

# Orange Unified School District



## Parent/Pupil Handbook 2023-24

Please visit the District's website at:

[www.orangeusd.org](http://www.orangeusd.org)

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**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 a minor of their rights or responsibilities under certain provisions of the Education Code. Other provisions of California and United States law also require notification of parents/guardians.

Education Code section 48982 requires that acknowledgment of this notice be signed by the parent/guardian and returned to your child's school. Your signature on this notice is an acknowledgment that you have 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.

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.



**VISION - OUR COMMITMENT**

Inspiring our learners of today to be purposeful leaders of tomorrow.

**MISSION - OUR INTENTION**

In partnership with our community, we will provide a safe, equitable, and innovative culture of learning for each scholar to have a competitive EDGE as a leader.

## ORANGE UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Rick Ledesma	President
John Ortega	Vice-President
Angie Rumsey	Clerk
Kris Erickson	Member
Madison Miner	Member
Ana Page	Member
Andrea Yamasaki	Member

The community elects the Board of Education Members to provide leadership and citizen oversight of the District's schools. The Board of Education believes that its primary responsibility is to act in the best interests of every student in the district. The Board also has major commitments to parents/guardians, members of the community, District employees, the State of California, Laws pertaining to public education, and established policies of the District.

The Board of Education is comprised of seven members and each member serves a four-year term. School board members live within a specific geographic trustee area but are elected by the majority of the voters in the District. Elections are scheduled for the first Tuesday in November in alignment with the regularly scheduled general election.

Meetings of the Board of Education are conducted for accomplishing District business and are open forums. They are held regularly at the District's Education Center, 1401 N. Handy St., Orange, CA 92867. The general meeting begins at 7:00 p.m. and the public is invited to attend. School Board meetings dates, agendas, and minutes are posted on the District website at [orangeusd.org/board/calendar.asp](http://orangeusd.org/board/calendar.asp). Correspondence with Board members may be established by contacting the Superintendent's Office at (714) 628-4487.

## A MESSAGE FROM OUR SUPERINTENDENT

August 2023

Dear Parents and Community Members,

Welcome to the 2023-24 school year at Orange Unified School District! Orange Unified Schools provide a balanced instructional experience with continual innovation to ***Inspire our learners of today to be purposeful leaders of tomorrow.*** Our teachers and principals continue to provide rigorous instructional programs that engage all students in deeper levels of collaboration, critical thinking, and creativity.

As part of Measure S Phase 1, we opened over 200,000 square feet of new, state-of-the-art teaching and learning spaces in the form of science centers at each of our comprehensive high schools. This school year, our Phase 2 projects are underway and will provide additional campus upgrades, enhancements, and classroom modernization at our high schools.

We are also continuing to revitalize and update facilities district-wide to support our school site programs and expanded CTE Pathways, which are offered throughout our secondary schools. Through technology-integrated learning and a rigorous instructional program, we continue to prepare students for successful college, career, and Science, Technology, Engineering, Art, and Math (STEAM) experiences and have the opportunity to engage in collaboration, critical thinking, and creativity.

The success of each student is a collaborative effort between all those involved in the teaching and learning process. Our award-winning schools and academic achievements are a direct result of the hard work and dedication of Orange Unified staff, in partnership with our parents and the OUSD community. I encourage each of you to work closely with your child's teachers and principal to help maximize your student's positive educational experience.

School attendance is crucial, and we request that families schedule vacations and doctor appointments outside of school hours whenever possible. By minimizing absences, our students can fully benefit from classroom instruction. For students who do miss instructional time, we offer Saturday Enrichment Academies as a supplement to classroom learning. If you are interested in learning more about this opportunity for students to regain lost instruction, please reach out to your student's school.

We continue to follow our strategic plan, The Orange Unified EDGE, and our focus remains on reinforcing Excellence in academics and leadership, Dedicated and engaged communication, Genuine wellness and safety, and Efficient utilization of fiscal capital. The Orange Unified EDGE was designed to propel Orange Unified's academic programs, community outreach efforts, student and staff support systems, and efficiency through 2025.

To keep up to date with the latest news and updates from OUSD, including ongoing Measure S construction progress and other important district communication, please visit our website at [www.orangeusd.org](http://www.orangeusd.org) and follow Orange Unified on social media.

Thank you for your ongoing support and partnership as we begin a new school year and work together to ensure that our students have every opportunity to excel and reach their full potential.

Sincerely,

Ernie Gonzalez  
Acting Superintendent of Schools

## KEY TO LEGAL REFERENCES

### **Abbreviation**

### **Complete Title**

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
PC	Penal Code
§ 504	Section 504 of the Rehabilitation Act of 1973
USC	United States Code
W&IC	Welfare and Institutions Code

## DISTRICT WEBPAGE

The home page of the Orange Unified School District's website is located at [www.orangeusd.org](http://www.orangeusd.org). The District's website includes a Directory of our School Sites, important information, and the student calendar (see **Attachment #1**). Please bookmark the website on your computer. This website is often used to provide information during emergencies.

## SCHOOL ACCOUNTABILITY REPORT CARD (EC §§35256, 33126, 32286)

The District Governing Board 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.orangeusd.org/enrollment/new-enrollment/immersion-programs>.

## **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 web sites help pupils, and their families learn about college admission requirements, and also list high school courses that have been certified for undergraduate admission:

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

CSU: [www.csumentor.edu/planning/high\\_school/subjects.asp](http://www.csumentor.edu/planning/high_school/subjects.asp)

### **Career Technical Education**

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

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 #2**.

### **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/](http://www.cde.ca.gov/ci/ct/)

### **Counseling**

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

## **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 notice of alternative schools. Please refer to **Attachment #3** 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.

## **GIFTED AND TALENTED EDUCATION (GATE)**

The Orange Unified School District offers qualitatively differentiated programs for students possessing capacity for excellence beyond that of their chronological peers. These programs are available at all levels of the District's curriculum for the purpose of challenging and developing the academic and creative abilities of identified gifted students. Students are universally screened for the Gifted and Talented Education Program in 3<sup>rd</sup> grade. Students in the 2<sup>nd</sup> - 6<sup>th</sup> grade may also be referred for testing by teachers, parents and/or administrators. Qualified students may be offered placement in a magnet school program or select to remain at their home/current school in a GATE cluster classroom. Four (4) traditional GATE Elementary Magnet Programs serve the geographic areas of the District, and Running Springs Academy offers an IB/GATE magnet program. Students who select the cluster program are placed in mixed ability classrooms with small groups of GATE students. Cluster teachers receive enrichment and accelerated learning opportunities.

Students at our Middle Schools have access to Honors Classes in English, Social Studies, Mathematics and Science. Each high school also offers Honors Classes in English, History, Science and Mathematics. In addition, students have the availability to enroll in a myriad of Advanced Placement courses, which include English Literature & Composition, English Language & Composition, U.S. History, American Government, Economics, European History, Calculus, Biology, Chemistry, Physics, Art History, Psychology, German, and Spanish. The International Baccalaureate Program is offered at Canyon High School and the Early College Academy is offered at Orange High School. Both programs offer rigorous learning opportunities for students throughout the district. For further information log on to the District GATE website at [www.orangeusd.org/gate](http://www.orangeusd.org/gate) or call the Office of Curriculum and Instruction at (714) 628-5451.



## **PUPIL TESTING**

### **CAASPP State Exams (EC 60615; 5 CCR 852)**

During the spring, students in grades 3-8 and 11 will take the annual state exams. Parents may annually submit to the school a written request to excuse their child from any or all parts of the CAASPP.

### **Advance 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.

## **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 Executive Director of Student & Community 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 therefor. 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 in the Office of Student & Community Services.

#### **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 Executive Director of Student & Community 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 Governing Board, 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 Governing Board to expel a pupil, the County Board may direct the District Governing Board 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 no cost.

### **Transfer of Records**

The District is required to transfer a copy of your child's permanent pupil records within 10 schooldays to the school your child intends to enroll in.

### **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 Governing Board 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. Please refer to **Attachment #4** for Model FERPA Notice.

### **FERPA- Medicaid Billing**

Orange 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.

## **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. Please refer to **Attachment #5** for a complete summary of these attendance options or 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 2023-23 Student Calendar on the District website or **Attachment #1**.

## **PUPIL DISCIPLINE**

**Rules Pertaining To Pupil Discipline (EC §§35291, 48980)**

The District Governing Board has prescribed rules for the government and discipline of the schools under the Board's jurisdiction. Rules pertaining to pupil discipline are available at 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.

**Search & Seizure (EC 35294, 35294.5, 49050, 49051, 49330; PC 626.9, BP 5145.12)**

In an effort to keep schools free of drugs and explosive devices, the District may use specifically trained non-aggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or District policy.

**Safe Storage Of Firearms (EC §§48980, 48986, 49392)**

Please refer to **Attachment #7** for information regarding child firearm access prevention laws and laws relating to the safe storage of firearms.

**Dress Code (EC §§35183, 35183.5, 51101)**

The District Governing Board 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 Governing Board 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 #8**.

**EVERY STUDENT SUCCEEDS ACT (ESSA ("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 Office of Accountability, Equity and School Support 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 at the District's Human Resources Department. 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 District's liaison for homeless children and youths, in our Office of Student and Community Services, at (714) 628-5424.

### **Release of Pupil Information to Military Recruiters**

Please see entry under Pupil Records.

## **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) 628-5550.

## **SECTION 504 PLAN**

The District is committed to complying with Section 504 of the Rehabilitation Act of 1973.

