San Pasqual
- Union School District -

ANNUAL NOTIFICATION

of the Rights and Responsibilities of Parents/Guardians and Students

2026-2027 School Year

San Pasqual Union School District
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The San Pasqual Union School District (DISTRICT) is required to annually notify pupils, parents, and guardians of their rights and responsibilities, pursuant to California Education Code (EC) 48980 and based on the state and federal laws that are applicable at the time of publication

An acknowledgment of receipt of this notice must be signed by the parent or guardian and returned to the school as required by EC 48982.

Key to Abbreviations & Acronyms

AR	Administrative Regulations
BP	Board Policy
BPC	California Business and Professions Code
CC	California Civil Code
CCR	California Code of Regulations
CDE	California Department of Education
CFR	Code of Federal Regulations
CIF	California Interscholastic Federation
COE	County Office of Education
EC	California Education Code
FERPA	Family Educational Rights and Privacy Act
FPM	Federal Monitoring Program
GC	California Government Code
HSC	California Health and Safety Code
IEP	Individualized Education Program
LC	California Labor Code
LCAP	Local Control and Accountability Plan
OCR	Office for Civil Rights
PC	California Penal Code
SPUSD	San Pasqual Union School District
USC	United States Code
VC	California Vehicle Code
WIC	California Welfare and Institutions Code

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Academic Program

Abuse & Human Trafficking Prevention Education

Reference: EC 49381, 51950, 51938

BP/AR: 6142.1 – Sexual Health and HIV/AIDS Prevention Instruction

The District offers abuse, including sexual abuse and assault, and human trafficking prevention education to help students directly avoid becoming victims of abuse or trafficking by educating them on protective behaviors, including online safety; detecting inappropriate student-to-student and adult-to-student interactions; establishing healthy relationship boundaries with adults and other students; and understanding how to safely ask for help. It also teaches them how to recognize anyone who is, or is at risk of being, abused or trafficked, creating critical mass of eyes and ears in school. Additionally, prevention education can help avoid mental health impacts and chronic absenteeism that result when a student becomes a victim of abuse or trafficking.

The instruction includes the prevention of abuse, including sexual abuse and assault, of children at home, in the community, on school grounds, by school personnel, other students, and school volunteers, or in school-sponsored programs. The instruction is age appropriate and differentiated by grade and instructional setting.

Parents have the right to request in writing that their child not receive all or part of abuse, including sexual abuse and assault, and human trafficking prevention education, and assessments related to that education. When a parent does not permit their child to receive such education, the child may not be subject to disciplinary action, academic penalty, or other sanction. To opt out of the education, parents/guardians should email Mark Burroughs at mark.burroughs@sanpasqualuion.net

Availability of Language Acquisition Programs & Language Programs

Reference: 20 USC 6312; 5 CCR 11309, 11310; EC 310

BP/AR: 6142.2 – World Language Instruction; 6174 – Education for English Learners

Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition as rapidly and as effectively as possible. As required by 5 CCR 11309, language acquisition programs for English learners must:

1. Be designed using evidence-based research and include both Designated and Integrated English Language Development;
2. Be allocated sufficient resources to be effectively implemented, including but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and
3. Lead to grade level proficiency and achievement of the state-adopted academic content standards in English within a reasonable period of time. (*Note:* When the program model includes instruction in another language, it must lead to proficiency and achievement of the state-adopted academic content standards in that other language within a reasonable period of time.)

San Pasqual Union School District offers a structured English immersion program which includes designated and integrated English language development. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306; 5 CCR 11309)

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)

How to Request the Establishment of a New Program at School

To ensure opportunities for parent and community engagement, parents may provide input regarding the language and language acquisition programs in the San Pasqual Union School District or to be considered to be offered in the District during the development of the Local Control and Accountability Plan. For additional questions regarding language acquisition programs and how to request for the establishment of a program, please contact the English Language coordinator, Amanda Grano at amanda.grano@sanpasqualunion.net.

The school will make a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent and student making the request, a general description of the request, and the student's grade level on the date of the request. As needed, the school will assist the parent in clarifying the request. All requests are maintained for at least three years from the date of the request.

Timelines and Implementation Process for Language Acquisition Programs

Schools in which parents of 30 students or more per school or the parents of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction will be required to offer such a program to the extent possible. When the number of parents reach the threshold, the District will:

1. Within 10 days of reaching the threshold, notify the parents of students attending the school, the school's teachers, administrators, and the District's English learner parent advisory committee and parent advisory committee, in writing, of the requests for a language acquisition program.
2. Identify costs and resources necessary to implement any new language acquisition program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals.
3. Within 60 calendar days of reaching the threshold, and in consideration of Item #2 above, determine whether it is possible to implement the requested language acquisition program and provide written notice of the determination to parents of students attending the school, the school's teachers, and administrators.
4. If a determination is made to implement the language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program. If a determination is made that it is not possible to implement the program, provide a written explanation of the reason(s) the program cannot be provided.

California Healthy Youth Act

Reference: EC 48980, 51938

BP/AR: 6142.1 – Sexual Health and HIV/AIDS Prevention Instruction

The California Healthy Youth Act requires schools to offer integrated, comprehensive, medically accurate, and unbiased sexual health and human immunodeficiency virus (HIV) prevention education at least once in middle school and once in high school. It is intended to ensure that students in grades 7-12 are provided with the knowledge and skills necessary to protect them from risks presented by HIV and other sexually transmitted infections, pregnancy, sexual harassment, sexual assault, sexual abuse, and human trafficking and to have healthy, positive, and safe relationships and behaviors. It also promotes students' understanding of sexuality as a normal part of human development, and their development of healthy attitudes and behaviors concerning adolescent growth and development, menstrual health, body image, gender, gender identity, gender expression, sexual orientation, relationships, marriage, and family. The instruction is Positive Prevention Plus and provided to students in grades 5-8.

Parents have the right to:

1. Parents/guardians have the right to inspect the written and audiovisual educational materials used in the district's comprehensive sexual health and HIV prevention education. Materials are available for review at the school site office during regular school hours, or by contracting the school office to schedule an appointment.
2. Request in writing that their child not receive comprehensive sexual health or HIV prevention education, or participate in research on student health behaviors and risks. When a parent does not permit their child to receive such education, the child may not be subject to disciplinary action, academic penalty, or other sanction.
3. Request a copy of EC 51930-51939, the California Healthy Youth Act.
4. Be informed when students will receive the education and the opportunity for parents to review the educational materials.

5. Be informed whether comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants. When the District chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of:
   a. The date of the instruction
   b. The name of the organization or affiliation of each guest speaker
   c. The right to receive a copy of EC 51933, 51934, and 51938
6. Receive notice by mail or another commonly used method of notification no fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year.

Course Prospectus

Reference: EC 49063, 49091.14

BP/AR: 5125 – Student Records

At least once every year, SPUSD compiles a prospectus (or course catalog) that provides the curriculum, including titles, descriptions, and instructional aims of every course offered by its schools. The prospectus shall be made available upon request by parent or guardian.

Course Selection & Career Counseling

Reference: EC 221.5

BP/AR: 6164.2 – Guidance/Counseling Services

A school counselor, teacher, instructor, administrator, or aide must not offer vocational or school program guidance to a student or, in counseling a student, differentiate career, vocational, or higher education opportunities, on the basis of the student's sex. Any school personnel acting in a career counseling or course selection capacity to a student must explore with the student the possibility of careers, or courses leading to careers, that are nontraditional for that student's sex. Parents of students in grades 7-12 are encouraged to participate in such counseling sessions and decisions. Contact Nicole Zdunich at nicole.zdunich@sanpasqualunion.net for details.

Exemption Based on Religious Beliefs

Reference: *Mahmoud v. Taylor* (2025)

BP/AR: 6141.2 – Recognition of Religious Beliefs and Customs

In certain courses, where appropriate, teachers may objectively discuss the role of various religions in history, world cultures, literature, and the arts, without promoting, denigrating, or showing preference for any particular religion, sect, or religious viewpoint. The District will ensure that instruction and instructional materials will not interfere with the religious development of any student in whatever beliefs, customs, and/or practices the student embraces, and will treat all religious and religious convictions, including nonbelief, with fairness and respect.

Parents have the right to request in writing that their child not participate in instruction on the basis of their religious beliefs, customs, or practices. The written request must include the following information:
1. The specific instructional content that is subject to the opt-out
2. The specific religious belief(s), custom(s), and/or practice(s) with which the specific instructional content substantially interferes
3. How the specific instructional content substantially interferes with the specific religious belief(s), custom(s), and/or practice(s), including any individual student characteristic relevant to the opt-out request

The District will evaluate each opt-out request and determine whether the request will be granted. When such request is granted, the student will not be subject to disciplinary action, academic penalty, or other sanction.

Exemption from Harmful or Destructive Use of Animals

Reference: EC 32255 *et seq.*

BP/AR: 5145.8 – Refusal to Harm or Destroy Animals

Any student with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must notify the teacher of the objection. Objections must be substantiated by a note from the student's parent.

When a student chooses to refrain from participation in an educational project involving the harmful or destructive use of animals, the teacher may work with the student to develop and agree upon an alternate project, if such project is possible, so that the student may still obtain the knowledge, information, or experience required for the course. The alternative project will require a comparable time and effort invested by the student – it will not be more difficult than the original education project as a means to penalize the student. Students choosing an alternative educational project must pass all exams for the course in order to receive credit; however, if the test requires the harmful or destructive use of animals, the student may, similarly, request an alternative test. No student will be discriminated against based upon their decision to exercise these rights.

Exemption from Health Instruction

Reference: EC 51240

BP/AR: 6142.8 – Comprehensive Health Education

The District is required to teach certain health-related topics. If any part of a school's instruction in health conflicts with the religious training and beliefs, including personal and moral convictions of the student's parent, the student's parent may submit a written request to the principal or designee to excuse the student from that part of the instruction.

Homework Policy

Reference: EC 52000

BP/AR: 6154 – Homework/Makeup Work

Homework Policy

Homework is assigned to enable students the opportunity to practice and reinforce skills taught in school. Parents/Guardians are the key to making homework a positive experience. Therefore, we ask that parents and guardians make homework a top priority with the following considerations:

- Provide a quiet, consistent, "distraction free" place for study
- Hold high expectations
- Place an emphasis on achievement and academic progress, not just grades
- Establish a healthy, regular routine
- Actively monitor media (i.e., Internet, social media, computer, phone, television, video games, etc.) use
- Help manage after school activities
- Discuss school events daily

While homework will vary by grade level and throughout the year, the following are daily homework guidelines:

- Kindergarten: 10 minutes (i.e., "book buddy" bag, read/draw picture)
- 1st Grade: 20 minutes (i.e., "book buddy" bag, read/reading response worksheet, math practice)
- 2nd Grade: 20-25 minutes (i.e., nightly reading with reading log, math practice)
- 3rd Grade: 20-30 minutes (i.e., nightly reading with reading log, math practice)
- 4th & 5th Grades: 40-50 minutes (i.e., nightly reading, math practice, weekly spelling, journaling, periodic projects)
- 6th-8th Grades: 60-90 minutes (i.e., nightly reading, math practice, vocabulary building, journaling, periodic projects/activities)

Participation in Statewide Assessments

Reference: 5 CCR 852; EC 60615

BP/AR: 6162.51 – State Academic Achievement Tests

The California Assessment of Student Performance and Progress (CAASPP) is a system that includes a number of assessments that are administered each spring to students in specified grade levels. These tests were created specifically to gauge each student's performance and progress in English language arts, mathematics, and science. The assessments measure the skills called for by the standards, including the ability to write clearly, think critically and solve problems. CAASPP tests are given statewide and therefore provide an opportunity to measure the skills of all students against the same academic standards.

The CAASPP system consists of the following assessments:

1. The Smarter Balanced summative assessments for English language arts and mathematics in grades 3-8 and 11.
2. The California Science Tests (CAST) in grades 5, 8, and once in grades 10-12.
3. The California Alternate Assessments (CAA) in English language arts, mathematics, and science, administered to students with significant cognitive disabilities who are unable to take the Smarter Balanced summative assessments and the CAST.

Parents may annually submit to the school a written request to excuse their child from any or all parts of the CAASPP assessments for the school year, and such a request shall be granted by the Superintendent or designee. If a parent submits an exemption request after testing has begun, any test(s) completed before the request is submitted will be scored and the results reported to the parent and included in the student's records.

Screening for Reading Difficulties

Reference: EC 53008

BP/AR: BP 6142.91 – Reading/Language Arts Instruction

To ensure that all students learn to read by third grade, all students in kindergarten and grades 1 and 2 will be screened for risk of reading difficulties. Screenings are intended to be part of a comprehensive instructional strategy to inform instruction, measure progress, identify learning needs, and enable parents and staff to discuss learning in an informed way. Screening assessments will not be used for any high-stakes purpose (*e.g.,* teacher or other school staff evaluation, accountability, student grade promotion or retention, identification for gifted or talented education, reclassification of English learners, or identification as an individual with exceptional needs). Rather, the screening results are to be used as a flag for potential risk of reading difficulties, not as a diagnosis of a disability – they are to be used as part of a broader process that further evaluates student needs and progress, identifies supports for classroom instruction, enables targeted individual intervention as needed, and allows the further diagnosis if concerns do not resolve.

If a student is identified as being at risk of having reading difficulties, the district may provide the student with supports and services, appropriate to the specific challenges identified by the screening instrument and other pertinent information about the student. Supports and services may include evidence-based literacy instruction focused on the student's specific needs, progress monitoring, early intervention in the regular general education program, one-on-one small group tutoring, and further evaluation or diagnostic assessment.

For the 2026-2027 school year, students in kindergarten through grade 2 will be assessed before November 18, 2026. If a student enrolls after this date, the student will be assessed within 45 calendar days of enrollment.

A student may be exempted from the screening for risk of reading difficulties if the parent provides prior written consent and the student meets any of the following criteria:

1. Has a current identification or diagnosis of a reading difficulty, reading disorder, or other disability.
2. Is eligible for an IEP or Section 504 Plan.
3. Is in the process of being assessed for eligibility for special education and related services pursuant to IDEA or a Section 504 Plan, and the student is being evaluated with diagnostic assessments that make screening for risk of reading difficulties redundant.

Parents who wish to opt their child out of the screening, whether or not they meet the eligibility for exemption listed above, must provide written notice to Nicole Zdunich at nicole.zdunich@sanpasqualunion.net.

Equity & Access

Antisemitism Prevention

Reference: EC 244, 2623, 280, 33800 *et seq.*, 48980, 51500, 51501, 60151

BP/AR: 0410 – Nondiscrimination in District Programs and Activities; 1312.2 – Complaints Concerning Instructional Materials; 1312.3 – Uniform Complaint Procedures

The policy of the State of California is to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other specified characteristic, equal rights and opportunities in the educational institutions of the state. To ensure that classrooms are safe, welcoming, and inclusive learning environments for students of all faiths and backgrounds, including Jewish and Israeli students, antisemitic discrimination may be classified as discrimination on the basis of religion, national origin, ethnicity, or some combination of these factors. Therefore, schools are to treat antisemitism with the same seriousness as other forms of hate, and are required to establish a clear and transparent mechanism for students to report hate incidents and acts of antisemitism.

The following information highlights the protections, requirements, and responsibilities prescribed in Assembly Bill 715 of the 2025-2026 Regular Session to counter antisemitism in schools.

Instructional Materials

The Governing Board or District may not adopt or approve:

- The use of any textbook, instructional material, supplemental instructional material, professional development material, and curriculum for classroom instruction if the use would subject a student to unlawful discrimination as specified in EC 220.
- The use of any professional development materials or services that would promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum that would subject a student to unlawful discrimination as specified in EC 220.

If the Board knows or has reason to know that such materials or services were used or an action occurred that would violate EC 220, the Board will investigate and remediate the action, which may include, but is not limited to, the implementation of restorative justice practices. Regardless, a complaint may be filed by any member of the public under the District's Uniform Complaint Procedures, or it may be directly filed with the State Superintendent of Public Instruction (SPPI), as described below. Complaints may be filed anonymously if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Additionally, the Board will not adopt any textbooks or other instructional materials that contain any matter reflecting adversely upon persons on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or because of a characteristic listed in EC 220, or that violates EC 243, 244, 51500, or 60044. However, the Board does not prohibit the continued use of an appropriately adopted textbook, instructional material, or curriculum on the basis that it contains inclusive and diverse perspectives, including those in compliance with EC 51204.5, 51933, 51934, and 60040.

Instruction & School-Sponsored Activities

No instruction or school-sponsored activity may promote a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or a characteristic specified in EC 220. Teacher instruction must be factually accurate and aligned with the adopted curriculum and standards, and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship. Discriminatory bias in instruction and school-sponsored activities does not require a showing of direct harm to members of a protected group, and members of a protected group do not need to be present while the discriminatory bias is occurring for the act to be considered discriminatory bias. Corrective action will be taken if the **Board** finds the instruction or school-sponsored activities to be discriminatory.

