records (Class 1 - Permanent Records) which schools have been directed to compile by California regulations; maintain for stipulated periods of time mandatory interim pupil records (Class 2 - Optional Records) until the information is no longer needed to provide educational services to a child and are retained until reclassified as Class 3 – Disposable Records, and then destroyed as per California regulations (5 CCR 432). Prior to destroying pupil records of a child who has received special education services, the IDEA requires parental notification when ACCESS decides that personally identifiable information is no longer needed to provide educational services to a child. Once parents/guardians have been notified that personally identifiable information is no longer needed, they have the option of requesting access to and/or copies of pupil records prior to destruction, and to request that pupil records be destroyed, unless ACCESS determines that the information could be needed to provide educational services in the future or is needed for auditing purposes (34 CFR 300.624, 5CCR 16026). Unless classified as permanent records, all other pupil records are destroyed five years after the information is no longer needed to provide educational services (5 CCR 16027).

RELEASE OF DIRECTORY INFORMATION (EC §49073; BP 400-10; SP 100-14; SPP 100-14): ACCESS has designated the following items as Directory Information: pupil's name, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, and the most recent previous public or private school attended by the pupil; not pictures. ACCESS has determined that the following individuals, officials, or organizations may receive directory information: federal, state and local law enforcement, probation officers, public defender representing a student, district attorney, social

services, and child support agency. Directory information may also be disclosed to outside organizations without your prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks; a playbill, showing your pupil's role in a drama production; Honor Roll or other recognition lists; graduation programs and sports activity sheets. However, no information may be released to a private profit-making entity other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. The names and addresses of pupils enrolled in grade 12 or who have terminated enrollment prior to graduation may be provided to a private school or college. No directory information regarding your child may be released if you notify ACCESS that the information shall not be released. Upon written request from the parent of a student age 17 or younger, the district will withhold directory information about the student. If the student is 18 or older or enrolled in an institution of postsecondary instruction and makes a written request, the student's request to deny access to directory information will be honored. Additionally, directory information related to homeless or unaccompanied youths will not be released without the express written consent for its release by the eligible pupil or guardian.

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): Federal law set forth in FERPA grants parents certain rights with respect to their pupil's records. Refer to Attachment 1 for Model FERPA Notice.

RELEASE OF INFORMATION TO MILITARY RECRUITERS OR INSTITUTION OF HIGHER LEARNING (EC §49073.5 20 USC §7908): Federal 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.

SELECTIVE SERVICE SYSTEM (50 U.S.C. App. 451 et seq.): All male U.S. citizens between 18–25 years of age, born after January 1, 1960, are required to register within 30 days of their 18th birthday with the Selective Service. In addition, all non-US citizen men between the ages of 18 and 25 (inclusive) living in the United States must register. A young man who fails to register with Selective Service may be ineligible for opportunities that are important to his future. He must register to be eligible for federal financial aid, state-funded student financial aid in many states, most federal employment, some state employment, security clearance for contractors, job training under the Workforce Innovation and Opportunity Act (formerly known as the Workforce Investment Act), and U.S. citizenship for immigrant men.

RELEASE OF STUDENT RECORDS/COMPLIANCE WITH SUBPOENA OR COURT ORDER (EC §§49076 and 49077): Districts are required to make a reasonable effort to notify parents in advance of disclosing student information pursuant to a subpoena or court order. If a court order or subpoena is issued to obtain pupil contact information, districts must make a reasonable effort to enter into an agreement with the entity that obtained the court order or subpoena requiring that the pupil contact information be maintained in a confidential manner.

HEALTH AND SAFETY

REFUSAL TO CONSENT TO PHYSICAL EXAMINATION (EC §§49451, 48980): You may file an annual written statement with the principal of your child's school, stating that you will not consent to a

physical examination of your child. However, whenever there is good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until school authorities are satisfied that any contagious or infectious disease does not exist.

PUPIL MENTAL HEALTH SERVICES (EC §§49428, 48980): Information on how to initiate access to available mental health services on campus is in the community, or both, is available on the school's website and the student handbook Attachment 12.

BULLYING AND CYBERBULLYING PREVENTION EC (EC §234.4): The Orange County Department of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. Orange County Department of Education employees shall establish student safety as a high priority and shall not tolerate bullying of any student. Please refer to Attachment 10.

PUPIL SUICIDE PREVENTION AND DOMESTIC VIOLENCE HOTLINES (EC §§215.5, 48980): The telephone number to reach the National Suicide Prevention Lifeline (1-800-273-8255) and telephone number for the National Domestic Violence Hotline: 1-800-799-7233 are printed on either side of student identification cards.

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

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

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

TOBACCO-FREE CAMPUS POLICY (H&SC §04420): ACCESS has adopted and enforces a tobacco-free campus policy. The policy prohibits the use of tobacco products, at any time, in ACCESS-owned or leased buildings, on ACCESS property and in ACCESS vehicles.

DRUG-FREE CAMPUS POLICY (H&SC, EC §48900(c)): ACCESS will not tolerate the use, possession, or sale of drugs (including marijuana), alcohol, tobacco, or related paraphernalia including electronic devices that deliver nicotine or other prohibited substances by students, parents or other visitors on school campuses, at school-sponsored activities, or in ACCESS owned or leased buildings, on ACCESS property and in ACCESS vehicles. Refer to Attachment 19 for more information.

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

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

PUPILS WITH TEMPORARY DISABILITIES (EC §§48207, 48208, 48980): In the event that your child has a temporary disability and is confined in a hospital or other residential health facility located outside your district of residence, you shall be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located. In such circumstances, it is your responsibility to notify the school district in which you are deemed to reside of your child's presence in a qualifying hospital.

TYPE 2 DIABETES (EC §49452.7): Refer to Attachment 5 for information required to be provided to parents of 7th grade pupils regarding type 2 diabetes.

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

FREE AND REDUCED-PRICE MEALS (EC §§49510, et seq., 48980): Depending on annual household income, your child may be eligible for free or reduced-price meals. For information regarding this program contact the Orange County Department of Education Food Service Manager at (714) 966-4165.

NOTIFICATION OF PESTICIDE USE (EC §§17611.5, 17612, 48980.3): A copy of the school's integrated pest management plan is posted on the school's website. Refer to Attachment 21 for a list of all pesticide products expected to be applied at your child's school during the upcoming year.

ASBESTOS MANAGEMENT PLAN (40 CFR §763.93): ACCESS updated asbestos management plan for each school is available for review at the office of Benefits and Emergency Planning, 200 Kalmus Drive, Costa Mesa, CA 92628.

ATTENDANCE

EXCUSED ABSENCES – (EC §§48205, 48980): Your child may be excused from school when the absence is for medical or justifiable personal reasons. Your child will be allowed to complete all assignments and tests missed during such an excused absence. Refer to Attachment 3 for the full text of section 48205.

GRADE REDUCTION/LOSS OF ACADEMIC CREDIT (EC §§48205, 48980): Your child may not have his/her grade reduced or lose academic credit for any absence or absences excused under Education Code

section 48205, when missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. Refer to Attachment 3 for the full text of section 48205.

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

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

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

SCHEDULE OF MINIMUM DAYS AND PUPIL-FREE STAFF DEVELOPMENT DAYS (EC §48980): ACCESS is required to advise all parents/guardians of the schedule of minimum days and pupil-free staff development days no later than one month before the scheduled minimum or pupil-free day. For the scheduled minimum days and pupil-free staff development days, contact the ACCESS school principal. A copy of the holiday ACCESS school calendar is located in the OCDE webpage at:

<https://intranet.ocde.us/layouts/15/start.aspx#/SitePages/Calendars.aspx>

NOTICE TO PARENT OR GUARDIAN (EC §§48260, 48260.5): Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid-excuse three full days in one school year or tardy or absent for more than any 30-minute period during the school day on each of more than three days in one school year or a combination thereof, is a truant and shall be reported. Upon initial classification as a truant, the school district must notify the pupil's parent/guardian by mail or other reasonable means that the pupil is truant. Refer to Attachment 2 for more information.

