PARENT-PUPIL HANDBOOK

Orange Unified School District

2026-2027



orangeusd.org

TABLE OF CONTENTS

Introduction	4
Orange Unified School District Board of Education	5
A Message from our Superintendent	6
Key to Legal References	7
Attendance	8
Cal Grant Program	10
California College Guidance Initiative	10
Career Technical Education	11
Child Abuse Reporting	12
College Admission Requirements	12
Comprehensive Sexual Health and HIV/AIDS Prevention Education	14
Counseling	14
Digital Acceptable Use Agreement	14
Dissection or Otherwise Harming or Destroying Animals	21
District Website	21
Dual Enrollment and International Baccalaureate Courses	21
English Learner Programs and Parent Rights	22
Every Student Succeeds Act	23
Gaggle Safety Management System	25
Gifted and Talented Education	25
Health and Safety	26
Health Instruction/Conflicts with Religious Training and Beliefs	32
High School Graduation Requirements	32
Instructional Materials and Parent Rights to Review Curriculum and Instructional Materials	33
Language Programs	34
Local Apprenticeship and Preapprenticeship Programs	34
Mobile Communication Devices	34
Non-Discrimination	35
Notice of Alternative Schools	37
Nutrition Services	37
Pupil Discipline	38
Pupil Records	39
Pupil Testing	43
Pupils with Disabilities	45
Raptor Visitor Management System	46
School Accountability Report Card	47
School Bus Transportation Regulations	48
Section 504 Plan	52
Sex Equity in Career Counseling and Course Selection	52
Suicide Prevention	52
Uniform Complaint Procedures	53

ATTACHMENTS

Attachment #1: Statutory Attendance Options
Attachment #2: California Education Code § 48205- Excused Absences
Attachment #3: Student Calendar 2026-27
Attachment #4: Opioids
Attachment #5: Type 1 Diabetes Information
Attachment #6: Type 2 Diabetes Information
Attachment #7: List of Pesticides 2026-27
Attachment #8: Human Papillomavirus (HPV)
Attachment #9: Less Screen Time, More of What Matters
Attachment #10: Board Policy 5131.8- Mobile Communication Devices
Attachment #11: Mobile Communication Devices Infographic
Attachment #12: Know Your Educational Rights
Attachment #13: Board Policy 5145.7- Sexual Harassment
Attachment #14: Notice of Alternative Schools
Attachment #15: Firearms Safety Memorandum
Attachment #16: Board Policy 1313- Civility
Attachment #17: Family Educational Rights for Elementary and Secondary Schools
Attachment #18: Uniform Complaint Procedures (UCP) Annual Notice 2026-27
Attachment #19: Board Policy 1250- Visitors/Outsiders
Attachment #20: Board Policy 6020- Parent Involvement
Attachment #21: Board Policy 6171- Title 1 Programs
Attachment #22: California Education Code § 49014- Pupil Fees

Dear Parent/Guardian/Student,

At the start of each school year, California Education Code section 48980 requires school districts to share important information with families about their rights and responsibilities.

Education Code section 48982 requires for this notice to be signed by the parent/guardian and returned to your child's school to confirm that you received this information. This signature simply means you got the notice: It does not mean you are agreeing to or declining participation in any specific program.

During the online registration confirmation, you will be asked for a digital signature to complete the notification process. If you're unable to complete the online registration process, please contact or visit your child's school for help.

If any situations come up during the year that affect your child's education or attendance, the District will provide additional information as required by law.

Thank you.



OUSD BOARD OF EDUCATION

Stephen Glass, Ed.D.	President
Andrea Yamasaki	Vice President
Sara Pelly	Clerk
Kris Erickson, J.D.	Member
Ana Martinez Goodlander	Member
Matthew Thomas	Member
Sierra Vane, Ph.D.	Member

The community elects the Board of Education to lead and provide citizen oversight of the District's schools. Their main job is to make decisions in the best interest of all students. The Board also works with families, community members, District staff, and makes sure the District acts in accordance with laws pertaining to public education, and District policies.

The Board has seven members, each serving a four-year term. While each member lives in a specific area of the District, they are elected by voters across the entire District. Elections take place during the regular general election held on the first Tuesday in November.

Board meetings are open to the public and focus on District business. They are held at the District's Education Center (1401 N. Handy St., Orange, CA) and generally begin at 7:00 p.m. Everyone is welcome to attend.

You can find meeting dates, agendas, and minutes on the District website. If you'd like to contact a Board member, you can do so through the Superintendent's Office at (714) 628-4487.



A MESSAGE FROM OUR SUPERINTENDENT

August 2026

Dear Orange Unified Families and Community,

It is my distinct honor to welcome you to the 2026-2027 school year. Whether you are a seasoned family in our district or joining us for the very first time, we are thrilled to have you as part of our educational community.

Our schools are more than just buildings; they are vibrant hubs of discovery, growth, and connection. As we embark on this new chapter together, our primary goal remains steadfast: to provide a safe and challenging environment where every scholar feels empowered to reach their full potential.

To help us navigate the year ahead, I am pleased to introduce the 2026-2027 Parent-Pupil Handbook. This document serves as your roadmap for the upcoming months.

While this handbook outlines the "how" and "what" of our operations, the "why" is simple: we believe in the brilliance of our scholars and the power of a strong partnership with our families.

Please take some time to review this resource together. If you have any questions or need clarification, our doors and our communication lines are always open.

Thank you for your trust, your partnership, and your commitment to excellence. Let's make this our best year yet!

