



TUSTIN UNIFIED SCHOOL DISTRICT

ANNUAL NOTICE TO PARENTS/GUARDIANS/STUDENTS 2025-26

DEAR PARENT/GUARDIAN/PUPIL:

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

Education Code section 48982 requires that an acknowledgment of receipt of this notice be signed by the parent/guardian. Your digital signature during your online registration confirmation is an acknowledgment that you have received the notice and have been informed of your rights, but the signature does not indicate that consent to participate in any particular program has been either given or withheld.

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

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

MISSION STATEMENT

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

PUPIL DISCIPLINE

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

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

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

SEARCH AND SEIZURE (EC 35294, 35294.5, 49050, 49051, 49330; PC 626.9, BP 5145.12)

In an effort to keep schools free of drugs and firearms, the District may use specifically trained non-aggressive canines to alert staff to the presence of substances prohibited by law or District policy. The canines may sniff the air around lockers, desks, bags, items or vehicles on District property or at District sponsored events. Canines shall not sniff within the close proximity of any students or other persons and may not sniff any personal items on those persons without their consent.

SAFE STORAGE OF FIREARMS (EC §§48980, 48986, 49392): Please refer to **Attachment 1** 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 Board of Education has approved a dress code policy adopted by your child's school. A copy of the dress code is available at the Principal's office.

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

CIVILITY POLICY (EC §44050): A written copy of the district's section on employee interactions with pupils in its code of conduct is attached to this notice. Please refer to **Attachment 2**.

PUPIL RECORDS

PUPIL RECORDS/NOTICE OF PRIVACY RIGHTS OF PARENTS AND STUDENTS (EC § 49063 et seq., § 49069.7, § 49073, 34 CFR 99.30, 34 CFR 99.34, and the federal Family Educational Rights and Privacy Act):
Types of Pupil Records: A pupil record is any item of information directly related to an identifiable pupil, other than directory information, which is maintained by the District or required to be maintained by a District employee in the performance of his/her duties, whether recorded by handwriting, print, tapes, film, microfilm or other means. Pupil records include a pupil's health record.

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

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

School Officials and Employees/Legitimate Educational Interests: School officials and employees who are authorized to review pupil records are school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, certificated employee, or support staff member (including, but not limited to, paraeducator, health or medical staff and school law enforcement personnel); a person serving on the school board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, educational consultant or therapist); a vendor, contractor, or other party to whom the District has outsourced institutional services or functions; an agency caseworker of a state or local child welfare agency that has legal responsibility for the care and protection of a pupil, other public agencies providing services to pupils, as well as employees of other public schools or school systems where educational programs leading to high school graduation are provided or where a District pupil intends to or is directed to enroll; a minor's counsel of record. Access to pupil records is permitted only for records that are relevant to the legitimate educational interests of the requester. Upon request, the District discloses educational records without consent to officials of another school district in which the pupil seeks or intends to enroll. Legitimate educational interests include those described in California Education Code section 49076.

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

Challenging the Content of Records (EC § 49070): You have the right to challenge the content of any pupil record by filing a written request with the District superintendent to correct or remove any information recorded in the written records concerning your child which you allege to be any of the following: (1) inaccurate, (2) an unsubstantiated personal conclusion or inference, (3) a conclusion or inference outside the observer's area of competence, (4) not based on the personal observation of a named person with the time and place of the observation noted, (5) misleading, or (6) in violation of the privacy or other rights of the pupil.

Copying Costs: You may receive copies of your child's pupil records, at a cost of \$0.20 per page. [Note: A public agency may charge no more than the actual cost of reproducing the records, but if this cost effectively prevents the parent from exercising the right to receive the copy or copies, the copy or copies shall be reproduced at no cost (EC § 56504); *no charge may be made to search for or to retrieve any pupil records (EC § 49065).*

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

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

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

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

Destruction of Pupil Records: The Board of Education of the District is required to retain indefinitely the original or an exact copy of mandatory permanent pupil records (Class 1 - Permanent Records) which schools have been directed to compile by California regulations; maintain for stipulated periods of time mandatory interim pupil records (Class 2 - Optional Records) until the information is no longer needed to provide educational services to a child and are retained until reclassified as Class 3 – Disposable Records, and then destroyed as per California regulations (5 CCR 432). Prior to destroying pupil records of a child who has received special education services, the IDEA requires parental notification when the District decides that personally identifiable information is no longer needed to provide educational services to a child. Once parents/guardians have been notified that personally identifiable information is no longer needed, they have the option of requesting access to and/or copies of pupil records prior to destruction, and to request that pupil records be destroyed, unless the District determines that the information could be needed to provide educational services in the future or is needed for auditing purposes (34 CFR 300.624, 5 CCR 16026). Unless classified as permanent records, all other pupil records are destroyed five years after the information is no longer needed to provide educational services (5 CCR 16027).

SOCIAL MEDIA INFORMATION (EC §49073.6): The Board of Education of the District has approved a program to gather only information that pertains to the school or pupil safety. A copy of the District-Sponsored social media board policy (BP 1114) can be found on the Tustin Unified School District website.

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 no later than 30 days after receiving the Annual Notice to Parents/Students/Guardians to your pupil's Principal if you wish to deny access to directory information concerning your child. Opting out by the noted deadline above is the only way to prevent the release of directory information. 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. Directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin, except where Tustin Unified School District receives consent as required under state law.

CALIFORNIA COLLEGE GUIDANCE INITIATIVE (EC §§ 10861, 51225.7(f)(3), 51229(a)((6), 60900.5 & 69432.9(c)(2)(A)): The California College Guidance Initiative (CCGI) manages www.CaliforniaColleges.edu, which is the State of California's official college and career planning platform and is free to all California students in grades six through twelve and their families. The CCGI currently receives enrollment data for all public school students enrolled in grades six through twelve from the California Department of Education (CDE). The data shared will be used to provide pupils and families with direct access to online tools and resources and will enable a pupil to transmit information shared with the CCGI to both of the following: (1) postsecondary educational institutions for purposes of admissions and academic placement; and (2) the Student Aid Commission for purposes of determining eligibility for, and increasing access to, student financial aid.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT ("FERPA," 20 USC §1232g): Federal law set forth in FERPA grants parents certain rights with respect to their student's records. For a summary of your rights under FERPA, refer to **Attachment 3**.

FERPA: Medicaid Billing

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

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

HEALTH AND SAFETY

REFUSAL TO CONSENT TO PHYSICAL EXAMINATION (EC §§49451, 48980): You may file an annual written statement with the Principal of your child's school, stating that you will not consent to a physical examination of your child. However, whenever there is good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until school authorities are satisfied that any contagious or infectious disease does not exist.

