



TUSTIN UNIFIED SCHOOL DISTRICT

ANNUAL NOTICE TO PARENTS/GUARDIANS/STUDENTS 2022-23

DEAR PARENT/GUARDIAN/PUPIL:

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 and responsibilities under certain provisions of the Education Code. Other provisions of California and United States law also require notification of parents/guardians.

Education Code section 48982 requires that an acknowledgment of receipt of this notice be signed by the parent/guardian. Your digital signature during your online registration confirmation 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.

Online registration: During the online registration confirmation, you will be asked for a digital signature to complete the notification process. If you are unable to complete online registration, please visit your school site for assistance with registration. A paper copy of this notice is available at your school site or the District office.

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

MISSION STATEMENT

The mission of the Tustin Unified School District, a learning community rich in heritage and committed to a tradition of excellence, is to ensure that each student optimizes individual achievement through an educational system characterized by challenging and exciting curricula and inspiring personalized instruction, in partnership with our dynamic and involved communities.

TABLE OF CONTENTS

<u>Pupil Discipline</u>	Page 3
<u>Pupil Records</u>	Page 3
<u>Health and Safety</u>	Page 5
<u>Attendance</u>	Page 8
<u>Non-discrimination</u>	Page 8
<u>Pupils with Disabilities</u>	Page 9
<u>Miscellaneous</u>	Page 9
<u>FERPA – Attachment 1</u>	Page 13
<u>Opioids Fact Sheet – Attachment 2</u>	Page 14
<u>Type 2 Diabetes Information – Attachment 3</u>	Page 16
<u>Pesticides – Attachment 4</u>	Page 18
<u>Attendance Options – Attachment 5</u>	Page 19
<u>Excused Absences, Ed Code 48205 – Attachment 6</u>	Page 22
<u>Know Your Educational Rights – Attachment 7</u>	Page 24
<u>Sexual Harassment Notice, Policy 5145.7 – Attachment 8</u>	Page 25
<u>CTE Courses, UC/CSU a-g approved – Attachment 9</u>	Page 29
<u>Notice of Alternative Schools – Attachment 10</u>	Page 31
<u>Uniform Complaint Procedures, Policy 1312.3 – Attachment 11</u>	Page 32
<u>Visiting Schools/Classrooms, Policy 1250 – Attachment 12</u>	Page 35
<u>Parent Involvement Policy 6020 – Attachment 13</u>	Page 36
<u>Civility Policy 1313 - Attachment 14</u>	Page 44
<u>TUSD 2022-23 School Calendar</u>	Page 46

KEY TO LEGAL REFERENCES

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

PUPIL DISCIPLINE

RULES PERTAINING TO PUPIL DISCIPLINE (EC §§35291, 48980): The District Board of Education has prescribed rules for the government and discipline of the schools under the Board's jurisdiction. Rules pertaining to pupil discipline are available from each school site.

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

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 (EC §§35183, 35183.5, 51101): The District Board of Education has approved a dress code policy adopted by your child's school. A copy of the dress code is available at the Principal's office.

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

CIVILITY POLICY (EC §44050): A written copy of the district's section on employee interactions with pupils in its code of conduct is attached to this notice. Please refer to Attachment # 14.

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 the District or required to be maintained by a District employee in the performance of his/her duties, whether recorded by handwriting, print, tapes, film, microfilm or other means. Pupil records include a pupil's health record.

Responsible Officials: Your child's Principal is responsible for the maintenance of pupil records located at your child's school. For pupil records maintained at the District office, the responsible official is the Director of Student Services.

Location of Log/Record: The law requires that a log or record be maintained for each pupil's record which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate interests therefore. For records maintained at your child's school, the log is in your child's file located in the Principal's office. For records maintained at the District office, the log is located at the District's Student Services Department.

School Officials and Employees/Legitimate Educational Interests: School officials and employees who are authorized to review pupil records are school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, certificated employee, or support staff member (including, but not limited to, paraeducator, health or medical staff and school law enforcement personnel); a person serving on the school board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, educational consultant or therapist); a vendor, contractor, or other party to whom the District has outsourced institutional services or functions; an agency caseworker of a state or local child welfare agency that has legal responsibility for the

care and protection of a pupil, other public agencies providing services to pupils, as well as employees of other public schools or school systems where educational programs leading to high school graduation are provided or where a District pupil intends to or is directed to enroll; a minor's counsel of record. Access to pupil records is permitted only for records that are relevant to the legitimate educational interests of the requester. Upon request, the District discloses educational records without consent to officials of another school district in which the pupil seeks or intends to enroll. Legitimate educational interests are described in California Education Code section 49076 and in District Board Policy 5125.

Right of Access and Review/Expungement: You have an absolute right to access any and all pupil records related to your child, which are maintained by the District. A homeless child or youth or an unaccompanied youth who is 14 years of age or older may access his/her pupil records. If you wish to review records located at your child's school, please contact the Principal's office, or submit a written request that identifies the record(s) you wish to inspect. If you wish to review records located at the District office, please contact the Director of Student Services. The Principal or District office has five (5) business days from the day of the receipt of a request to provide access to the records. Upon satisfactory completion of the rehabilitation assignment of a pupil whose expulsion has been suspended by the District Board of Education, the Board may order the expungement of any or all records of the expulsion proceedings. If the Orange County Board of Education enters an order reversing the decision of the District Board of Education to expel a pupil, the County Board may direct the District Board of Education to expunge the record of the pupil and records of the District of any references to the expulsion action. When you submit a written revocation of consent after the initial provision of special education and related services for your child, the District is not required to amend the education records of your child to remove any reference to your child's receipt of special education and services.

Challenging the Content of Records: You have the right to challenge the content of any pupil record by filing a written request with the District superintendent to correct or remove any information recorded in the written records concerning your child which you allege to be any of the following: (1) inaccurate, (2) an unsubstantiated personal conclusion or inference, (3) a conclusion or inference outside the observer's area of competence, (4) not based on the personal observation of a named person with the time and place of the observation noted, (5) misleading, or (6) in violation of the privacy or other rights of the pupil.

Copying Costs: You may receive copies of your child's pupil records, at a cost of \$0.20 per page.

Transfer of Records: The District is required to transfer a copy of your child's permanent pupil records within 10 school days to the school your child intends to enroll.

Complaints: You have the right to file a complaint with the United States Department of Education, concerning an alleged failure by the District to comply with the provisions of the United States Family Educational Rights and Privacy Act (20 USC §1232g).

Prospectus of School Curriculum: The curriculum for your child's school is compiled at least once annually in a prospectus which is available at the Principal's office.

Statement or Response to Disciplinary Actions: Whenever information is included in a pupil record concerning any disciplinary action taken in connection with your child, you have the right to include a written statement or response concerning the disciplinary action in your child's pupil record.

Destruction of Pupil Records: The Board of Education of the District is required to retain indefinitely the original or an exact copy of mandatory permanent pupil records (Class 1 - Permanent Records) which schools have been directed to compile by California regulations; maintain for stipulated periods of time mandatory interim pupil records (Class 2 - Optional Records) until the information is no longer needed to provide educational services to a child and are retained until reclassified as Class 3 – Disposable Records, and then destroyed as per California regulations (5 CCR 432). Prior to destroying pupil records of a child who has received special education services, the IDEA requires parental notification when the District decides that personally identifiable information is no longer needed to provide educational services to a child. Once parents/guardians have been notified that personally identifiable information is no longer needed, they have

the option of requesting access to and/or copies of pupil records prior to destruction, and to request that pupil records be destroyed, unless the District determines that the information could be needed to provide educational services in the future or is needed for auditing purposes (34 CFR 300.624, 5 CCR 16026). Unless classified as permanent records, all other pupil records are destroyed five years after the information is no longer needed to provide educational services (5 CCR 16027).