Warmly,

Rachel H. Monárrez, Ph.D.
Superintendent of Schools

KEY TO LEGAL REFERENCES

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

ATTENDANCE

Statutory Attendance Options (EC §§ 35160.5, 46600, 48204, 48300, 48980)
The District is required to advise each parent/guardian of all existing statutory attendance options and local attendance options available in the District. These are options for attending schools other than the school designated for the local attendance area in which the parent/guardian resides. The options include intradistrict transfer, interdistrict transfer, transfer based on parental employment, and “district of choice” if established by Governing Board resolution. You may access the interdistrict transfer permit information and policy on the District's website. Please refer to Attachment #1 for a complete summary of these attendance options

Excused Absences (EC §§ 48205, 48980)
Your child may be excused from school when the absence is for medical or justifiable personal reasons. Your child will be allowed to complete all assignments and tests missed during such an excused absence. Please refer to Attachment #2 for the full text of Education Code section 48205 and the list of circumstances warranting an excused absence.

Grade Reduction/Loss of Academic Credit (EC §§ 48205, 48980)
Your child may not have his/her grade reduced or lose academic credit for any absence or absences excused under Education Code section 48205, when missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period. Please refer to Attachment #2 for the full text of section 48205.

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

Excuse to Obtain Confidential Medical Services (EC § 46010.1)
Pupils in grades 7 to 12 may be excused from school for the purpose of obtaining confidential medical services, without the consent of the pupil's parent/guardian.

Pregnant and Parenting Pupils (EC §§ 222.5, 46015, 48980)

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

Schedule of Minimum Days and Pupil-Free Staff Development Days (EC § 48980)

The District is required to advise all parents/guardians of the schedule of minimum days and pupil-free staff development days. If any minimum or pupil-free staff development days are scheduled following the distribution of this notice, the District will notify you as early as possible, but not later than one month before the scheduled minimum or pupil free day. Please refer to the 2026-27 Student Calendar on the District website or Attachment #3.



CAL GRANT PROGRAM (EC § 69432.9)

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



CALIFORNIA COLLEGE GUIDANCE INITIATIVE

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

Should you wish to opt-out from the LEA/District's disclosure of your Student Information, please contact your high school administration. Opting out will remove your student's access to CaliforniaColleges.edu's transcript-informed functionality.

CAREER TECHNICAL EDUCATION

The Orange Unified School District does not discriminate on the basis of actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, the 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. The District provides equal access to the Boy Scouts of America and other designated youth groups.

The California Department of Education defines Career Technical Education (CTE) as a program of study that offers a multiyear sequence of courses integrating core academic knowledge with technical and occupational skills. CTE is designed to prepare students for both college and careers by providing hands-on, real-world learning in high-demand industries. The Orange Unified School District offers many classes within the Career Technical Education (CTE) program including Agriculture & Natural Resources, Arts Media & Entertainment, Building & Construction Trades, Business & Finance, Education, Child Development & Family Services, Engineering & Design, Health Science & Medical Technology, Hospitality, Tourism & Recreation, Information Communication Technology, Marketing, Sales & Services, Public Service and Transportation.

All secondary schools in OUSD offer CTE programs. To learn more about Career Technical Education in OUSD visit: www.orangeusd.org/cte



For more information about CTE course offerings and admissions criteria, contact the CTE Coordinator: Ashley Higuera, CTE Coordinator, 1401 N Handy Street, Orange, CA, 714-628-5704, ahiguera@orangeusd.org.

Lack of English language proficiency will not be a barrier to admission and participation in career and technical education programs.

The following employees have been designated to handle questions and complaints of alleged discrimination and are located at the Orange Unified School District 1401 North Handy Street Orange, CA 92867:

Title IX Coordinator:
Dipali Potnis, Ed.D., Executive Director of Secondary Education
714-628-4467, dpotnis@orangeusd.org

Title II /ADA Coordinator & Universal Compliance Officer:
Matthew L. Witmer, Ed.D., Assistant Superintendent of Educational Services
714-628-4466, mwitmer@orangeusd.org

Section 504 Coordinator:
Kristine Nelson, Coordinator of Student & Community Services
714-628-5424, krnelson@orangeusd.org

CHILD ABUSE REPORTING

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

Child protective agencies are then required to forward a written report of every child abuse or neglect case it investigates, which is determined not to be unfounded by the Department of Justice. A direct link to Orange County "Child Abuse" reporting information and reporting process can be found at:
https://www.orangeusd.org/departments/educational-services/student-community services/child-abuse-reporting.

COLLEGE ADMISSION REQUIREMENTS (EC §§ 51225.3, 51229, 48980)

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

be considered for admission. The following list is commonly referred to as the "A-G" requirements:

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

Websites

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

UC: https://admission.universityofcalifornia.edu/admission-requirements/

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



COMPREHENSIVE SEXUAL HEALTH AND HIV/AIDS PREVENTION EDUCATION (EC §§ 51938, 48980)

The Orange Unified School District provides instruction by trained school personnel in comprehensive sexual health education and HIV/AIDS prevention education in accordance with the California Healthy Youth Act.

Parents/guardians will be notified annually, at the beginning of the school year or at the time of enrollment, about the planned instruction. Written and audiovisual instructional materials used in this program are available for review at the school site prior to instruction.

A copy of the California Healthy Youth Act is available through the District's Office of Curriculum and Instruction.

Parents/guardians have the right to excuse their child from participation in comprehensive sexual health education, HIV/AIDS prevention education, and related activities by submitting a written opt-out request to the school.

The District may administer anonymous, voluntary, and confidential research and evaluation tools to students in grades 7–12 to measure health behaviors and risks. Parents/guardians will be notified in writing prior to the administration of any such test, questionnaire, or survey, will have the opportunity to review the materials, and may request in writing that their child not participate.