Parents may review the instructional materials used; access will be provided within a reasonable amount of time in accordance with EC 49091.10 and the California Public Records Act.

Appeals and Direct Filing with the SSPI

An appeal of the LEA's decision on a complaint of prohibited discrimination may be filed with the SSPI within 30 days of receiving the LEA's decision. A complaint of prohibited discrimination can also be filed directly with the SSPI as a result of the LEA's failure to issue an investigation report (or final decision) within the 60-calendar-day timeline for UCP complaints.

When directly filing with the SSPI, the complainant must identify the basis for direct filing, providing evidence and reason(s) to support immediate action by the SPPI. In response to such a complaint, the SPPI may directly intervene without waiting for the results of the District's investigation.

Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

Office of Civil Rights

The Office of Civil Rights (OCR), under the administration of the California Government Operations Agency (hereafter, "Agency"), has been established with the purpose of working directly with local educational agencies (LEA) to prevent and address discrimination and bias as specified in EC 220. OCR will do all of the following, in consultation with CDE:

- Provide education and educational resources to identify and prevent antisemitism and other forms of discrimination and bias, and share relevant laws and regulations with educational state agencies, LEAs, and community stakeholders.
- Annually submit a report to the Agency, the SSPI, the executive director of the state board, and the Legislature on the state of discrimination and bias in all LEAs serving TK-12 students. The report will include specific information on the type of discrimination or bias against a group protected by EC 220 and made publicly available on the Agency's website.
- Recommend strategies to combat discrimination or bias against groups protected by EC 220 in LEAs serving TK-12 students to CDE and LEAs, including proactive strategies using a restorative justice approach with a focus on repairing harm, fostering empathy, and healing relationships.
- Annually review CDE's report that includes a summary of all complaints made under the uniform complaint procedures (UCP) that involve discrimination as defined in EC 220, with specific information on the type of discrimination or bias, any action taken by CDE in response to each complaint and the timeline for that action, and the disposition of each complaint.
- Advise on subsequent action regarding UCP complaints that involve discrimination as defined in EC 220.
- Provide assistance, in consultation with the office of the Attorney General and CDE, on proper protocols to respond to discrimination complaints filed under the UCP.

Appointed by the Governor and confirmed by the Senate, the Antisemitism Prevention Coordinator, in consultation with CDE, is tasked with the following:

- Develop, consult on, and provide antisemitism education to LEA personnel, including members of the governing board/body, to identify and proactively prevent antisemitism.
- Make recommendations on legislation necessary for the prevention of antisemitism in educational settings.
- Engage and advise on the actions taken by the OCR on issues relating to antisemitism and the Jewish community.
- Engage with LEAs on the handling of antisemitism.
- Track and report to the Legislature, the executive director of the state board, and the SSPI complaints and resolutions or lack of resolutions of complaints made pursuant to EC 33315 relating to antisemitism in all LEAs serving TK-12 students.
- Engage with relevant community stakeholders in the execution of their duties.

Any reports or summaries provided by OCR will not contain any personally identifying information about any individual, and the information will be sufficiently deidentified to prevent the identification of the individuals involved in the complaint. The underlying data is confidential and protected from public disclosure, including disclosure pursuant to the California Public Records Act, except that the information may be disclosable to the same extent as the data was disclosable by the entity that collected the data.

Educational Equity: Immigration & Citizenship Status

Reference: EC 234.7

BP/AR: 0410 – Nondiscrimination in District Programs and Activities; 1445 – Response to Immigration Enforcement

All students have the right to a free public education regardless of their immigration status or religious beliefs. Consistent with state law and the California Office of the Attorney General's guidance document, "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes" (December 2025), SPUSD is committed to providing a safe and welcoming place for students, their families, and staff. To that end, the District:

1. Prohibits unlawful discrimination, harassment, intimidation, and bullying in the District's programs and activities on the basis of a student's or family's immigration status or for the refusal to provide information related to the student's or family's immigration status.
2. Resolves and investigates allegations of unlawful discrimination, including discriminatory harassment, intimidation, and bullying in accordance with its Uniform Complaint Procedures.
3. Unless required by state or federal law, required to administer a state or federally supported education program, or presented with a valid judicial subpoena/warrant or court order, prohibits staff from doing any of the following:
    a. Collect information or documents regarding the citizenship or immigration status of students or their family members.
    b. Disclose or provide, in writing, verbally, or in any other manner, and to the extent practicable, any information about the student, including their education records, or information about the student's family and household.
    c. Allow an officer or employee of an agency conducting immigration enforcement to enter a nonpublic area of a schoolsite (*i.e.,* school grounds, area where school-sponsored activities are being held, or school-provided transportation) for any purpose.
4. Ensures resources and data collected by the District will not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination.
5. Requires reporting to the Governing Board in a timely manner any requests to gain information or access to a schoolsite by an officer or employee of a law enforcement agency for immigration enforcement purposes. Additionally, staff will do all of the following:
    a. Obtain consent from the student's parent before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a judicial warrant/ subpoena or court order.
    b. Notify the student's parent if an officer or employee of an agency requests or gains access to a student for immigration enforcement purposes, unless such access was in compliance with a judicial warrant/subpoena or court order that restricts the disclosure of the information to the parent.

To ensure the safety and well-being of students, parents are encouraged to regularly update their emergency contact information, including secondary and additional contact information. This is so that when staff are aware that a student's parent is unavailable to care for the student, staff can first exhaust any parental instruction related to the student's care that is provided in the emergency contact information and only contact child protective services agency to arrange for the student's care as a last resort. The district will only use the information provided on the emergency cards in response to specific emergency situations and not for any other purpose.

Additionally, in preparation for a situation where the student and their parents may be separated, the SPUSD encourages parents to consider completing a Caregiver's Authorization Affidavit to give a trusted adult the authority to make educational and medical decisions for their child. Students and families should also learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information.

For more information, parents should review, "Promoting a Safe and Secure Learning Environment for All," which includes the following "know your educational rights" information.

Your child has the right to a free public education

All children have a right to equal access to free public education, regardless of their or their parents'/guardians' immigration status.

All children in California:

- Have the right to a free public education.
- Must be enrolled in school if they are between 6 and 18 years old, unless otherwise exempt.
- Have the right to attend safe, secure, and peaceful schools.
- Have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
- Have equal opportunity to participate in any program or activity offered by the school without discrimination.

Information required for school enrollment

Schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency and schools are not required to keep a copy of the document used as proof of a child's age.

Information about citizenship/immigration status is never needed for school enrollment. A Social Security number is never needed for school enrollment.

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 so, the school district must provide parents or guardians with written notice of the directory information policy, and provide the option to refuse release of your child's information.

Family safety plans if you are detained or deported

You can update your child's emergency contact information, including secondary contacts, to identify a trusted adult guardian who can care for your child if you are detained or deported.

You can complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person to give 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 your child is discriminated against, harassed, intimidated, or bullied on the basis of their actual or perceived nationality, ethnicity, or immigration status.

For more information on resources for responding to immigration enforcement activities at California schools, or to file a complaint, please contact: Bureau of Children's Justice, California Attorney General's Office, P.O. Box 944255, Sacramento, CA 94244-2550, (800) 952-5225, BCJ@doj.ca.gov, https://oag.ca.gov/bcj/complaint.

Married, Pregnant, & Parenting Students

Reference: 34 CFR 106.40; EC 221.51, 222, 222.5, 46015, 48205, 48980

BP/AR: 5146 – Married/Pregnant/Parenting Students

The responsibilities related to marriage, pregnancy, or parenting, including related obligations, conditions, or recovery, may disrupt a student's education, placing them at higher risk of dropping out of school. In minimizing interruption to their educational progress and in promoting the healthy development of their children, SPUSD supports married, pregnant, and parenting students in the following ways:

1. The District will not adopt any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex.
2. The District will not exclude or deny any student from an educational program or activity, including any class or extracurricular activity, solely on the basis of the student's actual or potential pregnancy, childbirth, false pregnancy, termination of pregnancy, or related conditions or recovery; the District treats pregnancy, childbirth,

false pregnancy, termination of pregnancy, or related conditions or recovery in the same manner and under the same policies as any other temporary disabling condition.

3. The District may require a pregnant or parenting student to obtain the certification of a physician or nurse practitioner that the student is physically and emotionally able to participate, or continue to participate, in the regular education program or activity.
4. Pregnant and parenting students will not be required to participate in a pregnant minor program or alternative education program; students who voluntarily participate in an alternative education program will be given educational programs, activities, and courses equal to those they would have been in if participating in the regular education program.
5. The District will provide reasonable accommodations to a lactating student on the school campus to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The student will not be penalized academically and will be provided with the opportunity to make up any work missed as a result of the student's use of the reasonable accommodations during the school day. Reasonable accommodations include, but are not limited to:
    a. Access to a private and secure room, other than a restroom, to express breast milk or breastfeed an infant child.
    b. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk.
    c. Access to a power source for a breast pump or any other equipment used to express breast milk.
    d. Access to a place to store expressed breast milk safely.
    e. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child.
6. A pregnant or parenting student will be excused from school when the absence is due to the illness or medical appointment of the student's child, including absences to care for a sick child, for which the school will not require a note from a doctor.
7. During the school year in which the birth of the student's infant takes place, a pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before childbirth if there is a medical necessity and after childbirth to care for and bond with the infant. If deemed medically necessary by the student's physician, parental leave may be extended beyond eight weeks. Specific to parental leave:
    a. No student will be required to take all or part of parental leave.
    b. The District's Supervisor of Attendance will ensure that absences from school, as a result of parental leave, are excused until the student is able to return to the regular school program or an alternative education program.
    c. Upon return to school after taking parental leave, a pregnant or parenting student is entitled to opportunities to make up work missed during the leave, including, but not limited to, makeup work plans and reenrollment in courses.
    d. The pregnant or parenting student may return to the school and the course of study in which the student was enrolled before taking parental leave. A student who chooses not to return to the school in which the student was enrolled before taking the leave is entitled to alternative education options offered by the District.

For district-related purposes, a student under 18 years of age who enters into a valid marriage is an emancipated minor who has all the rights and privileges of students who are 18 years of age or older, even if the marriage has been dissolved. Such rights include, but are not limited to, verifying their own absences, applying for a work permit, and accessing their educational records.

Any complaint alleging discrimination on the basis of a student's actual or potential pregnancy, marital, or parental status; district noncompliance with the requirements related to parental leave; or district noncompliance with the requirement to provide reasonable accommodations for lactating students will be addressed through the Uniform Complaint Procedures.

Nondiscrimination in Programs & Activities

Reference: 5 CCR 4900 *et seq.*; EC 200 *et seq.*

BP/AR: 0410 – Nondiscrimination in District Programs and Activities

SPUSD is committed to providing equal opportunity for all individuals in its programs and activities, including equal access to the Boys Scouts of America and other designated youth groups. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; religious creed; age; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; reproductive health decision-making; breastfeeding or related medical conditions; parental, marital, and family status; and veteran or military status; a perception of one or more of such characteristics; association with a person or group with one or more of these actual or perceived characteristics; or affiliation with the Boy Scouts of American and other designated youth groups.

All individuals shall be treated equitably in the receipt of district and school services. The District assures that lack of English language skills shall not be a barrier to admission or participation in district programs. When 15 percent or more of a school's students speak a single primary language other than English, all notices, reports, statements, or records sent to parents by the school shall be translated into that other language; parents may respond in English or the primary language.

District programs and activities shall be free of any discriminatory use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources. District programs and activities shall also be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. The Superintendent or designee shall ensure that the District's web and mobile applications comply with technical standards prescribed by law, and that the District provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved through the Uniform Complaint Procedures. For more information, contact Kristin DiNofia at kristin.dinofia@sanpasqualunion.net

Nondiscrimination in Child Nutrition Programs

Reference: U.S. Department of Agriculture (USDA) Food and Nutrition (FNS) Instructions 113-1

BP/AR: 3555 – Nutrition Program Compliance

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (*e.g.,* Braille, large print, audiotape, American Sign Language, etc.) should contact the State or local Agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at How to File a Program Discrimination Complaint and at any USDA office or write a

letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Mail Stop 9410, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov. USDA is an equal opportunity provider, employer, and lender.

This institution is an equal opportunity provider.

Rights of Foster Youth

Reference: EC 48853.5

BP/AR: 6173.1 – Education for Foster Youth

A foster child means any of the following:
1. A child who has been removed from their home pursuant to WIC 309.
2. A child who is the subject of a petition filed under WIC 300 or 602, whether or not the child has been removed from their home.
3. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court pursuant to the tribal court's jurisdiction in accordance with the tribe's law.
4. A child who is the subject of a voluntary placement agreement, as defined in WIC 11400(p).

The following is a brief summary of a foster youth's rights:
1. Right to attend either the "school of origin" or the current school of residence. The school of origin can be the school attended when the student first entered foster care, the school most recently attended, or any school the foster youth attended in the last 15 months. If any dispute arises regarding the request of a foster youth to remain in the school of origin, the foster youth has the right to remain in the school of origin pending resolution of the dispute.
2. Right to immediate enrollment even if the foster youth is unable to produce records normally required for enrollment (*e.g.,* proof of residency, birth certificate, immunization, transcript), does not have clothing normally required by the school (*e.g.,* school uniforms), or has outstanding fees, fines, textbooks, or other monies due to the school last attended.
3. Right to have the foster youth's educational rights holder, attorney, and county social worker notified when the foster youth is undergoing any expulsion or other disciplinary proceeding, including a manifestation determination review for a foster youth who is a student with a disability, prior to a change in the foster youth's placement.
4. Right of the foster youth not to have grades lowered for any absence from school that is due to a verified court appearance or related court-ordered activity, or to a decision by a court or placement agency to change the student's placement, in which case, the grades must be calculated as of the date the student left school.
5. Right to file a complaint through the Uniform Complaint Procedures if there is an allegation that the District has not complied with requirements regarding the education of foster youth.

To review the standardized notice of foster youth rights, visit https://www.cde.ca.gov/ls/pf/fy/fyedrights.asp. For assistance, contact the District's foster youth liaison, Michelle Castro at michelle.castro@sanpasqualunion.net

Rights of Students Experiencing Homelessness

Reference: 42 USC 11432; EC 48850, 48852.5

BP/AR: 6173 – Education for Homeless Children

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all school-aged children experiencing homelessness to the same free and appropriate public education that is provided to non-homeless students. A student experiencing homelessness is defined as a child who lacks a fixed, regular, and adequate nighttime residence and includes children and youth who: are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; may be living in motels, hotels, trailer parkers, or shelters; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces abandoned buildings, substandard housing, bus or train stations, or similar settings; or are migratory children who qualify as homeless because of

similar living circumstances. To ensure that each school identifies all students experiencing homelessness and unaccompanied youths enrolled at the school, a housing questionnaire is administered at least once a year. The questionnaire can be made available in the primary language of the student's parent or unaccompanied youth upon request.

The following is a brief summary of the rights of students experiencing homelessness:

1. Right to attend either the "school of origin" or the current school of residence, and not be required to attend a separate school for homeless children or youth. The school of origin can be the school attended when the student had permanent housing, the school most recently attended, or any school the student attended in the last 15 months. Transportation may be provided.
2. Right to immediate enrollment even if the student is unable to produce records normally required for enrollment (*e.g.,* proof of residency, birth certificate, immunization, transcript), does not have clothing normally required by the school (*e.g.,* school uniforms), or has outstanding fees, fines, textbooks, or other monies due to the school last attended.
3. Right to automatically qualify for child nutrition programs.
4. Right to not be stigmatized by school personnel.
5. Right to file a complaint through the Uniform Complaint Procedures if there is an allegation that the District has not complied with requirements regarding the education of students experiencing homelessness.

Unaccompanied youth who meet the definition of homeless children and youth are also eligible for rights and services under the McKinney-Vento Act. An unaccompanied youth is defined as a minor who is not in the physical custody of a parent.

The District's homeless youth liaison is Michelle Castro, Counselor and can be reached at michelle.castro@sanpasqualunion.net. Notice of the educational rights of students experiencing homelessness and resources available to persons experiencing homelessness are posted on the District and school websites.

Safe Place to Learn Act

Reference: EC 234.1

BP/AR: 5131.2 – Bullying; 5145.3 – Nondiscrimination/Harassment

SPUSD is committed to providing a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the District's academic, extracurricular, and other educational support programs, services, and activities. As such, it prohibits unlawful discrimination, including discriminatory harassment, intimidation, and bullying, against an individual or group based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts constituting discrimination, harassment, intimidation, and bullying related to school activity or school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school. It also applies to all acts of the Board or Superintendent in enacting policies and procedures that govern the District.

The District also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates, participates, or refuses to participate in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints are investigated and resolved in the same manner as a discrimination complaint.