NON-DISCRIMINATION

STATEMENT OF NON-DISCRIMINATION (EC §§200, 220; Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, § 504 of the Rehabilitation Act of 1973): ACCESS does not discriminate on the basis of race, color, national origin, ethnic group identification, religion, sex/gender (gender identity, gender expression) physical/mental disability or immigration status. Your child has a right to a free public education, regardless of immigration status. Please refer to Attachment 7 "Know Your Educational Rights" related to immigration. Additional resources for immigrant students and family members developed by the California Attorney General are accessible at <http://oag.ca.gov/immigrant/rights>. ACCESS will take steps to assure that the lack of English will not be a barrier to admission and participation in ACCESS programs. Complaints alleging noncompliance with the ACCESS policy of nondiscrimination should be directed to, Virginia Castillo, Sr. Executive Assistant, Division of Alternative Education, at 714-245-6402

SEXUAL HARASSMENT POLICY (EC §§231.5, 48980; 5 CCR §4917): ACCESS's written sexual harassment policy is Attachment 9 to this notice.

PUPILS WITH DISABILITIES

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

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

MISCELLANEOUS

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

OPIOID FACTSHEET: For information refer to Attachment 6

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.

CAASPP STATE EXAMS (5 CCR §852): During the spring, students in grades 3-8 and 11 will take the annual state exams. Parents may annually submit to the school a written request to excuse their child from any or all parts of the CAASPP. Refer to Attachment 17 for more information.

COMPLAINTS CONCERNING DEFICIENCIES RELATED TO INSTRUCTIONAL MATERIALS, ETC. (EC §35186): A Uniform Complaint process is available to help identify and resolve deficiencies related to instructional materials, emergency or urgent facility conditions that pose a threat to the health and safety of pupils or staff, and teacher vacancy or misassignment. Notice of the complaint process and location at which to obtain a complaint form should be posted in the classrooms. Please see Attachment 8 regarding the Williams Complaint Procedure for more information.

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

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

admission.

The following list is commonly referred to as the “A-G” requirements:

- (1) two years of history/social science;
- (2) four years of college preparatory English or language instruction;
- (3) three years of college preparatory mathematics;
- (4) two years of 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 for UC/CSU, 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 multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide pupils with a pathway to postsecondary education and careers. Career technical education includes agriculture education, home economics, industrial and technology education, and regional occupational centers and programs, among other educational programs.
- Website for Career Technical Education: Pupils can learn more about career technical education at the following California Department of Education website: www.cde.ca.gov/ci/ct/
- Counseling: Your child has the right to meet with a school counselor for help in choosing courses that will meet college admission requirements, or enrolling in career technical education courses, or both. If you wish to schedule a meeting with a school counselor, please contact your school teacher.

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

LANGUAGE PROGRAMS (EC §310): For information on the types of language programs available for ACCESS students please contact the school principal or refer to Attachment 18 for additional information.

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

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

SEX EQUITY IN CAREER COUNSELING AND COURSE SELECTION (EC §221.5): Parents shall be notified in advance of career counseling and course selection commencing with course selection in Grade 7, to promote sex equity and allow parents to participate in counseling sessions and decisions.

PREGNANT AND PARENTING PUPILS (EC §221.51): Prohibits local educational agencies from treating pupils differently based on sex concerning a pupil's actual or potential parental, family, or marital status.

UNIFORM COMPLAINT PROCEDURES (5 CCR §4622): ACCESS has adopted policies and procedures for the filing, investigation and resolution of complaints regarding alleged violations of federal or state law or regulations governing educational programs, including allegations of unlawful discrimination. Refer to Attachment 8, which is ACCESS Uniform Complaint Procedures.

LOCAL CONTROL AND ACCOUNTABILITY PLAN (EC §§52060-52077): ACCESS is required to adopt a three-year Local Control and Accountability Plan (LCAP) and to update the LCAP on or before July 1 of each subsequent year. The LCAP is required to identify annual goals, specific actions geared toward implementing those goals, and must measure progress for student subgroups across multiple performance indicators based on eight priorities set by the State. The priorities must be aligned to the district's spending plan. The LCAP must be approved before the annual district budget can be adopted. Once the budget and LCAP are adopted at the local level, the plan will be reviewed by the county superintendent to ensure alignment of projected spending toward goals and services.

The following are the eight State priorities:

1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities;
2. Implementation of and student access to state academic content and performance standards;
3. Parent involvement and participation;
4. Improving student achievement and outcomes along multiple measures;
5. Supporting student engagement;
6. Highlighting school climate and connectedness;
7. Ensuring all students have access to classes that prepare them for college and careers; and
8. Measuring other important student outcomes related to required areas of study.

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

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

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

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

EVERY STUDENT SUCCEEDS ACT (ESSA) (“ESSA”, 20 USC §6301 *et seq.*: EC 313.2, 440):

On December 10, 2015, President Barack Obama signed the ESSA, which reauthorized and updated the Elementary and Secondary Education Act (ESEA). Most of the new provisions required by the ESSA will take effect starting in the 2017–18 school year (SY); however, there are some provisions that will not take effect until the 2018–19 and 2019–20 SYs, respectively.

This update describes Title I, Part A reservations required of local educational agencies (LEAs) administering Title I, Part A programs. The purpose of Title I, Part A is to provide all children with a significant opportunity to receive fair, equitable, and high-quality education and to close educational achievement gaps.

Title I, Part A Required Reservations

LEAs that receive Title I, Part A funds will be required to reserve the following set asides for the 2022-2023 SY:

Parent and Family Engagement: LEAs with a Title I, Part A allocation (including transfers) in excess of \$500,000 must reserve at least 1 percent of the LEA’s Title I, Part A allocation for parent and family engagement activities pursuant to Section 1116 [a][3] of the ESSA.

Homeless Services: LEAs must reserve Title I, Part A funds as are necessary to provide services to homeless children comparable to those provided to children enrolled in schools receiving Title I, Part A funds pursuant to Section 1113(c)[3][A][i] of the ESSA.

Neglected and Delinquent Children: LEAs must reserve, if applicable, Title I, Part A funds to provide services comparable to those provided to children enrolled in schools receiving Title I, Part A funds to serve children in local institutions for neglected children, local institutions for delinquent children, and neglected or delinquent children in community day school programs pursuant to Section 1113(c) (3) (A) of the ESSA.

Information Regarding Professional Qualifications of Teachers, Paraprofessionals, and Aides: Upon request, parents have a right to information regarding the professional qualifications of their student’s classroom teachers, paraprofessionals, and aides. This includes whether the teacher meets the state qualifications and licensing criteria for the grades and subjects she/he teaches, whether the teacher is teaching under an emergency permit or other provisional status because of special circumstances, the teacher’s college major, whether she/he has any advanced degrees and the subject(s) of those degrees, and whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications.

Limited English Proficient Students: The Act requires prior notice be given to parents of English learners regarding limited English proficiency programs, including the reasons for the identification of the student as an English learner, the need of placement in a language instruction educational program, the student’s level of English proficiency, how such level was assessed, the status of the student’s academic achievement, the methods of instruction used in the programs available, how the recommended program will meet the

student's needs, program performance, parent options to remove a student from a program and/or to decline initial enrollment, and expected rate of transition into classrooms not tailored for English learners.

School Support and Improvement Activities: The California Department of Education (CDE) will notify LEAs with schools identified for comprehensive support and improvement beginning in the 2018–19 SY and will notify LEAs with schools identified for targeted support and improvement beginning in the 2018–19 SY as required in Section 1111(d) of the ESSA. During the 2017–18 SY, LEAs are not required to implement new school improvement activities as described in Section 1111(d) (1) (B) of the ESSA.

- Information on Child's Level of Achievement: ACCESS will provide timely information on the level of achievement of your child in each of the state academic assessments.
- Homeless Liaison: Homeless pupils have certain rights under California and Federal law. For information concerning these rights, please contact the ACCESS liaison for homeless children and youths, Wendy Rogan at (714) 836-1563 or Mickey DeLaCruz at (714) 245-6429.
- Foster Youth Liaison: Foster youth have certain rights under California and Federal law. For information concerning these rights, please contact the ACCESS liaison for foster youths, Morgan Larkin at 714-566-5858. Refer to Attachment 16 for more information.
- Release of Pupil Information to Military Recruiters: Please see entry under Pupil Records.