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

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

FERPA: Medicaid Billing

Tustin Unified School District, in cooperation with the California Department of Health Services and Education, has a program to allow the District to be reimbursed with federal Medicaid dollars for selected health services (such as hearing and vision screenings and health assessments) provided to eligible students at school. In accordance with Local Education Agency rules and guidelines, the District is notifying you that eligible student records may be forwarded to the District’s billing agency. These records will be forwarded in a confidential manner, and our vendor holds a contract with the District that contains a specific confidentiality clause to ensure information is not disclosed inappropriately. Additionally, our vendor is compliant with the Federal Health Insurance Portability and Accountability Act (HIPAA). School health services currently provided to all students will not be changed by the program. Students will not be denied services they require to attend school, and parents will never be billed for services by the school district.

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

HEALTH AND SAFETY

HEALTH SCREENING AND EVALUATION SERVICES (H&SC §124085): Within 90 days after your child’s entrance into first grade, you must provide a certificate documenting that within the prior 18 months your child has received appropriate health screening and evaluation services, including a physical examination. These services are available from the Orange County Public Health Department. In lieu of the certificate, you may submit a signed waiver indicating that you do not want or are unable to obtain the health screening and evaluation services for your child. If the waiver indicates that you were unable to obtain the services, then the reasons why should be included in the waiver.

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 SUICIDE PREVENTION HOTLINE 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 is printed on the back of student identification cards.

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

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, contact the Principal and the health office at your school site.

ADMINISTRATION OF IMMUNIZING AGENTS (EC §§49403, 48980): The District Board of Education is required to cooperate with the local health officer in measures necessary for the prevention and control of communicable diseases in school age children, and may permit any person licensed as a physician and surgeon, any person licensed as a registered nurse, or a licensed healthcare practitioner, as specified, who is acting under the direction of a supervising physician and surgeon, to administer an immunizing agent to a pupil whose parent has consented, in writing, to the administration of the immunizing agent.

ADMINISTRATION OF PRESCRIBED MEDICATION (EC §§49423, 49423.1, 48980): If your child is required to take prescription medication during the regular school day, you may request assistance for your child by the school nurse or other designated school personnel. If you wish such assistance, you must provide both a written statement from the physician and surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and your own written statement indicating your desire that the District assist your child in the matters set forth in the physician's statement. Your child may also carry and self-administer prescription auto-injectable epinephrine or asthma medication if the District receives written statements from you and the child's physician, in the form required by law.

PLEDGE NOT TO USE ANABOLIC STEROIDS OR PROHIBITED DIETARY SUPPLEMENTS (EC §49030, et seq.): A pupil is prohibited from participating in interscholastic high school sports, unless the pupil signs a pledge not to use anabolic steroids without a prescription from a licensed health care practitioner, or a dietary supplement listed in the United States Guide to Prohibited Substances and Prohibited Methods of Doping. As a condition of participation, both the pupil-athlete and his/her parent/guardian must sign a notification form regarding these restrictions.

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

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

CONCUSSIONS AND HEAD INJURIES (EC §49475): Requires districts who elect to offer athletic programs to immediately remove for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during the activity. Prohibits the athlete from returning to that activity until he/she is evaluated by and receives a written clearance from a licensed health care provider determining a head injury or concussion was not sustained. Prohibits an athlete who sustains a concussion or head injury from returning to the athletic activity until he/she receives a written clearance to return and completes a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. Requires the District to provide annually a concussion and head injury information sheet to be signed and returned by the athlete and his/her parent before the athlete initiates practice or competition.

OPIOID FACTSHEET (EC 49476): Requires districts who elect to offer athletic programs to annually provide the Opioid Factsheet for Patients to each athlete, to be signed and returned by the athlete and his/her parent. Please refer to **Attachment 2** for Opioid Factsheet.

MEDICAL AND HOSPITAL SERVICES FOR PUPILS (EC §§49472, 48980): The District Board of Education 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 District pupils arising out of accidents occurring on District 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 this District, you shall be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located. In such circumstances, it is your responsibility to notify the school district in which you are deemed to reside of your child's presence in a qualifying hospital.

TYPE 2 DIABETES (EC §49452.7) Please refer to **Attachment 3** 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 check-up requirement by marking the box next to the appropriate reason on Section 3 of the Oral Health Assessment Form.

FREE AND REDUCED-PRICE MEALS (EC §§49510, et seq., 48980): Depending on annual household income, your child may be eligible for free or reduced-price meals. Information concerning this program is available at the District's website, the District's Nutrition Services Department, or the school office.

NOTIFICATION OF PESTICIDE USE (EC §§17611.5, 17612, 48980.3): A copy of the school's integrated pest management plan is posted on the school's website. Please refer to **Attachment 4** 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): The District's updated asbestos management plan for each school is available for inspection at the District's Maintenance, Operations and Facilities Department.

ATTENDANCE

STATUTORY ATTENDANCE OPTIONS (EC §§35160.5, 46600, 48204, 48980)

The District is required to advise each parent/guardian of all existing statutory attendance options and local attendance options available in the District. These are options for attending schools other than the school designated for the local attendance area in which the parent/guardian resides. The options include intradistrict transfer, interdistrict transfer, transfer based on parental employment, and district of enrollment pursuant to the Open Enrollment Act, as specified. You may access interdistrict transfer permit information and policy on the District's website at <https://www.tustin.k12.ca.us/departments/admin-services/transfers>. For a complete summary of attendance options please refer to Board Policies 5116, 5116.1, and 5117.

EXCUSED ABSENCES (EC §§48205, 48980): Your child may be excused from school when the absence is for medical or justifiable personal reasons. Your child will be allowed to complete all assignments and tests missed during such an excused absence. Please refer to **Attachment 6** for the full text of section 48205.

GRADE REDUCTION/LOSS OF ACADEMIC CREDIT (EC §§48205, 48980): Your child may not have his/her grade reduced or lose academic credit for any absence or absences excused under Education Code section 48205, when missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. Please refer to **Attachment 6** for the full text of section 48205.

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

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

PREGNANT AND PARENTING PUPILS (EC §§ 222.5, 46015, 48205, 48980): A pregnant or parenting pupil is entitled to eight weeks of parental leave from school, as specified, but is not required to take all or part of the leave. Absences taken for parental leave shall be excused absences until the pupil is able to return to school. A pupil will not be penalized academically for leave taken and is entitled to opportunities to make up work missed during his/her leave, including makeup work plans and reenrollment in courses. Please refer to **Attachment 6** for the full text of section 48205.

SCHEDULE OF MINIMUM DAYS AND PUPIL-FREE STAFF DEVELOPMENT DAYS (EC §48980): The District is required to advise all parents/guardians of the schedule of minimum days and pupil-free staff development days. If any minimum or pupil-free staff development days are scheduled following the distribution of this notice, the District will notify you as early as possible, but not later than one month before the scheduled minimum or pupil-free day. Please refer to the 2022-23 School Year Calendar at the end of this document.