Students who feel that they have been subjected to unlawful discrimination described above, or who observe any such incident, are strongly encouraged to immediately contact the UCP compliance officer, principal, or any other staff member. In addition, students and parents may request to meet with the UCP compliance officer to determine how best to accommodate or resolve concerns that may arise from the District's implementation of its

nondiscrimination policies. To the extent possible, the District will address any individual student's interests and concerns in private.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, will be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

For a list of statewide resources, including community-based organizations, that provide support to youth, and their families, who have been subjected to school-based discrimination, harassment, intimidation, or bullying, please visit the following CDE webpage: https://www.cde.ca.gov/ls/ss/se/bullyingprev.asp.

Section 504

Reference: 34 CFR 104.32

BP/AR: 6164.6 – Identification and Education Under Section 504

Section 504 of the Rehabilitation Act of 1973 is a federal law which prohibits discrimination against persons with a disability. The District provides a free appropriate public education (FAPE) to all students regardless of the nature or severity of their disability. In addition, qualified students with disabilities are provided an equal opportunity to participate in programs and activities that are integral components of the District's basic education program, including, but not limited to, extracurricular athletics, interscholastic sports, and/or other nonacademic activities.

To qualify for Section 504 protections, the student must have a mental or physical impairment which substantially limits one or more major life activity. For the purpose of implementing Section 504, the following terms and phrases are defined below:

1. *Physical impairment* means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, hemic, lymphatic, skin, and endocrine.
2. *Mental impairment* means any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability.
3. *Substantially limits major life activities* means limiting a person's ability to perform functions, as compared to most people in the general population, such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, writing, communicating, and working. Major life activities also include *major bodily functions* such as functions of the immune system, special sense organs and skin, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions, as well as the operation of an individual organ within a body system.

The District has a responsibility to identify, evaluate, and if eligible, provide students with disabilities the same opportunity to benefit from education programs, services, or activities as provided to their non-disabled peers. Additionally, a parent, teacher, other school employee, student success team, or community agency may refer a student to the principal or Section 504 Coordinator for consideration as a student with a disability under Section 504. If, upon evaluation, a student is determined to be a student with a disability who is eligible for regular or special education and related aids or services, the team will develop a written Section 504 Service Plan specifying the accommodations and supplementary aids and services necessary to ensure that the student receives FAPE.

For additional information about the rights of parents of eligible students, or questions regarding the identification, evaluation, and eligibility of Section 504 protections, please contact Nicole Zdunich, Assistant Principal/504 Coordinator, **nicole.zdunich@sanpasqualunion.net**, 760-745-4931.

Sexual Harassment

Reference: 34 CFR 106.8; 5 CCR 4917; EC 231.5, 48900.2, 48980

BP/AR: 5145.7 – Sexual Harassment; 5145.71 – Title IX Sexual Harassment Complaint Procedures

The Governing Board is committed to maintaining a welcoming, safe, and supportive school environment that is free from harassment and discrimination. Sexual harassment targeting students at school or at school-sponsored or school-related activities is prohibited. Retaliatory behavior or action against any person who reports, files a complaint, testifies about, assists with, or otherwise supports a complainant in alleging sexual harassment, or otherwise participates or refuses to participate in the complaint process established by the District is also prohibited. Any student determined by an investigation to have engaged in sexual harassment or sexual violence will be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) will be taken into account. Any employee found to have engaged in sexual harassment or sexual violence toward any student will be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

The following individual has been designated as the District's Title IX Coordinator: Kristin DiNofia, kristindinofia@sanpasqualunion.net. The Title IX Coordinator is responsible for coordinating the District's efforts to comply with Title IX sexual harassment complaint procedures, as well as to oversee, investigate, and/or resolve sexual harassment complaints processed under the Uniform Complaint Procedures.

Instructional Program

As a preventative measure, students will receive age-appropriate instruction and information on sexual harassment, including:

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

Defining Sexual Harassment

Sexual harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of one, or a combination of two or more protected characteristics, which include, but may not be limited to, sex; gender; gender identity; gender expression; sexual orientation; sex stereotypes; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status.

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

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of

creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

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

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent:
1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the District's education program or activity.
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291.

Reporting and Investigating Allegations of Sexual Harassment

A student or a student's parent who believes that the student has been subjected to sexual harassment in a district program or activity or who has witnessed sexual harassment is strongly encouraged to report the incident to the District's Title IX Coordinator, a teacher, the principal, or any other available school employee. If the report of sexual harassment is submitted verbally or informally, the Title IX Coordinator will inform the student or parent of their right to file a formal written complaint in accordance with applicable complaint procedures.

A principal or other employee who receives a report or observes an incident of sexual harassment must submit the report or forward the information to the Title IX Coordinator within one workday. The report must be made whether the alleged victim files a formal complaint or requests confidentiality. Once notified, the Title IX Coordinator will determine whether the complaint or allegation is to be addressed through AR 5145.71 – Title IX Sexual Harassment Complaint Procedures or BP/AR 1323.3 – Uniform Complaint Procedures. The Title IX Coordinator will ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

The Title IX Coordinator will offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances. If, upon the conclusion of an investigation, sexual harassment is determined to have occurred, the Title IX Coordinator, or designee in consultation with the Coordinator, will take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Records of all reported cases of sexual harassment are maintained in accordance with law and District policies and regulations to enable the District to monitor, address and prevent repetitive harassing behavior in its schools.

To review the full text of the District's board policy and administrative regulation on sexual harassment, please go to www.sanpasqualunion.net]. A copy of the written policy on sexual harassment is included in school and District publications and posted in the main administrative offices and other areas where rules, regulations, procedures, and standards of conduct are provided. A copy of the policy, as it pertains to students, is provided as part of any orientation program conducted for new and continuing students. Staff members also receive a copy of the policy at the beginning of the school year or at the time of hire.

Special Education

Reference: EC 56301

BP/AR: 6164.4 – Identification and Evaluation of Individuals for Special Education

SPUSD is dedicated to identifying, locating, and assessing all students within the District from birth to 21 years of age who may have disabilities, and providing appropriate support and/or related services to those students determined by an educational evaluation. Additionally, a parent, teachers, and appropriate professionals may refer a student who is believed to have a disabling condition that may require special education programs or services by contacting Roxanna Jackson, Special Education Coordinator, **roxanna.jackson@sanpasqualunion.net** or 760-745-4931.

The Individuals with Disabilities Education Act (IDEA) defines "children with disabilities" to mean children with intellectual disabilities, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments or specific learning disabilities, and who by reason thereof, need special education and related services.

The District is committed to providing eligible students with disabilities a free appropriate public education consistent with federal and state laws, including those students enrolled in private schools and those who are experiencing homelessness, are wards of the state, and are highly mobile students with exceptional needs,

Services are provided based on the individual needs of the student. After a team, comprised of educational professionals and the parent(s), determines a students' unique needs and considers a variety of factors, an individual education program (IEP) is created. An IEP is a legal document that describes how the District provides services to a student with exceptional needs.

Student Fees

Reference: 5 CCR 4622; EC 49013

BP/AR: 0460 – Local Control and Accountability Plan; 1312.3 – Uniform Complaint Procedures; 3260 – Fees and Charges

Students will not be required to pay a fee, deposit, or other charge for participation in an educational activity which constitutes an integral fundamental part of the District's educational program, including curricular and extracurricular activities. The District will ensure that books, materials, equipment, supplies, and other resources necessary for student participation in the district's educational program are made available to students at no cost.

As necessary, the Governing Board may approve and impose fees, deposits and other charges which are specifically authorized by law. In determining whether waivers or exceptions should be granted, the Board will consider relevant data, including the socioeconomic conditions of students' families and their ability to pay.

The District, its schools and programs may solicit voluntary donations or participate in fundraising activities. However, no course credit or privileges related to educational activities can be offered or awarded to a student in exchange for voluntary donations or participation in fundraising activities by or on behalf of the student. The District will also not remove or threaten to remove from a student any course credit or privileges related to educational activities, or otherwise discriminate against the student, due to a lack of voluntary donations or participation in fundraising activities by or on behalf of the student.

Any complaints of unlawful imposition of fees, deposits, or other charges will be investigated and resolved through the Uniform Complaint Procedures. If, upon investigation, the District finds merit in the complaint, the Superintendent or designee will recommend, and the Board will adopt, an appropriate remedy to be provided to all affected students and parents in accordance with 5 CCR 4600.

Title IX: Sex Equity in Education Act

Reference: 34 CFR 106.8; EC 221.61, 221.8

BP/AR: 5145.7 – Sexual Harassment; 5145.71 – Title IX Sexual Harassment Complaint Procedures

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of discrimination based on sex, including sexual harassment. California law further provides that all students (as well as other persons) are protected – regardless of their sex, gender, gender expression, gender identity, sexual orientation, disability, race, or national origin – in all aspects of the District's educational programs and activities. It also provides that students may not be discriminated against based on their parental, family, or marital status, and pregnant and parenting students may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify. The essence of Title IX is to ensure that students (as well as other persons) are not excluded, separated, denied benefits to, or otherwise treated differently on the basis of sex unless expressly authorized to do so under state or federal law in areas including, but not limited to: recruitment,

admissions, and counseling; financial assistance; athletics; sex-based harassment; treatment of pregnant and parenting students; discipline; single-sex education; and employment.

Under Title IX, students have the right to:

4. Fair and equitable treatment that is free from discrimination based on sex.
5. Be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.
6. Inquire of the school's athletic director as to the athletic opportunities offered by the school.
7. Apply for athletic scholarships.
8. Receive equitable treatment and benefits in the provision of all the following: equipment and supplies; scheduling of games and practices; transportation and daily allowances; access to tutoring; coaching; locker rooms; practice and competitive facilities; medical and training facilities and services; and publicity.
9. Access to a gender equity coordinator to answer questions regarding gender equity laws.
10. Contact the California Department of Education (CDE) and the California Interscholastic Federation (CIF) to access information on gender equity laws.
11. File a confidential discrimination complaint with the United States Office of Civil Rights (OCR) or CDE if there is belief that discrimination, or unequal treatment, on the basis of sex has occurred.
12. Pursue civil remedies as a result of discrimination.
13. Be protected against retaliation for filing a discrimination complaint.

The District has designated the following personnel to address questions and complaints regarding its nondiscrimination policies specific to Title IX: Kristin DiNofia, Title IX Coordinator at kristin.dinofia@sanpasqualunion.net or 760-745-4931. Any complaint alleging noncompliance with Title IX will be investigated and resolved through the Uniform Complaint Procedures. For more information regarding Title IX and its application, please visit **www.sanpasqualunion.net**. or contact the Title IX Coordinator and/or the Assistant Secretary for Civil Rights at the U.S. Department of Education. Additional resources can be found at:

United States Department of Education, Office for Civil Rights
Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: (800) 421-3481
Fax: (202) 453-6012
TDD: (800) 877-8339
Email: OCR@ed.gov
OCR Complaint Form: https://www2.ed.gov/about/offices/list/ocr/complaintintro.html

California Department of Education
Office of Equal Opportunity
1430 N Street, Room 4206
Sacramento, CA 95814
Telephone: (916) 445-9174
Fax: (916) 324-9818
Email: oeoinfo@cde.ca.gov
Complaint Procedures: https://www.cde.ca.gov/re/di/eo/complaint.asp

California Interscholastic Federation
4658 Duckhorn Drive
Sacramento, CA 95834
Telephone: (916) 239-4477
Fax: (916) 239-4478
Website on Equity: https://www.cifstate.org/governance/equity/index

Uniform Complaint Procedures

Reference: 5 CCR 4600-4670; EC 33315

BP/AR: 1312.3 – Uniform Complaint Procedures

SPUSD has the primary responsibility to ensure compliance with applicable state and federal laws and regulations, including those related to unlawful discrimination, harassment, intimidation, or bullying against any protected group, and all programs and activities that are subject to the Uniform Complaint Procedures (UCP). The UCP is used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for Pregnant and Parenting Pupils
2. Adult Education Programs
3. After School Education and Safety
4. Agricultural Career Technical Education
5. Career Technical and Technical Education and Career Technical and Technical Training Programs
6. Child Care and Development Programs
7. Compensatory Education
8. Consolidated Categorical Aid Programs
9. Course Periods without Educational Content
10. Discrimination, harassment, intimidation, or bullying against any protected group as identified under EC 200 and 220 and GC 11135, including any actual or perceived characteristic as set forth in PC 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in EC 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance
11. Educational and graduation requirements for students in foster care, students who are homeless, students from military families, students formerly in Juvenile Court now enrolled in a school district, students who are migratory, and newcomer students
12. Every Student Succeeds Act
13. Instructional Materials and Curriculum: Diversity
14. Local Control and Accountability Plans
15. Migrant Child Education
16. Physical Education Instructional Minutes
17. Reasonable Accommodations to a Lactating Student
18. Regional Occupational Centers and Programs
19. School or Athletic Team Names, Mascots, or Nicknames
20. School Plans for Student Achievement
21. Schoolsite Councils
22. State Preschool
23. State Preschool Health and Safety Issues in LEAs Exempt from Licensing
24. Student Fees
25. And any other state or federal educational program the State Superintendent of Public Instruction or designee deems appropriate

Filing a UCP Complaint

A UCP complaint, except for a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed no later than one year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by the District.

A student enrolled in any public school cannot be required to pay a student fee for participation in an educational activity. A student fee complaint may be filed with the principal or the Superintendent or designee.

A student fee or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.

Copies of the UCP process are available free of charge. To obtain a copy of the complaint form and review additional UCP-related information, go to www.sanpasqualunion.net.

Compliance Officer
Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints: Nicole Zdunich, Assistant Principal, 15305 Rockwood Rd. Escondido, Ca 92027, nicole.zdunich@sanpasqualunion.net or 760745-4931. The compliance officer is knowledgeable about the laws and programs that they are assigned to investigate.

Notification
The District's UCP policy and regulations are posted in all schools and offices, including staff lounges and student government meeting rooms. Written notification of the District's UCP is provided annually to students and their parents, employees, district and school advisory committee members, appropriate private school officials, and other interested parties.

The District also posts the standardized notice of the educational rights of foster youth, homeless students, former juvenile court students now enrolled in the District, children of military families, migrant students, and newcomer students, as specified in EC 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process on its website.

The District has a notice posted to identify appropriate subjects of state preschool health and safety issues in each California state preschool program classroom in each school notifying parents, guardians, students, and teachers of (1) the health and safety requirements under Title 5 of the California Code of Regulations that apply to California state preschool programs pursuant to HSC 1596.7925, and (2) the location at which to obtain a form to file a complaint.

Appeal
The District's decision will be provided to the complainant through an investigation report within 60 calendar days of receiving the complaint, unless this time period is extended by written agreement of the complainant. A complainant may appeal the District's investigation report to the CDE by filing a written appeal within 30 calendar days after receiving the District's decision. The appeal must be accompanied by a copy of the originally filed complaint and a copy of the investigation report for that complaint. A complainant may also pursue civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Williams Complaint

Reference: 5 CCR 4680-4687; EC 35186

BP/AR: 1312.4 – Williams Uniform Complaint Procedures

There should be sufficient textbooks and instructional materials that are in good and usable condition. That means each student, including an English learner, must have a textbook and/or instructional materials to use in class and to take home.

School facilities must be clean, safe, and maintained in good repair so as not to pose an emergency or urgent threat to the health or safety of students or staff.

There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

- *Misassignment* means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.
- *Teacher vacancy* means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

A complaint alleging that any of the above conditions is not being met is addressed through the District's Williams uniform complaint procedures as required by law. Although complainants do not need to use the District's complaint form to file a complaint, the complaint form may be obtained at www.sanpasqualunion.net. Because a

complaint may be filed anonymously, the complaint form will allow the complainant to indicate whether a response is requested – only a complainant who identifies themselves is entitled to a response. A complaint should be filed with the principal or designee.

Health & Wellness

Access to Student Mental Health Services

Reference: EC 49428

BP/AR: 5141.5 – Mental Health

A child's mental health is essential to their social and cognitive development, and to learning healthy social skills and how to cope when there are problems. Mentally healthy children have a positive quality of life and can function well at home, in school, and in their communities. Mental health problems that are not recognized and treated in childhood can lead to severe consequences, including exhibiting serious behavior problems, at higher risk of dropping out of school, and increased risk of engaging in substance abuse, criminal behavior, and other risk-taking behaviors. As such, the San Pasqual Union School District is committed to promoting the well-being of its students by ensuring that, at least twice a year, students and parents are each provided with information on how to initiate access to available student mental health services at school and/or in the community.

To access mental health services at SPUSD, reach out to Shannon Hernandez, Psychologist, **shannon.hernandez@sanapasqualunion.net**.

Administration of Prescribed Medication

Reference: EC 48980, 49423, 49423.1, 49480

BP/AR: 5141.21 – Administering Medication and Monitoring Health Conditions

The parent of a student on a continuing medication regimen for a nonepisodic condition, must inform the school nurse or other designated certificated school employee of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the student's parent, the school nurse may communicate with the physician and may counsel school personnel regarding the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

The school nurse or other designated school employees may assist students who need to take prescribed medication during school hours only upon written request of both the physician/surgeon and the parent. The written request from the physician/surgeon must include details as to the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent indicating the desire that the District assist the student in matters set forth in the statement of the physician/surgeon.