FEDERAL DEFINITION OF HOMELESSNESS: The federal government's legal definition of homelessness is based on the McKinney-Vento Homeless Education Assistance Act, 42 U.S.C. 11431 Refer to Attachment 11 for more information.

ACCESS SCHOOL LEVEL FAMILY ENGAGEMENT POLICY: School-level policy – Community Schools. Refer to Attachment 13 for more information.

ACCESS YOUTH CORRECTIONAL EDUCATION PROGRAM SCHOOLS LEVEL FAMILY ENGAGEMENT POLICY: School-level policy (YCEP) Refer to Attachment 14 for more information.

ACCESS SCHOOL LEA-LEVEL PARENT AND FAMILY ENGAGEMENT POLICY: Developed with input from parents/guardians of pupils attending ACCESS Community Schools. Refer to Attachment 15 for more information.

INTERNET ACCESS: ACCESS has adopted a policy regarding access by pupils to the Internet and on-line services. Refer to Attachment 20 for more information.

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

MEGAN'S LAW NOTIFICATION (PC §290.4): Parents and members of the public have the right to review information regarding registered sex offenders at the main office of the local law enforcement agency for this school district.

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 51101 from the school principal.

Notification of Rights for Elementary and Secondary Schools

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

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

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

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

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

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

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

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

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date of birth, email address, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous public or private school attended by the student. However, schools must inform

parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. A school official must notify parents and eligible students annually of their rights under FERPA. The actual means of notification is left to the discretion of each school.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA.

The contact information of the office that administers FERPA is:

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

NOTICE TO PARENT OR GUARDIAN

ALTERNATIVE EDUCATIONAL PROGRAMS; SOLUTIONS

California Education Code Section 48260.5

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

- (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.

Effective: January 1, 2022

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

§ 48205. Excused absences; average daily attendance computation

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

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

(2) Due to quarantine under the direction of a county or city health officer.

(3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered.

(4) For the purpose of attending the funeral services of a member of the pupil's immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.

(5) For the purpose of jury duty in the manner provided for by law.

(6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child, for which the school shall not require a note from a doctor.

(7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board of the school district.

(8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

(9) For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

(10) For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.

(11) For the purpose of participating in a cultural ceremony or event.

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

(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence

that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit 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) For purposes of this section, the following definitions apply:

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

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

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 learn.

Studies show that there is a direct correlation between good school attendance and pupil achievement; therefore, we encourage you 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 OF ALTERNATIVE SCHOOLS

California Education Code Section 58501

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

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

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

Type 2 Diabetes Information

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

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

Description

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

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

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

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

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

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

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

Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia. Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

Risk Factors Associated with Type 2 Diabetes

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

Risk Factors

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

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

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

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

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

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

Warning Signs and Symptoms Associated with Type 2 Diabetes

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

Increased hunger, even after eating

Unexplained weight loss

Increased thirst, dry mouth, and frequent urination

Feeling very tired

Blurred vision

Slow healing of sores or cuts

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

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

High blood pressure or abnormal blood fats levels

Type 2 Diabetes Prevention Methods and Treatments

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

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

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

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

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

Types of Diabetes Screening Tests That Are Available

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

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

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

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

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

PRESCRIPTION OPIOIDS: WHAT YOU NEED TO KNOW

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

WHAT ARE THE RISKS AND SIDE EFFECTS OF OPIOID USE?

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

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

As many as
1 in 4
PEOPLE*



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

* Findings from one study

RISKS ARE GREATER WITH:

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

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

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



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



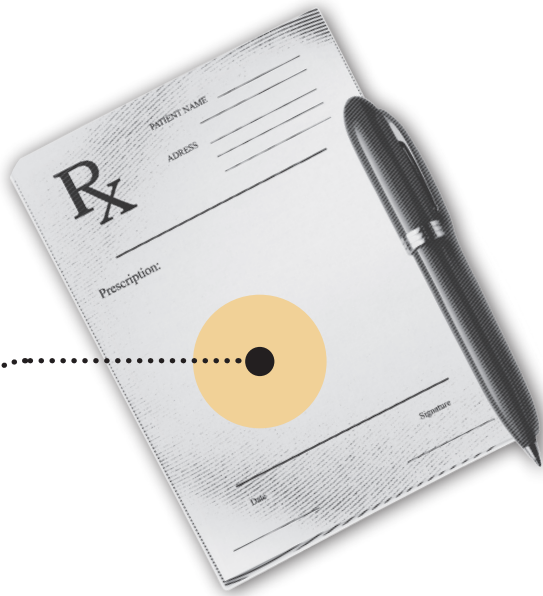
American Hospital
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KNOW YOUR OPTIONS

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

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



Be Informed!

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



IF YOU ARE PRESCRIBED OPIOIDS FOR PAIN:

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

Know Your Educational Rights

Your Child has the Right to a Free Public Education

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

Information Required for School Enrollment

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

Confidentiality of Personal Information

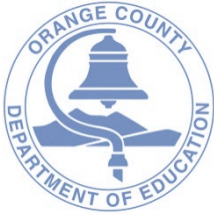
- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in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

Family Safety Plans if You Are Detained or Deported

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

Right to File a Complaint

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



Orange County Department of Education

Uniform Complaint and Williams Complaint Procedures

December 2021

The Orange County Department of Education (OCDE or Department) annually notifies our students, employees, parents or guardians, program and school advisory committees, and other interested parties of our Uniform Complaint Procedures (UCP) policy and process.

OCDE is responsible for compliance with federal and state laws and regulations governing educational programs, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and programs and activities that are subject to the UCP by law. OCDE encourages the early, informal resolution of complaints whenever possible and appropriate. To resolve complaints which may require a more formal process, OCDE adopts the uniform system of complaint processes specified in 5 CCR sections 4600-4670. The procedure applies to the filing, investigation, and resolution of a complaint regarding an alleged violation of applicable federal or state law or regulations.

Renee Hendrick, Associate Superintendent, Administrative Services, is designated as responsible for coordinating response to complaints and for complying with state and federal civil rights laws. The Associate Superintendent of Administrative Services also serves as the compliance officer responsible for overseeing the handling of complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) and complaints regarding sexual harassment. The compliance officer who receives a complaint may assign another trained individual to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if a designee is assigned to the complaint. The compliance officer and designees shall receive and coordinate the investigation of complaints and shall ensure district compliance with law. As described in this policy, some complaints may be received by the principal or school site administrator. In no instance shall a compliance officer be assigned to a complaint in which the compliance officer has a bias or conflict of interest that would prohibit the fair investigation or resolution of the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

The Superintendent or designee ensures that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees covers current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination, applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

OCDE will investigate and seek to resolve all complaints alleging failure to comply with applicable

state or federal laws. All complaints must be filed within one year from the date of the alleged violation, except for complaints of unlawful discrimination, harassment, intimidation or bullying, which must be filed within six months of the date of the alleged violation or from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination.

The filing timeline may be extended up to ninety (90) days for good cause in response to a written request. For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the Orange County Superintendent of Schools approves the LCAP or annual update. Complaints regarding unauthorized student fees or LCAP requirements may be filed anonymously. Complaints alleging unlawful discrimination may be filed only by persons who allege that they have personally suffered unlawful discrimination or who believe that an individual or any specific class of individuals has been subjected to unlawful discrimination. A complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

Complaints will be investigated in accordance with the UCP and a written response will be sent to the complainant, if identified, within 60 days from the receipt of the complaint, unless this period is extended by written agreement. As part of the response, if applicable, OCDE will advise the complainant of civil law remedies, including but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws.

If the complainant is not satisfied with the response of OCDE, the individual may appeal the decision to the California Department of Education (CDE) within thirty (30) days. CDE is to issue a decision on the appeal within sixty (60) days of receipt of the appeal.

If OCDE finds merit in the complaint or CDE finds merit in an appeal, the OCDE will provide a remedy to all affected pupils, parents, and guardians.

The Associate Superintendent, Administrative Services, or designee, shall maintain records of all UCP complaints, subsequent related actions, including steps taken during the investigation, and all information required for compliance with 5 CCR 4631 and 4633.