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): The Tustin Unified School District (Tustin USD) is committed to ensuring equal, fair, and meaningful access to employment and education services. The District prohibits, in any employment practice, education program, or educational activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, based on actual or perceived race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic

group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, veteran or military status, medical condition, pregnancy and related conditions, retaliation, or political beliefs; or association with a person or group with one or more of these actual or perceived characteristics. 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>. The District will take steps to assure that the lack of English will not be a barrier to admission and participation in District programs. Any student who feels that they have been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the Coordinator, the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the Coordinator or principal, whether or not the victim files a complaint. Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying or to whom such an incident is reported shall report the incident to the school's Title IX coordinator or principal, whether or not the victim files a complaint. Complaints alleging noncompliance with the District's policy of nondiscrimination and/or Title IX should be directed to:

Stephanie Yang, Ed.D., Director, Educational Services
300 South C Street
Tustin, CA 92780
Phone (714) 730-7301 X 318

A copy of the District's nondiscrimination policy is available from the District office.

SEXUAL HARASSMENT POLICY (EC §§231.5, 48980; 5 CCR §4917): The District's written sexual harassment policy is **Attachment 8** to this notice.

PUPILS WITH DISABILITIES

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

CHILD FIND (EC §§56300, 56301): The District 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 or the District's Special Education Department at (714) 730-7301 X 314.

MISCELLANEOUS

COMPREHENSIVE SEXUAL HEALTH AND HIV/AIDS PREVENTION EDUCATION (EC §§51938, 48980): The District will provide instruction in comprehensive sexual health and HIV/AIDS prevention education and research on student health behaviors and risks for the coming school year. Written and audiovisual educational materials used in this education are available for your inspection at the Principal's office.

The education will be taught by school district personnel/outside consultants. If the education is provided by outside consultants and/or at an assembly by guest speakers, this 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 Educational Services. You have the right to request in writing that your child shall not receive comprehensive sexual health education or HIV/AIDS prevention education. The District may administer anonymous, voluntary and confidential research and evaluation tools to measure students' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about pupils' attitudes concerning or practices relating to sex. You will be notified in writing that any such test, questionnaire or

survey is to be administered, and you will be given the opportunity to review the test, questionnaire or survey and request in writing that your child not participate.

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

CAASPP STATE EXAMS (EC 60615; 5 CCR 852): During the spring, students in grades 3-8, 11 and 12 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.

ADVANCED PLACEMENT EXAMS (EC §§ 52242, 48980): The District may be able to help pay for all or part of the costs of one or more advanced placement examinations that are charged to economically disadvantaged pupils.

HIGH SCHOOL OPEN CAMPUS (EC §§44808.5, 48980): The Board of Education of the District, pursuant to Education Code section 44808.5, has decided to permit, with parent/school permission, senior students enrolled at Beckman, Foothill, and Tustin High Schools to leave the school grounds during the lunch period.

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

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

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

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

UC: <https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/>

CSU: https://www2.calstate.edu/apply/freshman/getting_into_the_csu/Pages/admission-requirements.aspx

Career Technical Education: The California Department of Education defines “career technical education” as a program of study that involves a multi-year sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide pupils with a pathway to postsecondary education and careers. Career technical education includes agriculture education, home economics, industrial and technology education, and regional occupational centers and programs, among other educational programs.

For a list of career technical education courses offered by the District that satisfy the subject matter requirements for admission to the Cal State and UC systems, please see **Attachment 9**.

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 website enrolling in career technical education courses, or both. If you wish to schedule a meeting with a school counselor, please contact the school's guidance department.

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

LANGUAGE PROGRAMS (EC §310) Information on the type of language program available at the district can be found on the District website at <https://www.tustin.k12.ca.us/sycamore/about-our-school/dual-immersion-program>.

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

NOTICE OF ALTERNATIVE SCHOOLS (EC §58501): The law requires the District to provide parent/guardians with a notice of alternative schools. Please refer to **Attachment 10** for a copy of the notice specified in Education Code section 58501.

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

UNIFORM COMPLAINT PROCEDURES (5 CCR §4622): The District has adopted policies and procedures for the filing, investigation and resolution of complaints regarding alleged violations of federal or state law or regulations governing educational programs, including allegations of unlawful discrimination. A copy of the District's Uniform Complaint Procedures is available from the District office. Please refer to **Attachment 11**, which is the District's Notice of Uniform Complaint Procedures.

EVERY STUDENT SUCCEEDS ACT ("ESSA"; 20 USC §6301, et seq.; EC §§313.2, 440):

Limited English Proficient Children: The ESSA requires the District to inform the parent or parents of a limited English proficient (LEP) child identified for participation or participating in a language instruction educational program, of the following:

- (1) the reasons for the identification of the child as LEP and in need of placement in a language instruction educational program;
- (2) the child's level of English proficiency, how such level was assessed and the status of the child's academic achievement;
- (3) the methods of instruction used in the program in which the child is or will be participating, and the methods of instruction used in other available programs;
- (4) how the program in which the child is or will be participating, will meet the educational strengths and needs of the child;
- (5) how such program will specifically help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- (6) the specific exit requirements for the program;

- (7) in the case of a child with a disability, how such program meets the objectives of the individualized education program (IEP) of the child; and
- (8) information pertaining to parental rights that includes written guidance detailing the right that parents have to have their child immediately removed from such program upon their request, and the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the District.

If your child is LEP and has been identified for participation or is participating in the language instruction educational program, please contact the District's Office of Language Acquisition at (714) 730-7463 for the above information that is specific to your child.

Right to Information Regarding the Professional Qualifications of Teachers and Paraprofessionals:

The ESSA grants parents the right to request information regarding the professional qualifications of the children's classroom teachers, including the following:

- (1) whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- (2) whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
- (3) the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree; and
- (4) whether the child is provided services by paraprofessionals and, if so, their qualifications.

This information is available from Personnel Services. The District will provide timely notice if your child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

Information on Child's Level of Achievement:

The District will provide timely information on the level of achievement of your child in each of the state academic assessments.

Homeless Liaison:

Homeless pupils have certain rights under California and United States law. For information concerning these rights, please contact the school office or the District's liaison for homeless children and youth, in our Student Services Department, at (714) 730-7301 X 326.

Release of Pupil Information to Military Recruiters:

Please see entry under Pupil Records

ATTACHMENT #1

Notification of Rights under FERPA

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.

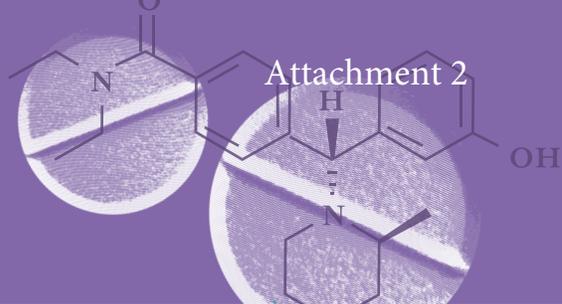
A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks 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 private school attended by the student. However, schools must inform parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. School official must notify parents and eligible students annually of their rights under FERPA. The actual means of notification is left to the discretion of each school.