Under Section 504, a disability is defined as a physical or mental impairment, which substantially limits one or more major life activities, such as (but not limited to) self-care, walking, seeing, hearing, speaking, or learning. Every pupil with a 504 eligible disability is offered a free appropriate education without discrimination regardless of the nature or severity of the disability. In order to educate children who are disabled in the least restrictive environment, the District will make needed accommodations. The accommodations for a pupil eligible under Section 504 may include the assistance of supplementary aides and services or special education placement and services.

For more information about the availability of special education evaluations, programs and related matters, please refer to the District's Board Policies, 6000 Series and/or contact the District's Special Education Office referenced above and request that the District provide you a document that explains procedural rights and safeguards of students (and their parents/guardians) who are or may be eligible for special education and related services. Information specific to 504 plans may be addressed to the Executive Director of Student and Community Services.

## **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 And Domestic Violence Hotlines (EC §§215.5, 48980)**

The telephone number to reach the National Suicide Prevention Lifeline (1-800-273-8255) and telephone number for the National Domestic Violence Hotline: 1-800-799-7233 is printed on either side 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, please contact the Principal and the health office at your school site.

### **Administration Of Immunizing Agents (EC §§49403, 48980)**

The District Governing Board 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 from 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 Governing Board 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 Governing Board 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 and prohibits the return of the athlete to that activity until he/she is evaluated by and receives written clearance from, completes a graduated return-to-play protocol or not less than seven days in duration under the supervision of a licensed health care provider, and requires 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 #9** for Opioid Factsheet.

#### **Medical And Hospital Services For Pupils (EC §49472, 48980)**

The District Governing Board 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 1 Diabetes (EC §49452.6)**

Please refer to **Attachment #10** for information required to be provided to parents regarding type 1 diabetes.

### **Type 2 Diabetes (EC §49452.7)**

Please refer to **Attachment #11** 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 on 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 #12** 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 Department.

### **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 California Healthy Youth Act requires that students in grades 7-12 receive comprehensive sexual health education and HIV prevention education at least once in

middle school and once in high school. The Education Code defines comprehensive sexual health education as “education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections” (EC § 51931(b)) and HIV prevention education as “instruction on the nature of human immunodeficiency virus (HIV) and AIDS, methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS” (EC § 51931(d)).

A copy of the California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act is available from the Office of Curriculum & Instruction. 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.

### **SUICIDE PREVENTION (EC §§215.5, 48980)**

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention. BP 5141.52(a)

The telephone number to reach the National Suicide Prevention Lifeline Text or Call 988 and telephone number for the National Domestic Violence Hotline: 1-800-799- 7233 is printed on either side of student identification cards.

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention. BP 5141.52(a)

The Board of Education recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing policy and strategies for suicide prevention and intervention, the Superintendent or designee shall consult with school and community stakeholders

such as administrators, other staff, parents/guardians, and students; school employed mental health professional such as school counselors, school psychologists, school social workers, and school nurses; suicide prevention experts such as local health agencies, mental health professionals, and community organizations; law enforcement; and in developing policy for grades K-6, the county mental health plan. (Education Code 215)

The Board shall ensure that measures and strategies for students in grades K-6 are age appropriate and delivered and discussed in a manner that is sensitive to the needs of young students. (Education Code 215)

Measures and strategies for suicide prevention, intervention, and postvention shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students, as described in the accompanying administrative regulation
2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others
3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students
4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the youth suicide problem among youth, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis
5. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
6. Crisis intervention procedures for addressing suicide threats or attempts
7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

If a referral is made for mental health or related services for a student in grade K-6 who is a Medi-Cal beneficiary, the Superintendent or designee shall coordinate and consult with the county mental health plan.

District employees shall act only within the authorization and scope of their credential or license. Nothing in this policy shall be construed as authorizing or encouraging district employees to diagnose or treat mental illness unless they are specifically licensed and employed to do so.

The Board shall review, and update as necessary, this policy at least every five years. The Board recognizes the critical importance of student mental health and wellness and the ability to provide services at the earliest stages of need. The Board recognizes the need for increased funding for mental health services and campus wellness centers and supports the continued advocacy for mental health service funding from local, county, state, federal, and private entities, and public/private partnerships.

The Superintendent or designee shall post this policy on the district's web site, in a prominent location and in a manner that is easily accessible to parents/guardians and students. BP 5141.52

## **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.

## **CHILD ABUSE REPORTING**

Existing law has established the Child Abuse and Neglect Reporting Act (CANRA), which requires specified persons who have knowledge of or observe a child in their professional capacity or within the scope of their employment who the person knows or reasonably suspects has been the victim of child abuse or neglect to report that known or suspected instance of child abuse or neglect to a child protective agency, as defined.

Child protective agencies are then required to forward a written report of every child abuse or neglect case it investigates, which is determined not to be unfounded to the Department of Justice. A direct link to Orange County "Child Abuse" reporting information and reporting process can be found at

<https://www.orangeusd.org/departments/educational-services/student-community-services/child-abuse-reporting>

## **SCHOOL BUS TRANSPORTATION REGULATIONS**

Families have the option to purchase a Bus Pass and use the District's School Bus Transportation Services for pupils who attend and live outside of their home school's non-busing areas.

### **Non-Busing Areas**

Elementary schools - within 1.0 mile of home

Middle schools - within 2.5 miles of home

High schools - within 3.0 miles of home

An application must be submitted, and a designated bus stop selected. The bus stop must be the safest and closest bus stop to the pupil's home address. Application forms

are available at the Bus Pass Office and online. All applications must be turned in/submitted to the Bus Pass Office for processing.

### **Bus Pass Office**

The O.U.S.D Bus Pass Office is located at 726 W. Collins Avenue, Orange. The Bus Pass Office phone number is (714) 538-8295

### **Bus Pass Purchase Information**

The Bus Pass Office hours are Monday-Friday, 7:30 a.m.-4:00 p.m.

July-August and December-January are:

Tuesday-Friday, 7:30 a.m.-4:00 p.m. (closed on Mondays)

Purchase Options:

Annual Pass      A.M. **or** P.M. or A.M. **and** P.M.

Semester Pass    A.M. **or** P.M. or A.M. **and** P.M.

In addition to an application form, a current photograph might be needed if the District does not have one on file. Current bus pass fee information is available from the Bus Pass Office.

Bus passes may be purchased by mail using the following address: O.U.S.D Bus Pass Office | 726 W. Collins Avenue | Orange, CA 92867

Free bus passes are available to families whose income meets the eligibility requirements. Those wishing to apply under these provisions can apply via mail, electronically, or at the Bus Pass Office with the necessary documentation (ex. most recent pay stubs for both parents, unemployment receipts, current Medi-Cal print out).

### **School Bus Passenger Conduct/Regulations**

Passenger conduct can directly affect the safety of all aboard the bus. The following regulations apply before, during, and at the completion of home-to-school, school-to-home bus transportation. Parents/guardians and school personnel should be familiar with the regulations. Pupils must follow the regulations.

5 CCR 14103 states, "Pupils transported in a school bus ... shall be under the authority of and responsible directly to the driver of the bus."

Pupils shall be aware of the "Danger Zones" around the school bus. These zones include twelve (12) feet around the entire bus with the "Most Dangerous Zones" being directly in front of the bus, near the passenger side rear tires, and rear of the bus.

Do not litter at school bus stops or on the school bus. Do not engage in vandalism, destruction of property, or graffiti. Pupils violating this regulation will be recommended to school administrators for disciplinary action.

### **At the pick-up location**

1. Use only the designated bus stop and school bus.

2. Arrive at the bus stop at least five, but not more than ten minutes, before the school bus is due. Whenever possible, walk to and from the school bus stop in groups. Behave in an orderly manner at the bus stop.
3. As the school bus arrives, form a line, and stand at least twelve (12) feet to the front and side of where the bus stops. Do not move toward the school bus until the entrance door opens.

### **Boarding the bus**

1. Do not bring animals (except registered service animals), glass objects, skates, skateboards, large, bulky, or hazardous articles on the school bus.
2. Enter the bus in an orderly manner using the handrail(s).
3. Display/scan your bus pass. Do not use an expired bus pass. Do not use another pupil's bus pass. Do not deface or tape over the picture on the bus pass.
4. Follow the bus driver's instructions. Bus drivers are authorized to assign seats, assign three (3) pupils to a seat bench, assign seat mates, and other actions as needed for safe transportation of pupils.
5. Go directly to a seat. Always remain seated, facing forward. If the school bus is equipped with seat belts, pupils must use them.

### **Aboard the Bus**

1. Keep all body parts inside of the bus. Do not spit or throw anything in or out of the school bus.
2. All electronic signaling devices, including cell phones, shall be set to silent or vibrate upon entering the school bus. Use while on the bus is limited to purposes related to health and safety.
3. Talk quietly. Do not shout, yell, use profane language or gestures, or behave in a boisterous manner. Do not engage in unnecessary conversation with the bus driver.
4. Remain quiet as the school bus stops at and crosses railroad tracks.
5. Do not bring weapons of any type.
6. Do not use any writing instruments while on the bus.
7. Do not possess or use tobacco, drugs, or alcohol. Do not vape.
8. Do not eat, drink, or chew gum.
9. Do not play or tamper with any part of the school bus.
10. Shoes must be worn at all times. Wearing cleats is not allowed.