PUPIL SUICIDE PREVENTION HOTLINE AND DOMESTIC VIOLENCE HOTLINES (EC §§215.5, 48980): The telephone number to reach the National Suicide Prevention Lifeline (1-800-273-8255) and telephone number for the National Domestic Violence Hotline (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, contact the Principal and the health office at your school site.

ADMINISTRATION OF IMMUNIZING AGENTS (EC §§49403, 48980): The District Board of Education is required to cooperate with the local health officer in measures necessary for the prevention and control of communicable diseases in school age children, and may permit any person licensed as a physician and surgeon, any person licensed as a registered nurse, or a licensed healthcare practitioner, as specified, who is

acting under the direction of a supervising physician and surgeon, to administer an immunizing agent to a pupil whose parent has consented, in writing, to the administration of the immunizing agent.

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

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

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

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

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

INSURANCE NOTICE FOR OPERATION OF INTERSCHOLASTIC ATHLETIC TEAM(S) (EC § 32221.5): Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses. Some pupils may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health insurance programs. Information about these programs may be obtained by calling Medi-Cal (800) 880-5305.

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 4** for Opioid Factsheet.

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

INSTRUCTION FOR PUPILS WITH TEMPORARY DISABILITIES (EC §§48206.3, 48207.3, 48207.5, 48208, 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 5** for information required to be provided to parents regarding type 1 diabetes.

TYPE 2 DIABETES (EC §49452.7) Please refer to **Attachment 6** 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 completing a Waiver of Oral Health Assessment Requirement Form.

FREE AND REDUCED-PRICE MEALS (EC §§49510, et seq., 48980, 49501.5): The District is required to provide two nutritionally adequate meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility. Information concerning this program is available at the District's website, the District's Nutrition Services Department, or the school office.

NOTIFICATION OF PESTICIDE USE (EC §§17611.5, 17612, 48980.3): A copy of the school's integrated pest management plan is posted on the school's website. Please refer to **Attachment 7** for a list of all pesticide products expected to be applied at your child's school during the upcoming year.

ASBESTOS MANAGEMENT PLAN (40 CFR §763.93): The District's updated asbestos management plan for each school is available for inspection at the District's Maintenance, Operations and Facilities Department.

CANCER PREVENTION ACT (EC § 48980.4; H&SC § 120336): The parents and guardians of pupils admitted or advancing to the sixth grade level are hereby notified that the State of California advises that pupils adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the Federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level. HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks. Please refer to **Attachment 8** with information required to be provided to parents of students admitted or advancing to the 6th grade regarding HPV immunization.

DANGERS OF SYNTHETIC DRUGS (EC § 48985.5): The District is required to share information annually about the dangers associated with using synthetic drugs that are not prescribed by a physician (such as fentanyl), and the possibility that dangerous synthetic drugs can be found in counterfeit pills. There is also a risk that social media platforms may be used as a way to market and sell synthetic drugs, such as fentanyl.

Additional information regarding the dangers of synthetic drugs, counterfeit pills and the risk of social media being used to sell such drugs can be found on the District's website as well as each individual school's website. **[Information about the dangers posed to students from synthetic drugs is available at: <https://www.cde.ca.gov/nr/ell/le/yr22ltr1027.asp>]**

ATTENDANCE

STATUTORY ATTENDANCE OPTIONS (EC §§35160.5, 46600, 48204, 48300, 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 choice" as established by Governing Board resolution. You may access interdistrict transfer permit information and policy on the District's website at <https://www.tustin.k12.ca.us/departments/admin-services/transfers>. For a complete summary of attendance options please refer to **Attachment 9** and 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 10** for the full text of Education Code 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 10** for the full text of section 48205.

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

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

PREGNANT AND PARENTING PUPILS (EC §§ 222.5, 46015, 48980): Tustin Unified School District may not exclude nor deny any pupil from any educational program or activity on the basis of the pupil's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom, and shall treat these conditions in the same manner and under the same policies as any other temporary disabling condition. A pregnant or parenting pupil is entitled to 8 weeks of parental leave, or additional leave if deemed medically necessary by the pupil's physician. During parental leave, absences shall be excused and the pupil shall not be required to complete academic work or other school requirements. After return from parental leave, a pupil may resume the course of study in which he/she was previously enrolled, is entitled to make up work missed, and to take a fifth year of high school instruction if necessary to complete graduation requirements. A pupil may elect to attend an alternative education option instead of returning to the school in which he or she was enrolled prior to parental leave. Schools shall provide reasonable accommodations to a lactating pupil on a school campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding. A pupil shall not incur an academic penalty as a result of his or her use of these accommodations

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 2025-26 School Year Calendar at the end of this document.

NON-DISCRIMINATION

STATEMENT OF NON-DISCRIMINATION

The Tustin Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender expression, gender identity, immigration status, national origin, religion, race or ethnicity, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For questions or complaints, please contact Equity Compliance Officer: Stephanie Yang, Director Educational Service TK-12, 300 S. C Street Tustin, CA 92780, 714-730-7301 ext. 51318 | Title IX Coordinator: Stephanie Yang, Director Educational Service TK-12, 300 S. C Street Tustin, CA 92780, syang@tustin.k12.ca.us, 714-730-7301 ext. 51318 and Section 504 Coordinator: Michelle Everitt, Coordinator of Student Services, 1151 San Juan St. Tustin, CA 92780, 714-730-7301 ext. 51326.

(EC §§200, 220; Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, § 504 of the Rehabilitation Act of 1973): The Tustin Unified School District (Tustin USD) is committed to ensuring equal, fair, and meaningful access to employment and education services. The District prohibits, in any employment practice, education program, or educational activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, based on actual or perceived race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, veteran or military status, medical condition, pregnancy and related conditions, retaliation, or political beliefs; or association with a person or group with one or more of these actual or perceived characteristics. Your child has a right to a free public education, regardless of immigration status. Please refer to **Attachment 11** "Know Your Educational Rights" related to immigration. Additional resources for immigrant students and family members developed by the California Attorney General are accessible at <https://oag.ca.gov/immigrant/resources>. The District will take steps to assure that the lack of English will not be a barrier to admission and participation in District programs. Any student who feels that they have been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the Coordinator, the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the Coordinator or principal, whether or not the victim files a complaint. Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying or to whom such an incident is reported shall report the incident to the school's Title IX coordinator or principal, whether or not the victim files a complaint. Complaints alleging noncompliance with the District's policy of nondiscrimination and/or Title IX should be directed to:

Stephanie Yang, Ed.D., Director, Educational Services
300 South C Street Tustin, CA 92780
Phone (714) 730-7301 X 51318

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

SEXUAL HARASSMENT POLICY (EC §§231.5, 48980; 5 CCR §4917): The District's written sexual harassment policy is **Attachment 12** to this notice.