In order for a student to carry and self-administer prescription epinephrine delivery system or inhaled asthma medication at school, the parent must provide a written statement consenting to the self-administration and a written statement from the physician/surgeon or physician assistant detailing the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the student is able to self-administer the epinephrine delivery system or inhaled asthma medication. The parent's written statement must provide a release for the school nurse or other designated school personnel to consult with the student's health care provider regarding any questions that may arise with regard to the medication and must release the District and school personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication. A student may be subject to disciplinary action if the student uses an epinephrine delivery system or inhaled asthma medication in a manner other than as prescribed.

All written requests must be provided on an annual basis or when the medication, dosage, frequency of administration, or reason for administration changes. For requests regarding inhaled asthma medication, the District will also accept the written statement from a physician/surgeon who is contracted with a prepaid health plan operating lawfully under the laws of Mexico that is licensed as a health care service plan in California as long as the

statement is provided in both English and Spanish and includes the name and contact information of the physician/surgeon.

Concussion & Head Injuries

Reference: EC 49475

BP/AR: 6145.2 – Athletic Competition

A concussion is a kind of brain injury. It can be caused by a bump or hit to the head, or by a blow to another part of the body with the force that shakes the head. Concussions can appear in any sport, and can look differently in each person. Most concussions get better with rest and over 90% of athletes fully recover. However, all concussions should be considered serious. If not recognized and managed the right way, they may result in problems including brain damage and even death.

Most concussions occur without being knocked out. Signs and symptoms of concussion may show up right after the injury or can take hours to appear. Even though a traditional brain scan (*e.g.,* MRI or CT) may be "normal", the brain has still been injured. If an athlete suffers another concussion before completely recovering from the first one, this can lead to prolonged recovery (weeks to months), or even to severe brain swelling (Second Impact Syndrome) with devastating consequences. There is an increasing concern that head impact exposure and recurrent concussions may contribute to long-term neurological problems. One goal of concussion education is to prevent a too early return to play so that serious brain damage can be prevented.

An athlete who is suspected of sustaining a concussion or head injury in an athletic activity will be immediately removed from the athletic activity for the remainder of the day, and not be permitted to return to the athletic activity until the athlete is evaluated by and receives written clearance to return to the athletic activity from a licensed health care provider. If the licensed health care provider determines that the athlete sustained a concussion or a head injury, the athlete must also complete a graduated return-to-play protocol of no less than seven days in duration under the supervision of a licensed health care provider.

Signs observed by teammates, parents and coaches include:

- Looks dizzy
- Looks spaced out
- Confused about plays
- Forgets plays
- Is unsure of game, score, or opponent
- Moves clumsily or awkwardly
- Answers questions slowly
- Slurred speech
- Shows a change in personality or way of acting
- Can't recall events before or after the injury
- Seizures or "has a fit"
- Any change in typical behavior or personality
- Passes out

Symptoms may include one or more of the following:

- Headaches
- "Pressure in head"
- Nausea or throws up
- Neck pain
- Has trouble standing or walking
- Blurred, double, or fuzzy vision
- Bothered by light or noise
- Feeling sluggish or slowed down
- Feeling foggy or groggy
- Drowsiness
- Change in sleep patterns
- Loss of memory
- "Don't feel right"
- Tired or low energy
- Sadness
- Nervousness or feeling on edge
- Irritability
- More emotional
- Confused
- Concentration or memory problems
- Repeating the same question/ comment

Student-athletes and parents are required to review and sign a Concussion Information Sheet as part of their annual sports packet. Additional resources include the Concussion Information Sheet from the CIF website, which has the information sheet available in Spanish, as well other resources: https://www.cifstate.org/sports-medicine/concussions/index

Consent to Physical Examination

Reference: 20 USC 1232h; EC 48980, 49451

BP/AR: 5141.3 – Health Examinations

Periodic health examinations of students may lead to early detection and treatment of conditions that impact learning. These examinations may also help determine whether the student may qualify for services or accommodations pursuant to the Individuals with Disabilities Education Act or Section 504. However, a parent may annually file with the principal a written statement withholding consent to the physical examination of their child. Any such student will be exempt from any physical examination but will be subject to exclusion from attendance when contagious or infectious disease is reasonably suspected.

HPV Immunization

Reference: EC 48980.4

BP/AR: 5141.31 – Immunizations

Students are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices of the federal Centers for Disease Control and Prevention, the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the 8th grade of any private or public school. 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.

Immunizations

Reference: 17 CCR 6040, 6055; EC 48216, 48980, 49403; HSC 120372

BP/AR: 5141.31 – Immunizations

To protect the health of all students and staff and to curtail the spread of infectious diseases, students must be immunized against certain communicable diseases. Students may not be admitted into any elementary or middle school, preschool, or childcare and development program for the first time nor be admitted or advanced into grade 7 unless they have met the immunization requirements. The parent's guide to "Required Immunizations for School Entry" from the California Department of Public Health (CDPH) website can be accessed by clicking on the title (link).

Students are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parents must continue to provide immunizations records for these students to their schools. The immunization requirements do not prohibit students from accessing special education and related services required by their individualized education programs.

Medical exemptions may only be submitted using the standardized form developed by CDPH. To request such an exemption, parents are to first register for a California Immunization Registry – Medical Exemption (CAIR-ME) account at https://cair.cdph.ca.gov/exemptions/home to obtain a medical exemption request number before going to their child's doctor.

If an enrolled student who was previously believed to be in compliance with immunization requirements is subsequently discovered to not be in compliance with requirements for unconditional or conditional admission, the student's parent will receive notice that evidence of proper immunization or an appropriate exemption must be provided within 10 school days. A student not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against a communicable disease.

The District will cooperate with state and local public health officials in measures necessary for the prevention and control of communicable diseases in school age children. The District may use any funds, property, or personnel and may permit an authorized health care provider to administer an immunizing agent to any student whose parents have consented in writing. When feasible, the California Immunization Registry – a secure, confidential, statewide computerized immunization information system for California residents – may be accessed to track immunization records, reduce missed opportunities, and help fully immunize students of all ages.

Medical or Hospital Services

Reference: EC 48980, 49471, 49472

BP/AR: 5143 – Insurance

All students should have health and accident insurance protection to ensure that they receive needed health care services in the event of illness or injury.

On School Grounds and School-sponsored Activities – EC 49472
The District may provide, or make available, medical or hospital service, or both, through nonprofit membership corporations defraying the cost of medical service and/or hospital service, or through group, blanket or individual policies of accident insurance or through policies of liability insurance from authorized insurers, for injuries to students arising out of accidents on campus during a regular day school or while being transported by the District to and from school or other place of instruction, or while at a school-sponsored activity and while being transported to, from and between such places. No student can be compelled to accept such service without the student's consent, or if a minor, without the consent of the student's parent. The cost of the insurance or membership may be paid from the funds of the District, or by the insured student or the student's parent.

Excursions and Field Trips – EC 35331
The District will provide, or make available, medical and/or hospital service for students injured while participating in any school-sponsored excursion or field trip. The cost incurred by the District may be paid from the funds of the District, or by the insured student or the student's parent.

Athletic Activities – EC 49471
The District does not provide or make available medical and/or hospital services for students injured while participating in athletic activities.
Insurance for Athletes – EC 32220-32224
Under state law, the District is 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 District offering insurance or other health benefits that cover medical and hospital expenses. Some students may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health programs. Information about these programs may be obtained by calling:
- Children's Health Insurance Program at 1-800-541-555 or visiting https://www.usa.gov
- Medi-Cal at 1-800-300-1506 or visiting https://www.coveredca.com/health/medi-cal/children/

Members of school athletic teams include members of any extramural athletic team, school bands, orchestras, cheerleaders and their assistants, pom and dance team, team managers and their assistants, and any student selected by the school or student body organization to directly assist in the conduct of the athletic event.

Oral Health Assessment

Reference: EC 49452.8

BP/AR: 5141.32 – Health Screening for School Entry

Even though they fall out, baby teeth are very important. Children need healthy baby teeth to eat, talk, smile, and feel good about themselves. Children with cavities may have pain, difficulty eating, stop smiling, and have problems paying attention and learning at school. To help children stay healthy, parents are advised of the following:
- Children need to be taken to the dentist. Dental check-ups can help keep a child's mouth healthy and pain free.
- Healthy foods, like fresh fruits and vegetables, should be chosen for the entire family.
- Teeth need to be brushed at least twice a day with toothpaste that contains fluoride.
- Candy and sweet drinks like punch, juice, or soda should be limited. Sweet drinks and candy contain a lot of sugar, which causes cavities and leaves less room for a child to have healthy foods and drinks. Sweet drinks and candy can also cause weight problems, which may lead to other diseases, such as diabetes. Give a child healthy choices like water, milk, and fruit instead.

Having a healthy mouth helps children do well in school. So, to make sure children are ready for school, state law requires children to have an oral health assessment or dental check-up in their first year in public school – whether in transitional kindergarten, kindergarten, or first grade. The assessment must be performed by a licensed dentist or other licensed or registered dental health professional no earlier than 12 months before the date of a child's initial

enrollment in school and no later than May 31 of the school year. The dentist will complete the Oral Health Assessment form, which then must be submitted to the school as proof that the assessment has been done. The school will maintain the privacy of all students' health information. A student's identity will not be associated with any report produced as a result of this requirement.

The District may host a free oral health assessment to assist students and their families in complying with this requirement. Directory information of students, including students experiencing homelessness, will be disclosed to facilitate the assessment unless the student's parent has provided written notice to the school that they do not consent to a physical examination.

A parent who is unable to obtain, or does not consent to, the oral health assessment must complete a Waiver of Oral Health Assessment Requirement form and submit that to the school.

To help find a dentist, call the Medi-Cal Telephone Service Center at 1-800-322-6384 or visit Medi-Cal Dental (https://dental.dhcs.ca.gov/) to find a dentist that accepts Medi-Cal. To enroll a child in Medi-Cal, parents can apply by mail, go in person to the local Social Services office, or online at: Apply for Medi-Cal (https://www.dhcs.ca.gov/Medi-Cal/Pages/apply.aspx).

Prescription Opioids

Reference: EC 49476

BP/AR: 6145.2 – Athletic Competition

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, such as 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, the need to take more medication for the same pain relief
- Physical dependence – meaning, having 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

Student-athletes and parents are required to review and sign the Opioid Factsheet as part of their annual sports packet.Opioid Factsheet for Patients from the CIF website: https://www.cifstate.org/sports-medicine/opioids

School Meals

Reference: EC 48980, 49510, 49520

BP/AR: 3550 – Food Service/Child Nutrition Program

Adequate nutrition is essential to the development, health and well-being, and learning of all students. A free, nutritionally adequate breakfast and lunch is provided each school day to any student who requests a meal regardless of the student's free or reduced-price meal eligibility.

Sudden Cardiac Arrest

Reference: EC 33479.3

BP/AR: 6145.2 – Athletic Competition

Sudden Cardiac Arrest (SCA) is a life-threatening emergency that occurs when the heart suddenly stops beating. It strikes people of all ages who may seem to be healthy, even children and teens. When SCA happens, the person collapses and doesn't respond or breathe normally. They may gasp or shake as if having a seizure, but their heart has stopped. SCA leads to death in minutes if the person does not get help right away. Survival depends on people nearby calling 911, starting CPR, and using an automated external defibrillator (AED) as soon as possible.

SCA is the #1 killer of student athletes and the leading cause of death on school campus. Studies show that 1 in 300 youth has an undetected heart condition that puts them at risk. Although SCA happens unexpectedly, some people may have signs or symptoms, such as:

- Fainting or seizure, especially during or right after exercise
- Fainting repeatedly or with excitement or startle
- Excessive shortness of breath during exercise
- Racing or fluttering heart palpitations or irregular heartbeat
- Repeated dizziness or lightheadedness
- Chest pain or discomfort with exercise
- Excessive, unexpected fatigue during or after exercise

These symptoms can be unclear and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. SCA can be prevented if the underlying causes can be diagnosed and treated.

Coaches have the authority to remove from play a student who exhibits fainting, and potentially for other conditions if they are believed to be cardiac-related. Student-athletes must be evaluated and cleared by a physician, surgeon, nurse practitioner, or physician's assistant to return to play. Student-athletes and parents are required to review and sign an SCA Information Sheet as part of their annual sports packet. SCA Fact Sheet from the CIF website, which has the fact sheet available in multiple languages:
https://www.cifstate.org/sports-medicine/sca/index

Type 1 Diabetes

Reference: EC 49452.6

BP/AR: 5141.3 – Health Examinations

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 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 1 Diabetes Treatments

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

Contact the school nurse, school administrator, or health care provider if there are any questions.

References

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

Type 2 Diabetes

Reference: EC 49452.7

BP/AR: 5141.3 – Health Examinations

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.

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 their 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 this guidance is intended to raise awareness about this disease. Contact the school nurse, school administrator, or health care provider if there are any questions.

References

American Diabetes Association Clinical Journal
Helping Children with Diabetes Succeed: A Guide for School Personnel
KidsHealth
Mayo Clinic
National Library of Medicine and National Institutes of Health's MedLine
Centers for Disease Control and Prevention

Water Consumption

Reference: EC 38043

BP/AR: N/A

Students have the right and are encouraged to bring a reusable bottle to fill and refill water to consume while at school. Drinking water plays an important role in maintaining a child's overall health in the following ways:

- Supports muscles, joints, and tissues
- Improves digestive system
- Keeps growing bodies hydrated
- Positively impacts cognitive performance, particularly short-term memory
- Improves visual attention and fine motor skills
- Can prevent excess weight gain when substituting sugary drinks

Schools shall provide access to free, potable water during meal times in the food service area per Education Code 38086 and 42 USC 1758, and shall encourage students' consumption of water by educating them about the health benefits of water and serving water in an appealing and convenient manner (e.g. water fountains designed to easily refill cups and reusable water bottles, 5-gallon water dispensers placed in central locations in the cafeteria, signage promoting water use, etc.).

Availability and consumption of free water are supported throughout the day. Students may bring drinking water into the classroom provided the container is capped, such as a recyclable or reusable bottle (glass bottles not allowed). These vessels are not to be shared among students.

The District will support efforts to purchase and install bottle filling stations (with filters if contaminants are a concern) that can accommodate the filling of reusable water vessels. Water bottle filling stations and water fountains are located throughout the campus.

Drinking fountains and bottle-filling stations should be inspected and maintained on a regular schedule.

Parent & Family Engagement

California Kids Investment and Development Savings Program

Reference: EC 51225.7

BP/AR: 6143 – Courses of Study

The California Kids Investment and Development Savings (CalKIDS) Program is designed to create opportunities for families to prepare for and complete college, trade school, and career programs. This statewide initiative automatically awards scholarships to eligible students to cover qualified education expenses such as tuition and fees, required books and supplies, and computer equipment, helping to reduce financial barriers for parents.

Every eligible public school student in grades 1–12 has a CalKIDS account created in their name with a deposit of $500. Eligible students identified as foster youth receive an additional one-time $500 deposit. Eligible students identified as a student experiencing homelessness receive an additional one-time $500 deposit. This could mean up to $1,500 in scholarship money for students!

To be eligible and automatically enrolled in CalKIDS, a student must be identified as an English Learner or low-income by the Local Control Funding Formula on Fall Census Day and either:
1. Enrolled in grades 1-12 during the 2021-22 academic year; or
2. Enrolled in 1st grade during the 2022-23 academic year.

Visit https://calkids.org/ to find out more information about CalKIDS, check eligibility, register the account, and/or submit a claim. The CalKIDS account is accessible by using the student's Statewide Student Identifier (SSID), which can be found on a student's school portal, transcript, report card, or by contacting the school.

English Learner Advisory Committees

Reference: 5 CCR 11308; EC 52063, 52174, 52176

BP/AR: 6174 – Education for English Learners

District English Learner Advisory Committee

When the District has more than 50 English learners, the Superintendent or designee must establish a District English Learner Advisory Committee (DELAC), the majority of whose membership must be composed of parents of English learners who are not employed by the District. Alternatively, the District may use a subcommittee of an existing districtwide advisory committee on which parents of English learners have membership in at least the same percentage as English learners represent of the total number of students in the District.

The DELAC advises the Governing Board on at least the following tasks:
1. Developing a district master plan for education programs and services for English learners, taking into consideration the school site master plans.
2. Conducting a districtwide needs assessment on a school-by-school basis.
3. Establishing a district program, goals, and objectives for programs and services for English learners.
4. Developing a plan to ensure compliance with applicable teacher and/or teacher aide requirements.
5. Reviewing and commenting on the District's reclassification procedures.
6. Reviewing and commenting on the required written parental notifications.
7. Reviewing and commenting on the development or annual update of the LCAP if the DELAC acts as the ELAC pursuant to EC 52062 and 52063.