### **Exiting the bus, and leaving the drop-off location**

1. Exit the bus only at your designated bus stop. Note: a one-day request for an alternate drop off location can be approved, however, the parent is required to complete the "Request for an alternate bus stop for drop-off" form with the Transportation Department prior to the date of request. Follow the bus driver's instructions.
2. Remain properly seated until the bus comes to a complete stop and the door is opened.
3. Move toward the front of the bus in an orderly manner.
4. If you cross the roadway the bus stops on, notify the bus driver. Follow the bus driver's instructions as you are escorted across the roadway.
5. Use the handrail(s) and exit the bus in an orderly manner.
6. Immediately move out of the "Danger Zone" to the right front, right, or right rear of the bus if you do not need to be escorted across the roadway.



7. Do not attempt to return to the bus without first getting the attention of the bus driver.
8. Do not talk to strangers or accept rides from strangers.

Note: Audio/video recording equipment may be used aboard buses for safety/security monitoring. These Passenger Conduct/Regulations can also be found in the OUSD Parent/Pupil Handbook.

### **Bus Discipline Procedures**

Violations of School Bus Passenger Conduct/Regulations will result in drivers issuing Bus Conduct Reports. Drivers may also issue Bus Conduct Reports to pupils who, in the judgment of the driver, impairs the driver's ability to drive the bus safely, or who jeopardizes the safety of other pupils.

- **First Violation:** A school administrator will counsel the pupil. In serious matters, the parent (or guardian) will be contacted.
- **Second Violation:** If recommended by the driver and supported by the school administrator, the pupil may be refused bus transportation for up to three (3) days. Parent (or guardian) will be notified.
- **Third Violation:** The pupil may be refused bus transportation for five (5) or more days. The penalty will be determined by a conference that may include the principal, the pupil, a parent or guardian, the bus driver, and/or a representative of the transportation department. The effective date of suspension and resumption of bus privilege will be determined at that conference. If no parent or guardian is present, implementation of penalty will be effective at the time a parent or guardian is notified.
- **Gross Violation:** In serious matters, even for a first violation, a pupil may be refused all bus transportation.
- **No Refunds:** There will be no refunds for days that pupils are refused transportation for violations of Bus Regulations.

## **NUTRITION SERVICES**

OUSD participates in the National School Lunch Program (NSLP), School Breakfast Program (SBP), and Child and Adult Care Food Program (CACFP), which provides after-school suppers for children at eligible schools. Nutrition Services follows the California School Meals for All (Assembly Bill AB 130) and all meals are served at no charge every school day. Each school site serves breakfast and lunch every school day. Please check your school website for specific mealtimes.

### **Free or Reduced-Price Meal Applications**

For the 2023-2024 school year, all meals will be free of charge regardless of income eligibility. However, due to state funding requirements, Nutrition Services will continue to collect meal benefit applications at some schools.

### **Point-of-Sale**

Students will use their student ID number or student ID card to access school meals. Students may only have one breakfast and one lunch each day. Additional meals can be purchased at full price.

### **Pandemic Electronic Benefits (P-EBT)**

The California Department of Social Services heads up the P-EBT benefits dissemination, Nutrition Services is not involved with eligibility for this program. Please ensure that your current address is up to date when completing Online Data Confirmation. Information Technology will collect and distribute information to the California Department of Social Services. For more information visit [www.cdss.ca.gov/home/pandemic-ebt](http://www.cdss.ca.gov/home/pandemic-ebt).

### **Community Eligibility Provision (CEP)**

Nutrition Services will continue to participate in the Community Eligibility Provision at selected school sites. CEP allows a school site to provide meals at no charge to all students without collecting meal benefit applications. It is important to note that this provision does not qualify individual students as benefit eligible. Please be sure to include these students in meal applications you may complete for other students in the district, as they will still add to your family size. Please note that students at CEP schools do not automatically qualify for discounted services outside of school meal programs. Families will need to complete a Meal Benefit Application to qualify for other discounted services.

#### **CEP sites include:**

Elementary: California, Cambridge, Esplanade, Fairhaven, Fletcher, Handy, Jordan, La Veta, Lampson, Linda Vista, McPherson, Olive, Palmyra, Panorama, Prospect, Serrano, Sycamore, Taft, West Orange

Middle School: Cerro Villa, Portola, Santiago, Yorba

High School: El Modena, Orange, Villa Park

Small Schools: Canyon Hills, Richland, Parkside, Child Development Center

### **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 #13**, which is the District's Notice of Uniform Complaint Procedures.

### **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)**

Orange Unified School District does not discriminate on the basis of race, color, national origin, ethnic group identification, religion, sex/gender (gender identity, gender expression) physical/mental disability or immigration status. Your child has a right to a free public education, regardless of immigration status. Please refer to **Attachment #14** "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. Complaints alleging noncompliance with the District's policy of nondiscrimination should be directed to the Assistant Superintendent of Educational Services. A copy of the District's nondiscrimination policy is available from the District office.

### **Title IX Federal Regulations**

The District is committed to providing equal opportunities for both sexes in educational programs, activities it conducts, and for all employees as per Title IX, Public Law 92-318, (Code of Federal Regulations, Title 34, 106.8, 106.9 and United States Code, Title 20, 1231.g, 1681 et seq.). In accordance with these guidelines, sex discrimination practices that limit any pupil's potential have been removed from school policies. If you need more information or if a matter is not resolved, please contact our District's Title IX Coordinator at (714) 628-4350.

### **Sexual Harassment Policy (EC §§231.5, 48980; 5 CCR §4917)**

The District's written sexual harassment policy is **Attachment #15** to this notice.



# ORANGE UNIFIED SCHOOL DISTRICT STUDENT CALENDAR 2023 - 2024

*Serving the communities of the Orange Unified School District for seventy years*

JULY 2023						
S	MON	TUE	WED	THUR	FRI	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
4 Independence Day						
Instructional Days: 0						

AUGUST 2023						
S	MON	TUE	WED	THUR	FRI	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
11, 14 Staff Development Days - No Students						
15 Teacher Prep Day - No Students						
16 First Day of Instruction						
Instructional Days: 12						

SEPTEMBER 2023						
S	MON	TUE	WED	THUR	FRI	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
4 Labor Day						
Instructional Days: 20						

OCTOBER 2023						
S	MON	TUE	WED	THUR	FRI	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
2-6 Parent Conf. (Elem) Min Days						
11 End of 1st Quarter - Minimum Day High School						
Instructional Days: 22						

NOVEMBER 2023						
S	MON	TUE	WED	THUR	FRI	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
7 Staff Development Day - No Students						
9 End of Trimester - Minimum Day Elementary & Middle School						
10 Veterans Day (Observed)						
20-24 Thanksgiving Break						
Instructional Days: 15						

DECEMBER 2023						
S	MON	TUE	WED	THUR	FRI	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
14 Minimum Day - High School						
15 End of 2nd Quarter - Min Day HS						
Dec. 18, 2023 - Jan. 5, 2024: Winter Break						
Instructional Days: 11						

JANUARY 2024						
S	MON	TUE	WED	THUR	FRI	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Dec. 18, 2023 - Jan. 5, 2024: Winter Break						
15 Martin Luther King Jr. Day						
Instructional Days: 17						

FEBRUARY 2024						
S	MON	TUE	WED	THUR	FRI	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		
16 Lincoln Day observed						
19 Washington Day						
Instructional Days: 19						

MARCH 2024						
S	MON	TUE	WED	THUR	FRI	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
5 End of 2nd Trimester - Min Day Elementary & Middle School						
22 End of 3rd Quarter - Min Day HS						
25-29 Spring Break						
Instructional Days: 16						

APRIL 2024						
S	MON	TUE	WED	THUR	FRI	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
Instructional Days: 22						

MAY 2024						
S	MON	TUE	WED	THUR	FRI	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
24 Minimum Day - Elementary						
27 Memorial Day						
Instructional Days: 22						

JUNE 2024						
S	MON	TUE	WED	THUR	FRI	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
5 Minimum Day - High School & Middle School						
6 Last Day of Instruction - Minimum Day						
7 Teacher Day - No Students						
Instructional Days: 4						

Total: 180

# OUSD CTE PATHWAYS



## AGRICULTURE & NATURAL RESOURCES SECTOR

### ANIMAL SCIENCE PATHWAY (103)

### OHS

<u>Courses</u>	<u>COURSE #</u>	<u>VEL</u>	<u>A-G</u>	<u>Articulated</u>	<u>Industry Certification</u>
College & Career Disc. Lab (Middle School)	0591	01			
Animal Science I	0700	02	G		
Animal Science II	0701	02			
Veterinary Science	0703	03	G		
Professional Internship	0203	03			



## ARTS, MEDIA & ENTERTAINMENT SECTOR

### ANIMATION PATHWAY (111B)

### CHS

<u>Courses</u>	<u>COURSE #</u>	<u>VEL</u>	<u>A-G</u>	<u>Articulated</u>	<u>Industry Certification</u>
STEM Action Lab (Middle School)	0606	01			
Career Focus AME	0727	01			
Art of Animation I	0945	02	F	CCC	
Art of Animation II	0944	03	F	CCC	Adobe Certification
Professional Internship - Animation	0212	03			

### DIGITAL AUDIO PATHWAY (113C)

### VPHS EMHS

	<u>COURSE #</u>	<u>VEL</u>	<u>A-G</u>	<u>Articulated</u>	<u>Industry Certification</u>
Found. Digital Audio Prod. - Career Focus	0596	02	G		
Foundations Digital Audio Production: The Art of Sound I	0506	02	F		