COUNSELING

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

DIGITAL ACCEPTABLE USE AGREEMENT

This section addresses the use of the District's electronic network, systems, devices, and all digital resources — including cloud-based services, Software-as-a-Service (SaaS) instructional platforms, District-issued email, file storage, and artificial intelligence (AI) tools — whether accessed on District property, via District-provided accounts, or on

personal devices used for school purposes. This portion of the handbook constitutes a user agreement currently in effect.

In return, every District user has the responsibility to respect and protect the rights of every user in our community and on the Internet. Account holders are expected to act in a responsible, ethical, and legal manner in accordance with the purposes of the networks they use and the laws of the State of California and the United States. Individuals using these systems are subject to having all activities monitored by system or security personnel. Anyone using these systems expressly consents to such monitoring and should not expect that email, files, data, AI-generated content, or communications created, stored, or transmitted on District servers, devices, cloud platforms, or third-party applications will be private. Prosecution and/or account termination will occur without warning. Pupils who violate this policy may be disciplined, up to and including suspension or expulsion.

As indicated, please read this entire document, and decide if you want to agree for your son/daughter to have internet access and agree to have your student's work published on the web server. For further information, please request BP 6163.4(a), Pupil Use of Technology, from the school office.

Obligations and Responsibilities

1. The pupil in whose name an online services account is issued is responsible for its proper use at all times. Users shall keep personal account information, login credentials, home addresses, and telephone numbers private. Users shall access District systems only under their own assigned account. Sharing login credentials or using another person's account is strictly prohibited.

2. Users shall not attempt to gain unauthorized access to other individuals' data, District data systems, cloud-hosted services, SaaS platforms, school networks, or external entities including governmental agencies. This includes, but is not limited to:

- Exploiting known or unknown software vulnerabilities
- Using automated tools, scripts, or artificial intelligence to probe, scan, or circumvent network security measures
- Conducting denial-of-service attacks or attempting to bypass authentication controls
- Using AI to generate phishing content, fake credentials, or social engineering material targeting District users

3. The system shall be used only for legal purposes related to education. Commercial, financial, political, and/or personal use of the District's system is strictly prohibited. Misuse, degrading or disrupting of the District network and computer systems is unacceptable. The District reserves the right to monitor any on-line communications for improper use.

4. Electronic communications and downloaded material, including files deleted from a user's account, may be monitored, or read by District officials.

5. Users shall not use the system to encourage the use of drugs, alcohol, or nicotine, nor shall they promote unethical practices, or any activity prohibited by law or District policy.

6. Software, applications, browser extensions, or other files are not to be downloaded, installed, or executed on any District computer, device, or network, except as explicitly directed by a teacher or authorized District staff. This prohibition includes the installation or use of unauthorized AI tools, AI-assisted productivity applications, or third-party services not sanctioned by the District.

7. Pupils are not allowed to install unauthorized software, modify operating system configurations, remove device management profiles, or otherwise compromise the integrity of any District computer, device, or server (including but not limited to "jailbreaking" or "rooting" devices). Pupils are also prohibited from using artificial intelligence tools or automated scripts to bypass, disable, or circumvent security controls, content filters, or access restrictions on any District system or network.

8. Pupils are prohibited from accessing, posting, submitting, publishing, or displaying harmful matter or material that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion, or political beliefs. Harmful matter includes matter that, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes in a patently offensive way sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors (Penal Code 313).

9. All forms of Cyberbullying are prohibited by state law and District policy. Cyber Bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, or threatening another pupil or staff member by way of any "electronic act" such as sending or posting an inappropriate or derogatory email message, telephone message, instant message, text message, digital picture or image

or website posting including blogs, social networking, and chat rooms. For more information on Bullying/Cyber Bullying, please refer to the pupil handbook.

10. Users are expected to respect the rights of copyright owners in their use of materials found on or disseminated through the network, computer systems, or the Internet. Users are prohibited from making or sharing copies of copyrighted songs, digital images, movies, or other artistic works. Unlawful peer-to-peer file sharing may be a criminal offense.

11. Vandalism will result in cancellation of user privileges and may result in additional disciplinary and/or legal action. Vandalism includes:

- Uploading, downloading, or creating computer viruses, malware, ransomware, spyware, or any malicious code
- Any deliberate attempt to harm or destroy District equipment, networks, cloud services, SaaS platforms, or the data of any other user
- Use of artificial intelligence tools or automated programs to generate, distribute, or deploy harmful, deceptive, or disruptive content within District systems

12. Physical damage to District-issued devices is additionally subject to the Device Responsibility policy described in Item 16 below.

13. Users shall not read other users' mail or files and use another person's login. They shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall they attempt to read, delete, copy, modify or forge other users' mail.

14. Users are expected to use appropriate language in all digital communications and work. Posting anonymous messages is prohibited.

15. Users shall report any security problem or misuse of the network to the appropriate district staff.

16. Any attempt to harm, destroy, access without authorization, or tamper with District equipment, data, or systems — or those of any other user, agency, or network connected to the Internet — is strictly prohibited. Prohibited activities include, but are not limited to:

- "Hacking," cracking, or gaining unauthorized access to any District system, account, database, cloud platform, or SaaS instructional application
- Exploiting software, hardware, or network vulnerabilities — whether discovered intentionally or accidentally — without immediately reporting them to District technology staff

- Using artificial intelligence tools, automated scripts, bots, or other automated means to probe systems, harvest credentials, generate phishing content, or circumvent access controls
- Manipulating, altering, deleting, or forging District data, files, or records without proper authorization
- Creating or distributing computer viruses, worms, ransomware, or other malicious code
- Intercepting or eavesdropping on network traffic without authorization
- Interfering with any other user's ability to access District systems or resources

17. Violations may constitute criminal offenses under California Penal Code § 502 (Unauthorized Computer Access) and the federal Computer Fraud and Abuse Act (18 U.S.C. § 1030), and may result in disciplinary action up to and including expulsion, civil liability, and criminal prosecution.