OCDE posts a standardized notice of the educational rights of foster youth, homeless students, former juvenile court school students, children of military families, migrant students, and immigrant students enrolled in a newcomer program. The UCP and the Williams Complaint Procedure (textbooks and instructional materials, teacher vacancy or misassignment, facilities, and high school exit examination) and process are described in the attached pages. Spanish translations of the guidelines, procedures, and forms are available and are included for students, parents, and guardians. Students and parents/guardians who have limited English and Spanish proficiency may contact the office of the Associate Superintendent, Administrative Services, to request access to relevant information provided in this notice.



Orange County Department of Education

Williams Complaint Procedures

July 2021

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

Insufficient Textbooks and Instructional Materials:

1. A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state or Department-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. “Beginning of the semester” means the first day classes necessary to serve all the students enrolled are established with a single designated certificated employee assigned for the duration of the class, but not later than 20 working days after the first day students attend classes for that semester. “Misassignment” 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, Response, and Appeal

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

The Principal/Program Administrator or Associate Superintendent, Administrative Services’ designee shall make all reasonable efforts to investigate any problems within his or her authority. A complaint that is reported to the Principal but is about a problem beyond the scope of authority of the Principal shall be forwarded in a timely manner, but not to exceed 10 working days, to the appropriate administrator for resolution. An attempt to resolve a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received will be made. Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he or she would like a response to the complaint, a response with a resolution of the complaint will be made to the complainant within 45 working days of the initial filing of the complaint. This response will be mailed to the address provided on the complaint form and will be prepared in English and in the primary language in which the complaint was filed. If the Principal is the administrator who has prepared this report, the Principal shall also forward the report to the Associate Superintendent, Administrative Services.

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

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

Reporting

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

Forms and Notices

The Associate Superintendent, Administrative Services or designee shall ensure that the OCDE's complaint form contains a space to indicate whether the complainant desires a response to his or her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as they wish and does not need to use the form provided.

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



WILLIAMS UNIFORM COMPLAINT PROCEDURES COMPLAINT FORM

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

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.

Name: _____ Response Requested? ____ Yes ____ No

Phone: _____ Email Address: _____

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

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.

WILLIAMS UNIFORM COMPLAINT PROCEDURES COMPLAINT FORM

[illegible]

ORANGE COUNTY DEPARTMENT OF EDUCATION
Costa Mesa, California

SUPERINTENDENT'S POLICY

100-9

Sexual Harassment

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

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

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

Instruction/Information

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the Orange County Department of Education's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the Orange County Department of Education's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the Orange County Department of Education investigation of a sexual harassment complaint continues

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

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and Orange County Department of Education procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

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

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

Record-Keeping

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

Legal Reference: EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX, discrimination

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.71 Nondiscrimination on the basis of sex in education programs

ORANGE COUNTY DEPARTMENT OF EDUCATION
Costa Mesa, California

SUPERINTENDENT'S POLICY

100-10

Bullying

The Orange County Department of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. Orange County Department of Education employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the creation or transmission of harassing communications, direct threats, cyber sexual bullying, or other harmful texts, sounds, video, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for addressing bullying in Orange County Department of Education schools may be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable Orange County Department of Education and school plans.

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Bullying Prevention

To the extent possible, Orange County Department of Education schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of Orange County Department of Education and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, the Orange County Department of Education will provide students with instruction, in the classroom or other educational settings, that promotes effective

communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so.

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

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

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or an Orange County Department of Education compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the Orange County Department of Education compliance officer identified in Uniform Complaint Procedures.

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

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

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the Orange County Department of Education's uniform complaint procedures.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline

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

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.



July 1, 2022

**ORANGE COUNTY
DEPARTMENT
OF EDUCATION**

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AL MIJARES, Ph.D.
County Superintendent
of Schools

**ORANGE COUNTY
BOARD OF EDUCATION**

MARI BARKE

REBECCA "BECKIE" GOMEZ

TIM SHAW

LISA SPARKS, PH.D.

KEN L. WILLIAMS, D.O.

Dear Parent/Guardian/Caregiver/Unaccompanied Youth,

Students who are identified as homeless under the federal McKinney-Vento Act have special rights in California to help keep them on track to graduate. Under Ed Code §51225.1, homeless students, as well as foster students may be eligible for an exemption from local graduation requirements, if they meet certain conditions. If a homeless student transfers schools after completion of the second year of high school, and is not reasonably able to complete the graduation requirements set by the district by the end of the fourth year of high school, an exemption may be granted. Students who are granted this exemption must still complete the minimum state graduation requirements in order to receive a diploma. These requirements include 13 year-long courses, in the subject areas of English Language Arts; mathematics; science; social studies; visual or performing arts, foreign language, or technical education; and physical education. Homeless students also have the right to remain enrolled in high school for a fifth year, if needed, in order to complete local district graduation requirements.

Ed Code §51220 Courses of Study extends the exemption to pupils currently identified as migratory children, and to newly arrived immigrant children participating in a newcomer program from local graduation requirements who transfers into a school in the 3rd or 4th year of high school.

While the exemption allows students to "catch up" in time to graduate with their peers, they may miss out on learning opportunities by taking fewer classes. Because there are both advantages and disadvantages to accepting the graduation exemption, it is important to discuss this option with your child's school staff. If you would like to discuss the EC §51225.1 or EC §51220 graduation exemption for your child, please schedule a meeting with school staff by contacting your ACCESS Administrative office at the phone number below.

ACCESS Administrative Offices

AREA 1		(714) 245-6535
AREA 2		(714) 245-6545
AREA 3		(714) 245-6680
AREA 4	Juvenile Courts Schools/Adult Ed	(714) 935-7651
AREA 5	PCHS/CHPE	(714) 245-6500
AREA 6	Sunburst Youth Academy	(714) 796-8780
AREA 7	College & Career Preparatory Academy	(714) 796-8795

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

Sincerely,

Vern Burton

Assistant Superintendent, Alternative Education

Definition of homeless:

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

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

Children's school enrollment rights

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

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

Need help?

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

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

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



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

Mental Health Services for Students

ON CAMPUS SUPPORT



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

IMMEDIATE HELP

- 911 for emergency services
- National Suicide Prevention Lifeline: (800) 273-8255
- Nacional de Prevencion del Suicidio: (888) 628-9454
- Crisis Text Hotline: Text HOME to 741741 from anywhere in the US to connect with a crisis counselor.
- Trevor Project-
 - Trevor Line: (LGBTQ) (866) 488-7386
 - TrevorChat: <https://www.thetrevorproject.org/get-help-now/>
 - TrevorText: Text START to 678-678
- National Sexual Assault hotline: (800) 656-HOPE or (800) 656-4673
- 211 OC Info Link Line: For non-emergency connections to Mental Health Services and Community Resources in your area. Offers assistance in many languages. Dial 211.
- National Safe Place: Text the word "SAFE" and your current location to 4HELP (44357). You will receive a message with the closest local youth agency.
- NAMI Warmline: Free and confidential telephone service providing emotional support and resources (877) 910-WARM or (877) 910-9276
- National Human Trafficking Hotline: (888) 373-7888
- Lifeline Chat (web chat): www.suicidepreventionlifeline.org/chat



EMERGENCY HOUSING

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

ONGOING MENTAL HEALTH SUPPORT

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



ACCESS
Alternative, Community and Correctional
Education Schools and Services

Title I School-Level Parent and Family Engagement Policy ACCESS Community Schools 2022-2023

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

The ACCESS Community School Parent and Family Engagement Policy is provided to parents in English and Spanish at enrollment or via mail, and is available electronically or by mail upon request

Families and community stakeholders may also view the Policy on the ACCESS website, at school offices, and at Parent Resource Centers

Families and stakeholders are encouraged to provide input on the Policy during Title I Annual Meetings, School Site Council meetings, ELAC/DELAC meetings, Parent Advisory Committee meetings, and community stakeholder meetings

Surveys are conducted throughout the year via telephone, online, and in written form to collect input on the Policy

Suggestion boxes are available at school offices and Parent Resource Centers to allow parents to submit feedback

The Policy is evaluated annually based on collected feedback and revised as needed to reflect the changing needs of the school community

2.1 Involvement of Parents in the Title I Program

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

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

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the**

requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

Title I Annual Meetings are held in conjunction with Parent Night events at the school sites or virtually

All materials are provided in English and Spanish and interpretation is provided

Parents receive information about the Title I services available for their children, including tutoring assistance, paraeducator support, and transition services