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

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

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

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



American Hospital
Association®

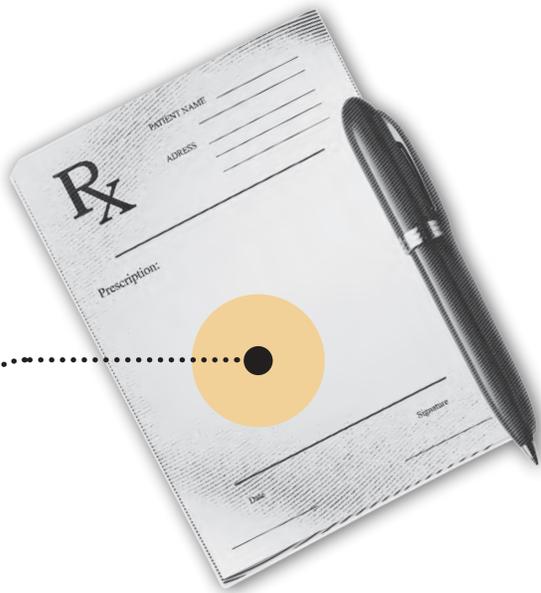
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May 9, 2016

KNOW YOUR OPTIONS

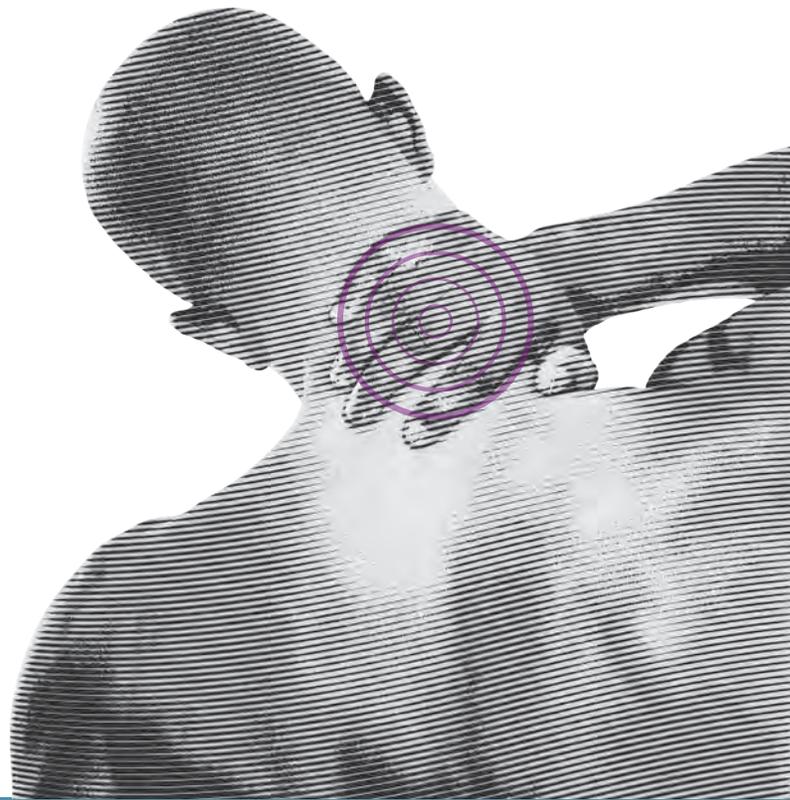
Talk to your health care provider about ways to manage your pain that don't involve prescription opioids. Some of these options **may actually work better** and have fewer risks and side effects. Options may include:

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



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.

ATTACHMENT #3

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.

ATTACHMENT #4

Pesticides/Herbicides

In accordance with Assembly Bill 2260, school districts are required to notify parents regarding the types of pesticides/herbicides that may be used in the maintenance of the school sites. Parents may register with their school site, if they wish to be notified when a pesticide/herbicide will be used. Following is the list provided by the District's Maintenance and Operations Department. Should you have questions, please contact Sal Sanchez Senior Director of Maintenance and Operations, at (714) 730-7515.

CHEMICAL	ACTIVE INGREDIENT
BP-300	N-octyl bicycloheptene dicarboximide
Bora-Care	Disodium Octaborate Tetrahydrate
Bug Off II Dual Spray	Piperonyl Butoxide, Permethrin, Pyrethrins
CB- 80 Extra	Piperonyl Butoxide, Pyrethrins
Claire Jet Force Wasp & Hornet	Tetramethrin, Sumithrin
Combat Max roach killing bait	Fipronil
Conquer	Esfenvalerate
Contrac	Bromadiolone
CR-2	Piperonyl Butoxide, Permethrin, Tetramethrin
Cynoff WP	Cypermethrin
Ditrac	Diphacinone
Fusilade II Turf & Ornamental	Fluazifop-P-Butyl
Gentrol IGR	Hydroprene
Gentrol/Point Source	(S)-Hydroprone
Gopher Getter AG Bait	Strychnine Alkaloid
Gopher Getter Type 2 AG Bait	Diphacinone
Masterline Bifenthrin 7.9	Bifenthrin
Maxforce FC ant bait station	Fipronil
Maxforce FC ant kill gel	Fipronil
Maxforce FC roach killer bait gel	Fipronil
Maxforce FC sm roach bait station	Fipronil
Maxforce Fire ant killer bait	Hydramethylnon
Maxforce Magnum roach gel	Fipronil
Onslaught Insecticide	Esfenvalerate
Orthene PCO Pellets	Acephate
Phantom	Chlorfenapyr
Precor 2000	(s)-Methoprene
Premise Foam	Imidacloprid
Taurus SC	Fipronil
Termidor	Fipronil
Termidor SC	Fipronil
Timbor	Disodium Octaborate Tetrahydrate
Trimec	24D
Vikane	Sulfuryl Fluoride
Weed Pharm	Acetic Acid
Wisdom TC	Bifenthrin
Zinc Phosphide	Zinc Phosphide

www.CDPR.CA.GOV

ATTACHMENT #5

STATUTORY ATTENDANCE OPTIONS

Prepared by the California Department of Education

CHOOSING YOUR CHILD'S SCHOOL A Summary of School Attendance Alternatives in California

California law [EC § 48980(h)] requires all school boards to inform each pupil's parents/guardians at the beginning of the school year of the various ways in which they may choose schools for their children to attend other than the ones assigned by school districts. Pupils that attend schools other than those assigned by the districts are referred to as "transfer pupils" throughout this notification. There is one process for choosing a school within the district which the parents/guardians live (intradistrict transfer), and three separate processes for selecting schools in other districts (interdistrict transfer). The general requirements and limitations of each process are described below.

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

The law (EC § 35160.5(b) (1) requires the school board of each district to establish a policy that allows parents/guardians to choose the schools their children will attend, regardless of where the parents/ guardians live in the district. The law limits choice within a school district as follows:

- Pupils who live in the attendance area of a school must be given priority to attend that school over pupils who do not live in the school's attendance area.
- In cases in which there are more requests to attend a school than there are openings, the selection process must be "random and unbiased," which generally means pupils must be selected through a lottery process rather than on a first-come, first-served basis. A district cannot use a pupil's academic or athletic performance as a reason to accept or reject a transfer.
- Each district must decide the number of openings at each school which can be filled by transfer pupils. Each district also has the authority to keep appropriate racial and ethnic balances among its schools, meaning that a district can deny a transfer request if it would upset this balance or would leave the district out of compliance with a court-ordered or voluntary desegregation program.
- A district is not required to provide transportation assistance to a pupil that transfers to another school in the district under these provisions.
- If a transfer is denied, a parent/guardian does not have an automatic right to appeal the decision. A district may, however, voluntarily decide to put in place a process for parents/guardians to appeal a decision.