PUPILS WITH DISABILITIES

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

CHILD FIND (EC §§56300, 56301): The District has a duty to identify, locate and assess children with disabilities who are in need of special education and related services. If you believe that your child is in need of special education and related services, you may initiate a referral for assessment by contacting the school Principal or the District's Special Education Department at (714) 730-7301 X 314.

MISCELLANEOUS

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

The education will be taught by school district personnel/outside consultants. If the education is provided by outside consultants and/or at an assembly by guest speakers, this notice must include the date of the instruction, the name of the organization or affiliation of each guest speaker, and information stating the right of the parent/guardian to request a copy of Education Code Sections 51933, 51934 and 51938. A copy of the California Healthy Youth Act is available from Educational Services. You have the right to request in writing that your child shall not receive comprehensive sexual health education or HIV/AIDS prevention education. The District may administer to students in grades 7 through 12 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.

DUAL ENROLLMENT AND INTERNATIONAL BACCALAUREATE COURSES (EC § 48980.6): Please refer to **Attachment #13** for information regarding the District's dual enrollment and/or International Baccalaureate courses offered.

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

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

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

HIGH SCHOOL OPEN CAMPUS (EC §§44808.5, 48980): The Board of Education of the District, pursuant to Education Code section 44808.5, has decided to permit, with parent/school permission, senior students enrolled at Legacy Magnet Academy and Beckman, Foothill, and Tustin High Schools to leave the school grounds during the lunch period. Section 44808.5 of the Education Code further states, "Neither the school district nor any officer or employee thereof shall be liable for the conduct or safety of any pupil during such time as the pupil has left the school grounds pursuant to this section."

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

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

- (1) two years of history/social science;
- (2) four years of college preparatory English or language instruction;

- (3) three years of college preparatory mathematics;
- (4) two years of college preparatory laboratory science;
- (5) two years of the same language other than English;
- (6) one year of visual and performing arts; and
- (7) one year of college preparatory electives

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

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

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

CaliforniaColleges.edu: This is California's free online platform that helps students explore colleges, careers, and financial aid options in California. Through their school accounts, students can research universities, track A-G course completion, plan for college applications, and even launch financial aid forms like the FAFSA or CADAA with pre-filled information. The platform also offers tools to explore career pathways, set academic goals, and connect with resources to support their future plans. Parents can encourage their students to use CaliforniaColleges.edu to stay on track for college and career success.

www.CaliforniaColleges.edu is California's official college and career planning platform. Lessons and tools help students discover goals for life after high school, make plans to achieve them, and launch their futures. It's free for California 6th - 12th grade students, their parents, and educators.

Career Technical Education: The California Department of Education defines "career technical education" as a program of study that involves a multi-year sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide pupils with a pathway to postsecondary education and careers. Career technical education focuses on in-demand industries such as Computer Science, Engineering, Medical and Health Technology, Digital Media Arts and Hospitality, forecasted to have high-skill, high-wage career options for rising professionals.

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 14**.

Website for Career Technical Education: Pupils can learn more about career technical education at the following California Department of Education website: www.cde.ca.gov/ci/ct/

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

CAL GRANT PROGRAM (EC § 69432.9): The District must notify parents/guardians and students that all 11th grade students will be deemed Cal Grant applicants unless the student opts out. If 11th grade students do not opt out, their grade point average will be submitted electronically to the State of California Cal Grant system. If you do not wish to submit your GPA for Cal Grant consideration, contact your school's principal before September 15th of your junior year.

LOCAL APPRENTICESHIP AND PREAPPRENTICESHIP PROGRAMS (EC §§ 48980, 48980.5 & 49600): The District uses the Department of Industrial Relations' Division of Apprenticeship Standards' database of registered program sponsors to identify available local apprenticeship and preapprenticeship programs. The District may use the contact information from this database to obtain additional information or materials—such as pamphlets or brochures—about these programs. A link to the Department of Industrial Relations'

Division of Apprenticeship Standards' apprenticeship and preapprenticeship database can be found on the District's website, or you can visit <https://www.dir.ca.gov/databases/das/aigstart.asp>.

SCHOOL ACCOUNTABILITY REPORT CARD (EC §§35256, 33126, 32286): The District Board of Education annually issues a School Accountability Report Card (SARC) for each school in the District. You may obtain a copy of the SARC from our District website or 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 - CHOOSING A LANGUAGE ACQUISITION PROGRAM: (EC §310)

Parents or guardians may choose a language acquisition program that best suits their child (EC Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards.

Language Acquisition Programs:

We are required to offer, at a minimum, a Structured English Immersion (SEI) program option. (See the description below.) We also offer the following language acquisition programs:

- **Structured English Immersion (SEI) Program:** Structured English Immersion Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD.
- **Dual-Language Immersion (DLI) Program:** Also referred to as Two-Way Immersion. A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to eighth grade.

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible.

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan (EC Section 52062). If interested in a different program from those listed above, please contact Stephanie Yang, Director, Educational Services to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

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

NOTICE OF ALTERNATIVE SCHOOLS (EC §58501): The law requires the District to provide parent/guardians with a notice of alternative schools. Please refer to **Attachment 15** for a copy of the notice specified in Education Code section 58501.

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

UNIFORM COMPLAINT PROCEDURES (5 CCR §4622): The District has adopted policies and procedures for the filing, investigation and resolution of complaints regarding alleged violations of federal or state law or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group and all programs and activities that are subject to the UCP. A copy of the District's Uniform Complaint Procedures is available from the District office. Please refer to **Attachment 16**, which is the District's Notice of Uniform Complaint Procedures.

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

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

- (1) the reasons for the identification of the child as LEP and in need of placement in a language instruction educational program;
- (2) the child's level of English proficiency, how such level was assessed and the status of the child's academic achievement;
- (3) the methods of instruction used in the program in which the child is or will be participating, and the methods of instruction used in other available programs;
- (4) how the program in which the child is or will be participating, will meet the educational strengths and needs of the child;
- (5) how such program will specifically help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- (6) the specific exit requirements for the program;
- (7) in the case of a child with a disability, how such program meets the objectives of the individualized education program (IEP) of the child; and
- (8) information pertaining to parental rights that includes written guidance detailing the right that parents have to have their child immediately removed from such program upon their request, and the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the District.

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

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

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

- (1) whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

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

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

Information on Child's Level of Achievement:

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

Homeless Liaison:

Homeless pupils have certain rights under California and federal law. For information concerning these rights, please contact the school office or the District's liaison for homeless children and youth, in our Student Services Department, at (714) 730-7301 X 51326.