School staff discuss the rights of parents to be involved in the school program and the importance of engagement, and share opportunities for participation, such as serving on the School Site Council and participating in ELAC/DELAC

Teachers present information about the school program, including graduation requirements, academic assessment, curriculum, and instruction, and the state's academic standards

Families have the opportunity to tour the classrooms and meet with school staff either in person or virtually

Surveys are conducted with families via telephone, online, or in written form to assist the school with continuous improvement efforts

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

Meetings, workshops, and events are held throughout the school year at a variety of times to meet the needs of parents, such as weekday mornings, evenings, and Saturdays

Meetings, workshops, and events may be held via videoconference to meet the needs of parents during distance learning

Additional support is provided to reduce barriers to attendance, such as transportation, activities for children, and refreshments

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

Parents are invited to provide input on the school's Title I, Part A Programs and Parent and Family Engagement Policy at Title I Annual Meetings, School Site Council meetings, Parent Advisory Committee meetings, and ELAC/DELAC meetings

Focus Groups are held throughout the year to provide a forum for students and stakeholders to comment on the schoolwide plans

Surveys are conducted throughout the school year via telephone, online, and in written form to collect input

A Suggestion Box is available at school offices and Parent Resource Centers for parents to provide input and ask questions

Parent feedback is incorporated into the Policy and schoolwide program plans as part of the process of continuous school improvement

The Policy is distributed to parents at enrollment and Title I Annual Meeting, posted online, available electronically and by mail upon request

School plans are posted online and available electronically upon request

Parents may also view the school plans at the school administrative offices and Family Resource Centers

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

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

Information about the school's Title I Part A programs is provided to parents at enrollment or via mail

The school also provides this information at the Title I Annual meeting

Information is available in school offices, Family Resource Centers, during Parent-Teacher conferences, and at school meetings and events

Information is posted on the ACCESS website

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

Information about curriculum, instruction, and assessment is provided to parents at enrollment or via mail, and at Title I Annual Meetings

This information, along with state testing results, is included in the School Accountability Report Card (SARC), posted on the ACCESS website

Information is also available at workshops, meetings, and events

3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the

education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

The school schedules annual Placement Review meetings which allow parents the opportunity to meet with Probation and/or school staff to discuss their child's academic progress and set college and career readiness goals

School meetings may be held via videoconference

Parent/teacher conferences are scheduled at the request of the parent and/or the school

School Counselors and Title I Transition Specialists keep parents informed about their child's academic progress and assist parents with participating in decisions related to their child's education via telephone, videoconference, and email

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

Parents are invited to provide input on the school plan at School Site Council meetings, DELAC/ELAC meetings, and Parent Advisory Committee meetings

Focus Groups are held throughout the year to provide a forum for students and stakeholders to comment on the school plans

School plans are posted on the ACCESS website and families may submit comments regarding the school plan electronically and in written form

2.2 Building Capacity for Involvement

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

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

Teachers and school counselors meet with families to discuss academic standards, interpret score reports, set academic and career goals, and work together to support learning

Bilingual Title I Family Community Liaisons reach out to families to encourage student participation in state assessments

Materials and training are provided to parents during parenting classes, the Title I Annual Meeting, and ELAC/DELAC meetings

Resources are also available at enrollment, in the Parent Resource Center, and posted on the school's website

Materials include handouts on topics such as navigating the state's online school dashboard and interpreting score reports

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

Title I Transition Specialists meet with families to discuss college applications, financial aid, and career pathways, and to develop goals for students

Materials and training are provided to parents during parenting classes, Title I Annual Meetings, and ELAC/DELAC meetings

Families are invited to attend other workshops, conferences, and resource fairs

Resources are also provided at enrollment, available in the Parent Resource Center, and posted on the ACCESS website

Materials include handouts on topics such as college applications and financial aid, career pathways, and goal setting

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

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

The ACCESS Family Engagement Committee works with school administrators to support an effective family engagement program

A Family Events Toolkit, which provides guidance for designing effective in-person and virtual family engagement events, is distributed to school staff

Families attend meetings, workshops, resource fairs, conferences, and other events along with school staff in order to foster collaboration and partnership

- d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])**

The school collaborates with community stakeholders to coordinate a program of family engagement activities that promote student academic achievement

Program activities integrate the requirements of relevant federal, state, and local laws, such as ESSA and the McKinney-Vento Act

Family engagement strategies are aligned with the California Department of Education's Family Engagement Framework and Toolkit

Parent Resource Centers at designated school sites provide information and resources for families, students, and stakeholders

- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])**

All school notices are contained in the Student Rights and Responsibilities Handbook which is provided in English or Spanish at enrollment and posted on the ACCESS website

Fliers and information about parent programs, meetings, and other school events are written in English and Spanish

Information is posted in English and Spanish on the ACCESS website

- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])**

Parents may request support for family engagement activities by contacting school staff directly as well as through the Parent Resource Center

Parents may also request support via School Site Council and ELAC/DELAC

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

2.3 Accessibility

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

All school notices are contained in the Student Rights and Responsibilities Handbook which is provided in English or Spanish at enrollment and posted on the ACCESS website

Fliers and information about parent programs, meetings, and other school events are written in English and Spanish

School reports and program plans are posted in English and Spanish on the ACCESS website and are available electronically upon request

2.4 School-Parent Compact

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

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

Research shows that when schools, families, and communities work together, student achievement increases. Developed with the input of teachers, families, and students, this

Compact outlines our shared responsibility to build a partnership to help students meet or exceed the state standards and describes specific ways that the school and families agree to support student learning goals.

School Pledge

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

Family Engagement

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

Curriculum and Instruction

ACCESS will provide a rigorous, relevant, and realistic curriculum that is accredited by the Western Association of Schools and Colleges (WASC), and aligned with local district and state standards. Information about curriculum and assessment is provided at enrollment, included in the School Accountability Report Card (SARC), and posted on the ACCESS website. The school will assist parents in understanding the state's academic content standards, assessments, and how to monitor and improve their children's achievement through presentations at Title I Annual meetings, ELAC/DELAC meetings, and parent workshops. Materials are also available in the Parent Resource Centers, school offices, and on the ACCESS website.

- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])**
 - 1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])**

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

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

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

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

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

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

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

Title I School-Level Parent and Family Engagement Policy

ACCESS Juvenile Hall Schools

2022-2023

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

The Family Engagement Policy is provided to parents in English and Spanish at enrollment or via mail

Families and community stakeholders may view the Policy on the ACCESS Juvenile Hall schools website

Families and stakeholders are encouraged to provide input on the Policy during Title I Annual Meetings, School Site Council meetings, ELAC/DELAC meetings, Parent Advisory Committee meetings, and at school and Probation collaborative meetings

The Policy is evaluated annually based on this feedback and revised as needed to reflect the changing needs the school community

2.1 Involvement of Parents in the Title I Program

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

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

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

The Title I Annual Meeting is held during Open House events which coincide with visiting hours at the institution sites

All materials are provided in English and Spanish and interpretation is provided

Parents receive information about the Title I services available for their children, including tutoring assistance, paraeducator support, and transition services

School staff share information about opportunities for involvement, such as serving on the School Site Council and participating in the PTSO and ELAC/DELAC

Teachers present information about the school program, including academic assessment, curriculum, and instruction

Families have the opportunity to tour the classrooms either virtually or in person (when permissible) and ask questions about the school program

Surveys are conducted with families to assist the school with continuous improvement efforts

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

Meetings, workshops, and events are held throughout the school year at a variety of times to meet the needs of parents

The Title I Annual meeting is held during Open House events that coincide with visiting hours at the institution sites

Parenting classes are held at various times to meet the needs of parents, such as weekday evenings and Saturdays, and may be offered via videoconference

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

Parents are invited to provide input on the school's Title I, Part A Programs and Family Engagement Policy at the Title I Annual Meeting and School Site Council meetings

Families may also provide input at PTSA meetings and ELAC/DELAC meetings

Surveys are conducted throughout the school year, via telephone, email, and at meetings and events

A Suggestion Box is provided during visiting hours so that parents can provide input and ask questions

An evaluation report is compiled annually and distributed to parents at the Title I Meeting

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

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

Information about the school's Title I Part A programs is provided to parents at intake or via mail