Intermediate Digital Audio Production	0595	03	G
Intermediate Digital Audio: The Art of Sound II (f)	0505	03	F
Professional Internship - Dig Audio	0213	03	



## **ARTS, MEDIA & ENTERTAINMENT SECTOR**

### **DIGITAL PHOTOGRAPHY PATHWAY (111A) CHS EMHS OHS RHS**

<b><u>Courses</u></b>	<b><u>COURSE #</u></b>	<b><u>VEL</u></b>	<b><u>A-G</u></b>	<b><u>Articulated</u></b>	<b><u>Industry Certification</u></b>
STEM Action Lab (Middle School)	0606	01			
Career Focus AME	0727	01			
Art of Digital Photography I	0748	02	F	SAC, CCC, IVC	
Art of Digital Photography II	0737	03	G		Adobe Certification
Yearbook: Digital Media Communications	0597	03	F		
Professional Internship - Graphic Des	0211	03			

### **GRAPHIC DESIGN PATHWAY (111A) CHS EMHS OHS RHS VPHS**

<b><u>Courses</u></b>	<b><u>COURSE #</u></b>	<b><u>VEL</u></b>	<b><u>A-G</u></b>	<b><u>Articulated</u></b>	<b><u>Industry Certification</u></b>
STEM Action Lab (Middle School)	0606	01			
Career Focus AME	0727	01			
Art of Graphic Design I	0942	02	F	SAC, CCC, GWC, OCC, CYP, IVC	
Art of Graphic Design II	0952	03	F		Adobe Certification
Professional Internship - Graphic Des	0211	03			

### **VIDEO GAME DESIGN PATHWAY (114) OHS RHS**

<b><u>Courses</u></b>	<b><u>COURSE #</u></b>	<b><u>VEL</u></b>	<b><u>A-G</u></b>	<b><u>Articulated</u></b>	<b><u>Industry Certification</u></b>
STEM Action Lab (Middle School)	0606	01			
Career Focus AME	0727	01			
Video Game Design I	0622	02			
Video Game Design II	0620	03			
Professional Internship - Video Game	0214	03			

### **VIDEO PRODUCTION PATHWAY (113B) CHS EMHS OHS RHS VPHS**

<u>Courses</u>	<u>COURSE #</u>	<u>VEL</u>	<u>A-G</u>	<u>Articulated</u>	<u>Industry Certification</u>
STEM Action Lab (Middle School)	0606	01			
Career Focus AME	0727	01			
Art of TV & Video Production	0946	02	F	SCC, OCC, IVC	
Art of TV & Video Production Advanced	0947	03	F		Adobe Certification
Video Production III	0948	03			
Professional Internship - Video Prod	0215	03			



## **ARTS, MEDIA & ENTERTAINMENT SECTOR**

### **DANCE PATHWAY (112A) CHS EMHS VPHS OHS**

<u>Courses</u>	<u>COURSE #</u>	<u>VEL</u>	<u>A-G</u>	<u>Articulated</u>	<u>Industry Certification</u>
Professional Dance I	0707	01			
Professional Dance II	0709	02			
Professional Dance III	0706	03			
Art of Dance Composition	0715	03	F	IVC	

### **PERFORMING ARTS PATHWAY (112) VPHS**

<u>Courses</u>	<u>COURSE #</u>	<u>VEL</u>	<u>A-G</u>	<u>Articulated</u>	<u>Industry Certification</u>
Career Focus AME	0727	01			
Theater Technology I	0708	02			
Theater Technology II	0718	03			
Professional Internship-Performing Arts	0216	03			



## **BUILDING & CONSTRUCTION TRADES SECTOR**

### **RESIDENTIAL & COMMERCIAL CONSTRUCTION PATHWAY (123) EMHS**

<u>Courses</u>	<u>COURSE #</u>	<u>VEL</u>	<u>A-G</u>	<u>Articulated</u>	<u>Industry Certification</u>
College & Career Disc. Lab (Middle School)	0591	01			
Foundations of Construction	0615	02	G		OSHA Certification
Construction Trades Career II	0616	03			



## **BUSINESS & FINANCE SECTOR**

### **BUSINESS MANAGEMENT PATHWAY (182) CHS EMHS OHS RHS VPHS**

<u>Courses</u>	<u>COURSE #</u>	<u>VEL</u>	<u>A-G</u>	<u>Articulated</u>	<u>Industry Certification</u>
Career Focus Business	0726	01			
Principles of Business	0824	02		SCC	
Entrepreneurship I	0744	02		CCC	
International Business	0627	02		CCC	

Marketing & Society	0909	03	CCC	
Marketing I	0910	03	CCC, SCC	
Applications of Business Technology	0638	03	G CCC	MOS
Business Economics & Finance	0730/E	03	G	
Professional Internship	0282	03		

## **BUSINESS MANAGEMENT PATHWAY (182)**

## **EDGE Virtual Academy**

<u>Courses</u>	<u>COURSE #</u>	<u>VEL</u>	<u>A-G</u>	<u>Articulated</u>	<u>Industry Certification</u>
Principles of Business, Marketing and Finance	0924V	01			
Intro to Business and Technology	0998V	01			
Principles of Info. Technology	0996V	02			
Accounting I	0994V	02			
Accounting II	0995V	03			
Legal Environment of Business	0997V	03			



## **EDUCATION, CHILD DEVELOPMENT & FAMILY SERVICES SECTOR**

### **EDUCATION PATHWAY (132)**

**CHS**

**EMHS**

**OHS**

**VPHS**

<u>Courses</u>	<u>COURSE #</u>	<u>VEL</u>	<u>A-G</u>	<u>Articulated</u>	<u>Industry Certification</u>
Career Focus Education	0753	01			
Child Development	0751	02	G	SCC, IVC	
Careers In Education	0721	03	G	SCC	
STEM Teach – Science /Math	0602	03			
Professional Internship	0132	03			



## **ENGINEERING & DESIGN SECTOR**

### **ENGINEERING PATHWAY (152)**

**CHS**

**EMHS**

<u>Courses</u>	<u>COURSE #</u>	<u>VEL</u>	<u>A-G</u>	<u>Articulated</u>	<u>Industry Certification</u>
College & Career Disc. Lab (Middle School)	0591	01			
STEM Action Lab (Middle School)	0606	01			
Found. of Technology & Engineering	0605	02	G		
Advanced Engineering & Technology	0594	03	G	SAC	
Engineering Capstone	0642	03	G		





## **HEALTH SCIENCE & MEDICAL TECHNOLOGY SECTOR**

### **SPORTS MEDICINE ACADEMY WITHIN THE PATIENT CARE PATHWAY**

**CHS****EMHS****OHS****VPHS**

<b><u>Courses</u></b>	<b><u>COURSE #</u></b>	<b><u>VEL</u></b>	<b><u>A-G</u></b>	<b><u>Articulated</u></b>	<b><u>Industry Certification</u></b>
Career Focus Medical	0808	01			
Sports Medicine I (UC)	0803	02	G	IVC, OCC	CPR
Sports Medicine II	0804	03			
Body Systems & Disorders (if a student is unable to do an internship)	0614	03	D		
Professional Internship (if it is in a Sports Medicine Industry)	0298	03			



## **HEALTH SCIENCE & MEDICAL TECHNOLOGY SECTOR**

### **PATIENT CARE PATHWAY (198)**

**CHS****EMHS****OHS****VPHS****ALT ED**

<b><u>Courses</u></b>	<b><u>COURSE #</u></b>	<b><u>VEL</u></b>	<b><u>A-G</u></b>	<b><u>Articulated</u></b>	<b><u>Industry Certification</u></b>
College & Career Disc. Lab (Middle School)	0591	01			
Career Focus Medical	0808	01			
Foundations in Health Science (Lab)	0809	02	G		
Medical Core	0816	02	G	SAC, CCC	CPR
Sports Medicine I (UC)	0803	02	G	IVC, OCC	CPR
Hospital Occupations Intern (On Hold)	0777	03	G		CPR
Pharmacy Technician	0704	03	G		Pharmacy Tech
Body Systems & Disorders	0614	03	D		
Sports Medicine II	0804	03			
Professional Internship	0298	03			



## **HEALTH SCIENCE & MEDICAL TECHNOLOGY SECTOR**

### **BIOTECHNOLOGY (196) OHS**

<u>Courses</u>	<u>COURSE #</u>	<u>VEL</u>	<u>A-G</u>	<u>Articulated</u>	<u>Industry Certification</u>
Biotechnology I	0754	02			
Biotechnology II	0756	03			



## **HOSPITALITY, TOURISM & RECREATION SECTOR**

### **CULINARY ARTS PATHWAY (201) EMHS**

<u>Courses</u>	<u>COURSE #</u>	<u>VEL</u>	<u>A-G</u>	<u>Articulated</u>	<u>Industry Certification</u>
College & Career Disc. Lab (Middle School)	0591	01			
Career Focus Hospitality	0919	01			
Culinary Arts	0631	02	G	SAC, OCC	ServSafe Food Handler
Baking & Specialty Foods	0637	03	G		
Event Catering	0613	03			
Professional Internship	0201	03			



## **INFORMATION COMMUNICATION TECHNOLOGY SECTOR**

### **COMPUTER SCIENCE PATHWAY (174A) CHS EMHS VPHS**

<u>Courses</u>	<u>COURSE #</u>	<u>VEL</u>	<u>A-G</u>	<u>Articulated</u>	<u>Industry Certification</u>
College & Career Disc. Lab (Middle School)	0591	01			
STEM Action Lab (Middle School)	0606	01			
Exploring Computer Science	0651	02	G		
Foundations of Technology & Engineering	0590	02	G		
Applications of Business Technology	0592	03	G		MOS
Internet Web Design & Development	0749	03			
AP Computer Science Principles	0932	03	G		
Professional Internship	0274	03			