18. Responsible Disclosure: Students who discover a potential security vulnerability are expected to report it immediately to their school's technology coordinator rather than exploit or publicize it.

19. Students are responsible for the proper care and maintenance of all District-issued devices, including but not limited to Chromebooks, tablets, and accompanying accessories (chargers, cases, etc.).

20. In accordance with California Education Code Section 49014 (Pupil Fees) — referenced in full as Attachment #19 of this handbook — the District does not require payment of device repair or replacement fees as a condition of participation in any educational activity or program. No student will be denied access to a District-issued device or instructional technology program due to an inability to pay.

21. Additional information about device care expectations is available in the District's 1:1 Device Handbook at https://bit.ly/3ioiRo3 and at your school's front office.

22. Digital imagery, including web cameras, will be used for educational purposes. The District network has been designed to take all reasonable steps to ensure that all digital imagery is used only for purposes consistent with the curriculum.

23. Pupils who choose to violate proper computer and network usage will face disciplinary consequences that may include suspension and possible expulsion from the District.

Artificial Intelligence (AI) - Acceptable and Ethical Use

The District recognizes that artificial intelligence (AI) tools — including generative AI platforms such as chatbots, writing assistants, image generators, and automated research tools — are increasingly present in educational and personal contexts. The following guidelines govern the use of AI tools in connection with District systems, devices, accounts, and academic work. These guidelines apply to all students in Grades; teachers are encouraged to provide grade-appropriate instruction on responsible AI use aligned to these standards.

1. Academic Integrity

Pupils are prohibited from using AI-generated content to misrepresent their own work. Submitting AI-generated text, code, images, or other content as one's own — without teacher authorization and proper disclosure — constitutes academic dishonesty and is subject to disciplinary action consistent with District policy. When AI tools are permitted by a teacher for a specific assignment, pupils must follow the teacher's disclosure and citation requirements.

2. Authorized Use Only

AI tools may only be used on District systems, devices, or in connection with schoolwork when explicitly authorized by a teacher or administrator for that specific assignment or purpose. Unauthorized use of AI platforms through District networks, devices, or accounts — including AI tools embedded in third-party applications — is prohibited.

3. Prohibited Uses of AI

The following uses of AI are strictly prohibited and may result in disciplinary action, up to and including suspension or expulsion:

- Using AI to generate, assist with, or disguise attempts to hack, probe, or gain unauthorized access to any computer system, network, or account
- Using AI to create malware, phishing content, fake identities, deepfakes, or other deceptive digital material
- Using AI to harass, threaten, bully, defame, or produce non-consensual imagery of any person
- Using AI to circumvent District content filters, security systems, or monitoring tools
- Using AI to produce or distribute harmful, illegal, sexually explicit, or otherwise prohibited content as defined elsewhere in this Agreement

4. Privacy and Data Protection
Pupils are prohibited from entering personally identifiable information (PII) — including their own or other students' names, student ID numbers, addresses, medical information, or other sensitive data — into any AI platform not explicitly approved by the District. This requirement applies to all AI services, including publicly available tools.

5. Critical Thinking and Verification
AI tools can produce inaccurate, biased, or misleading information. Pupils are expected to think critically about AI-generated content, verify claims through credible sources, and understand that AI output does not constitute authoritative or factual information without independent verification. Over-reliance on AI at the expense of developing one's own skills, reasoning, and knowledge is contrary to the District's educational mission.

6. District Monitoring
The District reserves the right to monitor and audit the use of AI tools on District networks and devices. AI-generated content created, stored, or transmitted through District systems is subject to the same monitoring policies as all other digital activity under this Agreement.

Advisement
It is possible for all users of the Internet to access information that is intended for adults. Although the District has taken all reasonable steps to ensure the Internet connection is used only for purposes consistent with the curriculum, the District or school cannot prevent the availability of material elsewhere on the Internet that may be deemed harmful. The District reserves the ability to employ data decryption on district provided internet connections to comply with the Child Internet Protection Act (CIPA).

Computer security cannot be perfect. It is likely that a determined user can make use of computer resources for inappropriate purposes. The District believes that the benefits to staff and pupils from access to the Internet, in the form of information resources and opportunities for collaboration, far exceed any disadvantages of access. Ultimately, the parent(s) and guardian(s) of minors are responsible for setting and conveying the standards that their child or ward should follow. To that end, the District supports and respects each family's right to decide whether to agree to Internet access.

Application for Internet Access
Use of the Internet is a privilege that may be revoked at any time. School computer systems are for use by authorized individuals only. Any unauthorized access to these systems is prohibited and is subject to criminal and civil penalties under Federal Laws

(including, but not limited to the Counterfeit, Access Device and Computer Fraud and Abuse Act of 1984, Title 48, United States Code [USC] Sections 1029 and 1030). Individuals using these systems are subject to having all activities on these systems monitored by system or security personnel. Anyone using these systems expressly consents to such monitoring. Prosecution and/or account termination will occur without warning.

DISSECTION OR OTHERWISE HARMING OR DESTROYING ANIMALS (EC § 32255 ET SEQ.)

If your child has a moral objection to dissecting or otherwise harming or destroying animals, he/she has a right to notify the teacher regarding this objection and to refrain from participation in an education project involving the harmful or destructive use of animals which must be substantiated with a note from a parent/guardian.

DISTRICT WEBSITE

The home page of the Orange Unified School District's website is www.orangeusd.org. The District's website includes a Directory of our School Sites, important information, and the student calendar (see Attachment #3). Please bookmark the website on your computer. This website is often used to provide information during emergencies.