Release of Pupil Information to Military Recruiters:

Please see entry under Pupil Records

KEY TO LEGAL REFERENCES

<u>Abbreviation</u>	<u>Complete Title</u>
B&PC	Business and Professions Code
CCR	California Code of Regulations
CFR	Code of Federal Regulations
EC	Education Code
ESSA	Every Student Succeeds Act
FERPA	Family Educational Rights and Privacy Act
H&SC	Health & Safety Code
IDEA	Individuals with Disabilities Education Act
LC	Labor Code
PC	Penal Code
§ 504	Section 504 of the Rehabilitation Act of 1973
USC	United States Code
W&IC	Welfare & Institutions Code

For the most current board policies and regulations please refer to our district website
<https://www.tustin.k12.ca.us>

ATTACHMENT 1

Firearms Safety Memorandum

Starting in the 2023–24 school year, California education code requires that all School Districts communicate about safe firearm storage to their students, families, and communities in the required annual parental notifications (Ca. Educ. Code § 49392.).

The purpose of this memorandum is to inform and to remind parents and legal guardians of all students in the **Tustin 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.¹
 - **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.²
- 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.³
- 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.⁴

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.

¹ See California Penal Code sections 25100 through 25125 and 25200 through 25220.

² See California Penal Code section 25100(c).

³ See California Civil Code Section 29805.

⁴ See California Civil Code Section 1714.3.

Policy 1313: Civility

Status: ADOPTED

Original Adopted Date: 11/18/2024 | Last Reviewed Date: 11/18/2024

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

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

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

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

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

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

For the most current board policies and regulations please refer to our district website
<https://www.tustin.k12.ca.us>

ATTACHMENT 3

Notification of Rights under FERPA

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

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

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

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

Parents or eligible students who wish to ask the School to amend their student's or their education record should write the School principal [or appropriate school official], clearly identify the part of the record they want changed and specify why it should be changed. . If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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 officials must notify parents and eligible students annually of their rights under FERPA. The actual means of notification is left to the discretion of each school.

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

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

PRESCRIPTION OPIOIDS: WHAT YOU NEED TO KNOW



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

WHAT ARE THE RISKS AND SIDE EFFECTS OF OPIOID USE?

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

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

As many as
1 in 4
PEOPLE*



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

* Findings from one study

RISKS ARE GREATER WITH:

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

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

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



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



American Hospital
Association®

CS-00109C May 9, 2017

KNOW YOUR OPTIONS

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

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



Be Informed!

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

IF YOU ARE PRESCRIBED OPIOIDS FOR PAIN:

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

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

Attachment 5

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

Last Reviewed: June 5, 2025

ATTACHMENT 6

Type 2 Diabetes Information

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

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

Description

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

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

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

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

Risk Factors Associated with Type 2 Diabetes

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

Risk Factors

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

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

Warning Signs and Symptoms Associated with Type 2 Diabetes

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

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fats levels

Type 2 Diabetes Prevention Methods and Treatments

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

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

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

Types of Diabetes Screening Tests That Are Available

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

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

Last Reviewed: June 5, 2025

ATTACHMENT 7

Pesticides/Herbicides

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

CHEMICAL	ACTIVE INGREDIENT
Alpine WSG / BASF	Dinotefuran
Avalon/ RCO	Strychnine Alkaloid
CB- 80 Extra	Piperonyl Butoxide, Pyrethrins
Cheetah Pro	Glufosinate Ammonium
Diphacinone 0.005% / Ca Dept of Food and Agr,	2-diphenylacetyl-1, 3-indandione
Fusilade II Turf & Ornamental	Fluazifop-P-Butyl
Gentrol IGR	Hydroprone
Gentrol / Point Source	(S)-Hydroprone
Gopher Getter AG Bait	Strychnine Alkaloid
Gopher Getter Type 2 AG Bait	Diphacinone
Masterline Bifenthrin 7.9	Bifenthrin
Maxforce FC ant bait station	Fipronil
Maxforce FC ant kill gel	Fipronil
Maxforce FC roach killer bait gel	Fipronil
Maxforce FC sm roach bait station	Fipronil
Maxforce Fire ant killer bait	Hydramethylnon
Maxforce Magnum roach gel	Fipronil
Omega / RCO	Strychnine Alkaloid
Speed Zone	2, 4-D, 2-ethylhexyl ester
Terad3 / Bell	Cholecalciiferol
Weed Pharm	Acetic Acid
Zinc Phosphide	Zinc Phosphide

www.CDPR.CA.GOV

ATTACHMENT 8

As a parent or guardian, we know how important your child's health is to you. That's why we want to share information about human papillomavirus (HPV) and an effective way to protect your child from the cancers it can cause through immunization.

What is HPV?

HPV is a very common virus that 8 out of 10 people will get at some point in their lifetime. Some HPV infections can lead to cancer later in life.

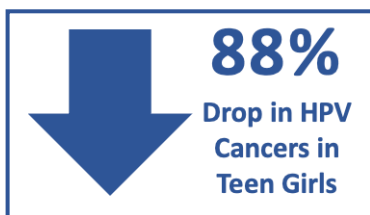


HPV is estimated to cause about 37,000 cases of cancer in men and women every year in the U.S. – that's the same as the average attendance for a major league baseball game!

Only cervical cancer, one of the cancers caused by HPV, can be detected early with a Pap test. The other cancers caused by HPV (cancers of the throat, genitals, or anus) may not be detected until they are more serious. HPV vaccination prevents infections that cause these cancers.

How can I protect my child from HPV?

HPV vaccination can prevent over 90% of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks. With more than 135 million doses given in the U.S. since 2006, HPV vaccine has a long safety record that's backed by over 15 years of monitoring. Common side effects are mild and get better within a day or two. These include pain, redness, or swelling where the shot was given, similar to other vaccines.



HPV vaccination works extremely well. Since HPV vaccination was first recommended in 2006, infections with HPV types that cause most HPV cancers have dropped 88% among teen girls and 81% among young adult women.

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

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



Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade.

(Kids who wait until later to get their first dose of HPV vaccine may need three doses.) The HPV vaccine is often given at the same time as other adolescent vaccines, like Tdap to prevent whooping cough and meningococcal vaccine to prevent bacterial meningitis.

Where can I get the HPV vaccine for my child?

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

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

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

Last Reviewed: June 5, 2025

ATTACHMENT 9

Statutory Attendance Options
Information provided by the California Department of Education
<https://www.cde.ca.gov/re/di/fq/districttransfers.asp>

District Transfers

Laws regarding intradistrict and interdistrict transfers.