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

Parents/guardians have four different options for choosing a school outside the district in which they live. The three options are described below:

1. Interdistrict Transfers

The law (EC §§46600 through 46607) allows two or more school boards to enter into an agreement, for a term of up to five years, for the transfer of one or more pupils between districts. The agreement must specify the terms and conditions for granting or denying transfers. The district in which the parent/guardian lives may issue an individual permit under the terms of the agreement, or district policy, for transfer and for the applicable period of time. The permit is valid upon endorsement by the district of proposed attendance. The law on interdistrict transfers also provides for the following:

- If either district denies a transfer request, a parent/guardian may appeal that decision to the county board of education. There are specified timelines in the law for filing an appeal and for the county board of education to make a decision.
- No district is required to provide transportation to a pupil who transfers into the district.

2. Parental Employment Transfers (Discretionary)

The law (EC §48204(b)) provides that a school district may deem a pupil as having complied with the residency requirements for school attendance if one or both parents/guardians of a pupil are physically employed within the boundaries of the district for a minimum of 10 hours during a school week, or if a pupil lives at their parent/legal guardian's placement of employment outside of the boundaries of their school district of residence for a minimum of 3 days during the school week. A school district is not required to accept a pupil requesting a transfer on this basis, but a pupil may not be rejected on the basis of race, ethnicity, sex, parental income, academic achievement, or any other "arbitrary" consideration. Other provisions of the EC § 48204(b) includes:

- Either the district in which the parent/guardian lives or the district in which the parent/guardian works may prohibit the transfer if it is determined that there would be a negative impact on the district's court-ordered or voluntary desegregation plan.
- The district in which the parent/guardian works may reject a transfer if it determines that the additional cost of educating the pupil would be more than the amount of government funds the district would receive for educating the pupil.
- There are set limits (based on total enrollment) on the net number of pupils that may transfer out of a district in any school year, unless the sending district approves a greater number of transfers.
- There is no required appeal process for a transfer that is denied. However, the district that declines to admit a pupil is encouraged to identify, and communicate in writing to the parent/guardian the specific reasons for denying the transfer.
- Once a pupil is deemed to have complied with the residency requirements for school attendance based on one or both parents or guardians being employed within the boundaries of the district and the pupil is enrolled in a school in a school district whose boundaries include the location where one or both parents of the pupil is employed, the pupil does not have to reapply in the next school year to attend a school within that school district and the district shall allow the pupil to attend school through the 12th grade in that district if one or both of the pupil's parents or guardians continues to be employed within the attendance boundaries of the school district, subject to certain conditions.

3. Districts of Choice (Discretionary)

The law (EC §§48300 through 48318) allows each school district to become a "***district of choice***" --that is, a district that accepts transfer pupils from outside the district under the terms of a resolution. A school board that decides to become a "***district of choice***" must determine the number of pupils it is willing to accept in this category each year and make sure that the pupils are selected through a "random and unbiased" process, which generally means a lottery process. Pupils may request transfers into a "***district of choice***" by January 1 of the prior school year. Other provisions include:

- Either the district of choice or the district of residence may deny a transfer if it will negatively affect the racial and ethnic balance of the district, or a court-ordered or voluntary desegregation plan. The district of residency may also limit the total number of pupils transferring out of the district each year to a specified percentage of its total enrollment, depending on the size of the district.
- The district of choice may not prohibit a transfer based on the additional cost of educating the pupil but may prohibit a transfer if it would require the district to create a new program, except that a school district of choice shall not reject the transfer of a special needs pupil and an English learner.
- No pupil who currently attends a school or lives within the attendance area of a school can be forced out of that school to make room for a pupil transferring under these provisions.
- Siblings of pupils already attending school in the "***district of choice***" must be given transfer priority. Children of military personnel may also be given priority.
- A parent/guardian may request transportation assistance within the boundaries of the "***district of choice.***" The district may provide transportation only to the extent it already does so.

The above summary of the attendance alternatives available to parents/guardians and their children is intended to provide them with an overview of the laws applying to each alternative. Any parents/guardians, who are interested in securing more information about these options, districts' policies or procedures, and timelines for applying for transfers, should contact their own school district, or the district they may be thinking about transferring into.

ATTACHMENT #6

Excused Absences; Average Daily Attendance Computation California Education Code Section 48205 (Effective: January 1,2022)

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

(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.

ATTACHMENT #7

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.

ATTACHMENT #8

Sexual Harassment Notice

The Board of Education is committed to a learning environment that is free of discrimination intimidation and recognizes that sexual harassment can cause embarrassment, feelings of powerlessness, loss of self-confidence, reduced ability to perform school work, and increased absenteeism or tardiness. Sexual harassment of pupils violates Title IX of the Education Amendments Act of 1972, Title VII of the Civil Rights Act of 1964, regulatory guidelines of the Equal Employment Opportunity Commission, California law and District Board Policy. Violation of these laws and policy shall constitute generally just and reasonable cause of discipline, up to and including, termination for any employee found guilty.

No sexual relationship shall exist between an employee and a pupil.

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

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any District program or activity.

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of District policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A District employee conditioning the provision of a District aid, benefit, or service on the student's participation in unwelcome sexual conduct.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the District's education program or activity.
3. Sexual assault, dating, violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291.

Examples of Sexual Harassment

Examples of types of conduct which are prohibited in the District and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions

2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

A copy of Board Policy 5145.7 Sexual Harassment and procedures is available from any school office or from the Tustin Unified School District office, free of charge. This information is also available on the District's website at <http://www.tustin.k12.ca.us/resources/complaint-information>.

Policy No. 5145.7 Sexual Harassment - Students

The Board of Education is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board 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 District strongly encourages student who feels that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact a teacher, the principal, the District's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the District Title IX coordinator, Stephanie Yang, Ed.D., at syang@tustin.k12.ca.us or (714) 730-7301, ext. 318.

Once notified, the Title IX Coordinator shall ensure the complaint is addressed through the Title IX complaint procedures or uniform complaint procedures, as applicable, and shall offer support measures to the complainant.

The Superintendent or designee shall inform students and parents/guardians of the District's sexual harassment policy by disseminating it annually to parent/guardians and staff and publishing it on the District's web site. All District staff shall be trained regarding the policy.

Instruction/Information

The Superintendent or designee shall ensure that all District 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 instances of sexual harassment, even where the victim of the harassment has not complained
4. A clear message that student safety is the District's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. 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 respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the District'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 District investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the District will implement supportive 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.

Complaint Process and Disciplinary Actions

Upon completion of an 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 be subject to disciplinary action, up to and including dismissal, in accordance with applicable policies, laws, and/or collective bargaining agreements.