The school also provides this information at the Title I Annual meeting

Information is available in the family visiting center, during case conferences, and at other meeting and events

Information is posted on the website for the ACCESS Juvenile Hall schools

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

Information about curriculum, instruction, and assessment is provided to parents at enrollment or via mail, and at the Title I Annual Meeting

This information, along with state testing results, is included in the School Accountability Report Card (SARC), posted on the ACCESS Juvenile Hall schools' website

Information is also available in the family visiting center, during case conferences, and at other meetings and events

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

Regularly scheduled conference meetings allow parents the opportunity to meet with Probation and school staff to discuss their child's progress in meeting educational and behavioral goals

Parent/teacher conferences are scheduled at the request of the parent and/or the school

Title I Senior Transition Specialists keep parents informed about their child's academic progress and assist parents with participating in decisions related to their child's education via telephone and email

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

Parents are invited to provide input on the schoolwide program plan at School Site Council meetings, DELAC/ELAC meetings, and Parent Advisory Committee meetings

Focus Groups are held throughout the year to provide a forum for students and stakeholders to comment on the schoolwide plans

Links to school program plans are posted on the ACCESS Juvenile Hall schools' website and families may submit comments via email and by mail

2.2 Building Capacity for Involvement

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

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

School staff connect with families to discuss academic standards, interpret score reports, set academic and career goals, and work together to support learning

Bilingual Title I Family Community Liaisons reach out to families to encourage participation in the state assessments

Materials and training are provided to parents during parenting classes, the Title I Annual Meeting, PTSA meetings, and ELAC/DELAC meetings

Resources are also available at enrollment, in the visiting center, and posted on the ACCESS Juvenile Hall schools' website

Materials include handouts on topics such as navigating the state's online school dashboard and interpreting score reports

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

Title I Senior Transition Specialists are available to meet with families to discuss college applications, financial aid, and career pathways, and develop goals for students

Materials and training are provided to parents during parenting classes, Title I Annual Meetings, PTSA meetings, and ELAC/DELAC meetings

Families are invited to attend other workshops, conferences, and resource fairs

Resources are also provided at intake, available in the visiting center and College and Career Resource Center, and posted on the ACCESS Juvenile Hall schools' website

Materials include handouts on topics such as college applications and financial aid, career pathways, and goal setting

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

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

The Title I Family Engagement Program Specialist works with school administrators to support an effective family engagement program

A Family Events Toolkit, which provides guidance for designing effective in-person and virtual family engagement events, is distributed to school staff

Families attend meetings, workshops, resource fairs, conferences, and other events along with school staff in order to foster collaboration and partnership

- d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])**

The school collaborates with Probation and community stakeholders to coordinate a program of family engagement activities that promote student academic achievement

Program activities integrate the requirements of relevant federal, state, and local laws, such as ESSA and the McKinney-Vento Act

Family engagement strategies are aligned with the California Department of Education's Family Engagement Framework and Toolkit

A Title I Parent Resource Center at Fischer School provides information and resources for families, students, and stakeholders

- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])**

All school notices are contained in the Student Rights and Responsibilities Handbook which is provided in English or Spanish and posted on the ACCESS Juvenile Hall schools' website

Fliers and information about parent programs, meetings, and other school events are written in English and Spanish

Information is posted in English and Spanish on the ACCESS Juvenile Hall schools' website

Bilingual Title I Family Community Liaisons reach out to parents via phone, during visiting hours, and at school meetings and events to provide information and resources and explain opportunities for participation in the school program

- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])**

Parents may request support for family engagement activities by contacting school staff through the Parent Resource Center

Parents may also request support via School Site Council, ELAC/DELAC, and PTSA

Bilingual Title I Family Community Liaisons are available by phone and appointment to provide a variety of support to families

2.3 Accessibility

ACCESS Juvenile Hall Schools, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school

reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

All school notices are contained in the Student Rights and Responsibilities Handbook which is provided in English or Spanish at enrollment and posted on the ACCESS Juvenile Hall schools website

Fliers and information about parent programs, meetings, and other school events are written in English and Spanish

Information is posted in English and Spanish on the ACCESS Juvenile Hall schools' website

Bilingual Title I Family Community Liaisons reach out to parents via phone, during visiting hours, and at school meetings and events to provide information and resources and explain opportunities for participation in the school program.

2.4 School-Parent Compact

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

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

Research shows that when schools, families, and communities work together, student achievement increases. Developed with the input of teachers, families, and students, this Compact outlines our shared responsibility to build a partnership to help students meet or exceed the state standards and describes specific ways that the school and families agree to support student learning goals.

School Pledge

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

Family Engagement

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

Curriculum and Instruction

ACCESS will provide a rigorous, relevant, and realistic curriculum that is accredited by the Western Association of Schools and Colleges (WASC), and aligned with local district and state standards. Information about curriculum and assessment is provided at enrollment, included in the School Accountability Report Card (SARC), and posted on the ACCESS website. The school will assist parents in understanding the state's academic content standards, assessments, and how to monitor and improve their children's achievement through presentations at Title I Annual meetings, ELAC/DELAC meetings, and parent workshops. Materials are also available in the Parent Resource Centers and on the ACCESS website.

- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])**
- 1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])**

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

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

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

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

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

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

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

Title I LEA-Level Parent and Family Engagement Policy

Orange County Department of Education

2022-2023

1.0 The local governing board of each local educational agency (LEA), or agency, receiving Title I, Part A funding shall establish and implement a written parent and family engagement policy and program. (California *Education Code* [EC] sections [§§] 11500-11504, 51101[b]; 20 United States Code [U.S.C.] § 6318[a][1], 6318[a][2])

1.1 The Orange County Department of Education has developed jointly with, agreed on with, and distributed to, parents and family members of participating children, an LEA-level written parent and family engagement policy. (20 U.S.C. § 6318[a][2]).]

Families are invited to provide input on this policy at Title I Annual Meetings, School Site Council meetings, ELAC/DELAC meetings, and Parent Advisory Committee meetings

Surveys are conducted throughout the school year by phone, electronically, and in written form

Students are invited to provide input on the Policy during Focus Groups throughout the year

An evaluation report is compiled annually and shared with families, school staff, and community stakeholders

The Policy is distributed to families at enrollment, posted on the LEA website, and available electronically or by mail upon request

The LEA incorporates the parent and family engagement policy into the LEA level plan. (20 U.S.C. § 6312, 6318[a][2])

The School Site Council, DELAC, and Parent Advisory Committee will share feedback with the LEA for inclusion in the LEA Plan

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

a) The LEA involves parents and family members in the joint development of the agency's plan, and in the development of support and improvement plans. (20 U.S.C. § 6318[a][2][A])

Families are encouraged to provide feedback on the LEA Plan, the Single Plan for Student Achievement (SPSA), and the Local Control Accountability Plan (LCAP) by participating in committees such as School Site Council, ELAC/DELAC, and Parent Advisory Committees

Surveys are conducted via phone, electronically, and in written form throughout the year

Students are invited to provide input on school plans through Focus Groups and electronic surveys

Families, students, and community stakeholders are invited to provide public comments on the LCAP at designated Board meetings

Stakeholder focus groups are held throughout the year to engage school staff and community partners in the process of continuous school improvement

School staff attend community forums, events, and collaborative meetings to reach out to stakeholders for input on school plans

School plans are posted on the LEA's website for review and comments by parents and stakeholders

Information about involvement in the process of school improvement is announced on social media, sent electronically, shared at school events, and posted on the LEA's website

b) The LEA provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. (20 U.S.C. § 6318[a][2][B])

The Family and Community Partnership Network provides technical assistance and resources to schools to support family-friendly, culturally proficient practices

Teams of parents and school staff attend meetings, workshops, resource fairs, state and local conferences, and other events together to build dual capacity

School staff consult regularly with stakeholders from community-based agencies, colleges and universities, local law enforcement, Social Services, Probation, Orange County Mental Health, local businesses, and others with expertise in family engagement

LEA staff collaborate with local school district teams to share resources and best practices for family engagement

A Family Events Toolkit, distributed to school staff, provides ideas and best practices for developing effective in-person and virtual family engagement activities

c) The LEA coordinates and integrates Title I, Part A parent and family engagement strategies with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs. (20 U.S.C. § 6318[a][2][C])