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent or designee will ensure that DELAC committee members receive appropriate training and materials. This training will be planned in full consultation with the members.

Investing for Higher Education

Reference: EC 48980

BP/AR: N/A

Receiving a college or university education can lead to many benefits: increased earning potential, increased career opportunities, financial security, better problem-solving skills, and improved health and well-being. To ensure that students can afford going to college and not be weighed down by student loan debt, parents are highly encouraged to start saving for college as soon as they can – even when children are infants. As with any investment, the earlier money is saved, the more time it has to grow. Investment options include, but are not limited to, a 529 college savings plan, an individual retirement account (IRA or Roth IRA), Uniform Gift to Minors Act (UGMA) or Uniform Transfer to Minors Act (UTMA), trusts, or United States savings bonds. Students can also contribute by applying for scholarships and grants, taking Advanced Placement (AP) classes, working a full-time job in the summer or a part-time job during the school year, and opening a savings account.

Parent & Family Engagement Policy

Reference: 20 USC 6318; EC 11503, 11504

BP/AR: 6020 – Parent Involvement; 6171 – Title I Programs

Compliance with 20 USC 6318(b)(1), Each school…shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy

Click here for engagement policy. Last reviewed: 6/25/26

Professional Qualifications

Reference: 20 USC 6312; 34 CFR 200.61

BP/AR: 4112.2 – Certification; 4222 – Teacher Aides/Paraprofessionals

Parents of students who attend a school receiving Title I funds may request information regarding the professional qualifications of their students' classroom teachers, including, at a minimum, 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. Whether the teacher is teaching in the field of discipline of the certification of the teacher.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

A school that receives Title I funds will also provide to each individual parent information on the level of achievement and academic growth of their child, if applicable and available, on each of the required State academic assessments, and timely notice that their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Rights of Parents

Reference: EC 51101, 51101.1

BP/AR: 5020 – Parent Rights and Responsibilities

Parents have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children, to be informed by the school, and to participate in the education of their children, as follows:

1. Within a reasonable period of time after making the request, to observe their child's classroom(s).
2. Within a reasonable time of their request, to meet with their child's teacher(s) and the principal.
3. To volunteer their time and resources for the improvement of school facilities and school programs under the supervision of district employees, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher.
4. To be notified on a timely basis if their child is absent from school without permission.
5. To receive the results of their child's performance on standardized tests and statewide tests and information on the performance of their child's school on standardized statewide tests, including the state test for English language proficiency for English learners.

6. To request a particular school for their child, and to receive a response from the school district.
7. To have a school environment for their child that is safe and supportive of learning.
8. To examine the curriculum materials of their child's class(es).
9. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.
10. To have access to the school records of their child.
11. To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.
12. To be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes, and procedures for visiting the school.
13. To receive information about any psychological testing the school does involving their child and to deny permission to give the test.
14. To participate as a member of a parent advisory committee, school site council, or site-based management leadership team.
15. To question anything in their child's record that the parent feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.
16. To be notified, as early in the school year as practicable, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal a decision to retain or promote their child.

A parent's lack of English fluency does not prevent a parent from exercising such rights. The District will take all reasonable steps to ensure that all parents who speak a language other than English are properly notified in English and in their home language, pursuant to EC 48985, of the rights and opportunities available to them. Please note that the District is not authorized to allow a parent's participation in the education of their child if it conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

School Accountability Report Card

Reference: EC 35256, 35258

BP/AR: 0510 – School Accountability Report Card

By February 1 of each year, all public schools in California are required to update and publish a school accountability report card (SARC) with the intent to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. The primary purpose is to provide parents with data and information to make meaningful comparisons between public schools, enabling them to make informed decisions on which school to enroll their children. The content of the SARC includes demographic data, school safety and climate for learning information, academic data, school completion rates, class sizes, teacher and staff information, curriculum and instruction descriptions, postsecondary preparation information, and fiscal and expenditure data. Printed copies may be obtained from the school principal or may be accessed at **https://www.sanpasqualunion.net/plans-policies/school-report-cards**

Student Wellness Policy

Reference: 42 USC 1758b; 7 CFR 210.31; EC 49432

BP/AR: 5030 – Student Wellness

Recognizing the link between student health and learning, the District has an established student wellness policy for all its schools to provide a comprehensive program that promotes healthy eating and physical activity for students. The District will coordinate and align its efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and healthy school environment. Parents, students, food service employees, physical education teachers, school health professionals, Board members, school administrators, and members of the public are encouraged to participate in the development, implementation, and periodic review and update of the policy.

To review the content of the policy and any updates may be accessed at https://www.sanpasqualunion.net/plans-policies/district-policies To find out how to be involved with the School Wellness Council, please contact Mark Burroughs, SPUSD Superintendent/Principal.

Safety & Well-being

Asbestos Management Plan

Reference: 40 CFR 763.84, 763.93

BP/AR: 3514 – Environmental Safety

Parents have the right to inspect a complete, updated copy of a management plan for asbestos-containing material in school buildings. The asbestos management plan can be made available for inspection, without cost or restriction, in the district office and school offices during normal business hours. The District may charge a reasonable cost to make copies of the management plan. For further information, contact 760 745-4931 x1111 during normal business hours.

Body Shaming

Reference: EC 232.7

BP/AR: 5131.2 – Bullying

SPUSD is committed to cultivating a school environment where every individual, regardless of body size, shape, or appearance, feels valued, accepted, and safe. Body shaming in any form is strictly prohibited. This includes, but is not limited to, unsolicited comments, gestures, or digital communication that mock, stigmatize, or draw attention to an individual's physical appearance. Body shaming may occur as a one-time event or as part of a repeated behavior and may intersect with bullying, sexual harassment, or other forms of discrimination.

Students and parents are encouraged to review the following resources related to body shaming identified by CDE:

- Bodywhys: Be Body Positive
- The Kids Mental Health Foundation: Body Image Resources
- Embrace Hub: Body Image and Appreciation Resources
- Talking to Your Children About Body Shaming
- How to Handle Body Shaming in School - A Guide for Parents
- Weight-based Teasing and Bullying in Children: How Parents Can Help

Child Abuse Prevention & Neglect Reporting

Reference: EC 48987; PC 11164 *et seq.*

BP/AR: 5141.4 – Child Abuse Prevention and Reporting

All employees of the District, including members of the Governing Board and volunteers, are considered mandated reporters. "Volunteers" in this context means a person who is over 18 years of age and who interacts with students outside of the immediate supervision and control of the student's parent or a school employee. Mandated reporters are required by law to report cases of child abuse and neglect to the appropriate law enforcement agency when they have a reasonable suspicion that a child has been a victim of child abuse and/or neglect. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on their training and experience, to suspect child abuse or neglect; it does not require certainty that the child abuse and/or neglect has occurred. The fact that a child is homeless or an unaccompanied minor is not, in and of itself, a sufficient basis for reporting child abuse or neglect.

All complaints must be filed through a formal report, over the telephone, in person, or in writing, with an appropriate local law enforcement agency (*i.e.,* Police or Sheriff's Department, County Probation Department, or County Welfare Department/County Child Protective Services). Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to authorized agencies.

Parents of students also have a right to file a complaint against a school employee or other person that they suspect has engaged in abuse of a child at a school site. Complaints may be filed with the local law enforcement agency; parents may also notify the District of an incident by contacting the Superintendent or designee.

Dangers of Synthetic Drugs

Reference: EC 48985.5

BP/AR: 5131.6 – Alcohol and Other Drugs

Fentanyl is a major contributor to drug overdoses in California, including among youth. Fentanyl is an extremely potent and dangerous synthetic opioid, like heroin and morphine, and is laboratory engineered to be about 50 times stronger than heroin and 100 times stronger than morphine. This means even small amounts can lead to a fatal overdose. Fentanyl is powerful and difficult to detect. People who make or sell drugs sometimes add small amounts of fentanyl – in ways that are not noticeable to the user – to other substances because of its extreme potency, making the drugs cheaper, more powerful, more addictive, and more dangerous.

The U.S. Department of Justice Drug Enforcement Administration has directly connected social media drug sales to overdose deaths. Drug traffickers have turned smartphones into a one-stop shop to market, sell, buy, and deliver deadly, fake prescription pills and other dangerous drugs. These deadly drugs can be purchased and delivered to anyone's home just like any other good or service. Drug traffickers advertise on social media platforms like Facebook, Instagram, Snapchat, TikTok, Twitter and YouTube. These advertisements are in disappearing, 24-hour stories and in posts, which are promptly posted and removed. Posts and stories are often accompanied by known code words and emojis that are used to market and sell illicit and deadly drugs on social media. These code words and emojis are designed to evade detection by law enforcement and by the preset algorithms used by social media platforms. Social media drug trafficking impacts all age groups, but adolescents and young adults are particularly susceptible given their high rates of social media usage.

Fentanyl misuse may result in an intense, short-term high; temporary feelings of euphoria; slowed respiration and reduced blood pressure, nausea, fainting; seizures or death. Methamphetamine misuse may result in agitation, increased heart rate and blood pressure, increased respiration and body temperature, anxiety, and paranoia. High doses can cause convulsions, cardiovascular collapse, stroke, or death. Overdose may result in stupor, changes in papillary size, cold and clammy skin, cyanosis, coma, and respiratory failure leading to death. The presence of a triad of symptoms such as coma, pinpoint pupils, and respiratory depression are strongly suggestive of opioid poisoning.

With a fentanyl-poisoned drug supply, avoiding drug use is the surest way to prevent an overdose. The only safe medications are ones that come from licensed and accredited medical professionals. For more information, review the Facts About Fentanyl on the California Department of Public Health website.

Drowning Prevention

Reference: EC 51140

BP/AR: 5142 – Safety

In California and in the United States, drowning is the leading cause of death for children 4 years of age and younger. For children ages 5-14, drowning is the second leading cause of unintentional injury death after motor vehicle crashes. Even when a person survives a drowning incident, it could lead to brain damage or permanent disability. Students and parents are strongly encouraged to review the information provided on drowning prevention from the CDE: https://www.cdc.gov/drowning/about/index.html

Employee Interaction with Students

Reference: EC 44050

BP/AR: 4119.21, 4219.21, 4319.21 – Professional Standards; 4119.24, 4219.24, 4319.24 – Maintaining Appropriate Adult-Student Interactions

Employees, including independent contractors, interns, and volunteers, of the **District** are expected to maintain the highest professional and ethical standards in their interactions with students both within and outside the educational setting. To ensure employees fulfill their obligation to ensuring the health and safety of all students and contribute to a positive school climate, employees are prohibited from engaging in threatening, unsafe, unlawful, or inappropriate interactions with students and must avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to appearance of impropriety. Employees are not to intrude on a student's physical or emotional boundaries unless necessary in an emergency or to serve a legitimate purpose related to instruction, counseling, student health, or student or staff safety. Specifically, inappropriate employee conduct includes, but is not limited to:

1. Singling out a particular student or students for personal attention and friendship beyond the professional staff-student relationship.
2. For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, employees shall be attentive to the student's concerns but shall disclose to the student that they must immediately provide any information shared by the student to the appropriate guidance/counseling staff and notify the student that such guidance/counseling staff is in the best position to serve the student's concerns. In either case, employee involvement should be limited to a direct connection to the student's school performance.
3. Addressing students or permitting students to address staff members with personalized terms of endearment, pet names, or otherwise in an overly familiar manner.
4. Maintaining personal contact with a student outside of school by phone, email, instant messenger or Internet chat rooms, social networking websites, such as Facebook, or letters beyond homework or other legitimate school business without including the parent/guardian. This prohibition specifically includes "friending" or "following" students on social media unless the social media page is dedicated to legitimate school business. This also specifically includes the posting of student images or other personally identifiable information of students on an adult's personal website.
5. Exchanging personal gifts, cards, or letters with an individual student for which it is directly or implicitly suggested that a student is to say or do something in return.
6. Touching students or initiating inappropriate physical contact without a legitimate educational purpose. Legitimate purposes could include the following: (a) assisting an injured student; (b) assisting a student with special needs who requires assistance with toileting or other physical assistance; (c) appropriate coaching instruction; (d) appropriate music instruction; or (e) to protect the safety of students or staff.
7. Socializing or spending time with students (including but not limited to activities such as going out for beverages, meals, movies, shopping, traveling, recreational activities, or visiting the student's home) outside of school-sponsored events, except as participants in organized community activities.
8. Transporting student(s) in a personal vehicle in a non-emergency situation and without proper written authorization forms in advance.
9. Being alone with a student without a legitimate educational purpose.

Refer to the LEA's policy 4119.24: Maintaining Appropriate Adult-Student Interactions for more details.

Any reports of employee misconduct will be promptly investigated. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy, or retaliates against a person who reports the violation or participates in the complaint process, will be subject to disciplinary action, up to and including dismissal. The Superintendent or designee may bar the adult from school grounds and activities in accordance with law, and may also notify law enforcement, as appropriate.

Fingerprinting Program

Reference: EC 32390, 48980

BP/AR: 5142.1 – Identification and Reporting of Missing Children

SPUSD does not offer a voluntary fingerprinting program. Fingerprinting requires written parental consent as well as payment by the parent or guardian of any applicable fees. The fee shall be calculated to reimburse the district only for actual costs associated with the program.

Megan's Law/Sex Offenders

Reference: PC 290.45, 626.81

BP/AR: 3515.5 – Sex Offender Notification

Whenever the principal has granted permission to a registered sex offender to come into a school building or upon school grounds to volunteer at the school, the principal or designee will notify the parent of each student at that school, at least 14 days in advance, that a registered sex offender has been granted such permission, the date(s) and times for which permission has been granted, and the parent's right to obtain information regarding the person from a designated law enforcement agency.

The District will respond as directed or advised by a law enforcement agency due to the presence of a registered sex offender on school grounds – law enforcement is the agency best able to assess the relative danger of a sex offender. Parents requesting information about sex offenders in the community should either contact law enforcement or access the Megan's Law webpage from the California Department of Justice's website http://meganslaw.ca.gov/. The website also provides information on how to protect children and their families, facts about sex offenders, frequently asked questions, and sex offender registration requirements in California.

Pesticide Products

Reference: EC 17611.5, 17612, 48980.3

BP/AR: 3514.2 – Integrated Pest Management

SPUSD uses pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property, and the environment. Such pesticides are only used after careful monitoring indicates they are needed according to pre-established guidelines and treatment thresholds. A warning sign at each area of the school site where pesticides will be applied will be posted visibly to all persons entering the treated area. The sign will be posted at least 24 hours prior to the application and remain posted until 72 hours after the application. When advance posting is not possible due to an emergency condition requiring immediate use of a pesticide to protect the health and safety of students, staff, or other persons or the school site, the warning sign will be posted immediately upon application and remain posted until 72 hours after the application.

The District intends to apply the following pesticide products in the upcoming school year:

PRODUCT NAME	ACTIVE INGREDIENT(S)
Speed Zone For Turf	2,4,-D, 2ethylhexylester
Lifeline	Propylene glycol monomethyl ether
RCO Omega gopher control ARV	H302, H311
Fastrac rodent ARV	Bromethalin
Taurus ants/crawling insects ARV	Fipronil
CB80 spiders/flying insects ARV	Pyrethrins, Piperonyl Butoxide
ZP Rodent bait ARV	H280,H302,H402,H412

Notifications will be provided by Ray Sifuentes, Director of Maintenance and Operations, at 760-745-4931, 72 hours before the application, except in emergencies, and will include the product name, the active ingredient(s) in the product, and the intended date of application.

Parents seeking access to information on pesticides and pesticide use reduction developed by the Department of Pesticide Regulation pursuant to California Food and Agricultural Code 13184, can do so by going to https://www.cdpr.ca.gov/docs/schoolipm/. A copy of the District's integrated pest management plan may be viewed at **www.sanpasqualunion.net**

Safe Storage of Firearms

Reference: EC 48986, 49392

BP/AR: 0450 – Comprehensive Safety Plan

Parents have the responsibility for keeping firearms out of the hands of children as required by California law. Seventy-four percent of children know where their parents' firearms are stored, and 60 percent report that they have handled them. Sadly, over 80 percent of teens who have died by suicide used a firearm that belonged to someone in their 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.

In reviewing the following information, parents are encouraged to evaluate their own personal practices to assure that every member in the family is 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, 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. (PC 25100-25125, 25200-25220)

  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, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm. (PC 25100(c))
- 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, having custody or control, owning, receiving, or purchasing a firearm for 10 years. (PC 29805)
- A parent may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward. (CC 1714.3)
- The county or city where the parent resides may have additional restrictions regarding the safe storage of firearms.

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.

School Bus Safety

Reference: EC 39831.5

BP/AR: 3543 – Transportation Safety and Emergencies

All pupils in prekindergarten, kindergarten, and grades 1 to 12, inclusive, in public or private school who are transported in a school bus or school pupil activity bus shall receive instruction in school bus emergency procedures and passenger safety. Bus safety regulations, including a list of school bus stops near each pupil's home, general rules of conduct at school bus loading zones, red light crossing instructions, school bus danger zone, and walking to and from school bus stops, can be found online at www.sanpasqualunion.net.