DUAL ENROLLMENT AND INTERNATIONAL BACCALAUREATE COURSES (EC § 48980.6)

OUSD students are encouraged to take the most rigorous and accelerated program in which they can be successful. Dual enrollment allows students to take college classes while still in high school. Classes are taught by college faculty, either at the college, high school, or through online education. Dual enrollment is advantageous to students because it is a cost efficient way to accumulate college credits and allows them to get a head start on their college careers. In some cases, the student may even be able to attain an Associate's degree shortly before or after their high school graduation. Participation in dual enrollment may ease the transition from high school to college by giving students a sense of what college courses are like.

All students interested in Dual Enrollment must meet with their high school counselor for advice regarding the most appropriate plan of study for their goals as well as to receive instruction regarding necessary forms and process prior to enrolling. Tuition is

free to high school students; however, students are required to pay for their textbooks as well as a small health fee.

The International Baccalaureate Diploma Program, offered at Canyon High School, aims to develop students who have excellent breadth and depth of knowledge, students who flourish physically, intellectually and ethically. The curriculum is made of the six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay. Through the Diploma Program core, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service.

For information about the IB program at Canyon High School, click here: Canyon High School Academics/IB



ENGLISH LEARNER PROGRAMS AND PARENT RIGHTS (EC §§ 310, 313, 48980)

The Orange Unified School District provides programs and services to support students who are identified as English learners in developing English proficiency and achieving

academic success. Instruction is designed to ensure students have access to grade-level content while developing skills in listening, speaking, reading, and writing in English.

Upon initial enrollment, students whose primary language is not English are assessed using the English Language Proficiency Assessments for California (ELPAC) to determine their English proficiency. Students identified as English learners will participate in ongoing instruction and are assessed annually with the ELPAC to monitor progress toward English proficiency.

Parents/guardians of English learners will be notified of their child's English language proficiency status, program placement, and progress. Parents/guardians have the right to:

- Request information about available language acquisition programs
- Decline or opt out of a language acquisition program or request a different program, where available
- Receive information about their child's progress in learning English and meeting academic standards

Parents/guardians may contact their child's school for more information about English learner programs and services.

EVERY STUDENT SUCCEEDS ACT (ESSA ("ESSA," 20 USC § 6301 ET SEQ.; EC §§ 313.2, 440)

Limited English Proficient Children

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

(1) the reasons for the identification of the child as LEP and in need of placement in a language instruction educational program;
(2) the child's level of English proficiency, how such level was assessed and the status of the child's academic achievement;
(3) the methods of instruction used in the program in which the child is or will be participating, and the methods of instruction used in other available programs;
(4) how the program in which the child is or will be participating will meet the educational strengths and needs of the child;

(5) how such program will specifically help the child learn English and meet age appropriate academic achievement standards for grade promotion and graduation;
(6) the specific exit requirements for the program;
(7) in the case of a child with a disability, how such program meets the objectives of the individualized education program (IEP) of the child; and
(8) information pertaining to parental rights that includes written guidance detailing the right that parents have to have their child immediately removed from such program upon their request, and the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the District.

If your child is LEP and has been identified for participation or is participating in the language instruction educational program, please contact the Office of Accountability, Equity and School Support for the above information that is specific to your child.

Right to Information Regarding the Professional Qualifications of Teachers and Paraprofessionals

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

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

This information is available in the District's Human Resources Department. The District will provide timely notice if your child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

Information on Child's Level of Achievement

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

Homeless Liaison
Homeless pupils have certain rights under California and United States law. For information concerning these rights, please contact the District's liaison for homeless children and youths, in our Office of Student and Community Services, at (714) 628-5424.

Release of Pupil Information to Military Recruiters
Please see the entry under Pupil Records.

GAGGLE SAFETY MANAGEMENT SYSTEM

Orange Unified School District uses the Gaggle Safety Management System to support student safety and well-being within District-issued Google Workspace tools (Gmail, Google Drive, Google Docs, and more).

Gaggle uses technology and trained safety professionals to identify potential concerns such as self-harm, suicidal ideation, bullying, threats of violence, or substance abuse. When concerning content is detected, alerts are sent to designated school and District staff so they can respond quickly and connect students with appropriate support.

Gaggle is part of the District’s comprehensive approach to school safety. All monitoring is limited to District accounts and is used solely to support student safety. Student information is not shared with third parties and is accessible only to authorized staff. Gaggle operates in compliance with FERPA, COPPA, and applicable California student privacy laws.

Unlike a web filter that blocks content, Gaggle helps provide early identification and intervention to support student mental health, safety, and responsible digital use.

For additional information, please contact your school principal or the Student & Community Services Department.

GIFTED AND TALENTED EDUCATION

The Orange Unified School District's Gifted and Talented Education (GATE) program provides qualitatively differentiated learning opportunities tailored to students who possess a capacity for excellence beyond their chronological peers. The program aims to challenge and develop the academic and creative abilities of identified students across all grade levels. Identification is a multi-step process: universal screening is

conducted for all students in third grade, and students in grades 2–6 may also be referred for testing by teachers, parents, or administrators. Qualified elementary students are then offered one of two placement options: enrollment in a GATE cluster classroom, where small groups of gifted students receive enrichment and accelerated instruction within a mixed-ability setting, or placement in one of the four traditional GATE Elementary Magnet Programs or Running Springs International Baccalaureate (IB/GATE) program.

Middle school students are offered Honors classes in core subjects, including English, Social Studies, Mathematics, and Science. High school offerings expand significantly, featuring Honors Classes in English, History, Science, and Mathematics, as well as the availability to enroll in a variety of demanding Advanced Placement (AP) courses, such as U.S. History, Calculus, Physics, and foreign languages. Additionally, the District provides specialized comprehensive programs for highly motivated students: the International Baccalaureate Program is offered at Canyon High School, and the Early College Academy is offered at Orange High School. For additional information regarding the GATE programs, please visit the District GATE website at www.orangeusd.org/gate or call the Office of Curriculum and Instruction at (714) 628-5451.