The Family Engagement Committee coordinates a program of family engagement activities that promote the school's goals for student academic achievement

Program activities integrate the requirements of relevant federal, state, and local laws, such as ESSA and the McKinney-Vento Act

Family engagement strategies are aligned with the California Department of Education's Family Engagement Framework and Toolkit

- d) The LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served under Title I, Part A. (20 U.S.C. § 6318[a][2][D])**

The LEA Parent Engagement Policy and student achievement data are shared with families at Title I Annual Meetings, School Site Council meetings, ELAC/DELAC meetings, and Parent Advisory Committee meetings and feedback is collected

Surveys are conducted throughout the school year by phone, electronically, and in written form

The LEA uses input from families and stakeholders to produce an Annual Evaluation Report

Information about involvement in the evaluation process is announced on social media, sent electronically, shared at school events, and posted on the LEA's website The Annual Evaluation Report is shared with families and stakeholders electronically, posted on the LEA's website, and available by mail upon request

- e) The LEA identifies the following:**

- 1. Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). (20 U.S.C. § 6318[a][2][D][i])**

Family needs are assessed at enrollment to identify potential barriers

Parent leaders assist school staff to identify barriers to engagement through outreach to families who are economically disadvantaged, disabled, have limited literacy, and who are from diverse racial and ethnic backgrounds

Surveys are conducted throughout the school year via phone, electronically, and in written form to identify challenges families may be experiencing to greater participation

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

Teachers discuss family needs during Parent-Teacher conferences

School staff collaborate with community groups representing ethnic minorities, people with disabilities, and people who are experiencing homelessness or who are economically disadvantaged

School staff work with bilingual education advocacy groups, libraries, and other literacy organizations to seek input on how to address barriers to successful school and family interactions

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

School staff are trained in effective strategies for building trust and authentic relationships

Bilingual Title I Family Community Liaisons support successful family interactions by using culturally competent practices

The school organizes welcoming events at the school designed to foster relationship building

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

The Family Engagement Committee will review the findings of the evaluation to determine if current strategies are effective in improving student achievement and revise the Policy as needed

The Family Engagement Committee will consult with families, community stakeholders, school staff, and family engagement coordinators at the state and local level regarding best practices for addressing identified areas of growth

The Family Engagement Committee will assist the LEA to implement evidence-based strategies to address identified areas as part of the continuous school improvement process

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

The LEA recognizes that parents are full partners in their children's education and promotes the value of family engagement at all school activities, meetings, and events

Families are personally invited to participate in activities designed to build relationships, such as Open House, Coffee with the Principal, and Parent Appreciation Day

School staff use research-based strategies and culturally proficient practices to build trust and encourage participation in the school program

Families are encouraged to participate in advisory groups, including School Site Council, ELAC/DELAC, and the Parent Advisory Committee

Parent Resource Centers provide information and resources, space for meetings and trainings, and computer and internet access for families

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

- a) Engage parents and family members positively in their children’s education by providing assistance and training on topics such as state academic standards and assessments to develop knowledge and skills to use at home to support their children’s academic efforts at school and their children’s development as responsible future members of our society. (EC § 11502[a])**

The LEA provides training for families on these and other pertinent topics during Title I Annual meetings, Parent Nights, and ELAC/DELAC meetings

Materials and resources are distributed at school events, available in the school office and Parent Resource Centers, posted on the LEA website, and available by mail upon request

Materials and training is available in English and Spanish and other languages upon request

- b) Inform parents that they can directly affect the success of their children’s learning, by providing parents with techniques and strategies that they may utilize to improve their children’s academic success and to assist their children in learning at home. (EC § 11502[b])**

Teachers discuss techniques and strategies for parents to use to improve their children’s academic success during Parent-Teacher conferences

School Counselors, Title I Transition Specialists, and other school staff provide training for parents at school events, and meet individually with parents and family members to provide personalized support

Families are invited to attend workshops, conferences, and resource fairs to learn about ways to support their children’s academic success from home and especially during distance learning

- c) Build consistent and effective two-way communication between family members and the school so that parents and family members may know when and how to assist**

their children in support of classroom learning activities. (EC § 11502[c])

The LEA's School-Parent Compact, distributed at enrollment, outlines the importance of effective, two-way communication between the family and the school

Bilingual Title I Family Community Liaisons serve as a bridge to promote effective communication between families and schools staff

The LEA utilizes a wide variety of strategies for two-way communication with families, including in-person meetings, school events, phone calls, video conferencing, text messages, email, and other communication platforms

d) Train teachers, school administrators, specialized instructional support personnel, and other staff to communicate effectively with parents as equal partners. (EC § 11502[d])

Teams of school staff attend trainings and conferences to learn culturally competent strategies for communicating with families

Trained school staff serve as mentors for their colleagues

Parent Leaders serve together with school staff on school committees to reinforce effective communication strategies

e) Integrate and coordinate parent and family engagement activities with the local control and accountability plan (LCAP), as applicable, with other programs. (EC § 11502[e])

Families are encouraged to provide feedback on the LEA Plan, the Single Plan for Student Achievement (SPSA), and the Local Control Accountability Plan (LCAP) by participating in committees such as School Site Council, ELAC/DELAC, and Parent Advisory Committees

Surveys are conducted via phone, electronically, and in written form throughout the year

Students are invited to provide input on school plans through Focus Groups and electronic surveys

Families, students, and community stakeholders are invited to provide public comments on the LCAP at designated Board meetings

Stakeholder focus groups are held throughout the year to engage school staff and community partners in the process of continuous school improvement

School staff attend community forums, events, and collaborative meetings to reach out to stakeholders for input on school plans

School plans are posted on the LEA's website for review and comments by parents and stakeholders

Information about involvement in the process of school improvement is announced on social media, sent electronically, shared at school events, and posted on the LEA's website

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

Parents are invited to serve on the School Site Council, which approves expenditures for family engagement activities

Families are invited to provide input on Title I, Part A funds reserved for parent engagement activities during Title I Annual meetings

Surveys are conducted by phone, electronically, and by mail to request input from parents

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

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

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

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

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

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

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

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

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

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

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

FOSTER YOUTH EDUCATION RIGHTS



1. RIGHT TO REMAIN IN YOUR SCHOOL OF ORIGIN

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

2. RIGHT TO IMMEDIATE ENROLLMENT IN SCHOOL

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

3. RIGHT TO PARTIAL CREDITS FOR HIGH SCHOOL STUDENTS

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

4. GRADUATION RIGHTS

- You have the right to stay in high school for a fifth year to complete your school district graduation requirements, even if you are over 18.
- If you are behind on your credits, and you transferred schools after 10th grade, you may be eligible to graduate under AB 167/216 by completing only the state graduation requirements (130 credits in specific classes) instead of your school district’s requirements.
- If you are eligible, the decision of whether to graduate under AB 167/216 is made by your education rights holder.

5. COLLEGE RIGHTS

- You have the right to have the application fee waived when you apply to a community college in California.
- You have the right to receive the maximum amount of federal student aid and you may be eligible for up to \$5,000 per year from the Chafee scholarship.

6. SCHOOL DISCIPLINE RIGHTS

- You cannot be suspended for more than 5 school days in a row or for more than 20 days in a school year.
- You have a right to be told why you are being suspended and the right to provide your version of events and evidence before you are suspended, unless there is an emergency. If the behavior for which you are being suspended could subject you to criminal charges, you should consult with your education rights holder or attorney before providing an oral or written statement to the school or police.
- Your attorney and social worker must be invited to a meeting before your suspension can be extended beyond 5 days and a suspension can only be extended if you are being considered for expulsion.
- You have a right to a formal hearing, and to be represented by an attorney at that hearing, before you are expelled.
- If you are facing a possible expulsion, your attorney and social worker must be notified. If you are in special education, your attorney and social worker must be invited to a meeting to decide whether your behavior was related to your disability.

7. RIGHT TO YOUR SCHOOL RECORDS

- You have the right to access your school records if you are 16 years or older or have finished 10th grade. Your social worker/probation officer and education rights holder can access your school records as well.