Policies regarding intradistrict/open enrollment and interdistrict/reciprocal agreement transfers are the responsibility of each local district governing board and are not within the jurisdiction of the California Department of Education (CDE). Each local district governing board has ultimate authority over general education processes such as district transfers. Parents/guardians shall work with their local school district administration to share their concerns and to determine what local processes their district has in place regarding district transfers. Contact information for California public schools, private schools, nonpublic and nonsectarian schools, County Offices of Education, and school districts can be found on the CDE California School Directory Web page (<https://www.cde.ca.gov/schooldirectory>).

California law requires school districts to provide an education to any student who resides within the district's attendance area. Although students have the right under California law to a free, public education, the law does not guarantee that a student can attend the school of his or her choice, or even the neighborhood school.

California's educational system relies on local control for the management of school districts on the theory that those closest to the problems and needs of each individual district are the best able to make appropriate decisions on behalf of the district. In allocating their resources among the schools of the district, school district governing boards and district administrators must follow the law, but they also have the additional task of setting the educational priorities for their schools and weighing the importance and urgency of all of their education needs.

The following options are available as further detailed below:

- District of Choice
- Intradistrict Transfer
- Interdistrict Transfer/Reciprocal Agreement
- Interdistrict Transfer Because of Parent Employment/Allen Bill
- District Transfers and Transportation
- School Choice

District of Choice

In 2017, the state budget act significantly changed the requirements for districts that elected to participate in the school District of Choice program. The new requirements are outlined in California Education Code (EC) sections 48300 through 48316. Under these new provisions, the District of Choice determines the number of transfer students it is willing to accept and must ensure that students admitted are selected through a random, unbiased process. The admissions process prohibits an evaluation of whether or not the student should be enrolled based on his or her academic or athletic performance, physical condition or proficiency in English. For more information, visit the CDE's District of Choice web page (<https://www.cde.ca.gov/sp/eo/dc/index.asp>).

Intradistrict Transfer

An intradistrict transfer/open enrollment is when parents/guardians wish to register/admit/enroll their student(s) at a school other than the designated school that is in their attendance area **within** their district.

California Education Code section 35160.5(b) permits parents to indicate a preference for the school which their child will attend, irrespective of the child's place of residence **within** the district, and requires the district

to honor this parental preference if the school has sufficient capacity without displacing other currently enrolled students.

Districts are encouraged to give preference to siblings attending the same school and to consider the location of parents' places of employment or established child care arrangements in determining enrollment priority. Districts are allowed to make case-by-case exceptions in order to ameliorate harmful or dangerous situations.

Interdistrict Transfer/Reciprocal Agreement

An interdistrict transfer/reciprocal agreement is when parents/guardians wish to register/admit/enroll their student(s) at a school other than the designated school that is in their attendance area **outside** of their district.

California Education Code sections 46600–46610 permits parents/guardians to request an interdistrict transfer/reciprocal agreement. The fundamental basis for this provision is the signing of an agreement between districts. Interdistrict transfer/reciprocal agreement must be approved by both the student's original district of residence and the district to which the student seeks to transfer to. Both districts must approve the agreement before it becomes valid. The agreement may extend for a maximum of five consecutive years and may include terms or conditions. It is within the authority of either the home district or the receiving district to revoke an interdistrict transfer/reciprocal agreement at any time for any reason the local board or district superintendent deems appropriate.

If a request for an interdistrict transfer/reciprocal agreement is denied, the student's parents/guardians may file an appeal to the county office of education in the student's district of residence within 30 days of receipt of the official notice of denial of the transfer.

Interdistrict Transfer Because of Parent Employment/Allen Bill

California Education Code section 48204(b) permits a school district to deem a pupil to have complied with the residency requirements for school attendance in the district if at least one parent/guardian of the pupil is physically employed within the boundaries of that district. Once admitted to residency, the pupil's transfer may be revoked only if the parent ceases to be employed within the boundaries of the district. As a resident, the student does not have to re-apply for the transfer to be valid.

District Transfers and Transportation

California Education Code Section 41850 provides annual funding to district for home-to-school transportation and special education transportation. Reimbursements are made to districts on a cost-per-mile traveled basis. However, participation in the home-to-school transportation program is wholly voluntary and some districts do not provide these services. Districts may choose to assess a fee for home-to-school transportation.

School Choice

Under the Every Student Succeeds Act (ESSA) section 1111(d)(1)(D), for schools identified for comprehensive support and improvement (CSI), the local educational agency (LEA) may provide all students enrolled in the school with the option to transfer to another public school served by the LEA, unless such an option is prohibited by State law. (ESSA section 1111(d)(1)(D)(i))

In providing students the option to transfer to another public school, the LEA shall:

- Give priority to the lowest achieving children from low-income families, as determined by the local educational agency for purposes of allocating funds to schools under section 1113(c)(1) (ESSA Section 1111(d)(1)(D)(ii));
- Ensure that a student who transfers to a school in the LEA that is not identified for CSI enroll in classes and other activities in the public school in the same manner as all other students in the school (ESSA Section 1111(d)(1)(D)(iii));
- Permit a student who transfers to another public school in the LEA that is not identified for CSI to remain in that school until the student has completed the highest grade in that school (ESSA Section 1111(d)(1)(D)(iv)).

The public school choice (Choice) program under the No Child Left Behind (NCLB) was phased out in the 2017-18 school year due to the implementation of the ESSA. However, LEAs are still required to provide transportation to students who transferred to non-program improvement schools under the NCLB Choice program and allow such students to remain in the schools of choice until they complete the highest grade level in that school.

Additional information is located on the Title I, Part A School Choice web page (<https://www.cde.ca.gov/sp/sw/t1/schoolchoice.asp>).

Last Reviewed: June 5, 2025

ATTACHMENT 10

Education Code § 48205. Excused absences; Completion of missed assignments and tests; Effects on state apportionment payment

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

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

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

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

(4) For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.

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

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

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

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

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

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

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

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

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

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

(13)(A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close

association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident.

(i) To access services from a victim services organization or agency.

(ii) To access grief support services.

(iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

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

(14) Due to pupil's participation in military entrance processing.

(15) 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 for those assignments and tests. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

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

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

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

- (1) A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
- (2) "Cultural" means relating to the 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.
- (4) "Victim services organization or agency" has the same meaning as defined in subdivision (j) of Section 12945.8 of the Government Code.

Last Reviewed: June 5, 2025

ATTACHMENT 11

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:

- o All children have the right to a free public education.
- o All children ages 6 to 18 years must be enrolled in school.
- o All students and staff have the right to attend safe, secure, and peaceful schools.
- o All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
- o 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 can update your child's emergency contact information with their school, 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.