### **ROBOTICS PATHWAY (174) EMHS VPHS**

<u>Courses</u>	<u>COURSE #</u>	<u>VEL</u>	<u>A-G</u>	<u>Articulated</u>	<u>Industry Certification</u>
College & Career Disc. Lab (Middle School)	0591	01			
STEM Action Lab (Middle School)	0606	01			

C-STEM (Middle School)	0652	01		
Exploring Computer Science	0651	02	G	
Foundations of Technology & Engineering	0590	02	G	
Robotics I	0716	02	G	SAC, OCC
Robotics II	0717	03	G	OCC
Professional Internship	0274	03		



## **MARKETING, SALES, AND SERVICES SECTOR**

### **MARKETING PATHWAY (244) EMHS**

<b><u>Courses</u></b>	<b><u>COURSE #</u></b>	<b><u>VEL</u></b>	<b><u>A-G</u></b>	<b><u>Articulated</u></b>	<b><u>Industry Certification</u></b>
Marketing I	0913	02		CCC, SCC	
Web and Social Media Marketing	0641	03	G		
Global Marketing (Online)	0628E	02			
Marketing & Society (Online)	0912E	03	G	CCC	
Professional Internship	0253	03			



## **PUBLIC SERVICE SECTOR**

### **EMERGENCY RESPONSE PATHWAY (233) CHS EMHS OHS RHS VPHS ALT ED**

<b><u>Courses</u></b>	<b><u>COURSE #</u></b>	<b><u>VEL</u></b>	<b><u>A-G</u></b>	<b><u>Articulated</u></b>	<b><u>Industry Certification</u></b>
Foundations in Health Science (Lab)	0494	02	G		
Medical Core	0496	02	G	SAC, CCC	CPR
Fire Service I (First Semester-10 Credits)	0903	03		SAC	CPR
Fire Services II (Second Semester-10 Credits)	0904	03			CPR
EMS Dispatcher (on hold)	0711	03	G		EMS Dispatcher
EMR First Responder	0796	03	G		
Emergency Medical Technician (On Hold)	0764	03		SAC	CPR, EMT
Professional Internship - Emergency Response	0233	03			



## **PUBLIC SERVICE SECTOR**

### **LEGAL PRACTICES PATHWAY (231) CHS VPHS**

<b><u>Courses</u></b>	<b><u>COURSE #</u></b>	<b><u>VEL</u></b>	<b><u>A-G</u></b>	<b><u>Articulated</u></b>	<b><u>Industry Certification</u></b>
Career Focus Foundations of Law	0934	01	G		

Law & Order	0929	02	G	SAC
Business Law	0933	03	G	
Professional Internship - Legal	0231	03		

## **PUBLIC SAFETY PATHWAY (232) CHS EMHS OHS VPHS**

<u>Courses</u>	<u>COURSE #</u>	<u>VEL</u>	<u>A-G</u>	<u>Articulated</u>	<u>Industry Certification</u>
Career Focus Protective Service	0729	01			
Criminal Justice	0924	02	G		
Crime Scene Investigation	0927	03	G		
Professional Internship	0232	03			
Public Safety					



## **TRANSPORTATION SECTOR**

### **AUTOMOTIVE SYSTEMS PATHWAY (221) OHS**

<u>Courses</u>	<u>COURSE #</u>	<u>VEL</u>	<u>A-G</u>	<u>Articulated</u>	<u>Industry Certification</u>
College & Career Disc. Lab (Middle School)	0591	01			
Automotive MLR I	0710	02	G	SAC, CYP, GWC	
Automotive MLR II	0712	03	G	SAC, CYP	NATEF
Automotive MLR III	0714	03	G		
Professional Internship	0221	03			

### **AVIATION PATHWAY (223) CHS**

<u>Courses</u>	<u>COURSE #</u>	<u>VEL</u>	<u>A-G</u>	<u>Articulated</u>	<u>Industry Certification</u>
College & Career Disc. Lab (Middle School)	0591	01			
Career Focus Aviation	0724	01		OCC	
Aviation I	0719	02	G	OCC, Mt. SAC	
Aviation II	0722	03	G	OCC, Mt. SAC	Pilot School License
Professional Internship	0222	03			

*Orange Unified School District is committed to providing equal opportunities for all students in all academic programs and school activities. We do not discriminate on the basis of race, color, national origin, sex, religion, or disability.*

## **NOTICE OF ALTERNATIVE SCHOOLS**

### **California Education Code Section 58501**

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

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

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

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

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### **Model Notification of Rights for Elementary and Secondary Schools**

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

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

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

2. The 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

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## 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 12<sup>th</sup> 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.

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**Effective: January 1, 2023**

West's Annotated California Codes

Education Code (Refs & Annos)

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

Division 4. Instruction and Services (Refs & Annos)

Part 27. Pupils (Refs & Annos)

Chapter 2. Compulsory Education Law (Refs & Annos)

Article 1. Persons Included (Refs & Annos)

§ 48205. Excused absences; average daily attendance computation

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

(1) Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.

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

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

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

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

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

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

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

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

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

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

(12)(A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.

(B)(i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one schoolday-long absence per school year.

(ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in [subdivision \(c\) of Section 48260](#).

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

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

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

## **Credits**

Amended by [Stats. 2022, c. 921 \(S.B.955\), § 1, eff. Jan. 1, 2023.](#))

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### Firearms Safety Memorandum

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

To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.<sup>1</sup>
  - **Note:** The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.<sup>2</sup>
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.<sup>3</sup>
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.<sup>4</sup>

**Note:** Your county or city may have additional restrictions regarding the safe storage of firearms. You can find additional information on the California Department of Justice website at <https://oag.ca.gov/firearms/tips>.

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Date published: July 24, 2023  
California Department of Education

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<sup>1</sup> See California Penal Code sections 25100 through 25125 and 25200 through 25220.

<sup>2</sup> See California Penal Code section 25100(c).

<sup>3</sup> See California Civil Code Section 29805.

<sup>4</sup> See California Civil Code Section 1714.3.

BP 1313(a)

Community RelationsCivility

The Governing Board 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 First Amendment provides robust protection of speech and expression, as set forth in Federal and California state court precedent. Consistent with that precedent, the Board expects that speech and expression will comport with norms of peaceful, non-violent, and 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 that which comports with the rule of law, rules, and policies of the board, and is reasonable, appropriate, courteous, and respectful of others.

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 allowing 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.

**BP 1313(b)**

**Legal Reference:**

**EDUCATION CODE**

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	School safety plans
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; time, place and manner rules and regulations
Ed. Code 48950	Speech and other communication
Ed. Code 49330-49335	Injurious objects

**GOVERNMENT CODE**

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

**PENAL CODE**

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	Crimes, harassment
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

**CIVIL CODE**

Civ. Code 51.7	Freedom from violence or intimidation
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**CALIFORNIA CONSTITUTION**

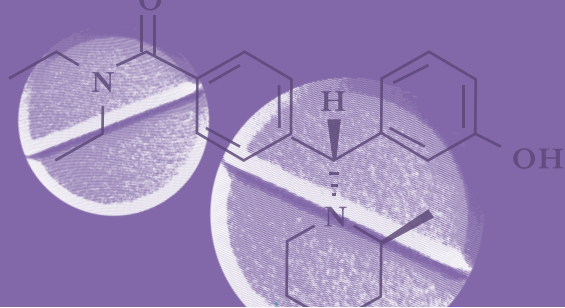
CA Constitution Article 1, Section 2	Freedom of speech and expression
CA Constitution Article 1, Section 28(c)	Right to Safe Schools

<b><u>U.S. CONSTITUTION</u></b>	Amendment 1, Freedom of speech and expression
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Adopted: 11/22

ORANGE UNIFIED SCHOOL DISTRICT  
Orange, California

# PRESCRIPTION OPIOIDS: WHAT YOU NEED TO KNOW



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

## WHAT ARE THE RISKS AND SIDE EFFECTS OF OPIOID USE?

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

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

As many as  
**1 in 4**  
PEOPLE\*



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

\* Findings from one study

## RISKS ARE GREATER WITH:

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

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

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



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



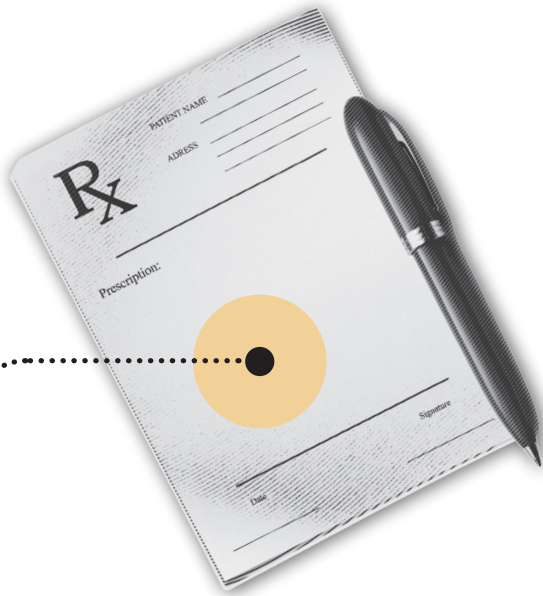
American Hospital  
Association®



## 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](http://www.fda.gov/Drugs/ResourcesForYou)).
- ❑ Visit [www.cdc.gov/drugoverdose](http://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.