HEALTH AND SAFETY

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

Pupil Suicide Prevention and Domestic Violence Hotlines (EC §§ 215.5, 48980)
The telephone number to reach the National Suicide Prevention Lifeline (1-800-273-8255) and telephone number for the National Domestic Violence Hotline (1-800-799-7233) is printed on either side of student identification cards.

Pupil Behavioral Health Services (EC §§ 49428, 48980)
Orange Unified School District is committed to fostering a safe, supportive, and inclusive learning environment that promotes the health and well-being of students, staff, and families. Each school site provides social-emotional and behavioral health services and has access to trained health professionals.

The School Counselors, School Psychologists, and Credentialed School Nurses work alongside students, families, staff, and community partners to support student behavioral health and help address barriers to learning. Together, they assess needs, provide support on campus, and connect families with community-based services when a student may benefit from additional resources (Board Policy 5141.5).

Parents and guardians are encouraged to contact their child's school site directly for more information about the services available and how to access these supports. Additional information can be found on the district website.

For additional information about community behavioral health resources, families may contact OC Links at **855-OC-LINKS (855-625-4657).**

Notice

The Orange Unified School District receives and responds to complaints regarding the practice of counseling services by any unlicensed or unregistered practitioner providing services at or through the Orange Unified School District. To file a complaint, contact Andrea Foster, Administrator of Student & Community Services, 1401 N. Handy Street, Building J, Orange, CA, 92867, 714-628-4002, afoster@orangeusd.org.

The Board of Behavioral Sciences (BBS) receives and responds to complaints regarding services provided by individuals licensed and registered by the board. If you have a complaint and are unsure if your practitioner is licensed or registered, please contact the Board of Behavioral Sciences at 916-574-7830 for assistance or utilize the board's online license verification feature by visiting www.bbs.ca.gov.

The Board of Behavioral Sciences receives and responds to complaints regarding services provided within the scope of practice of (married and family therapists, licensed educational psychologists, clinical social workers, or professional clinical counselors). You may contact the board by calling 916-574-7830 or online at www.bbs.ca.gov.

You may also file a complaint with the U.S. Department of Health and Human Services Office for Civil Rights A letter can be mailed to: 200 Independence Avenue, S.W., Washington, D.C. 20201, or may contact them at 1-877-696-6775 or https://www.hhs.gov/hipaa/filing-a-complaint/index.html.

Continued Medication Regimen for Nonepisodic Condition (EC § 49480)
If your child is on a continuing medication regimen for a nonepisodic condition, you are required to inform the school nurse or other designated certificated school employee of: (1) the medication being taken, (2) the current dosage, and (3) the name of the supervising physician. With your consent, the school nurse may communicate with your child's physician and may consult with school personnel regarding the possible effects of the drug on your child's physical, intellectual, and social behavior, and possible behavioral signs and symptoms of adverse side effects, omission, or overdose. If your child is on a continuing medication regimen, please contact the Principal and the health office at your school site.

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

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

Pledge Not to Use Anabolic Steroids or Prohibited Dietary Supplements (EC § 49030 et seq.)
A pupil is prohibited from participating in interscholastic high school sports, unless the pupil signs a pledge not to use anabolic steroids without a prescription from a licensed healthcare practitioner, or a dietary supplement listed in the United States Guide to Prohibited Substances and Prohibited Methods of Doping. As a condition of

participation, both the pupil-athlete and his/her parent/guardian must sign a notification form regarding these restrictions.

Tobacco-Free Campus Policy (H&SC § 104420)
The District Governing Board has adopted and enforced a tobacco-free campus policy. The policy prohibits the use of tobacco products, at any time, in District-owned or leased buildings, on District property and in District vehicles.

Medical and Hospital Services Not Provided (EC §§ 49471, 48980)
The District Governing Board does not provide or make available medical and hospital services for District pupils who are injured while participating in athletic activities.

Concussions and Head Injuries (EC § 49475)
State law requires districts who elect to offer athletic programs to immediately remove for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during the activity and prohibits the return of the athlete to that activity until he/she is evaluated by and receives written clearance from, completes a graduated return-to play protocol or not less than seven days in duration under the supervision of a licensed health care provider, and requires a district to provide annually a concussion and head injury information sheet to be signed and returned by the athlete and his/her parent before the athlete initiates practice or competition.

Insurance Notice for Operation of Interscholastic Athletic Teams (EC § 32221.5)
School districts that operate an interscholastic athletic team(s) are required to include the following statement, printed in boldface type of prominent size, in offers of insurance coverage that are sent to members of school athletic teams: "Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses. Some pupils may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health insurance programs. Information about these programs may be obtained by calling:

Healthy Families: (800) 880-5305
Medi-Cal Eligibility: (800) 541-5555
Covered California: (800) 300-1506

The statement must also be incorporated into any other letters or printed materials, in boldface type of prominent size, which contain the name or logo, or both, of the school

district and are sent to members of school athletic teams to inform them of insurance protection.

Opioid Factsheet (EC § 49476)
State law requires districts who elect to offer athletic programs to annually provide the Opioid Factsheet for Patients to each athlete, to be signed and returned by the athlete and his/her parents. Please refer to Attachment #4 for the most recent Opioid Factsheet published by the Centers for Disease Control and Prevention.

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

Instruction for Pupils with Temporary Disabilities (EC §§ 48206.3, 48207.3, 48207.5, 48208, 48980)
If your child should suffer a temporary disability which makes attendance in regular day classes or an alternative education program in which the child is enrolled impossible or inadvisable, your child shall receive individual instruction provided by the district in which he/she is deemed to reside. Individual instruction includes instruction provided in your home, in a hospital or other residential health facility, excluding state hospitals, or under other circumstances prescribed by state law. If your child is well enough to return to school during the school year in which individual instruction began, he/she must be allowed to return to the school that he/she attended prior to receiving individual instruction. Individual instruction in your home must commence no later than five working days after the district determines your child shall receive this instruction.