Last Reviewed: June 5, 2025

Policy 5145.7: Sexual Harassment**Status: ADOPTED****Original Adopted Date:** 11/18/2024 | **Last Reviewed Date:** 11/18/2024

The Governing Board is committed to maintaining a welcoming, safe, and supportive school environment that is free from discrimination and harassment. The Board prohibits at school or at school-sponsored or school-related activities, sex discrimination and sex-based harassment, as defined in the accompanying administrative regulation, targeted at any student, based on the student's actual or perceived sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; and, parental, marital, and family status.

Additionally, the Board prohibits retaliatory behavior or action against any person who complains or testifies about conduct that reasonably may constitute sex discrimination, including sex-based harassment, reports such conduct, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1; 34 CFR 106.71)

The district strongly encourages students who feel that they are being or have experienced sex discrimination, including sex-based harassment, on school grounds or at a school-sponsored or school-related activity, or off-campus when the conduct has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee.

Title IX Coordinator
Stephanie Yang, Ed.D.
Director, Educational Services
Tustin Unified School District 300 South C Street
Tustin, CA 92780
714-730-7301 Ext. 51368
syang@tustin.k12.ca.us

Any employee who receives a report or observes an incident of sex discrimination, including sex-based harassment, by or against a student in a district education program or activity shall report the incident to the Title IX Coordinator within one workday.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

The Title IX Coordinator shall offer and coordinate supportive measures to be provided to the complainant and, if the district has begun grievance procedures or offered an informal resolution process to the respondent, offer and coordinate supportive measures to be provided to the respondent as deemed appropriate under the circumstances.

The Superintendent or designee shall ensure that all district staff are trained regarding the district's sex discrimination and sex-based harassment policy, and that all employees receive training related to their duties under Title IX as specified in Administrative Regulation 4119.11/4219.11/4319.11 - Sex Discrimination and Sex-Based Harassment. (34 CFR 106.8)

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sex discrimination and sex-based harassment. Such instruction and information shall include:

1. What acts and behavior constitute sex discrimination and sex-based harassment, including the fact that sex discrimination and sex-based 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 sex discrimination or sex-based harassment under any circumstance
3. Encouragement to report observed incidents of sex discrimination and sex-based harassment even when the alleged victim of the discrimination or harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sex discrimination or sex-based harassment incident will be addressed separately and will not affect the manner in which the sex discrimination or sex-based harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sex discrimination and sex-based harassment allegation that involves a student, whether as the complainant, respondent, or victim of the discrimination or harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sex discrimination and/or sex-based harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sex discrimination or sex-based harassment complaint continues
8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sex discrimination or sex-based harassment and/or other students during an investigation

Disciplinary Actions

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

Upon investigation of sex discrimination and/or sex-based harassment, any employee found to have engaged in sex discrimination against, and/or sex-based harassment or sexual violence toward, any student, shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain records in accordance with law, including in accordance with 34 CFR 106.8 as specified in Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures, and district policies and regulations, of all reported cases of sex-based harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

**For the most current board policies and regulations please refer to our district website
<https://www.tustin.k12.ca.us>**

ATTACHMENT 13

DUAL ENROLLMENT AND INTERNATIONAL BACCALAUREATE COURSES

Course ID	Course Title	Course ID	Course Title
6000	Art 20 (IVC)	9204	HIST 1
6001	Art 40 (IVC)	9207	HIST 2
6004	Voice Beg (IVC)	9209	HUM 1
6005	VoiceInter(IVC)	9210	ECON 1
6006	Voice Wrk (IVC)	9211	BIO 1
6007	Guitar Beg(IVC)	9212	MUS 20
6009A	SignLang21(IVC)	9213	PSYC 1
6009B	SignLang22(IVC)	9217	SOC 1
6010	ActingAdv (IVC)	9218	ECON 2
6011	Writing 1 (IVC)	9220	WR 1
6013	Business (IVC)	9221	MATH 3A
6014	Dance 77(IVC)	9223	MATH 3B
6015	KinesiologyIVC	9224	BIO 1L
6016	PSYC 7 (IVC)	9225	CHEM 3
6017	Span 1 (IVC)	9227	COUN 10
6018	Span 2 (IVC)	9229	COMM 1 (IVC)
6019	HD 15 (IVC)	9230	KNES 85
6020	HD 7 (IVC)	9231	KNES 212
6021	HD 115 (IVC)	9232	PSYC 10
6022	HD 110 (IVC)	9233	GEOG 1
6023	Span 3 (IVC)	9234	COMM 3 (IVC)
6024	DMA 10 (IVC)	9235	NUT 2 (IVC)
6025	DMA 70 (IVC)	9236	KNES 213
6026	DMA 51 (IVC)	DC105	College VisArt
6027	ENTR 200 (IVC)	DC110	College Dance
6028	ENTR 201 (IVC)	DC120	College English
6029	ENTR 202 (IVC)	DC140	College Music
6030	Math 124 (IVC)	1405	French HL 2
6031	Math 2 (IVC)	1475	IB Math Appl
6032	AJ 116 (IVC)	2015	Euro His AP/IB
6033	AdminofJustice	2041	Chem H Pre IB
6034	Str/Prsnl Law	8034	IB Program 10
6035	CrimLaw1 (IVC)	8035	IB Program 9
6036	LGL 201 (IVC)	8040	Wld His IB
6037	LGL 21 (IVC)	8041	Chem H Pre IB
6040	Math 3a (IVC)	9305	Biology HL 1
6041	Math 3B (IVC)	9306	English HL 1
6045	GEOG 1 (IVC)	9307	English HL 2
6050	PSYC 1 (IVC)	9308	Biology HL 2
6052	MUS 28 (IVC)	9310	Mathematics HL2
6053	COMM 5 (IVC)	9311	Hist Amer HL 2
6054	COUN 12 (IVC)	9312	Theory Knldg (IB)
7005	CIM 45 (IVC)	9321	Vis Arts HL
7010	CIM 117 (IVC)	9323	Psychology HL