## Type 1 Diabetes Information

Pursuant to California Education Code Section 49452.6, this type 1 diabetes information is for local educational agencies to provide to parents and guardians of incoming elementary school students beginning January 1, 2023.

Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated, and the guidance provided in this information sheet is intended to raise awareness about this disease.

### Description

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

According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively.

The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.

#### **Type 1 diabetes affects insulin production**

As a normal function, the body turns the carbohydrates in food into glucose (blood sugar), the basic fuel for the body's cells.

The pancreas makes insulin, a hormone that moves glucose from the blood into the cells. In type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise. Over time, glucose can reach dangerously high levels in the blood, which is called hyperglycemia.

Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes.

### Risk Factors Associated with Type 1 Diabetes

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

#### **Risk Factors**

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

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

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

Increased thirst

Increased urination, including bed-wetting after toilet training

Increased hunger, even after eating  
Unexplained weight loss  
Feeling very tired  
Blurred vision  
Very dry skin  
Slow healing of sores or cuts  
Moodiness, restlessness, irritability, or behavior changes

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

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

Types of Diabetes Screening Tests That Are Available

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

**Random (non-fasting) blood sugar test.** A blood sample is taken any time without fasting. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes.

**Fasting blood sugar test.** A blood sample is taken after an overnight fast. A level of 126mg/dL or higher on two separate tests indicates diabetes.

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

Type 1 Diabetes Treatments

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

Contact your student's school nurse, school administrator, or health care provider if you have questions.

## References

Centers for Disease Control and Prevention  
KidsHealth  
Mayo Clinic  
National Library of Medicine and National Institutes of Health's MedLine

**Questions: Office of School-Based Health Programs | [schoolnurse@cde.ca.gov](mailto:schoolnurse@cde.ca.gov)**

Last Reviewed: Tuesday, January 24, 2023

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## 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.

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

### Description

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

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

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

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

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

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

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

Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.

Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

### Risk Factors Associated with Type 2 Diabetes

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

#### Risk Factors

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

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

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

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

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

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

## **Warning Signs and Symptoms Associated with Type 2 Diabetes**

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

Increased hunger, even after eating

Unexplained weight loss

Increased thirst, dry mouth, and frequent urination

Feeling very tired

Blurred vision

Slow healing of sores or cuts

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

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

High blood pressure or abnormal blood fats levels

## **Type 2 Diabetes Prevention Methods and Treatments**

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

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

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

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

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

## **Types of Diabetes Screening Tests That Are Available**

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

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

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

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

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

[Last Reviewed: January 24, 2023](#)

## School District Integrated Pest Management Plan

When completed, this template meets the Healthy Schools Act requirement for an integrated pest management (IPM) plan.  
An IPM plan is required if a school district uses pesticides<sup>1</sup>

### Contacts

School District Name \_\_\_\_\_ Address \_\_\_\_\_

District IPM Coordinator \_\_\_\_\_ IPM Coordinator's Phone Number \_\_\_\_\_ Email Address \_\_\_\_\_

### IPM statement

It is the goal of \_\_\_\_\_ to implement IPM by focusing on long-term prevention or suppression of pests through accurate pest identification, by frequent monitoring for pest presence, by applying appropriate action levels, and by making the habitat less conducive to pests using sanitation and mechanical and physical controls. Pesticides that are effective will be used in a manner that minimizes risks to people, property, and the environment, and only after other options have been shown ineffective.

Our pest management objectives are to: *(Example: Focus on long-term pest prevention)*

### IPM team

In addition to the IPM Coordinator, other individuals who are involved in purchasing, making IPM decisions, applying pesticides, and complying with the Healthy Schools Act requirements, include:

Name and/or Title	Role in IPM program

### Pest management contracting

☐ Pest management services are contracted to a licensed pest control business.

Pest Control Business name(s): \_\_\_\_\_

☐ Prior to entering into a contract, the school district has confirmed that the pest control business understands the training requirement and other requirements of the Healthy Schools Act.

### Pest identification, monitoring and inspection

Pest Identification is done by: \_\_\_\_\_  
*(Example: College/University staff, Pest Control Business, etc.)*

Monitoring and inspecting for pests and conditions that lead to pest problems are done regularly by \_\_\_\_\_ and results are communicated to the IPM Coordinator.

*(Example: District staff title, e.g. Maintenance staff)*

Specific information about monitoring and inspecting for pests, such as locations, times, or techniques include:

*(Example: Sticky monitoring boards are placed in the kitchen and are checked weekly by custodial staff.)*



### Pests and non-chemical management practices

This school district has identified the following pests and routinely uses the following non-chemical practices to prevent pests from reaching the action level:

Pest	Remove food	Fix leaks	Seal cracks	Install barriers	Physical removal	Traps	Manage irrigation	Other
Ants	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Spiders	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mice / Rats	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Other insects	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Inspect and monitor
Termites	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Skunks/Raccoons/ Gophers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

### Chemical pest management practices

If non-chemical methods are ineffective, the school district will consider pesticides only after careful monitoring indicates that they are needed according to pre-established action levels and will use pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property and the environment.

This school district expects the following pesticides (pesticide products and active ingredients) to be applied during the year. (This list includes pesticides that will be applied by school district staff or licensed pest control businesses.):

See attached list.

### Healthy Schools Act

- ☒ This school district complies with the notification, posting, recordkeeping, and all other requirements of the Healthy Schools Act. (Education Code Sections 17608 - 17613, 48980.3; Food & Agricultural Code Sections 13180 - 13188)

### Training

Every year school district employees who make pesticide applications receive the following training prior to pesticide use:

- ☒ Pesticide specific safety training (Title 3 California Code of Regulations 6724)
- ☒ School IPM training course approved by the Department of Pesticide Regulation (Education Code Section 16714; Food & Agricultural Code Section 13186.5).

### Submittal of pesticide use reports

- ☒ Reports of all pesticides applied by school district staff during the calendar year, except pesticides exempt<sup>1</sup> from HSA recordkeeping, are submitted to the Department of Pesticide Regulation at least annually, by January 30 of the following year, using the form provided at [www.cdpr.ca.gov/schoolipm](http://www.cdpr.ca.gov/schoolipm). (Education Code Section 16711)

### Notification

This school district has made this IPM plan publicly available by the following methods (check at least one):

- ☒ This IPM plan can be found online at the following web address: <http://www.orangeusd.k12.ca.us>
- ☐ This IPM plan is sent out to all parents, guardians and staff annually.

### Review

- ☒ This IPM plan will be reviewed (and revised, if needed) at least annually to ensure that the information provided is still true and correct.

Date of next review: 06/28/24

I acknowledge that I have reviewed this school district's IPM Plan and it is true and correct.

Signature: 

Date: June 28, 2023

<sup>1</sup> These pesticides are exempt from all Healthy Schools Act requirements, except the training requirement: 1) products used in self-contained baits or traps, 2) gels or pastes used as crack and crevice treatments, 3) antimicrobials, and 4) pesticides exempt from U.S. EPA registration. (Education Code Section 17610.5)



## ORANGE UNIFIED SCHOOL DISTRICT

### IPM Pesticide Product List: 2023-24

Product Name	EPA #	Manufacturer
Advion fire ant bait	100-1481	Syngenta
Advion roach gel	100-1484	Syngenta
Alpine ant and termite foam	499-526	BASF Corporation
Alpine WSG	499-561	BASF Corporation
Avert	499-294	BASF Corporation
Archer		Syngenta
Bait Block	56-42	JT Eaton
CB-80 Insecticide	279-3393	FMC Corporation
Conquer	1021-1641-57076	Paragon Professional
Delta Dust	432-836	Bayer
Contrac Blox	12455-79	Bell Labs
Delta Guard G	432-772	Bayer
In2mix	91720-1	
Cyzmic CS	53883-261	Control Solutions Inc.
Cy-Kick CS	499-304	BASF Corporation
Demand G	100-1240	Syngenta
Ditrac All Weather Blox	12455-80	Bell Labs
D-Fense SC	53883-276	Control Solutions Inc.
DSV sanitizer	10324-80-64405	Nisus Corp
Essentria EC	EXEMPT	Envincio LLC
Envoy Plus	59693-132	Valent
Evergreen Pyrethrum	1021-2580	Pyrethrum
Extinguish Plus Fire Ant Bait	2724-496	Wellmark
Final blox	12455-89	Bell labs
FirstStrike Soft Bait	7173-258	Liphatech Inc.
Fumitoxin	72959-2	DEGESCH America Inc.
Generation Mini Blocks	7173-218	Liphatech Inc.
GROUND SQUIRREL BAIT	36029-20	Wilco Distributors
Intice Perimeter Bait	73079-6	Rockwell Labs
Kaput ground squirrel bait	72500-24	Scimetrix
Masterline Bifenthrin	73748-7	Masterline
M-Pede	10163-324	Gowan
Maxforce Quantum ant bait	432-1506	Bayer
Niban Bates	64405-2	Nisus Corp