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

Type 1 Diabetes (EC § 49452.6)
Type 1 diabetes is an autoimmune disease in which the body attacks the insulin-producing cells of the pancreas, preventing the body from making insulin. Without proper management, it can significantly impact a child's daily life and may result in serious complications, including death. Parents and guardians are encouraged to be aware of the signs and symptoms of Type 1 diabetes so that children can receive prompt diagnosis and treatment. The school district supports students with diabetes by promoting awareness and ensuring appropriate care during the school day. Please refer to Attachment #5 for more information regarding type 1 diabetes.

Type 2 Diabetes (EC § 49452.7)
Type 2 diabetes is a chronic condition in which the body either does not use insulin effectively or does not produce enough insulin to maintain normal blood glucose levels. Once considered an adult disease, Type 2 diabetes is increasingly being diagnosed in children and adolescents. If left untreated, it can lead to serious health complications, including heart disease, kidney damage, and vision problems. Parents and guardians are encouraged to be aware of the risk factors and symptoms of Type 2 diabetes so that children can receive early diagnosis and treatment. Please refer to Attachment #6 for more information regarding type 2 diabetes.

Proof of Oral Health Assessment (EC § 49452.8)
California law requires that children enrolled in kindergarten in a public school, or first grade students who have not previously attended public school, provide proof of an oral health assessment by May 31 of the school year. The assessment must be completed no earlier than 12 months prior to the child's initial enrollment and may be performed by a licensed dentist or other licensed or registered dental health professional. A parent or legal guardian may request an exemption by submitting a signed waiver indicating that they were unable to find a dental provider who accepts their child's insurance, could not afford the assessment, or choose not to have their child's oral health evaluated.

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

Asbestos Management Plan (40 CFR § 763.93)
The District's updated asbestos management plan for each school is available for inspection in the District's Maintenance & Operations Department.

Cancer Prevention Act (EC § 48980.4; H&SC § 120336)
State law requires that pupils be advised to adhere to current immunization guidelines, as recommended by the State Department of Public Health, in accordance with Health and Safety Code section 120164, regarding full human papillomavirus (HPV) immunization before admission or advancement to grade 8. HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks. Please refer to Attachment #8 for information required to be provided to parents of students admitted or advancing to the sixth grade regarding HPV immunization.

Dangers of Synthetic Drugs (EC § 48985.5)
The District is required to share information annually about the dangers associated with using synthetic drugs that are not prescribed by a physician (such as fentanyl), and the possibility that dangerous synthetic drugs can be found in counterfeit pills. There is also a risk that social media platforms may be used as a way to market and sell synthetic drugs, such as fentanyl. Additional information regarding the dangers of synthetic drugs, counterfeit pills and the risk of social media being used to sell such drugs can be found on the District's website and each individual school's website. Information about the dangers posed to students from synthetic drugs is available at: https://www.cde.ca.gov/nr/el/le/yr22ltr1027.asp.

HEALTH INSTRUCTION/CONFLICTS WITH RELIGIOUS TRAINING AND BELIEFS (EC § 51240)

If any part of the school's instruction in health conflicts with your religious training and beliefs, you may submit a written request that your child be excused from the part of the instruction that conflicts with your religious training and beliefs.

HIGH SCHOOL GRADUATION REQUIREMENTS (EC § 51225.3)

The Orange Unified School District is committed to preparing all students to successfully complete a rigorous course of study and earn a high school diploma that reflects their academic achievement and readiness for college, career, and life.

To receive a high school diploma, students must complete the required course of study in grades 9–12 in accordance with Education Code § 51225.3 and District Board Policy. The required coursework includes:

- **English:** Four years

- **Mathematics:** Two years, including at least one course aligned to Algebra I or Mathematics I standards
- **Science:** Two years, including life and physical sciences
- **Social Studies:** Three years, including:
    - World History
    - United States History
    - One semester of American Government and Civics
    - One semester of Economics
- **Visual and Performing Arts, World Language, or Career Technical Education (CTE):** One year
- **Physical Education:** Two years

Beginning with the class of 2030, students will also be required to complete a one-semester course in Ethnic Studies as a condition of graduation.

Total credits required for graduation is a minimum of 232.5 credits.

All courses must be completed in alignment with District-approved curriculum and applicable state standards. Students are encouraged to work closely with their school counselors to ensure they are meeting graduation requirements and planning for postsecondary opportunities.

INSTRUCTIONAL MATERIALS (EC § 60119 – WILLIAMS ACT) AND PARENT RIGHTS TO REVIEW CURRICULUM AND INSTRUCTIONAL MATERIALS (EC §§ 51101, 48980)

The District is committed to providing a high-quality, standards-aligned curriculum and instructional program in a supportive learning environment. In accordance with Education Code § 60119 (Williams Act), all students are provided with sufficient instructional materials in core subject areas, including English language arts, mathematics, science, and history-social science. These materials are aligned to California State Standards and are maintained in good condition for student use.

Parents/guardians have the right to review curriculum and instructional materials used in their child's education, including textbooks, supplementary resources, and course content. Requests to review materials or obtain additional information, such as course descriptions, may be made through the school office.

The District also provides opportunities for parents/guardians to review instructional materials being considered for adoption during formal public review periods, in accordance with District procedures through the Office of Curriculum and Instruction.

LANGUAGE PROGRAMS (EC § 310)

Information on the type of language program available at the district can be found on the District website at https://www.orangeusd.org/departments/educational-services/elementary-education/immersion-programs.