ATTACHMENT 14

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

Course ID	Course Title	Course ID	Course Title
1115	Comp Sci A (AP)	1957D	Sprts Med ROP
1115P	Comp SciPrn(AP)	1597I	Sprt Med IntROP
1118	Product Design	1980	Culnry Arts ROP
1120	Intro to Engr D	2926	Exp GraphicDesn
1121	Prin Engr PLTW	2950	PLTW CompSciIM
1130	Robotics Engr	3002	Comp App
1131	Engr Dsgn PLTW	3005	Video Prod
1132	CmpSciSftPLTW	3008	Intro Grap Des
1133	ComplntManPLTW	3013	Int Graphc Dsgn
1134	Manuf Pro Dev	3101	AutomRobGTTPLTW
1152	Photography 1	3102	AutoRobCGTTPLTW
1155	GraphicDsgn 1	3103	DesModGTTPLTW
1156	Graphic Dsgn 2	3106	MedDtcGTTPLTW
1157	Graphic Dsgn 3	3121	GTT1 -Gateway2Tch
1158	Photo/Design	3201	Culinary Arts
1165	Dgtl Video Prod	3212Y	CulinaryArt Adv
1171	Prin of Bio Med	3401	Wood Beg
1172	Human Body Sys	3402	Wood Adv
1173	Med Intrvs PLTW	3615	Entrepreneurship
1174	BioMedInnv PLTW	3616	Entrepreneurship 2
1180	Culinary Arts 2	6025	DMA 70 (IVC)
1182	Culinary Arts 3	7005	CIM 45 (IVC)
1183	Early Child Ed	7010	CIM 117 (IVC)
1184	Child Grow/Dev	9100	Em Md Tec ROP
1193G	Culinary Arts 1	9105	Entship II ROP
1354	Art 2D (AP)	9108	Entrprnshp1 ROP
1360	Visual Imagery	9112	EmrMedRes ROP
1366	Adv Visual Imag	9118	Multimedia Dsgn
1368	StuArtGrpDs(AP)	9119	Music Tech ROP
1369	StuArtPhoto(AP)	9120	Adv Music Tech
1370	Dramatic Produc	9125	Adv Media Arts
1371	Dgtl Filmmaking	9130	Sma Bus Bootcmp
1371FG	Dgtl Filmmaking	9131	SmBusBtcmpIIROP
1372	Ind Film Projec	9229	COMM 1 (IVC)
1380	Adv Robotics	9230	KNES 85
1390	Coun Health Srv	9234	COMM 3 (IVC)
15001	Med Terminology	9236	KNES 213
1901	Anim Care ROP	9450	Car Path Intern
1907	Auto Tech 1 ROP	LMA010	Adv Robotics
1940	Med Core ROP	LMA015	Robotics Eng
1951	Dental B/O ROP	LMA030	Int Business
1952	Dental F/O ROP	LMA050	ENTR Mus Tech
1954	Adm Justice ROP	LMA055	Adv Broadcast

Course ID	Course Title	Course ID	Course Title
LMA060	Rapid Prototype	ROP370	CNA Intern ROP
LMA070	Dramatic Prod	ROP381	ROP Pharm Tch Int
LMA110	FBLA Bus Neg	ROP400	Careers with Children Int
LMA160	Virtual Ent I	ROP440	ROP CulArtInter
LMA165	Virtual Ent II	ROP441	ROP CulArt Adv
LMA168	Small Bus Entre	ROP445	ROP Baking and Pastry Fund
LMA663	Exp Entrepre	ROP450	Div Ser Car Int
LMA760	Tch App Busines	ROP500	Automotive Technology Intern
LMA860	Virt Enterprise	ROP540	Const Tech ROP
LMA960	Mkt Adv GrphDes	ROP542	ROP BITA 1
ROP270	Crime Sc Inves	ROP543	Medi Innovations
ROP300	ROP AniCarInter	ROP545	Cyber Forward
ROP318	Dental B/O ROP	ROP546	Careers in AI
ROP323	ROP FireScience	ROP547	ROPsplyChainMgt
ROP342	ROP MedCarSys	ROP548	ROPsplyChnMgtII
ROP350	ROP MedNursInt		

*For the most current CTE school site-specific, after-bell, and summer course offerings, and for more information on CTE, visit [TUSD's College and Career Readiness webpage](https://tustin.k12.ca.us) (tustin.k12.ca.us) or contact Alita Ray, aray@tustin.k12.ca.us.

ATTACHMENT 15

NOTICE OF ALTERNATIVE SCHOOLS California Education Code Section 58501

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

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

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

Policy 1312.3: Uniform Complaint Procedures**Status: ADOPTED****Original Adopted Date: 11/18/2024 | Last Reviewed Date: 11/18/2024**

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

Complaints Subject to UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for pregnant and parenting students (Education Code 46015)
2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)
3. After School Education and Safety programs (Education Code 8482-8484.65)
4. Agricultural career technical education (Education Code 52460-52462)
5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)
6. Child care and development programs (Education Code 8200-8488)
7. Compensatory education (Education Code 54400)
8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)
9. Course periods without educational content (Education Code 51228.1-51228.3)
10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

Discrimination includes, but is not limited to, the Board's refusal to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. A complaint alleging such unlawful discrimination may, in addition to or in lieu of being filed with the district, be directly filed with the Superintendent of Public Instruction (SPI). (Education Code 243)

11. Educational and graduation requirements for students in foster care, students experiencing homelessness, students from military families, students formerly in a juvenile court school, students who are migratory, and students participating in a newcomer program (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
12. Every Student Succeeds Act (Education Code 52059.5; 20 USC 6301 et seq.)
13. Local control and accountability plan (Education Code 52075)
14. Migrant education (Education Code 54440-54445)
15. Physical education instructional minutes (Education Code 51210, 51222, 51223)
16. Student fees (Education Code 49010-49013)
17. Reasonable accommodations to a lactating student (Education Code 222)
18. Regional occupational centers and programs (Education Code 52300-52334.7)
19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)
20. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)
21. State preschool programs (Education Code 8207-8225)
22. State preschool health and safety issues in license-exempt programs (Education Code 8212)
23. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
24. Any other state or federal educational program the SPI or designee deems appropriate

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be investigated and resolved by the specified agency or through an alternative process:

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division or the appropriate law enforcement agency. (5 CCR 4611)
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services. (5 CCR 4611)
3. Any complaint alleging that a student, while in an education program or activity in which the district exercises substantial control over the context and respondent, was subjected to sexual harassment as defined in 34 CFR 106.30 shall be addressed through the federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45, as specified in Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures.
4. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in Administrative Regulation 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Civil Rights Department.
5. 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 (FAPE), failure or refusal to implement a due process hearing order to which the district is subject, or a physical safety concern that interferes with the district's provision of FAPE shall be submitted to the California Department of Education (CDE) in accordance with Administrative Regulation 6159.1 - Procedural Safeguards and Complaints for Special Education. (5 CCR 3200-3205)
6. 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 Board Policy 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)
7. 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 Board Policy 3555 - Nutrition Program Compliance. (5 CCR 15582)
8. 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 Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)

For the most current board policies and regulations please refer to our district website

<https://www.tustin.k12.ca.us>

Policy 1250: Visitors/Outsiders**Status: ADOPTED****Original Adopted Date: 11/18/2024 | Last Reviewed Date: 11/18/2024**

The Governing Board 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 noninstructional time.

Any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session.

The principal or designee may provide a visible means of identification for all individuals who are not students or staff members while on school premises.