NON-EDUCATION RIGHTS

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



* EDUCATION RIGHTS HOLDERS

Every foster youth under age 18 must have an education rights

holder, who is required to make education decisions in the youth's best interest. Foster youth who are 18 or older have the right to make their own education decisions. Your education rights holder may be your parent or legal guardian, your caregiver, or another person chosen by the court. Your education rights holder cannot be your social worker or probation officer, your attorney, or group home or school staff members. It is important to know who your education rights holder is. If you need information about who your education rights holder is, you can contact your social worker or attorney.

If you believe your education rights have been violated,

you can file a complaint. The school has 60 days to investigate and give you a written response. For information about how to file a complaint, please visit cde.ca.gov/re/cp/uc, or call the California Dept. of Education Coordinated School Health and Safety Office at (916) 319-0914.

For more information about your education rights, please see the **Foster Youth Education Toolkit** (www.kids-alliance.org/edtoolkit) or the **California Youth Education Task Force** (www.cfyetf.org). You also can contact your school district's Foster Youth Educational Liaison or your county's Foster Youth Services Coordinating Program (FYSC) at cde.ca.gov/ls/pf/fy.

For additional assistance in Orange County, contact:
ACCESS Foster Youth Educational Liaison:
Morgan Larkin at 714-566-5858
Orange County Coordinator: Raina Lee at 714-835-4909



2022-2023 California Statewide Testing Notification

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

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

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

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

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

Which standards are tested? The California State Standards.

CAASPP: California Alternate Assessments (CAAs) for ELA and Math

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

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

Which standards are tested? The California State Standards through the Core Content Connectors.

CAASPP: California Science Test (CAST)

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

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

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

CAASPP: California Alternate Assessment (CAA) for Science

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

What is the test format? The CAA for Science is a series of four performance tasks that can be administered throughout the year as the content is taught.

Which standards are tested? Alternate achievement standards derived from the CA NGSS.

ELPAC

Who takes the test? Students who have a home language survey that lists a language other than English will take the Initial test, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Summative ELPAC every year until they are reclassified as proficient in English.

What is the test format? Both the Initial and Summative ELPAC are computer-based.

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

Alternate ELPAC

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

What is the test format? Both the Alternate Initial and Alternate Summative ELPAC are computer-based.

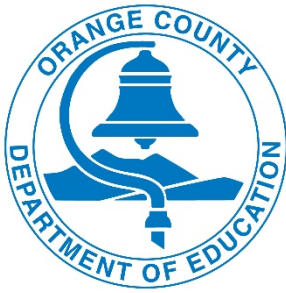
Which standards are tested? Alternate achievement standards derived from the 2012 California English Language Development Standards.

Physical Fitness Test

Who takes the test? Students in grades 5, 7, and 9 will take the FITNESSGRAM®, which is the test used in California.

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

Which standards are tested? The Healthy Fitness Zones, which are established through the FITNESSGRAM®.



Language Acquisition Programs Offered

Dear Parents,

OCDE-ACCESS is committed to the learning and educational growth of our students. Furthermore, we believe that OCDE- ACCESS is a great place for students to be successful and thrive. One of these commitments that we provide for our students is the option of parent choices when it comes to Language Acquisition Programs. Parents or guardians may choose a language acquisition program that best suits their child. This can be accomplished when parents or guardians of 30 students or more per school, and parents or guardians of 20 students or more in any grade level, request a language acquisition program that is designed to provide language instruction. The school shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a]).

The language acquisition programs are:

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

Dual-Language Immersion (DLI) Program: A language acquisition program also referred to as **Two-Way Immersion** that provides language learning and academic instruction for native speakers of English and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to sixth grade.

Transitional Bilingual Program: A language acquisition program for English learners that provides instruction to students utilizing English and a student's native language for literacy and academic instruction, thus enabling an English learner to achieve English proficiency and meet state-adopted academic achievement goals. This program begins in TK/K and continues to third grade where students transition to instruction solely in English.

Developmental Bilingual Program: A language acquisition program for English learners that provides instruction to students utilizing English and a student's native language for literacy and academic instruction, thus enabling an English learner to

achieve language proficiency and meet state academic achievement goals. This program begins in TK/K and continues with the goal of biliteracy to sixth grade.

Heritage Language Program: A language acquisition program for English learners that provides instruction to students utilizing English and a student's native language for literacy and academic instruction. These enable non-English speakers or students who have weak literacy skills in their native language to achieve language proficiency and meet academic achievement goals. This program is designed for sixth through eighth and ninth through twelfth grades.

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan (EC Section 52062). If interested in a program from those listed above, please contact Alejandra Valencia, EL Services Manager: (714) 836-3389; avalencia@ocde or your child's principal to ask about the process.



Date: July 1, 2022

Subject: NO CHANGE IN SCHOOL POLICY REGARDING MARIJUANA
USE ON CAMPUS AFTER THE PASSAGE OF PROPOSITION 64.

**ORANGE COUNTY
DEPARTMENT
OF EDUCATION**

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AL MIJARES, Ph.D.
County Superintendent
of Schools

Dear Parent or Guardian:

As you may be aware, the State Ballot Initiative Proposition 64, the Adult Use of Marijuana Act (AUMA) passed on November 8, 2016, becoming effective the following day, on November 9, 2016. This allows adults over the age of 21 to grow and possess limited amounts of marijuana, as well as use marijuana in their private residence. It continues to be unlawful to consume marijuana in public. This letter is to inform you that the passage of the Proposition **does not impact** any of the school district's existing drug use or possession policies.

Possession of marijuana upon school grounds during hours the school is open for classes or school-related programs **is still illegal** under the new law. Marijuana also remains a Schedule I drug under the Federal Controlled Substance Act, meaning that it has no currently accepted medical use and further, has a high potential for abuse. Therefore, **the Orange County Department of Education's Alternative Community, Correctional Education and Student Services (ACCESS) program will not tolerate the use, possession, or sale of drugs (including marijuana), alcohol tobacco, or related paraphernalia by students, parents or other visitors on school campuses or at school-sponsored activities.** Education Code 48900c specifically states a student can be suspended or expelled if they "unlawfully possessed used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 1053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind."

If you have any questions regarding the district's drug policy, parents and students are encouraged to seek assistance at their school site and/or ACCESS Administrative office. For more information, I may be reached at (714) 245-6403.

Sincerely,

Vern Burton

Assistant Superintendent, Alternative Education

**ORANGE COUNTY
BOARD OF EDUCATION**

MARI BARKE

REBECCA "BECKIE" GOMEZ

TIM SHAW

LISA SPARKS, Ph.D.

KEN L. WILLIAMS, D.O.



Orange County Department of Education Internet Acceptable Use Policy

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

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

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

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

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

Orange County Department of Education Internet Use Agreement

Pupil Section

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

User’s Signature: _____ Date: _____

Parent or Guardian Section

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

Parent’s Signature: _____ Date: _____

Internet - Terms and Conditions

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

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

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 DATE: _____.

Parents or guardians may request prior notification of individual pesticide applications at the school site. Beginning on 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: _____.

If you have any questions, please contact: _____ Phone# _____

Sincerely,

.....

REQUEST FOR INDIVIDUAL PESTICIDE APPLICATION NOTIFICATION

NAME OF SCHOOL: _____

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

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

Please print neatly:

Name of Parent/Guardian: _____ Date: _____

Address: _____

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

E-Mail: _____

Return to: _____

[ENTER SCHOOL CONTACT NAME, ADDRESS ABOVE]

PARENT OR GUARDIAN ACKNOWLEDGMENT OF RECEIPT OF ANNUAL RIGHTS AND RESPONSIBILITIES NOTIFICATION

Detach, sign, and return this page to your child's school.

By signing below I indicate I have read the attached Notice. My signature does not mean I have consented to my child's participation in any particular program or activity.

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:

CONTINUING MEDICATION

Student's Name: _____

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

If **YES**, by signing below you have my permission to contact student's physician:

Physician's Name _____ Telephone: _____

Medication: _____ Dosage: _____

Medication: _____ Dosage: _____

Signature of Parent or Guardian: _____ Date: _____

RELEASE OF DIRECTORY INFORMATION

If you do not wish directory information released (page 3), please sign where indicated below and ensure receipt of this form by the school office within the next 30 days. Note: by signing below 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 _____
(Student's Name)

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

Signature of Parent or Guardian: _____