Record-Keeping

In accordance with law, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the District to monitor, address, and prevent repetitive harassing behavior in District 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

4600-4670 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

Date

Adopted: 06/22/92
Revised and Adopted: 08/26/13
Revised and Adopted: 08/24/15
Revised and Adopted: 10/10/16
Revised and Adopted: 10/26/20

ATTACHMENT #9

TUSD Career Technical Education Courses UC/CSU a-g Approved

Course ID	Course Title
1115	Computer Science A (AP)
1115P	Computer Science Principles (AP)
1118	Product Design and Engineering
1120	Introduction to Engineering Design PLTW
1121	Principals of Engineering PLTW
1122	Principals of Biomedical Science PLTW
1123	Human Body Systems PLTW
1124	Medical Interventions PLTW
1130	Intro to Robotics Engineering
1131	Engineering Design and Development PLTW
1132	Computer Science and Software Engineering PLTW
1133	Computer Integrated Manufacturing PLTW
1135	Computer Science Curriculum PLTW
1152	Photography 1
1155	Graphic Design 1
1156	Graphic Design 2
1157	Graphic Design 3
1158	Photography and Design
1165	Digital Video Production
1171	Principals of Biomed Science
1172	Human Body Systems
1173	Medical Interventions PLTW
1174	BioMedical Innovations PLTW
1180	Culinary Arts 2
1182	Culinary Arts 3
1187	Independent Living
1193G	Culinary Arts 1
1195	Fashion Design 1
1196	Fashion Design 3
1354	Art 2D (AP)
1359	Media Arts and Technology
1360	Visual Imagery
1366	Advanced Visual Imagery
1368	Studio Art Graphic Design (AP)
1369	Studio Art Photography (AP)
1370	Dramatic Production
1371	Digital Filmmaking
1371FG	Digital Filmmaking
1372	Independent Film Projects
3008	Intro Graphic Design
3101	Automation & Robotics
3102	Automation & Robotics Comp
3103	Design & Modeling
3106	Medical Detectives

3201	Culinary Arts
3203	Home Economics
3615	Entrepreneurship
3616	Entrepreneurship 2
9120	Advanced Music Technology
9121	Advanced Music Production and Broadcasting
9122	Animal Health Care
9230	Kinesiology Intro to Athl Training
9231	Kinesiology Sports Med
LMA060	Rapid Prototype
LMA663	Exploratory Entrepreneurship
LMA760	Technology Applications for Business
LMA860	Virtual Enterprise
LMA960	Intro to Marketing, Advertising, and Graphic Design

ATTACHMENT #10

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.

ATTACHMENT #11
UCP Annual Notice for 2022-23
Tustin Unified School District

For students, employees, parents/guardians, school and district advisory committee members, private school officials, and other interested parties

The Tustin Unified School District has the primary responsibility for compliance with federal and state laws and regulations. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).

We will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the agency, which is funded directly by, or that receives or benefits from any state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Career Technical and Technical Education and Career Technical and Technical Training (state)
- Career Technical Education (federal)
- Child Care and Development
- Compensatory Education
- Consolidated Categorical Aid / School Plan for Student Achievement
- Course Periods without Educational Content
- Educational and graduation requirements for students in foster care, homeless students, students from military families, students formerly in a juvenile court school, migrant students, and immigrant students participating in a newcomer program (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
- Every Student Succeeds Act
- Local Control Accountability Plans
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Safety Plans
- School Site Council
- State Preschool

We shall post a standardized notice of the educational rights of foster and homeless youth, former juvenile court school students, and students of military families, as specified in Education Code Sections 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

UCP Annual Notice for 2022-23

Tustin Unified School District

Pupil Fees Complaints

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

A pupil fees complaint is filed with the Tustin Unified School District and/or the principal of a school.

Filing Uniform Complaints Unrelated to Pupil Fees

Complaints other than issues relating to pupil fees must be filed in writing with the following person designated to receive complaints:

Name or title: Stephanie Yang, Ed.D., Director, Educational Services
Unit or office: Tustin Unified School District
Address: 300 South C Street
Phone: 714-730-7301 extension 318
E-mail address: syang@tustin.k12.ca.us

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the superintendent or his or her designee.

Investigation and Written Decision

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with District UCP policies and procedures.

UCP Annual Notice for 2022-23

Tustin Unified School District

Right to Appeal

The complainant has a right to appeal our Decision of complaints regarding specific programs, pupil fees and the LCAP to the California Department of Education (CDE) by filing a written appeal within 30 calendar days of receiving our Decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our Decision.

Civil Law Remedies

The complainant is advised 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 discrimination, harassment, intimidation or bullying laws, if applicable.

UCP Policies and Regulations Available Upon Request

A copy of our UCP complaint policies and procedures is available from any school office or from the Tustin Unified School District office, free of charge. UCP complaint policies and procedures are also available on the District's website at <http://www.tustin.k12.ca.us/resources/complaint-information>.

ATTACHMENT #12

Policy No. 1250, Visitors to Schools and Classrooms

The Board encourages parents/guardians and interested members of the community to visit District schools and observe the educational programs. Parents/guardians and community members should be invited to open house activities and other special events. School and classroom volunteers with prior approval from the principal/designee or teacher are encouraged to give of their time and efforts for the benefit of pupils' educational success and are not constricted by the same time guidelines as classroom visitors/observers.

To ensure minimum interruption of the instructional program, the superintendent/designee shall establish procedures which facilitate visits during the regular school day. Visits during school hours shall be arranged with the principal/designee and the teacher a minimum of three days in advance. The purpose of the visit and a declaration of which rooms and teachers are to be visited shall be communicated. Classroom observations/visitations shall be limited to 20 to 30 minutes and no more than two per month. Classroom observations/visitations shall be limited in duration and frequency. If a conference is desired, an appointment should be made with the teacher during non-instructional time.

To ensure the safety of pupils and staff and to avoid potential disruptions, all visitors are required to identify themselves to the principal/designee prior to entering the school grounds. All persons shall register in accordance with state laws and District policy immediately upon entering any school buildings or grounds. All pupils and school personnel will be protected under the Family Rights to Privacy Act.

The principal/designee may require an identification badge for visitors while on school grounds. Individual principals may require a school district employee to accompany the visitor. Visitors need to avoid scheduled testing dates. Visitors should not bring preschool children and should remain quietly in the rear of the classroom. No electronic listening or recording device may be used in any classroom, regular or special, without the teacher and principal/designee's permission. Cell phones should be placed on vibrate or turned off.

The parent and the District shall have the right to electronically record the proceedings of individualized education program meetings on an audio tape recorder. The parent and the District shall notify the members of the individualized education program team of their intent to record a meeting at least 24 hours prior to the meeting. If the District initiates the notice of intent to audiotape record a meeting and the parent objects or refuses to attend the meeting because it will be tape recorded, then the meeting shall not be recorded on an audio tape recorder. Limited exceptions to the above guidelines may be made for special needs situations with prior approval of the principal/designee.

The Board encourages all individuals to assist in maintaining a safe and secure school environment by behaving in an orderly manner while on school grounds and by utilizing the district's complaint processes if they have concerns with any district program or employee. In accordance with Penal Code 626.7, the principal or designee may request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a district student, shall request written permission from the principal before entering the school campus or grounds. As necessary, the principal shall consult with local law enforcement authorities before allowing the presence of any such person at school or other school activity. The principal also shall report to the Superintendent or designee anytime he/she gives such written permission.

The principal shall indicate on the written permission the date(s) and times for which permission has been granted. (Penal Code 626.81)

Revised and Adopted: 06/25/18

ATTACHMENT #13

Tustin Unified School District Board Policy and Regulations 6020 – Parent Involvement

The Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent/designee shall work with staff, parents/guardians, and family members to develop meaningful opportunities at all grade levels for parents/guardians to be involved in District and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The District's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement, and family engagement, including District efforts to seek parent/guardian input in District and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent/designee shall regularly evaluate and report to the Board on the effectiveness of the District's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and barriers that may inhibit parent/guardian participation.