No electronic listening or recording device may be used by any person in a classroom without the teacher's and principal's permission. (Education Code 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 request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, 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)

For the most current board policies and regulations please refer to our district website

<https://www.tustin.k12.ca.us>

Policy 6020: Parent Involvement**Status: ADOPTED****Original Adopted Date: 11/18/2024 | Last Reviewed Date: 11/18/2024**

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

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

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

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

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

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

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school

3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

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

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

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

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

Non-Title I Schools

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

**For the most current board policies and regulations please refer to our district website
<https://www.tustin.k12.ca.us>**

Regulation 6020: Parent Involvement

Status: ADOPTED

Original Adopted Date: 11/18/2024 | Last Reviewed Date: 11/18/2024

District Strategies for Title I Schools

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

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

The Superintendent or designee may:

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

The Superintendent or designee may:

- a. Assign district personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues
- b. Identify funding and other resources, including community resources and services, that may be used to strengthen district and school parent/guardian and family engagement programs
- c. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, leadership strategies, and communication skills to assist in facilitating the planning and implementation of related

activities

- d. With the assistance of parents/guardians, provide information and training to teachers and other staff regarding effective parent/guardian involvement practices and legal requirements
 - e. Provide information to schools about the indicators and assessment tools that will be used to monitor progress
3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318)

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements
 - b. Involve district and school site representatives from other programs to assist in identifying specific population needs
 - c. Schedule joint meetings with representatives from related programs and share data and information across programs
 - d. Develop a cohesive, coordinated plan focused on student needs and shared goals
4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of: (20 USC 6318)
- a. Barriers to greater participation in parent/guardian and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers
 - c. Strategies to support successful school and family interactions

The Superintendent or designee may:

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

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

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

The Superintendent or designee may:

- a. Analyze data from the evaluation to identify parent/guardian and family engagement activities that have been successful and those activities that have had lower participation or less meaningful involvement by parents/guardians
 - b. Analyze parent/guardian and family participation to determine the level of participation by traditionally underrepresented groups
 - c. With the involvement of parents/guardians, recommend and draft proposed policy revisions to submit to the Board for consideration
6. Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

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

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

School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent/guardian and family engagement shall be developed jointly with the parents/guardians and family members of participating students. The school policy shall describe the means by which the school will: (20 USC 6318)

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

parent/guardian and family engagement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

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

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

This compact shall address:

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

progress and work with educators to improve the achievement of their children

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

In addition, the school plan may include strategies to:

- i. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- ii. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- iii. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions
- iv. Train parents/guardians to enhance the involvement of other parents/guardians
- v. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation
- vi. Adopt and implement model approaches to improving parent/guardian involvement
- vii. Establish a parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs
- viii. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities
- ix. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families

- x. Provide a master calendar of district/school activities and meetings
 - xi. Provide information about opportunities for parent/guardian and family engagement through the district newsletter, web site, or other written or electronic means
 - xii. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions
 - xiii. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed
 - xiv. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions
 - xv. Provide ongoing workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops
 - xvi. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement
 - xvii. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations
8. To the extent practicable, provide opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

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

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

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

District Strategies for Non-Title I Schools

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

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

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's

education

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

The Superintendent or designee may:

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

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
 - b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
 - c. Provide information about parent/guardian and family engagement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications
 - d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
 - e. Develop mechanisms to encourage parent/guardian input on district and school issues
 - f. Identify barriers to parent/guardian and family participation in school activities, including parents/guardians and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care
4. Train teachers, administrators, specialized instructional support personnel, and other staff to communicate effectively with parents/guardians as equal partners (Education Code 11502, 11504)

The Superintendent or designee may:

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

The Superintendent or designee may:

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

For the most current board policies and regulations please refer to our district website
<https://www.tustin.k12.ca.us>

Tustin Unified School District

School Year Calendar for 2025-26

2025

Date	Day of Week	Event Description	Change to School Schedule
July 4	Friday	Holiday/Independence Day(observed)	
August 8 and 11	Fri and Mon	Staff Development Day	
August 12	Tuesday	Teacher Work Day	
August 13	Wednesday	First Day of School	
August 29	Friday	Minimum day – Back to School	Minimum Day
September 1	Monday	Holiday/Labor Day	
October 6-10	Mon – Fri	MS Fall Conferences	Minimum Days - MS
October 18	Friday	Minimum day – High Schools	BHS, FHS, HHS, LMA
October 31	Friday	Staff Development Day	Non-school day for students
November 11	Tuesday	Holiday/Veterans' Day	
November 17-21	Mon – Fri	Elementary Fall Conferences	Minimum Days - Elementary
November 21	Friday	Minimum day – High School	THS only
November 24-28	Mon – Fri	Fall Recess	Non-school days for students
November 27	Wednesday	Local Holiday	
November 28	Thursday	Holiday/Thanksgiving Day	
November 29	Friday	Local Holiday	
December 17-19	Tues – Fri	High School Final Exams	Minimum Days - HS
December 22-31	Mon – Wed	Winter Recess/District Office closed	Non-school days for students
December 24	Wednesday	Local Holiday	
December 25	Thursday	Local Holiday	
December 31	Wednesday	Local Holiday	

2026

Date	Day of Week	Event Description	Change to School Schedule
January 1-2	Thurs– Fri	Winter Recess/District Office closed	Non-school days for students
January 1	Thursday	Local Holiday	
January 5	Monday	Teacher Work Day	Non-school day for students
January 19	Monday	Holiday/M.L. King Day	
February 9	Monday	Holiday/Lincoln Day (observed)	
February 16	Monday	Holiday/Washington Day	
February 24-28	Mon – Fri	MS Spring Conferences	Minimum Days - MS
February 28	Friday	Minimum day – High School	HHS only
March 9-13	Mon – Fri	Elementary Spring Conferences	Minimum Days – Elementary
March 14	Friday	Minimum day – High Schools	FHS, LMA, THS
March 30-Apr 3	Mon – Fri	Spring Recess	Non-school days for students
March 28	Friday	Minimum day – High Schools	BHS, LMA
April - May	Various	K-8 Open House Learning Celebration	Varies by site - Check with your school
May 20	Wednesday	Adult Ed Graduation	
May 21	Thursday	Middle School Promotion	Minimum Day – all MS
May 25	Monday	Holiday/Memorial Day	
May 26-29	Tues – Fri	High School Final Exams	Minimum Days - HS
May 26-29	Tues – Fri	High School Graduations	Minimum Days - HS
May 29	Friday	Last Day of School	Minimum Day – All Schools
June 19	Friday	Holiday/Juneteenth	

End of Quarter (6-12)	End of Trimester (K-5)
Q1 – October 10	Tri 1 – October 31
Q2 – December 19	Tri 2 – February 20
Q3 – March 13	Tri 3 – May 29
Q4 – May 29	