All pupils in prekindergarten, kindergarten, and grades 1 to 8, inclusive, who receive home-to-school transportation shall receive safety instruction that includes, but is not limited to, proper loading and unloading procedures, including escorting by the driver, how to safely cross the street, highway, or private road, instruction on the use of

passenger restraint systems, as described in paragraph (3), proper passenger conduct, bus evacuation, and location of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit. As part of the instruction, pupils shall evacuate the school bus through emergency exit doors.

Instruction on the use of passenger restraint systems, when a passenger restraint system is installed, shall include, but not be limited to, all of the following: proper fastening and release of the passenger restraint system; acceptable placement of passenger restraint systems on pupils; times at which the passenger restraint systems should be fastened and released; and acceptable placement of the passenger restraint systems when not in use.

School Attendance

Absence due to Confidential Medical Services

Reference: EC 46010.1

BP/AR: 5113 – Absences and Excuses

Students in grades 7-12 may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent. When excusing students for confidential medical services or verifying such appointments, staff will not ask the purpose of the appointments but may contact a medical office to confirm the time of the appointment. In accordance with a November 2004 opinion issued by the California Attorney General, staff may not notify a parent when a student leaves school to obtain confidential medical services.

Absence due to Religious Exercises or Instruction

Reference: EC 46014, 48980

BP/AR: 5113 – Absences and Excuses

With the written consent of the parent, a student may be excused from school in order to participate in religious exercises or to receive moral and religious instruction at the student's place of worship or at other suitable places away from school property designated by a religious group, church, or denomination. Such absence are not be deemed absent in computing average daily attendance if the student attends at least the minimum school day and is not excused from school for this purpose on more than four days per school month.

Addressing Absences

Reference: EC 48260 *et seq.*, 48320 *et seq.,* 51101

BP/AR: 5113.1 – Chronic Absence and Truancy

California law requires full-time attendance and punctuality of every student between 6 and 18 years of age. Schools are required to enforce the law and parents are responsible to compel the attendance of their children at school. As such, absences can be minimized by scheduling medical, dental, and other appointments after school or when school is not in session; vacations should be planned when school is not in session.

The School Attendance Review Board (SARB) is a multidisciplinary panel composed of school personnel, agency partners and community-based organizations that address attendance and/or behavior problems. Specifically, the panel may include, but is not limited to a parent, District staff, representatives from child welfare and attendance personnel, school guidance personnel, county office of education, county probation department, county welfare department, law enforcement agencies, community-based youth service centers, school/county health care personnel, school/county/community mental health personnel, county district attorney's office, and county public defender's office. The intent of SARB is to resolve school-related issues through the use of available school and community resources. Failure to meet with SARB or follow its directives can result in a referral to the District Attorney's Office for truancy mediation and/or prosecution.

Truancy

A student is classified as a *truant* after three absences or three tardies of more than 30 minutes each time or any combination thereof and the absences or tardies are unexcused. After a student has been reported as a truant three or

more times in a school year and the District has made a conscientious effort to meet with the family, the student is considered a *habitual truant*. A student who is absent from school without a valid excuse for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a *chronic truant*. Unexcused absences are all absences that are not described in EC 48205 and AR 5113 – Absences and Excuses.

Parents of students who are identified as truant will receive truancy notifications that may result in a referral to the School Attendance Review Team (SART) and SARB if attendance does not improve. Additionally, the school attendance supervisor, administrator or designee, a peace officer, or probation officer may arrest or assume temporary custody during school hours, of any minor who is found away from their home and who is absent from school without valid excuse within the county, city or school.

Chronic Absenteeism

A student is considered a chronic absentee when they are absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused (including suspensions from school) – and is an important measure because excessive absences negatively impact academic achievement and student engagement.

The school will make every effort to work with students who are identified as chronic absentees to improve attendance. The SART/SARB and other multidisciplinary teams may be convened to offer assistance, suggestions, and ongoing support for students that have a history of poor or irregular attendance.

Exclusion from School

Reference: EC 48213, 51101

BP/AR: 5112.2 – Exclusions from Attendance

A student may be excluded from school without prior notice to the parent for any of the following reasons:

1. The student resides in an area subject to quarantine pursuant to HSC 120230.
2. The student is exempt from a medical examination but suffers from a contagious or infectious disease pursuant to EC 49451.
3. The Superintendent or designee determines that the presence of the student would constitute a clear and present danger to the safety or health of other students or school personnel.

The Superintendent or designee will send a notice as soon as reasonably possible after the exclusion. Upon the exclusion of the student, a parent may meet with the Superintendent or designee to discuss the exclusion. If the parent disagrees with the decision of the Superintendent or designee, the parent may appeal the decision to the Governing Board. The parent will have an opportunity to inspect all documents upon which the District is basing its decision, to challenge any evidence and question any witness presented by the District, to present oral and documentary evidence on the student's behalf, and to have one or more representatives present at the meeting.

Excused Absences

Reference: EC 48205, 48980

BP/AR: 5113 – Absences and Excuses

In order for an absence to be excused, the reason for such absence must meet the criteria specified under EC 48205, as provided below. A student will not have a grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

EC 48205. (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 purposes of having medical, dental, optometrical, or chiropractic services rendered.
(4) For purposes 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 purposes 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 a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board of the school district.
(8) For purposes of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
(9) For purposes 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 purposes of attending the pupil's naturalization ceremony to become a United States citizen.
(11) For purposes of participating in a cultural ceremony or event.
(12) (A) For purposes 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 the 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 pursuant to 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 practices, habits, 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.

School Calendar

Reference: EC 48980

BP/AR: 6111 – School Calendar

To assist parents with planning for their student's childcare needs, medical appointments, and other activities, the school calendar includes minimum days and student-free staff development days. Please refer to the school calendar provided in this document; the calendar is also posted on the District's website at **www.sanpasqualunion.net**. If any additional minimum days or student-free staff development days are scheduled during the school year, parents of all students affected by the change will be notified as soon as possible, but no later than one month before the scheduled minimum or student-free day.

Students with Temporary Disabilities

Reference: EC 48206.3, 48207, 48208, 48980

BP/AR: 6183 – Home and Hospital Instruction

Temporary disability means a physical, mental, or emotional disability incurred while a student is enrolled in a regular or an alternative education program, and after which the student can reasonably be expected to return without special intervention. Temporary disability is not a disability for which a student is identified as an individual with exceptional needs.

A student with a temporary disability which makes school attendance impossible or inadvisable is entitled to receive individual instruction at home or in a hospital or other residential health facility ("qualifying hospital"), excluding state hospitals. It is the responsibility of the parent to notify the school district and request for individual instruction (also referred to as "home and hospital instruction"). When notified that a student has a temporary disability, the District will determine within five working days whether the student is eligible to receive individual instruction. If determined that individual instruction is appropriate, the instruction will begin within five working days from the date the determination was made. *Students who cannot attend regular school for less than 16 school days may, alternatively, participate in the short-term independent study program.*

If a student with a temporary disability is in a qualifying hospital that is located outside the school district in which the student's parent resides, it is the parent's responsibility to notify the school district in which the qualifying hospital is located of the student's presence. The location of the qualifying hospital is considered the student's place of residence during their stay there; therefore, the student will receive individual instruction by the school district in which they are temporarily residing unless the District has entered into an agreement with the other district to provide the individual instruction.

Every effort will be made for students to continue with the courses that are necessary for the student to maintain their academic status, but in some cases, this will not be possible due to various constraints. District staff may not be able to replicate certain highly specialized courses or a given course in the individualized instruction setting. For example, world languages, PE, laboratory sciences, higher-level mathematics classes, and some electives cannot be replicated.

The District may continue to enroll a student with a temporary disability who is receiving individual instruction in a qualifying hospital to facilitate the timely reentry of the student in their prior school after the hospitalization has ended, or to provide a partial week of instruction at school or at home to a student who is no longer confined to the hospital setting. The total days of instruction may not exceed the maximum of five days in the combined setting, and attendance may not be duplicated. The supervisor of attendance will ensure that absences from the regular school program are excused until the student is able to return to that program.

School Enrollment & Options

District of Choice

Reference: EC 48300 *et seq.,* 48980

BP/AR: 5117 – Interdistrict Attendance

A student may transfer to a school district that participates in the District of Choice (DOC) program. The DOC will determine the number of transfer students it is willing to accept and will admit students until it is at maximum capacity through an unbiased process that does not inquire into, evaluate, or consider students on their academic or athletic performance, physical condition, proficiency in English, any personal characteristic (*i.e.,* race, gender, religion, sexual orientation, etc.), or family income. However, a DOC may use existing entrance criteria for specialized schools or programs as long as the criteria are uniformly applied to all applicants.

If there are more requests than there are spaces available, approval for transfer is determined by a random drawing held in public at a regularly scheduled board meeting of the DOC after granting priority enrollment in the following order:

1. Siblings of students already in attendance in the DOC
2. Students eligible for free or reduced-price meals, and students who are in foster care or are experiencing homelessness
3. Children of military personnel

An application requesting transfer must be submitted to the DOC before January 1 of the school year preceding the school year for which the student is requesting the transfer – a modified application process is available for children of relocated military personnel. By March 1, applicants are notified in writing whether the application has been provisionally accepted or rejected or of the student's position on any waiting list. Vacancies may be filled from the waiting list until May 1. Once the transfer is approved, a student attending a DOC complies with residency requirements for school attendance. The transfer is applicable for one school year and renewed automatically unless the governing board of the DOC elects to withdraw participation from the program.

Districts electing to participate in the DOC program are required to register with the California Department of Education; a list of participating districts for the current school year can be found at https://www.cde.ca.gov/sp/eo/dc/. For additional information regarding the application process, timelines, selection process, and reasons for denial of a request, please visit the website of the participating district.

Independent Study

Reference: 5 CCR 11700 *et seq.*; EC 48980, 51744 *et seq.*

BP/AR: 6158 – Independent Study

The District recognizes that there are situations where students' special interests, abilities, or individual needs are not being met in the traditional instructional setting. Independent study offers a means of individualizing the educational plan to serve students who, for example:

1. Have health or other personal circumstances that make classroom attendance difficult;
2. Are unable to access course(s) due to scheduling problems; and/or

Additionally, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in the student's regular classes during an absence from school. Parents may request short-term independent study for up to 15 schooldays in a school year. In order to facilitate the timely offering of short-term independent study, parents are strongly encouraged to sign a learning agreement at or before the start of each school year.

Interdistrict Permit Transfer

Reference: EC 46600 *et seq.*, 48980

BP/AR: 5117 – Interdistrict Attendance

A parent who wishes to enroll their child in a school that is in another school district must obtain an interdistrict permit that is approved by both the district of residence and the district of enrollment. Neither district is obligated to provide transportation for students who attend school through an interdistrict permit unless providing transportation or transportation assistance is required by law.

Reasons to Request a Permit

SPUSD may approve incoming or outgoing interdistrict permit requests for the following reasons:

a. Renewal of Permit: The student's current interdistrict attendance permit is about to expire or become invalid because the student is completing the highest-grade level in their school or is moving into a new district of residence.
b. Moving Out of the District: The student is moving out of the desired school district and requests to remain enrolled.
c. *Temporary Move: The parent/guardian must provide evidence the student will be living out of the district for one year or less.
d. Graduating Class: The student requests to remain with a class graduating that year from an elementary, middle, or high school.
e. *Sibling in Desired District: The transfer is requested because the student has a sibling attending school in the district of proposed enrollment.
f. Temporary Permit: The student has moved out of the district and wishes to complete the current school year in the district.
g. *Moving into District Soon: The parent/guardian must provide written evidence that the family will be moving into the district of proposed enrollment in the immediate future and would like the student to start the school year in the district.
h. *Victim of Bullying: The parent/guardian must provide written evidence the student has been determined by staff of either the district of residence or desired district to be a victim of an act of bullying as defined in Education Code 48900(r), committed by a student of the district of residence. (See Education Code section 46600(d)(2).)
i. *Childcare: The parent/guardian must provide written evidence the transfer is needed to meet the childcare needs of the student. If approved, the student may be allowed to continue to attend district schools only as long as he/she continues to use a child care provider within district boundaries.
j. *Health & Well-Being: The parent/guardian must provide written evidence the transfer is required to meet the student's special mental or physical health needs as certified by a licensed physician or psychotherapist, school psychologist, or other appropriate school personnel. Application for Interdistrict Attendance Permit (Form 341) Revised 02/23/2022 School Districts of San Diego County Page 2 of 3
k. *Social Service Recommendation: The parent/guardian must provide written evidence the transfer is recommended by the school attendance review board or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence.
l. Specialized Program: The student requests enrollment in a specific educational program not offered in the district of residence. If approved, the student may be required to remain in requested program in order to remain enrolled in the desired district.
m. Personal & Social Adjustment: To provide a change in school environment for reasons of personal and social adjustment.
n. *Employed within Boundaries of Desired District: The parent/guardian must provide written evidence the parent's/guardian's place of employment is within the boundaries of the district of desired attendance. NOTE: An interdistrict attendance permit issued for this reason does NOT constitute recognition of a claim of residency as described by California Education Code section 48204(b).

Special Considerations

A district of residence cannot prohibit the transfer of a student who is a child of an active military duty parent to a district of proposed enrollment if that district approves the application for transfer.

If the district of residence has only one school offering the grade level of the victim of an act of bullying and therefore has no options for an intradistrict offer, the victim of an act of bullying may apply for an interdistrict transfer and the district of residence will not prohibit the transfer if the district of proposed enrollment approves the application for transfer. A student who has been determined by personnel of either district to have been the victim of an act of bullying must, at the request of the parent, be given priority for interdistrict attendance. A student is determined to be a "victim of an act of bullying" only if all of the following apply:

1. The act of bullying meets the definition described in EC 48900(r) – see the notification on "Grounds for Suspension or Expulsion".
2. The bullying was committed by another student in the District.
3. A written complaint regarding the bullying was filed with the school, the District, or a local law enforcement agency.
4. An investigation was conducted per District policy, that meets the requirements under EC 234.1.

Upon request by the parent, a receiving district will provide transportation assistance to a student who is both eligible for free or reduced-price meals and either a victim of an act of bullying or a child of an active-duty military parent.

Application Procedures

Parents who wish to enroll their student in a school district other than SPUSD can submit the **Interdistrict Permit Application** by visiting **www.sanpasqualunion.net**. Applications for transfer in the current school year are accepted year-round, and applications for transfer in the next school year are available beginning March 15.

For current year requests (applications submitted 15 calendar days before the start of the school year for which the transfer is sought), the District will make its final decision within 30 calendar days from the date a request was received. For all future year requests (applications submitted up until 15 calendar days before the start of the school year for which the transfer is sought), the District has until 14 calendar days into the new school year to determine whether to approve or deny a request. The decision to approve or deny a request will be provided to the parent in writing. If the application is denied, the reasons for denial will be stated, including the parent's right to appeal the District's decision to the San Diego County Office of Education within 30 calendar days from the date of denial.

Reapplication & Revocation

If the request for transfer is granted, the student will be allowed to continue to attend the school in which they are enrolled, unless reapplication standards are otherwise specified in the interdistrict attendance agreement between the two districts. An interdistrict permit may be revoked if the student does not demonstrate satisfactory attendance, behavior, and/or academic achievement; however, a permit cannot be rescinded or revoked after June 30 following the student's completion of grade 10 or any student in grade 11 or 12.

Additional Resources

For additional information regarding the interdistrict permit request procedures and timelines, including a copy of the District's board policy and the documentary evidence that must be submitted with any application, please visit: **www.sanpasqualunion.net**. You may also contact spusd@sanpasqualunion.net

Intradistrict Transfers

Reference: 20 USC 7912; 5 CCR 11992; EC 35160.5, 46600, 48980

BP/AR: 5116.1 – Intradistrict Open Enrollment

Students residing within the attendance boundaries of SPUSD are assigned to San Pasqual Union School as it is the only school in the District.

Involuntary Transfer

Reference: EC 48929, 48980

BP/AR: 5116.2 – Involuntary Student Transfers

A student may be transferred to another District school if the student is convicted of a violent felony, as defined in Penal Code 667.5(c), or a misdemeanor listed in Penal Code 29805, and is enrolled at the same school as the victim of a crime for which the student is convicted. Before transferring the student, the parent will be notified of the right to request a meeting with the principal or designee. The Governing Board, based on the recommendations of the principal or Superintendent or designee, will render the final decision as to whether or not to transfer the student.