Title I Schools

Each year, the Superintendent/designee shall identify specific objectives of the District's parent involvement program for schools that receive Title I funding. He/she shall ensure parents/guardians and family members are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. [Education Code 11503]

The Superintendent/designee shall ensure that the District's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the District will carry out each activity listed in 20 USC 6318. [20 USC 6318]

When the District's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities. The Superintendent/designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians and family members of participating students in decisions regarding how the District's Title I funds will be allotted for parent/guardian and family engagement activities and shall ensure that priority is given to schools in high poverty areas in accordance with law. (20 USC 6318, 6631)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for District and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members.
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school.
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members.
4. Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
5. Any other activities and strategies that the District determines are appropriate and consistent with this policy.

If the District also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

The District's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

The Superintendent/designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family involvement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Non-Title I Schools

The Superintendent/designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the District and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Legal Reference:

EDUCATION CODE

11500-11506 Programs to encourage parent involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

52060-52077 Local control and accountability plan

54444.1-54444.2 Parent advisory councils, services to migrant children

56190-56194 Community advisory committee, special education

64001 Single plan for student achievement, consolidated application programs

LABOR CODE

230.8 Time off to visit child's school

CODE OF REGULATIONS, TITLE 5

18275 Child care and development programs, parent involvement and education

UNITED STATES CODE, TITLE 20

6311 State Plan

6312 Local educational agency plan

6314 Schoolwide programs

6318 Parent and family engagement

6631 Teacher and school leader incentive program, purposes and definitions

7241-7246 Family engagement in education programs

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services

35.160 Communications

Date

Adopted: 01/27/92

Revised and Adopted: 07/24/00

Revised and Adopted: 05/12/08

Revised and Adopted: 06/25/18

Revised and Adopted: 06/08/20

REGULATIONS

District Strategies for Title I Schools

To ensure that parents/guardians and family members of students participating in Title I programs are provided with opportunities to be involved in their children's education, the District shall:

1. Involve parents/guardians and family members in the joint development of a District plan that meets the requirements of 20 USC 6312 and in the development of school support and improvement plans pursuant to 20 USC 6311 (20 USC 6318).

The Superintendent or designee may:

- a. In accordance with Education Code 52063, establish a District-level parent advisory committee and, as applicable, an English learner parent advisory committee to review and comment on the District's local control and accountability plan (LCAP) in accordance with the review schedule established by the Governing Board.
 - b. Invite input on the plan from other District committees and school site councils.
 - c. Communicate with parents/guardians through the District newsletter, web site, or other methods regarding the plan and the opportunity to provide input.
 - d. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.
 - e. Ensure that there is an opportunity at a public Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan.
 - f. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans.
2. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of Title I schools in planning and implementing effective parent/guardian and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents/guardians and family members in education (20 USC 6318).

The Superintendent or designee may:

- a. Assign District personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues.
 - b. Identify funding and other resources, including community resources and services, that may be used to strengthen District and school parent/guardian and family engagement programs.
 - c. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, leadership strategies, and communication skills to assist in facilitating the planning and implementation of related activities.
 - d. With the assistance of parents/guardians, provide information and training to teachers and other staff regarding effective parent/guardian involvement practices and legal requirement.
 - e. Provide information to schools about the indicators and assessment tools that will be used to monitor progress.
3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws. (20 USC 6318)-

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements.
- b. Involve District and school site representatives from other programs to assist in identifying specific population needs.
- c. Schedule joint meetings with representatives from related programs and share data and information across programs.
- d. Develop a cohesive, coordinated plan focused on student needs and shared goals.

4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of: (20 USC 6318)
 - a. Barriers to greater participation in parent/guardian and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
 - b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers.
 - c. Strategies to support successful school and family interactions.

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of District communications.
- b. Gather and monitor data regarding the number of parents/guardians and family members participating in District activities and the types of activities in which they are engaged.
- c. Recommend to the Board measures to evaluate the impact of the District's parent/guardian and family engagement efforts on student achievement.

The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)

5. Use the findings of the evaluation conducted pursuant to item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement and, if necessary, to revise the parent/guardian and family engagement policy (20 USC 6318).

The Superintendent or designee may:

- a. Analyze data from the evaluation to identify parent/guardian and family engagement activities that have been successful and those activities that have had lower participation or less meaningful involvement by parents/guardians.
- b. Analyze parent/guardian and family participation to determine the level of participation by traditionally underrepresented groups.
- c. With the involvement of parents/guardians, recommend and draft proposed policy revisions to submit to the Board for consideration.

6. Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the District to adequately represent the needs of the population served by the District for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy. (20 USC 6318)-

The Superintendent or designee may:

- a. Include information about school activities in District communications to parents/guardians and family members.
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members.
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children.

In addition, the District shall promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement by implementing the actions specified in item #7 of the section "School-Level Policies for Title I Schools" below. (20 USC 6318)

School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent/guardian and family engagement shall be developed jointly with the parents/guardians and family members of participating students. Such policy shall describe the means

by which the school will: (20 USC 6318):

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved.
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent/guardian involvement.
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent/guardian and family engagement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314.

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
 - a. Timely information about Title I programs.
 - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the achievement levels of the state academic standards.
 - c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education. The District shall respond to any such suggestions as soon as practicably possible.
5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the District.
6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards.

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's academic achievement standards.
 - b. Ways in which parents/guardians will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time.
 - c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - 1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement.
 - 2) Frequent reports to parents/guardians on their children's progress.
 - 3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities.
 - 4) Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
7. Promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement through the following actions:
 - a. Assist parents/guardians in understanding such topics as the state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children.
 - b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement.

- c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools.
- d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education.
- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand.
- f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request.

In addition, the school plan may include strategies to:

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
- b. Provide necessary literacy training, using Title I funds if the District has exhausted all other reasonably available sources of funding for such training.
- c. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions.
- d. Train parents/guardians to enhance the involvement of other parents/guardians.
- e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation.
- f. Adopt and implement model approaches to improving parent/guardian involvement.
- g. Establish a parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs.
- h. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities.
- i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families.
- j. Provide a master calendar of District/school activities and meetings.
- k. Provide information about opportunities for parent/guardian and family engagement through District newsletter, web site, or other written or electronic means.
- l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions.
- m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed.
- n. Provide training and information to members of District and school site councils and advisory committees to help them fulfill their functions.
- o. Provide ongoing workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops.
- p. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement.
- q. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations.

8. To the extent practicable, provide opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand.

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318).

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent/guardian and family engagement policy. Such evaluation may be conducted during the process of reviewing the school plan for student achievement in accordance with Education Code 64001.

The school's policy shall be periodically updated to meet the changing needs of parents/guardians and the school. (20 USC 6318)

District Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians and family members positively in their children's education by providing assistance and training on topics such as state academic standards and assessments to increase their knowledge and skills to use at home to support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504).

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education.
 - b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter.
 - c. Provide parents/guardians with information about students' class assignments and homework assignments.
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504).

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment for their children at home and to encourage good study habits.
 - b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing.
 - c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees.
3. Build consistent and effective two-way communication between the home and school so that parents/guardians and family members may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504).

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students.
- b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom.
- c. Provide information about parent/guardian and family engagement opportunities through District, school, and/or class newsletters, the District's web site, and other written or electronic communications.
- d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand.
- e. Develop mechanisms to encourage parent/guardian input on District and school issues.

- f. Identify barriers to parent/guardian and family participation in school activities, including parents/guardians and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
 - g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care.
4. Train teachers and administrators, specialized instructional support personnel, and other staff to communicate effectively with parents/guardians as equal partners. (Education Code 11502, 11504).