Nibor-D	64405-8	Nisus
Nygard Plus	1021-2580	MGK
Nuvan Prostrips	5481-554	Amvac
Onslaught Fastcap	1021-2574	MGK
Optigard ant gel	100-1260	Syngenta
Permethrin	70506-6-53883	Control Solutions Inc.
Phantom	241-392	BASF Corporation
Precor 2000	2724-490	Zoecon
Profoam Platinum	1051148-50001	Nisus
Proflex	53883-427	Control Solution
Prosecutor Pro Herbicide	524-536-10404	Lesco
PT Microcare pressurized	499-539	BASF Corporation
PT Alpine Flea and Bed Bug	499-540	BASF Corporation
Ramik Green	61282-46	Hacco
Ramik Green AG	61282-63	Neogen
Ramik Oats	61282-24	Neogen
Resolv soft bait	7173-297	Liphatech Inc
Rozol Pocket Gopher Bait	7173-184	Liphatech Inc.
Speedzone Southern	2217-835	Gordon
Sandea	81880-18-10163	Gowan
Selontra Rodent Bait	7969-382	BASF Corporation
Siesta Fire Ant Bait	7969-232	BASF Corporation
Suspend SC	432-763	Bayer
Takedown Soft Bait	7173-304	Liphatech Inc.
Tandem	100-1437	Syngenta
Tempo SC Ultra	432-1363	Bayer
Tekko Pro	53883-335	Control Solutions Inc.
Temprid FX	432-1544	Bayer
Temprid SC	432-1483	Bayer
Terad 3 AG	12455-116	BASF
Termidor SC	7969-210	BASF Corporation
Tri-Die Dust	499-429	BASF Corporation
IJLD BP 100	499-452	BASF Corporation
ULD BP 300	499-522	BASF Corporation
Vanquish	228-397	Nufarm
Vaquero	42750-MO-001	Wilbur-Ellis
Vastlan	62719-687	DOW
Vendetta Cockroach Gel Bait	1021-1828	MGK



Vendetta Plus Cockroach Gel	1021-2593	MGK
Vendetta Nitro Cockroach Gel	1021-2796	MGK
ZP Ag Oats	12455-102-3240	Bell Labs



**2023-2024**

## **Uniform Complaint Procedures (UCP) Annual Notice**

Orange Unified School District annually notifies its students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of the Uniform Complaint Procedures (UCP) process. Annual written notice of the complaint procedures shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the EC or mode of communication of the recipient of the notice.

The UCP Annual Notice is available on the district's website.

The Orange Unified School District is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

### **Programs and Activities subject to the UCP and are available in Orange Unified School District:**

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program.
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- Schoolsite Councils
- State Preschool

- State Preschool Health and Safety Issues in LEAs Exempt from Licensing

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

### **Filing a UCP Complaint**

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

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by our agency.

A pupil enrolled in any of our public schools shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint may be filed with the principal of a school or our superintendent or their designee.

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

### **Pupil Fees**

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

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.

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.

A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or our superintendent or his or her designee. A pupil fees and/or an LCAP complaint may be filed anonymously, however, the complainant must provide evidence or information leading to evidence to support the complaint.

A pupil enrolled in a school in our district 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.

### **Responsibilities of the *Orange Unified School District***

We shall post a standardized notice, in addition to this notice, with educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program. The notice shall include complaint process information, as applicable.

We advise complainants of the opportunity to appeal an Investigation Report of complaints regarding programs within the scope of the UCP to the Department of Education (CDE).

We advise complainants of civil law remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable.

Copies of our UCP procedures shall be available free of charge and available on the website.

### **For UCP Complaints Regarding State Preschool Health and Safety Issues Pursuant to Section 1596.7925 of the California *Health and Safety Code* (HSC)**

In order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the California *Health and Safety Code* (HSC) a notice shall be posted in each California state preschool program classroom in each school in our agency notifying parents, guardians, pupils and teachers.

The notice is in addition to this UCP annual notice and addresses parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the California *Code of Regulations* (5 CCR) that apply to California state preschool programs pursuant to HSC Section 1596.7925, and (2) the location at which to obtain a form to file a complaint.

### **Non-UCP Complaints**

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency:  
(5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division and the appropriate law enforcement agency.
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services.
3. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.
4. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education, or a due process hearing order shall be submitted to the California Department of Education (CDE) in accordance with AR 6159.1 - Procedural Safeguards and Complaints for Special Education. (5 CCR 3200-3205)
5. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)
6. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15582)
7. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)

### Contact Information

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

**Title:** Assistant Superintendent, Educational Services  
Educational Services, Building D  
**Address:** 1401 N. Handy Street • Orange, CA 92867  
**Phone:** 714-628-4000 ext. 4466

The above contact is knowledgeable about the laws and programs that they are assigned to investigate in *Orange Unified School District*.

Complaints will be investigated and a written report with a Decision 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 our UCP policies and procedures.

The complainant has a right to appeal our Decision of complaints regarding specific programs and activities subject to the UCP, pupil fees and the LCAP to CDE by filing a written appeal within 15 days of receiving our Decision. The appeal must be accompanied by a copy of the originally filed complaint and a copy of our Decision.

We advise any complainant of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of OUSD's Uniform Complaint Procedures process shall be available free of charge.

### 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.

**BP 5145.7(a)**

Students

Sexual Harassment

The Board of Education is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in District complaint processes.

**Instruction/Information**

The Superintendent or designee shall ensure that all District students receive age-appropriate instruction and information related to 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.
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained.
4. Information about the District's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made.
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable.

**Complaint Process**

The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

**Disciplinary Actions**

Any student who engages in the sexual harassment or sexual violence at school or at a school sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, the 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.

**BP 5145.7(b)**

**Confidentiality and Record-Keeping**

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

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 the schools.

Legal Reference:

CIVIL CODE

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

1714.1 Liability of parents/guardians for willful misconduct of minor

EDUCATION CODE

200-24 Prohibition of discrimination on the basis of sex

212.5 Sexual harassment

212.6 Sexual harassment policy

230 Particular practices prohibited

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX, 1972 Education Act Amendments

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

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

Adopted: (7-88 4-94 9-97 6-07) 8-12

ORANGE UNIFIED SCHOOL DISTRICT  
Orange, California



Community Relations

Visitors/Outsiders

The Board of Education believes that it is important for parents/guardians and community members to take an active interest in the issues affecting District schools and students. Therefore, the Board encourages interested parents/guardians and community members to visit the schools and participate in the educational program.

To ensure the safety of students and staff and minimize interruption of the instructional program, the Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours should be arranged with the principal or designee. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during non-instructional time.

All outsiders, as defined in law and administrative regulation, shall register immediately upon entering any school building or grounds when school is in session. (Penal Code 627.2)

For purposes of school safety and security, the principal or designee may design a visible means of identification for visitors while on school premises.

No electronic listening or recording device may be used in a classroom without the teacher and principal's permission. (E.C. 51512)

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 direct any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, illegal or offensive behavior, immediately leave school grounds.

Presence of Sex Offender on Campus

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).

Legal Reference:

EDUCATION CODE

32210 Willful disturbance of public school or meeting

32211 Threatened disruption or interference with classes; misdemeanor

32212 Classroom interruptions

35160 Authority of governing boards

35292 Visits to school (Board members)

49091.10 Parental right to inspect instructional materials and observe school activities

51101 Parent Rights Act of 2002

51512 Prohibited use of electronic listening or recording device

PENAL CODE

290 Sex offenders

626-626.10 Schools

626.81 Misdemeanor for registered sex offender to come onto school grounds

627-627.10 Access to school premises:

627.1 Definitions

627.2 Necessity of registration by outsider

627.7 Misdemeanors; punishment

LABOR CODE

230.8 Discharge or discrimination for taking time off to participate in child's educational activities

Adopted: (7-88 9-93 10-05 8-13) (8-15)

ORANGE UNIFIED SCHOOL DISTRICT  
Orange, California

InstructionParent 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.

1.0 The local governing board shall adopt and implement a policy on parent and family engagement. (California Education Code (EC) §§ 11500-11504, 51101(b); 20 United States Code (U.S.C.) § 6318[a][2].)

1.1 Orange Unified School District (OUSD) has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. Input is gathered through surveys, focus groups and discussion forums and reviewed with the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), and site parent advisory committees.

The District has distributed the policy to parents and family members of children served under Title I, Part A. The policy is distributed to families through the annual notification, site newsletters, student-family handbooks, and posted on the district's website. (20 U.S.C. § 6318[a][2])

To involve parents and family members in the Title I program at Orange Unified School District, the following practices have been established:

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

OUSD includes actions for improving parent and family engagement in the Local Control Accountability Plan (LCAP). This services and expenditures addressing parent and family engagement, including meaningful participation and opportunities to provide input on decisions. Actions and strategies are also included in the LCAP Federal Addendum.

(b) OUSD involves parents and family members in the joint development of the LEA planning efforts and in the process of school review and improvement. (20 U.S.C. § 6318[a][2][A])

OUSD annually surveys parents and family members to gather feedback about what is working and areas of improvement around the LCAP, the LCAP Federal Addendum, as well as school goals and actions. Educational partner feedback is also gathered at school meetings, district and school parent advisory committee meetings, School Site Council meetings, and through other means. The information gathered is used to revise the district's LCAP, the LCAP Federal Addendum, and the sites' School Plan for Student Achievement (SPSA).

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

District staff work collaboratively with site administrators to plan and implement parent and family engagement activities. A Community Liaison provides support to each Title I school site to promote

planned  
activities. Activities for each site are described in the school's parent and family

**BP 6020(b)**

engagement policy, school-parent compact, and are included in the School Plan for Student Achievement.

(d) OUSD coordinates and integrates Title I, Part A parent and family engagement strategies with parent and family engagement, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs. (20 U.S.C. § 6318[a][2][C].) Parent and family engagement activities for all programs, including State Preschool, English Learners, and Special Education, are coordinated with those offered through Title I, Part A.