Meeting Residency Requirements for School Attendance

Reference: EC 48200 *et seq.*, 48980

BP/AR: 5111.1 – District Residency

A student is deemed to have complied with the residency requirements of SPUSD if the student meets any of the following criteria:

1. The student's parent resides within district boundaries.
2. The student is placed within district boundaries in a regularly established licensed children's institution, a licensed foster home, or a family home pursuant to a court-ordered commitment or placement.
3. The student is admitted through an interdistrict attendance option.
4. The student is an emancipated minor residing within district boundaries.
5. The student lives with a caregiving adult within district boundaries and the caregiving adult submits an affidavit to that effect.
6. The student resides in a state hospital located within district boundaries.
7. The student is confined to a hospital or other residential health facility within district boundaries for treatment of a temporary disability.
8. The student's parent resides outside district boundaries but is employed within district boundaries and lives with the student at the place of employment for a minimum of three days during the school week.
9. The student's parent was a resident of California who departed the state against their will due to a transfer by a government agency that had custody of the parent, a lawful order from a court or government agency authorizing the parent's removal, or removal or departure pursuant to the federal Immigration and Nationality Act, and the student lived in California immediately before moving out of state as a result of the parent's departure.
10. The student is a homeless or foster child who remains in their school of origin.
11. The student is a migratory child or a child of a military family who continues to attend their school of origin.

A student also complies with residency requirements if the student's parent, while on active military duty pursuant to an official military order, is transferred or is pending transfer to a military installation within California. The school must accept enrollment applications by electronic means, and the parent must provide proof of residence within 10 days after the published arrival date provided on official documentation.

When establishing a student's residency for enrollment purposes, the District will not inquire into the citizenship or immigration status of the student or the student's family members. If the school reasonably believes that a parent has provided false or unreliable evidence of residency, the District may make reasonable efforts to determine that the student meets residency requirements. However, a student's enrollment may be denied when the submitted documentation is insufficient to establish district residency; in which case, the parent will be notified in writing of the specific reasons for the denial and of the opportunity to appeal the District's decision. Please visit www.sanpasqualunion.net for a list of reasonable evidence that the District will accept to verify that a student meets residency requirements for school attendance.

Notice of Alternative Schools

Reference: EC 58501

BP/AR: 6181 – Alternative Schools/Programs of Choice

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 the student's desire to learn.
(c) Maintain a learning situation maximizing student self-motivation and encouraging the student in the student's own time to follow the student's own interests. These interests may be conceived by the student totally and independently or may result in whole or in part from a presentation by the student's 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, student, 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 school site 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.

Student Behavior

Assignments & Tests during Suspension

Reference: EC 47606.2, 48913, 48913.5, 48980

BP/AR: 5144 – Discipline; 5144.1 – Suspension and Expulsion/Due Process

The teacher of any class from which a student is suspended may require the suspended student to complete any assignments and tests missed during the suspension. However, a teacher must provide a student that has been suspended from school for two or more days the homework that the student would otherwise have been assigned if the student or the student's parent or other person holding educational rights makes a request to the teacher. Whenever a homework assignment that is requested and turned into the teacher either upon the student's return to school from suspension or by the deadline prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment cannot be included in the calculation of the student's overall grade in class.

Discipline Rules

Reference: 5 CCR 300; EC 35291, 44807, 48980

BP/AR: 5144 – Discipline; 5144.1 – Suspension and Expulsion/Due Process

SPUSD is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The District believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

Each classroom teacher has established behavior expectations for their students that are consistent with Board policy and applicable state and federal laws. Staff will enforce disciplinary rules fairly, consistently, and in accordance with the District's nondiscrimination policies. Students are to be held to a strict account for their conduct on the way to and from school, in the classroom and other school buildings, on school grounds, at school-sponsored activities, and on the school bus. Students must conform to school regulations; obey promptly all directions of teachers and others in authority; be diligent in study; be kind, courteous, and respectful to all students and staff; and refrain entirely from the use of profane and vulgar language.

At all times, the safety of students and staff and the maintenance of an orderly school environment are priorities in determining appropriate discipline. To the extent possible, staff will use disciplinary strategies that keep students in school and participating in the instructional program. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, will be imposed only when required or permitted by law or when other means of correction have been documented to have failed.

Grounds for Suspension & Expulsion

Reference: EC 35291, 48900, 48900.2. 48900.3, 48900.4, 48900.7, 48901.1, 48915, 48980

BP/AR: 5144.1 – Suspension and Expulsion/Due Process

A student at any grade level may be suspended from school or recommended for expulsion for committing any of the following acts that are related to a school activity or school attendance: (EC 48900, 48900.7)

1. Caused, attempted to cause, or threatened to cause physical injury to another person.

2. Willfully used force or violence upon another person, except in self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
4. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco, or products containing tobacco or nicotine products.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm. *Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.*
14. Committed or attempted to commit a sexual assault or committed a sexual battery.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in, hazing. *Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student.*
18. Engaged in an act of bullying. *Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to the student's person or property; cause the student to experience a substantially detrimental effect on the student's physical or mental health; or cause the student to experience substantial interferences with the student's academic performance or ability to participate in or benefit from the services, activities, or privileges provided by the school. Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.*
19. Aided or abetted the infliction or attempted infliction of physical injury on another person.
20. Made terrorist threats against school officials and/or school property. *A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.*

Additional grounds for suspension and expulsion for students in grades 4 through 12 include: (EC 48900.2, 48900.3, 48900.4)

1. Committed sexual harassment. *Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment.*
2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. *Hate violence includes injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the*

victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics.

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment.

Recommendation to Expel

As required law, a student found to have committed any of the following acts at school or at a school activity off school grounds shall be immediately suspended and recommended for expulsion: (EC 48915(c))

1. Possessing, selling, or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault or committing a sexual battery.
5. Possessing an explosive.

For all other acts committed at school or at a school activity off school grounds, a student may be recommended for expulsion based on a finding of one or both of the following: (EC 48915(b) and (e))

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the student causes a continuing danger to the physical safety of the student or others.

Involvement of Law Enforcement

Reference: EC 35291, 44014, 48902, 48980

BP/AR: 5144.1 – Suspension and Expulsion/Due Process

Whenever any school employee is attacked, assaulted, or physically threatened by a student, the incident must be promptly reported to the appropriate law enforcement authorities. Additionally, the principal or designee must notify the appropriate law enforcement authorities, within specified timelines, of any acts committed by students occurring on school grounds that involve:

1. Assault with a deadly weapon or instrument
2. Sexual battery or sexual assault
3. Controlled substances, alcoholic beverages, or intoxicants
4. Firearms or explosives
5. Any dirk, dagger, ice pick, knife having a blade longer than 2½ inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun (as defined in PC 244.5(a)), any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, CO2 pressure, or spring action, or any spot marker gun

Whenever the principal or designee reports a criminal act committed by a student with exceptional needs, the principal or designee will ensure that copies of the student's special education and disciplinary records are provided to law enforcement authorities for consideration.

Property Loss or Damage

Reference: EC 35291, 48904, 48980, 49014

BP/AR: 3515.4 – Recovery for Property Loss or Damage; 5125.2 – Withholding Grades, Diploma or Transcripts; 6161.2 – Damaged or Lost Instructional Materials

When district property is damaged due to the willful misconduct of a student, the District will seek reimbursement of damages, within the limitations specified in law, from the student's parent or from any other responsible individual.

The District may collect debt owed by a student or former student as a result of vandalism or to cover the replacement cost of district books, supplies, or property loaned to a student that the student willfully fails to return or that is willfully cut, defaced, or otherwise injured. If the student's parent is unable to pay for the damages or to

return the property, a program of voluntary work for the student will be offered in lieu of the payment of monetary damages. Until the student's parents have paid for the damages, or the voluntary work has been completed, the District may withhold the student's grades, diploma, and/or transcript. Before withholding a student's grades, diploma, and/or transcripts, the student's parents will be informed of the student's alleged misconduct in writing. In addition, appropriate disciplinary procedures may be initiated against the student.

Suspension by Teacher from Class

Reference: EC 35291, 48900.1, 48910, 48980

BP/AR: 5144.1 – Suspension and Expulsion/Due Process; 5144.4 – Required Parental Attendance

After other means of correction have failed to bring about proper conduct, a teacher may suspend a student from their class for the remainder of the day and the following day for any act listed under the notification on "Grounds for Suspension and Expulsion". A teacher may also refer a student to the principal or designee for consideration of suspension from school.

A student suspended from class will not be returned to class during the period of suspension without the approval of the teacher of the class and the principal. During this period of suspension, the student will not be placed in another regular class; however, if the student is assigned to more than one class per day, the student may be placed in any other regular classes except those held at the same time as the class from which the student was removed. The teacher may require the student to complete any assignments and tests missed during the suspension.

As soon as possible, the teacher will ask the student's parent to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator will attend, if requested by either the parent or teacher.

When suspending a student from class for committing an act of obscenity, habitual profanity or vulgarity, disruption of school activities, and/or willful defiance, the teacher may require any parent who lives with the student to accompany the student for a portion of a school day in the class from which the student has been suspended. A written notice will be sent to the parent regarding the implementation of this requirement.

Per LC 230.7, employers are not allowed to discharge or in any manner discriminate against an employee who is a parent of a student taking time off to comply with the requirement described above as long as the parent has given reasonable notice to their employer. Any employee who is discharged, threatened with discharge, demoted, suspended, or in any other manner discriminated against in the terms and conditions of employment by their employer for taking time off to appear in their child's school as described above is entitled to reinstatement and reimbursement for lost wages and work benefits caused by those acts of the employer.

Suspension from School

Reference: EC 35291, 48911, 48980

BP/AR: 5144.1 – Suspension and Expulsion/Due Process

A student may not be suspended from school for more than five consecutive school days unless the suspension is extended pending expulsion proceedings. A suspension by the principal or designee will be preceded by an informal conference where the student is informed of the reason for the disciplinary action, including the other means of correction that were attempted, and the evidence against them, and is given the opportunity to present their version and evidence in their own defense. This conference may be omitted if the principal or designee determines that an emergency exists, involving a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent and student will be notified of the student's right to return to school for the purpose of a conference. The conference will be held within two school days unless the student waives their right to it or is physically unable to attend for any reason. In such a case, the conference will be held as soon as the student is physically able to return to school.

At the time of the suspension, a school employee will make a reasonable effort to contact the parent by telephone, by email, or in person. The parent will also be notified in writing of the suspension. The notice will state the specific offense committed by the student and may include the date and time when the student may return to school. School officials may request a meeting with the parent to discuss the causes and duration of the suspension, the

school policy involved and any other pertinent matter. The parent of a student who is suspended must respond without delay to the request for a meeting; however, the student may not be denied readmission solely because the parent failed to attend the meeting.

If a student is also being recommended for expulsion, the Superintendent or designee may extend the period of suspension beyond the five consecutive days if determined, following a meeting in which the student and the student's parent are invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process.

To appeal a suspension, the process for challenging student records will be followed. Parents are encouraged to start by submitting a request to appeal a suspension to an administrator or a school site designee who did not issue the suspension.

Note: In the case of a foster child, any discipline-related notification provided to the parent means notification to the foster child's educational rights holder, attorney, and county social worker. For an Indian child, the notification is provided to the Indian child's tribal social worker and, if applicable, county social worker.

Reporting Threats

Reference: EC 35291, 48902, 48980, 49331, 49393

BP/AR: 3515 – Campus Safety; 5131.7 – Weapons and Dangerous Instruments

Any employee or other school official whose duties bring them in contact on a regular basis with students in any of grades 6-12, as part of a middle or high school, who is alerted to or observes any threat or perceived threat of a homicidal act is required to immediately report the threat or perceived threat to law enforcement.

Threat or perceived threat means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual.

Student Records

Access to Student Records

Reference: 34 CFR 99.7, 99.34; EC 234.7, 49063, 49069.7

BP/AR: 1445 – Response to Immigration Enforcement; 5125 – Student Records

Access means personal inspection and review, request and receipt, and oral description or communication of any record. A log is maintained in each student's record which lists all persons, agencies, or organizations that have requested or received information from the records and the legitimate educational interest of the requester. The log is only accessible to the parent, a student who is 16 years of age or older or who has completed the 10th grade, the custodian of records, and certain state and federal officials.

School officials and employees with legitimate educational interests may access student records without parental consent as long as access to such records is required to fulfill their duties and responsibilities, whether routine in nature or as a result of special circumstances (*e.g.,* working with the student, compiling and analyzing student data, connecting a student to education programs or services). School officials and employees also include contractors, consultants, volunteers, or other parties to whom the District has outsourced its functions and who perform services for which the District would otherwise use employees. Upon request from officials of another school, school system, or postsecondary institution in which a student seeks or intends to enroll or is already enrolled, the District is authorized to disclose educational records without parental consent as long as the disclosure is for purposes related to the student's enrollment or transfer.

A student's citizenship status, immigration status, place of birth, or any other information indicating national origin will only be released in accordance with the **District's** policy and regulation on "Response to Immigration

Enforcement." To the extent practicable, staff will not disclose or provide in writing, verbally, or in any other manner, to an officer or employee of an agency conducting immigration enforcement the education records of or any information about a student or their family and household (*e.g.,* information about a student's home or travel schedule), unless staff receive written parent consent or are presented with a valid judicial warrant/subpoena or court.

Parents have the right to:

1. Inspect and review the student's educational record maintained by the school
2. Request that a school correct records which they believe to be inaccurate, misleading, or otherwise in violation of the student's privacy rights *(see notification on "Challenging Student Records")*
3. Consent to disclosures of personally identifiable information contained in the student's records, except to the extent that state and federal laws authorize disclosure without consent, and request a copy of the records that were disclosed
4. File a complaint with the U.S. Department of Education concerning an alleged failure by the District to comply with the provisions of the Family Educational Rights and Privacy Act (FERPA) by completing the FERPA Complaint Form and then either emailing the completed form to FERPA.Complaints@ed.gov, or mailing the completed form to: U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Ave., SW, Washington, D.C. 20202-8520

When a student turns 18 years of age, all rights regarding student records are transferred from the parent to the student. If the adult student is still claimed by the parent as a dependent for tax purposes, the parent may still access the student's records. Although noncustodial parents are not afforded the rights described above, they have the right to access their student's education records unless that right of access has been limited through a court order.

When prior written consent from a parent is required by law, the parent must provide a written, signed, and dated consent before the District discloses the student's records. Such consent may be given through electronic means in those cases where it can be authenticated. The parent must specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. Upon request by the parent, the District will provide the parent with a copy of the records disclosed. The written request to access or disclose a student's records must be submitted in written form toAnna Villalobos at receptionist@sanpasqualunion.net, who will, in turn, have five business days from the day of receiving the request to fulfill the request during regular school hours. Qualified certificated personnel are available to interpret records when requested. Reasonable measures will be taken to prevent the alteration, damage, or loss of records during inspection.

Challenging Student Records

Reference: 34 CFR 99.7; EC 49063, 49066, 49070

BP/AR: 5125 – Student Records; 5125.3 – Challenging Student Records

Following an inspection and review of student records, the parent may challenge the content of the records and/or ask for records to be expunged. The parent may submit to the principal a written request to correct or remove from the student's records any information concerning the student which they allege to be any of the following: inaccurate, an unsubstantiated personal conclusion or inference, a conclusion or inference outside the observer's area of competence, not based on the personal observation of a named person with the time and place of the observation noted, misleading, or in violation of the privacy or other rights of the student.

Within 30 calendar days, the Superintendent or designee will meet with the parent and the certificated employee who recorded the information, if any, and if the person is still employed with the District, and sustain or deny the allegations. If the allegations are sustained, the Superintendent or designee will order the correction, removal, or destruction of the information. If the Superintendent or designee denies the allegations, the parent may appeal the decision to the Governing Board within 30 calendar days. The Board will determine whether or not to sustain or deny the allegations. If the Board sustains the allegations, it will order the Superintendent to immediately correct, remove, or destroy the information from the written records of the student.

If the final decision of the Board is unfavorable to the parents, or if the parent accepts an unfavorable decision by the Superintendent, the parent has the right to submit a written statement of objections to the information. This

statement becomes a part of the student's school record until such time as the information objected is removed or corrected.

Both the Superintendent and the Board have the option of appointing a hearing panel in accordance with EC 49070-49071 to assist in the decision-making.

If the challenge involves a student's grade, the teacher who gave the grade will be given an opportunity to state, orally and/or in writing, the reasons for which the grade was given. To the extent practicable, the teacher will be included in all discussions related to any grade change. In the absence of clerical or mechanical error, fraud, bad faith, or incompetency, a student's grade as determined by the teacher is final.

Directory Information

Reference: 20 USC 1232g; 34 CFR 99.37; EC 49063, 49073

BP/AR: 5125.1 – Release of Directory Information

Directory information means information contained in a student record that would not generally be considered harmful or an invasion of privacy if disclosed. Such student information includes the student's name, address, telephone number, email address, date of birth, major field of study, participation record in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards received, and most recent previous school attended. Directory information may include a student identification number, user identification, or other personal identifier used by the student for purposes of accessing or communicating in electronic systems as long as the identifier cannot be used to gain access to education records except when used in conjunction with a personal identification number, password, or other factor known or possessed only by the authorized user.

Directory information does not include a student's social security number. Directory information also does not include the student's citizenship status, immigration status, place of birth, or any other information indicating national origin. The District will not release such information without parental consent or a court order.