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy.
 - b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications.
5. Integrate and coordinate parent/guardian and family engagement activities within the LCAP with other activities.

The Superintendent or designee may:

- a. Include parent/guardian and family engagement strategies in school reform or school improvement initiatives.
- b. Involve parents/guardians and family members in school planning processes.

Date:
Effective: 05/12/08
Revised: 08/16/18
Revised: 06/18/20

ATTACHMENT # 14

Policy No. 1313, CIVILITY

The Board of Education recognizes the impact that civility has on the effective operation of the district, including its role in creating a safe and positive school climate and enabling a focus on student well-being, learning, and achievement. The Board believes that each person should be treated with dignity and respect in their interactions within the school community.

The Board understands that the First Amendment provides strong protection for speech. However, the Board expects that all speech and expression will comport with norms of civil behavior on district grounds, in district facilities, during district activities or events, and in the use of district electronic/digital systems and platforms.

Civil behavior is polite, courteous, and reasonable behavior which is respectful to others and includes integrity, honesty, acceptance, timeliness, dependability, observance of laws and rules, and effective communication.

The Board and district staff shall model civil behavior as an example of behavior that is expected throughout the district. Practices that promote civil behavior include actively listening, giving full attention to the speaker, and refraining from interruptions; welcoming and encouraging participation, input, and feedback through stakeholder engagement; promptly responding to concerns; and embracing varying and diverse viewpoints. Such practices may be incorporated into governance standards adopted by the Board or Superintendent and/or professional standards or codes of conduct for employees as specified in district policies and regulations.

Students, staff, parents/guardians, and community members should be educated in the recognition, development, and demonstration of civil behavior. The Superintendent or designee may incorporate related concepts in the curriculum, provide staff development activities, and/or communicate this policy to the school community.

Students, staff, parents/guardians, and community members shall not communicate or behave in a manner that causes disruption; hinders the orderly conduct of district operations, the educational program, or any other district program or activity; or creates an unsafe learning or working environment. The Superintendent or designee may respond to disruptive, violent, or threatening behavior in accordance with law and as specified in BP/AR 3515.2 - Disruptions.

Behavior by students or staff that is discriminatory, harassing, or intimidating, including sexual harassment, bullying, and/or hate violence, or behavior that is in any other way unlawful, is prohibited and is subject to discipline in accordance with law and as specified in district policy and regulations.

Legal Reference:

CA Constitution Article 1, Section 2 Freedom of speech and expression
CA Constitution Article 1, Section 28(c) Right to Safe Schools

Civ. Code 51.7 Freedom from violence or intimidation

Ed. Code 200-264 Educational equity

Ed. Code 32210 Willful disturbance of public school or meeting

Ed. Code 32211 Threatened disruption or interference with classes

Ed. Code 32212 Classroom interruptions

Ed. Code 32280-32289.5 Comprehensive safety plan

Ed. Code 35181 Governing board authority to set policy on responsibilities of students

Ed. Code 35291-35291.5 Rules

Ed. Code 44050 Employee code of conduct; interaction with students

Ed. Code 44807 Teachers' duty concerning conduct of students

Ed. Code 44810 Willful interference with classroom conduct

Ed. Code 44811 Disruption of classwork or extracurricular activities
Ed. Code 48900-48926 Suspension and expulsion
Ed. Code 48907 Exercise of free expression; rules and regulations
Ed. Code 49330-49335 Injurious objects

Gov. Code 54954.3 Opportunity for public to address legislative body
Gov. Code 54957.9 Disorderly conduct of general public during meeting; clearing of room

Pen. Code 243.5 Assault or battery on school property
Pen. Code 415.5 Disturbance of peace of school
Pen. Code 422.55 Definition of hate crime
Pen. Code 422.6 Civil rights; crimes
Pen. Code 626-626.11 School crimes
Pen. Code 627-627.10 Access to school premises
Pen. Code 653.2 Electronic communication devices, threats to safety
Pen. Code 653b Loitering about schools or public places

Federal	Description
U.S. Constitution	Amendment 1, Freedom of speech and expression

Adopted November 15, 2021

Tustin Unified School District School Year Calendar for 2022-23

2022

DATE	Day of Week	Event Description	Change to School Schedule
July 4	Monday	Holiday/Independence Day (observed)	
August 11, 12	Thurs - Fri	Staff Development Day	
August 15	Monday	Teacher Work Day	
August 16	Tuesday	First Day of School	
September 2	Friday	Minimum day – K-8 Back to School Night	Minimum Day
September 2	Friday	Minimum day – High School	Minimum Day – BHS, FHS, LMA, TC
September 5	Monday	Holiday/Labor Day	
September 9	Friday	Minimum day – High School	Minimum Day – HHS only
September 19 – 23	Mon – Fri	Elementary Fall Conferences	Minimum Day
October 7	Friday	No Students/Staff Development Day	Non-school day for students
October 21	Friday	Minimum day – High School	Minimum Day- All High Schools
October 17 - 21	Mon – Fri	Middle School (6-8) Fall Conferences	Minimum Day
November 11	Friday	Holiday/Veterans' Day	
November 18	Friday	Minimum day – High School	Minimum Day – THS only
November 21 - 25	Mon – Fri	Fall Recess	Non-school day for students
November 23	Wednesday	Local Holiday	
November 24	Thursday	Thanksgiving Day	
November 25	Friday	Local Holiday	
December 19, 20, 21	Mon - Wed	High School Semester Finals	Minimum Day
December 22	Thursday	Teacher Work day	Non-school day for students
Dec 23 – Dec 31	Fri – Fri	Winter Recess/District Office Closed	Non-school day for students
December 23, 26, 30		Local Holiday	

2023

DATE	Day of Week	Event Description	Change to School Schedule
January 2	Monday	Local Holiday	
January 3 – 6	Tues – Fri	Winter Recess/District Office Closed	Non-school day for students
January 16	Monday	Holiday/M.L. King Day	
January 30 – Feb 3	Mon – Fri	Middle School Spring Conferences	Minimum Day
February 17	Friday	Holiday/Lincoln's Day	
February 20	Monday	Holiday/Washington's Day	
February 24	Friday	Minimum Day – High School	Minimum Day – HHS
March 13 - 17	Mon – Fri	Elementary Spring Conferences	Minimum Day
March 20 – 24	Mon – Fri	Spring Recess	Non-school day for students
March 31	Friday	Minimum Day – High School	Minimum Day – BHS,FHS,LMA, THS,T.C.
May 24	Wednesday	Adult Ed Graduation	
May 25	Thursday	Middle School Promotion	Minimum Day - OH, CT, LMA, SMA, Hewes, Pioneer, & Utt
May 19 & 26	Friday	K-8 Open House Learning Celebration	Minimum Day
May 30 – June 1	Tues –Thurs	High School Final Exams	Minimum Day
May 30 – June 1	Tues– Thurs	High School Graduations	Minimum Day
May 29	Monday	Memorial Day	
June 2	Friday	Last Day of School	Minimum Day – All Schools

**Tustin Unified School District
School Year Calendar for 2022-23**

End of Quarter (6-12)	End of Trimester (K-5)
Q1 – October 14	Tri 1 – November 4
Q2 – December 21	Tri 2 – February 24
Q3 – March 17	Tri 3 – June 2
Q4 – June 2	