(e) OUSD conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy in improving the academic quality of the schools served, including identifying the following: (20 U.S.C. § 6318[a][2][D].)

The district annually gathers input and feedback from stakeholders through the LCAP survey, discussion forums, as well as site and district advisory committees to evaluate the effectiveness of the parent and family engagement policy.

OUSD identifies the following:

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

The district annually gathers input and feedback from education partners through the LCAP survey, focus groups, discussion forums, as well as site and district advisory committees to evaluate the effectiveness of the parent and family engagement policy. Barriers are identified through this process and actions are put into address the needs of families, such as holding meetings at different sites, providing child care, and ensuring information is provided in a language and format easily understood by families. Barriers commonly identified are the need for child care, varied start time for working parents, and the difficulty for working parents to even attend school or district meetings.

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

Workshops are offered, and information is provided to families to support them with strategies to engage with the school. Strategies include questions to ask during parent conferences, how to contact their child's teacher, and assistance with completing school forms.

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

Each school develops a site parent and family engagement policy and school-parent compact designed to meet the needs of their families. Schools host family information nights, such as Math or Literacy Night, informal meetings with the principal, and other opportunities for families to engage with the staff. The compact describes how families and school staff share the responsibility for improving student achievement and how the school and families will collaborate to assist students

achieve the state academic standards.

(f) OUSD uses the findings of such evaluation in subparagraph (e) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family

**BP 6020(c)**

engagement policy. (20 U.S.C. § 6318[a][2][E].)

The results of the evaluation are used to design evidence-based strategies to improve family engagement, and revise the parent and family engagement policy, as needed.

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

Each school designates family members to serve on the District Advisory Committee (DAC) and District English Learners Advisory Committee (DELAC). These committees review the results of the annual evaluation and input from education partners and use this information to develop, revise, and review the parent and family engagement policy.

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

(a) Engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members in our society. (EC §§ 11502[a])

All schools develop site parent and family engagement plans and school-parent compacts to address the needs of parents and families at their school. Each school offers parent and family engagement activities to assist families with supporting learning at home. Information and resources are shared with families at parent information nights, parent-teacher conferences, parent workshops, as well as, on the website and in materials sent home.

(b) Inform parents and family members that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home.

(EC §§ 11502[b])

Information and resources are provided to parents on strategies to assist their learning at home through parent meetings and family nights.

(c) Build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities.

(EC §§ 11502[c])

Each school publishes a monthly or quarterly newsletter to assist with home-school communication as well as connect families to additional resources both at the school and in the community. Information about the effectiveness of communication at each site is contained in the annual LCAP survey and used to improve services annually. In addition, school sites utilize phone messages to facilitate home-school communication. The Community Liaisons also support sites with improving communication.

(d) Train teachers and administrators to communicate effectively with parents. (EC §§ 11502[d])

Site Principals provide resources, information, workshops, and training to teachers on evidence-based strategies for effectively communicating with families.

- (e) Integrate parent involvement programs into the school's master plan for academic

**BP 6020(d)**

accountability. (EC §§ 11502[e])

Each site annually develops a School Plan for Student Achievement (SPSA) that includes goals, actions, strategies, and expenditures for family engagement in addition to goals to improve academic achievement and the learning environment.

- 1.3 The LEA receiving more than \$500,000 in Title I, Part A funds shall reserve not less than 1 percent of its allocation to carry out parent and family engagement activities. (20 U.S.C. § 6318[a][3][A])

The district reserves at least one percent of the Title I, Part A allocation to support district-wide family engagement activities. Family engagement activities are included in the district's LCAP and the LCAP Federal Addendum. District level staff are also in place to support family engagement.

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

Each school designates family members to serve on the District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC). These committees review input gathered from education partners about family engagement activities. This information is used to annually update the LCAP and the LCAP Federal Addendum, including the actions and services for parent and family engagement.

- 1.5 Not less than 90 percent of the funds reserved shall be distributed to schools served with priority given to high-need schools. (20 U.S.C. § 6318[a][3][C])

OUSD distributes at least 90 percent of the Title I, Part A funds to schools based on a funding formula.

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

- a) Supporting schools and nonprofit organizations in providing professional development (PD) for district and school personnel regarding parent and family engagement strategies. (20 U.S.C. § 6318[a][3][D][i])
- b) Supporting programs that reach parents and family members at home, in the community, and at school. (20 U.S.C. § 6318[a][3][D][ii])
- c) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. (20 U.S.C. § 6318[a][3][D][iii])
- d) Collaborating, or providing sub-grants to schools to enable such schools to collaborate,

- with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. (20 U.S.C. § 6318[a][3][D][iv])
- e) Engaging in any other activities and strategies that OUSD determines are appropriate and **BP 6020(e)** consistent with the parent and family engagement policy. (20 U.S.C. § 6318[a][3][D][v])

Funds reserved by the district for family engagement activities are used to support the activities and strategies addressed in this policy.

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

**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 **CODE OF FEDERAL REGULATIONS, TITLE 28**

35.104 Definitions, auxiliary aids and services

35.160 Communications

Adopted: (12/92 6/04 6/08 2/18 10/19) 10-22

**ORANGE UNIFIED SCHOOL DISTRICT**  
Orange, California

**Adopted: 10-22**

Instruction

Title I Programs

The Board of Education desires to provide a high-quality education that enables all students to meet challenging state academic standards. In schools with a large number or percentage of economically disadvantaged families, the District shall use Title I funds to provide services that strengthen the academic program and provide support to students at risk of failing to achieve academic standards.

Title I funds shall be used to supplement, not supplant, funds available from state and local sources for the education of students participating in Title I programs. (20 USC 6314, 6321)

Descriptions of how the District will address the required components of the Title I local educational agency plan, as specified in 20 USC 6312, shall be included within the District's control and accountability plan (LCAP), the LCAP Federal Addendum, or another document. School-level strategies shall be aligned with the District's plan and be tailored to the specific needs of the students at the school.

In addition, the District and each school receiving Title I funds shall develop a written parent/guardian and family engagement policy in accordance with 20 USC 6318.

Comparability of Services

In schools receiving Title I funds, state and local funds shall be used by schools receiving Title I funds to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds or, if all District schools are receiving Title I funds, that are substantially comparable in each school. Comparability may be determined on a school-by-school basis or by grade-span basis.

To demonstrate comparability of services among District schools, the District shall:

1. Adopt and implement a Districtwide salary schedule
2. Ensure equivalence in teachers, administrators, and other staff, as measured by either or both of the following:
  - a. The ratio of students to instructional staff at each Title I school within a grade span, which shall not exceed 110 percent of the average ratio for all non-Title I District schools within that grade span
  - b. Salary expenditures for instructional staff at each Title I school, which shall be no less than 90 percent of the average salary expenditure across non-Title I District schools.



3. Ensure equivalence in the provision of curriculum materials and instructional supplies, by determining whether the per-student expenditure of state and local funds for curriculum materials and instructional supplies in Title I schools is between 90 and 110 percent of the Districtwide average
4. Determine whether the amount of state and local funds allocated per student for each grade span is between 90 and 110 percent of the per student average for each grade span in non-Title I schools

In determining comparability, the District shall not include staff salary differentials for years of employment. The District also may exclude unpredictable changes in student enrollment or personnel assignments that occur after the beginning of the school year, state and local funds expended for language instruction educational programs, state and local funds expended for the excess costs of providing services to disabled students, and supplemental state or local funds expended in any school attendance area or school for programs that specifically meet the intent and purposes of Title I. (20 USC 6321)

The Superintendent or designee shall annually assess comparability in accordance with the above criteria and maintain records documenting the District's compliance. If any instances of non-comparability are identified, the Superintendent or designee shall promptly implement adjustments as needed to ensure comparability.

#### Participation of Private School Students

The District shall provide or contract to provide special educational services, instructional services (including evaluations to determine the progress being made in meeting students' academic needs), counseling, mentoring, one-on-one tutoring, or other Title I benefits to eligible private school students residing in a participating school attendance area. Such services and benefits shall be provided on an equitable basis in comparison to services and other benefits for public school students. (20 USC 6320, 7881)

#### Program Evaluation

The Board of Education shall regularly monitor the progress of economically disadvantaged and low-achieving students in Title I schools. During the annual evaluation of the District's progress toward achieving each goal identified in the LCAP or other planning document addressing 20 USC 6312, the Board shall review disaggregated data on academic achievement, school attendance, and other outcomes for such students and shall ensure that strategies are revised as necessary to support continuous improvement.

#### Legal Reference:

##### EDUCATION CODE

11503 Parent involvement programs in Title I schools

52060-52077 Local control and accountability plan

54420-54425 State Compensatory Education

64001 Single plan for student achievement, consolidated application programs

UNITED STATES CODE, TITLE 20

6301 Program purpose

6311-6322 Improving basic programs for disadvantaged students, including:

6312 Local educational agency plan

6313 Eligibility of schools and school attendance areas; funding allocation

6314 Title I schoolwide programs

6315 Targeted assistance schools

6318 Parent and family engagement

6320 Participation of private school students

6321 Comparability of services

6333-6335 Grants to local educational agencies

6391-6399 Education for migrant students

7881 Participation of private school students

CODE OF FEDERAL REGULATIONS, TITLE 34

200.1-200.73 Improving basic programs for disadvantaged students

Adopted: (7-88 12-92 7-96 6-04 6-08) 8-18

ORANGE UNIFIED SCHOOL DISTRICT  
Orange, California