The primary purpose of directory information is to allow the school and the District to include this type of information from the student's education records in certain school and/or District publications (*e.g.,* a playbill showing the student's role in a drama production, honor roll or other recognition lists, annual yearbook, promotion/graduation programs, sports activity sheets showing weight and height of team members). Additionally, the District has determined that the following individuals, officials, or organizations may receive directory information:

- Certain school publications
- Outside organizations including, but not limited to, companies that manufacture class rings or publish yearbooks
- Outside governmental agencies

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. No directory information of a student identified as a student experiencing homelessness will be released unless the parent has provided written consent that directory information may be released. However, the directory information of a student experiencing homelessness may be disclosed for the purpose of facilitating an eye examination by a nonprofit eye examination provider or a free oral health assessment hosted by the school, unless the student's parent has provided written notice to the school that consent to such exam(s) is not given.

For all other students, directory information will not be released if their parent notifies the school principal in writing that such information not be disclosed without their prior consent. Parents may submit a *Release of Directory Information* form to opt out, or in the case of a homeless child or youth, opt in, of the release of directory information by the third Friday in September.

Additionally, the District will not include the directory information or the personal information of a student or the parent of a student in the minutes of a meeting of the Governing Board, except as required by judicial order or

federal law, if the parent has provided a written request to the secretary or clerk of the Board to exclude their personal information or the name of their minor child from the minutes of a Board meeting.

Duplication of Student Records

Reference: EC 49063, 49065

BP/AR: 5125 – Student Records

Copies of student records are available to parents at a reasonable cost per page, if applicable. Fees may be waived if the cost would prevent parental access to the records. Former students may receive up to two transcripts or up to two verifications of their records at no cost.

Maintenance of Student Records

Reference: 5 CCR 432, 437; EC 49063, 49076.7

BP/AR: 5125 – Student Records

A cumulative record must be maintained on the history of a student's development and educational progress. Student records are any items of information, whether recorded by handwriting, print, tapes, film, microfilm or other means, gathered within or outside SPUSD that are directly related to an identifiable student and maintained for the purpose of second-party review. Active records are maintained at the student's school; inactive records are maintained at 15305 Rockwood Road, Escondido, Ca, 92027.

Per state and federal law, the District maintains the following *mandatory permanent records* indefinitely: student's legal name, date and place of birth, method of verifying birth date, sex, enter and leave date each school year, subjects taken, marks or number of credits toward graduation, verification of or exemption from required immunization, date of high school graduation or equivalent, and parent's name and address (including the student's address if different, and the annual verification of residency for both the student and the parent). The District also keeps the following *mandatory interim records* until three years after the student leaves or graduates, or their usefulness has ceased: log identifying persons or agencies who have requested or received information from the student record, health information, information on participation in special education programs, language training records, progress slips/notices, parental authorizations/restrictions/waivers, rejoinders to challenged records, results of standardized tests administered within the past three years, expulsion orders, and independent study evaluation and findings. *Permitted records*, which are records that the District has determined important to maintain, may include, but are not limited to, objective counselor and teacher ratings, standardized test results older than three years, routine discipline data, verified reports of relevant behavior patterns, disciplinary notices, and attendance records.

The District will not collect or solicit social security numbers or the last four digits of social security numbers of students or parents, except as required by state or federal law or as required to establish eligibility for a federal benefit program. Additionally, the District will not collect information or documents regarding the citizenship or immigration status of students or their family members, unless required by state or federal law or as required to administer a state or federally supported educational program.

On an annual basis, records that are not designated as mandatory permanent records are reviewed to determine the records that still need to be retained and those that are appropriate for destruction. Records are destroyed in a way that assures that such records will not be available to possible public inspection in the process of destruction.

The office registrar has been designated as the custodian of records at the District level, and at each school site, the principal serves as the custodian of records for students enrolled at their school. The custodian of records is responsible for implementing the policies and procedures related to student records; in particular, they must protect the student and the student's family from invasion of privacy by ensuring only authorized persons may access student records.

Protection of Pupil Rights Amendment

Reference: 20 USC 1232h; EC 51513

BP/AR: 5022 – Student and Family Privacy Rights; 6162.8 – Research

The Protection of Pupil Rights Amendment (PPRA) affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–
  1. Political affiliations or beliefs of the student or student's parent;
  2. Mental or psychological problems of the student or student's family;
  3. Sex behavior or attitudes;
  4. Illegal, anti-social, self-incriminating, or demeaning behavior;
  5. Critical appraisals of others with whom respondents have close family relationships;
  6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  7. Religious practices, affiliations, or beliefs of the student or student's parent; or
  8. Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of –
  1. Any other protected information survey, regardless of funding;
  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
  3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
- Inspect, upon request and before administration or use –
  1. Protected information surveys of students and surveys created by a third party;
  2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt their child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint by completing the PPRA Complaint Form and then either emailing the completed form to PPRA.Complaints@ed.gov or mailing it to: Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-8520.

Student Records from Social Media

Reference: EC 49073.6

BP/AR: 5125 – Student Records

The District has adopted a program that gathers and maintains student information obtained from social media. "Social media" is defined as an electronic service or account, or electronic content, including, but not limited to, videos, still photographs, blogs, video blogs, podcasts, instant and text messages, email, online services or accounts, or Internet website profiles or locations. This program gathers and maintains only information that is directly related to school safety or student safety. Information of a student gathered from social media is destroyed within one year after the student turns 18 years of age or within one year after the student is no longer enrolled in the District, whichever occurs first.

To review, or to request for the correction or removal of, the information that has been gathered from social media and maintained in a student's record, the student or their parent may submit a written request to receptionist@sanpasqualunion.net. Access to review any records will be provided within five business days from the day of receipt of the request.

Technology

Electronic Listening & Recording Devices

Reference: EC 51512

BP/AR: 1250 – Visitors/Outsiders

The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the teacher and the principal given to promote an educational purpose is prohibited. It disrupts and impairs the teaching process and discipline schools. Any person, other than a student, who willfully violates this section is guilty of a misdemeanor. Any student violating this section will be subject to appropriate disciplinary action.

Internet Safety

Reference: 47 CFR 54.520; 20 USC 7131, 47 USC 254

BP/AR: 6163.4 – Student Use of Technology

An emerging national concern is the inappropriate use of the Internet by students. Across the nation, schools continue to see an increase in negative student behavior as a result of messages written using electronic technology, posted to popular social networking websites. Many sites contain instant messaging components that allow students to chat with other students and to post statements that ordinarily would not be said in a face-to-face conversation. The popularity of these websites has grown.

Unfortunately, some students use the sites to participate in online bullying or to threaten harm to other students. The "cyber bullies" use the anonymity of the Web to hurt others without witnessing the consequences. Students who are bullied online sometimes do not report these occurrences for fear that they will be barred from using the Internet.

Outside of schools, there have been instances of adults, who are child predators and con artists, posing as youths and gaining access to student chat rooms. In some cases, these contacts have led to tragedy. Some unsuspecting students post enough personal information that predators are able to locate students' home or school addresses, thereby becoming easy targets for predators.

The District will ensure that all district computers with Internet access have a technology protection measure that protects against access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. To reinforce these measures, rules and procedures are designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities.

Parents should be aware of what their children are writing on the Internet and what others are posting in reply. These websites are public domain, and anything posted there can be seen by anyone who has Internet access. Although most of what is written is not immoral, offensive, or illegal, some of it is. Parents may choose to investigate a site by personally logging onto the site. The services are free, and users may register and join the site by using an email address. Once registered, parents can search by name and email address to see if their child is registered. Search results may be narrowed by entering the name of the city. Parents will then be able to view the kinds of personal information, messages, diaries, and photographs that students post on the site.

Parents should be aware that most social media platforms are required to disclose all cyberbullying reporting procedures in the social media platform's terms of service. They must also have a mechanism within its internet-based service to allow an individual, whether or not that individual has a profile on the internet-based service, to report cyberbullying or any content that violates the existing terms of service.

Parents are encouraged to discuss with their children the potential danger of the Internet and establish rules and guidelines to ensure their safety while on the Internet. For additional Internet safety tips and advice, visit any of the following websites:

- Common Sense Media – https://www.commonsensemedia.org
- Connect Safely – https://www.connectsafely.org/
- National Center for Missing & Exploited Children – https://www.netsmartz.org/
- Net Cetera – https://www.consumer.ftc.gov/features/feature-0002-parents
- Web Wise Kids – http://www.webwisekids.org

The District will continue to provide Internet security within its schools. It is important that parents also monitor Internet use at home.

Use of District Technology

Reference: 47 CFR 54.520; 20 USC 7131, 47 USC 254

BP/AR: 6163.4 – Student Use of Technology

While using DISTRICT PROVIDED TECHNOLOGY either at home or school, all District students are expected to observe the requirements of the District's Use of Technology in Instruction and Student Use of Technology policies. These requirements are set forth in District Board Policy 6163.4 and Board Policy/Administrative Regulation 6163.4.

In particular, you should be aware that the District IS NOT providing content-filtering for any internet usage your student may engage in while using District-provided technology at home. Students and parents/guardians are therefore responsible to ensure that student engages in responsible use. The District is not liable for any inappropriate content that may be accessed during this period of time.

Inappropriate conduct by students in regards to the use of District-provided technology includes, but is not limited to:

- Accessing material that is obscene, pornographic or harmful to minors.
- Use of District-provided technology and/or resources to harass or bully others.
- Destruction or damage to equipment, software, or data belonging to the District or others.

All District-provided technology are the sole, exclusive property of the District. Any cost involved in replacement or repair of a computer is the responsibility of the student and/or parent(s)/guardian(s).

SPUSD Technology Use policy is found here: 22 - Technology Acceptable Use Policy

Use of Mobile Communication Devices

Reference: EC 48901.5, 48901.7

BP/AR: 5131.8 – Mobile Communication Devices

The use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being, but could be disruptive of the instructional program in some circumstances. In fact, there is growing evidence that unrestricted use of smartphones by students during the school day interferes with the educational mission of the schools, lowers student performance, promotes cyberbullying, and contributes to an increase in teenage anxiety, depression, and suicide.

Although students cannot be prohibited from possessing or using a mobile communication device under any of the circumstances listed below, the District has adopted a policy in restricting the possession and use of smartphones at school and while under the supervision of school personnel.

- In the case of an emergency, or in response to a perceived threat of danger
- When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator
- When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being
- When the possession or use is required by the student's individualized education program

See Board Policy 5131.8.

Additionally, smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person. When used in an unauthorized manner, the device may be confiscated and/or searched according to law and policy, and the student may be subject to discipline. A student may also be subject to discipline for use of a mobile communication device off school grounds if it poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The District is not responsible for the loss, theft, or damage of a student's mobile communication device which is brought onto school grounds or to a school activity.

Posting

Website

The following chart provides a list (in alpha order) of documents and information that LEAs are to post on their website. Any school within the LEA that has its own website also has certain posting requirements, as noted in the chart. Only provide direct links to the applicable policy, not to the LEA's Policy Manual. Any document/information marked with an asterisk (*) is required only if the LEA implements the program or activity.

Topic	*CSBA No.*	*Legal Reference*	*School*	*LEA*
Anti-cyberbullying procedures	5131.2	EC 234.6		Yes
Body shaming: link to CDE resources	5131.2	EC 232.7	Best practice	Yes
Bullying: link to CDE resources	5131.2	EC 234.6	Yes	Yes
Bullying: policy addressing response to cyberbullying outside of school hours *(by 7/1/27)*	5131.2	EC 234.41	Yes	Yes
CIF racial discrimination, harassment, hazing incident form*	5145.3	EC 33353	N/A	Yes
Competitive athletics data*	6145.2	EC 221.9	Yes	If no school website
Comprehensive school safety plan	0450	EC 32282	Best practice	Yes
Discrimination and harassment based on sex: definition	5145.3, 5145.7	EC 234.6	Yes	Yes
Discrimination, harassment, intimidation, bullying policy	5131.2; 5145.3	EC 234.6	Yes	Yes
District of Choice program*	5117	EC 48301		Yes, districts only
Employee interaction with students	4119.21, 4219.21, 4319.21	EC 32100, 44050	Yes	If no school website
Ethics training: request for records	1340	EC 53235.2		Yes
Foster youth educational rights	6173.1	EC 48853.5	Yes	Yes
Hate violence policy	5145.9	EC 234.6	Yes	Yes
Homeless liaison(s) contact information	6173	EC 48852.6	Yes	Yes
Homelessness information (*e.g.,* education rights and resources available to persons experiencing homelessness)	6173	EC 48852.6	Yes	Yes
Immigration enforcement: Know Your Educational Rights	1445	EC 234.7	Yes	Yes
Instruction collaboration agreements* *(until 7/1/29)*	5117	EC 48345		Yes
Integrated pest management plan	3514.2	EC 17611.5, 17612		Yes
Interdistrict permit transfer	5117	EC 46600.2		Yes, districts only

Topic	*CSBA No.*	*Legal Reference*	*School*	*LEA*
Mental health poster *(only grades 6-12)*	5141.5	EC 49428.5	Yes, and through social media, portals, and learning platforms	
Neurodiversity resources	5131.2	EC 234.6	Yes	Yes
Restraint and seclusion data	5131.41	EC 49006		Yes
School accountability report card	0510	EC 35258	Yes	Yes
Sexual harassment policy	5145.7	EC 234.6		Yes
Social media bullying	5131.2	EC 234.6		Yes
Students with disabilities procedural safeguards	6159.1	EC 56301		Best practice
Suicide prevention	5141.52	EC 234.6		Yes
Synthetic drugs	5131.6	EC 48985.5	Yes	Yes
Title IX policy & information, including training materials	0415, 5145.7	EC 234.6; 34 CFR 106.44	Yes	Yes
USDA nondiscrimination statement	3555	N/A	Yes	Yes

School Sites

The following information or item (listed in alpha order) must be posted on the school site at the location(s) specified.

Topic	*CSBA No.*	*Legal Reference*	*Location*
AED use instructions *(only for sites with AEDs)*	5141	HSC 1797.196	Posted next to the AED; must meet specification
All-gender restroom signage *(by July 1, 2026)*	5145.7	EC 35292.5	Posted in a prominent and conspicuous location outside all-gender restroom
Child abuse or neglect reporting *(obtained through CDE)*	5141.4	EC 33133.5	Encouraged to post in areas of the school where students frequently congregate.
Discrimination, harassment, intimidation, and bullying policy	5145.3	EC 234.1	Displayed prominently and conspicuously in areas that are accessible to, and commonly frequented by, schoolsite employees, students, and members of the public at each schoolsite and LEA office, including, but not limited to, in school office lobbies, staff lounges, student government meeting rooms
Epinephrine delivery systems: written materials	5141.21	EC 49414	Made publicly accessible, such as through publicly posting at the location of the epinephrine delivery systems
Homeless poster *(obtained through the COE or CDE)*	6173	42 USC 11432; EC 48852.5	Posted in locations frequented by parents of homeless children/youth and unaccompanied youth
Immigration enforcement: Know Your Educational Rights	1445	EC 234.7	Administrative buildings of the LEA and each of its schoolsites
Menstrual products availability *(only grades 3-12)*	1312.4 3517	EC 35292.6	Displayed in a prominent and conspicuous location in every women's and all-gender restroom, and at least one men's restroom; must meet specification
Mental health poster *(only grades 6-12; samples from CDE)*	5141.5	EC 49428.5	Displayed prominently and conspicuously public areas at the schoolsite that are accessible to, and commonly frequented by, students; must meet specification
Missing children's bulletin downloaded from the California Attorney General's website at https://oag.ca.gov/missing	5142.1	EC 38139	*Elementary schools:* posted at an appropriate area restricted to adults *Middle/High schools:* posted where deemed appropriate by principal
Notice of alternative schools *(districts only)*	6181	EC 58501	Posted in at least two places normally visible to students, teachers, and parents in each attendance unit for the entire month of March each year
Preschool health & safety issues *(if applicable)*	6300	EC 8212; HSC 1596.7925	Posted in each CA state preschool program classroom
Sexual harassment policy	5145.7	EC 231.5	Displayed in a prominent location in all main administrative buildings or other areas where

			notices regarding the LEA's rules/regulations are posted

Topic	***CSBA No.***	***Legal Reference***	***Location***
Sexual harassment poster *(only grades 9-12)*	5145.7	EC 231.6	Displayed prominently and conspicuously in each bathroom and locker room, and in public areas at the schoolsite that are accessible to, and commonly frequented by, students; must meet specification
Steroids warning sign *(only grades 7-12, if applicable)*	5131.63	CC 1812.97	Posted in locker rooms; and must meet specification
"Tobacco use is prohibited" sign	3513.3	HSC 104559	Prominently displayed at all entrances to school property
Visitor registration requirements and school hours	1250	PC 627.6; EC 32211	Posted at the entrance of each school and school grounds (include signs indicating nonpublic areas of the school site)
Williams complaint	1312.4	EC 35186	Posted in each classroom