LOCAL APPRENTICESHIP AND PREAPPRENTICESHIP PROGRAMS (EC §§ 48980, 48980.5, 49600)

The District uses the Department of Industrial Relations' Division of Apprenticeship Standards' database of registered program sponsors to identify available local apprenticeship and preapprenticeship programs. The District may use the contact information from this database to obtain additional information or materials—such as pamphlets or brochures—about these programs. A link to the Department of Industrial Relations' Division of Apprenticeship Standards' apprenticeship and preapprenticeship database can be found on the District's website, or you can visit https://www.dir.ca.gov/databases/das/aigstart.asp.

MOBILE COMMUNICATION DEVICES

The Orange Unified School District recognizes that while smartphones and other mobile communication devices can support learning and communication, they can also disrupt instruction and student engagement. This policy is designed to protect instructional time, promote student well-being, and maintain a focused learning environment (Attachment #9).

Use by Grade Level

- Elementary and Middle School: Student use of devices is not permitted during the instructional day. Devices must be turned off and kept out of sight. Students may contact parents through the school office if needed.
- High School (Grades 9–12): Students may use devices during non-instructional time and as directed by school staff. Devices must be turned off and out of sight during instructional time. Students are strongly encouraged to limit use during passing periods.

General Expectations (All Grades)

- Devices may be used in emergencies, for approved instructional purposes, for health needs, or as required by a student's individualized education program (IEP) or 504 Plan.
- Use of devices must not infringe on the privacy of others.
- Unauthorized use may result in discipline and temporary confiscation of the device.
- Off-campus use may also be subject to discipline if it disrupts school operations or threatens safety.
- The District is not responsible for lost, stolen, or damaged devices.

The District will continue to review this policy over time to ensure it supports student engagement and reflects emerging research and stakeholder input.

For additional information, please contact your school principal or the Student & Community Services Department. See BP 5131.8 – Mobile Communication Devices (Attachment #10) and infographic (Attachment #11) for policy details.

NON-DISCRIMINATION

Statement of Non-Discrimination (EC §§ 200, 220; Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, § 504 of the Rehabilitation Act of 1973)

Orange Unified School District does not discriminate on the basis of race, color, national origin, ethnic group identification, religion, sex/gender (gender identity, gender expression) physical/mental disability or immigration status. The District will take steps to assure that the lack of being able to communicate in the English language will not be a barrier to admission and participation in District programs. Complaints alleging noncompliance with the District's policy of nondiscrimination should be directed to the Assistant Superintendent of Educational Services. A copy of the District's nondiscrimination policy is available from the District office.

Title IX Federal Regulations

The District is committed to providing equal opportunities for both sexes in educational programs, activities it conducts, and for all employees as per Title IX, Public Law 92-318, (Code of Federal Regulations, Title 34, 106.8, 106.9 and United States Code, Title 20, 1231.g, 1681 et seq.). In accordance with these guidelines, sex discrimination practices that limit any pupil's potential have been removed from school policies. If you need

more information or if a matter is not resolved, please contact our District's Title IX Coordinator at (714) 628-4467.

Right to Free Public Education (EC § 234.7)
Your child has a right to a free public education, regardless of immigration status or religious beliefs. For more information regarding the California Attorney General's guidance for immigrant students and families, please refer to Attachment #12 - "Know Your Educational Rights."

The California Attorney General has also published guidance and model policies for California's TK–12 schools that include information regarding, among other things:

- Plans for family safety;
- The Caregiver's Authorization Affidavit (Family Code section 6552); and
- The importance of providing schools with current emergency contact information, including secondary and additional contacts, and keeping that information up to date.

Families may review the full Attorney General guidance, entitled "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK–12 Schools in Responding to Immigration Issues," at:
https://oag.ca.gov/system/files/media/school-guidance-model-k12.pdf

Instructional Materials and Instruction — Non-Discrimination (AB 715) (EC §§ 220, 244, 262.3, 48980(o))
State law prohibits discrimination in public schools on the basis of protected characteristics. School districts may not adopt or approve instructional materials, curriculum, or professional development materials or services if their use would subject a pupil to unlawful discrimination. Instruction and instructional materials used in classrooms and school-sponsored activities are to be factually accurate, aligned with adopted curriculum and standards, and free from unlawful discriminatory bias. If the District knows or has reason to know that instruction, instructional materials, or a school-sponsored activity violated state nondiscrimination law, the District will investigate and take appropriate remedial action. Parents and guardians have the right to access instructional materials used in their child's classroom within a reasonable amount of time, and concerns or complaints alleging unlawful discrimination may be raised with the District pursuant to its Uniform Complaint Procedures.

Sexual Harassment Policy (EC §§ 231.5, 48980; 5 CCR § 4917)
The District's written sexual harassment policy is Attachment #13 to this notice.

NOTICE OF ALTERNATIVE SCHOOLS (EC § 58501)

The law requires the District to provide parent guardians with notice of alternative schools. Please refer to Attachment #14 for a copy of the notice specified in Education Code section 58501.

NUTRITION SERVICES



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

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

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

PUPIL DISCIPLINE

Rules Pertaining to Pupil Discipline (EC §§ 35291, 48980)
The District Governing Board has prescribed rules for the government and discipline of the schools under the Board's jurisdiction. Rules pertaining to pupil discipline are available at each school site.

Duty Concerning Conduct of Pupils (EC § 44807)
Every District teacher has a responsibility to hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess.

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

Search & Seizure (EC §§ 35294, 35294.5, 49050, 49051, 49330; PC § 626.9; BP 5145.12)
In an effort to keep schools free of drugs and explosive devices, the District may use specifically trained non-aggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or District policy.

Safe Storage of Firearms (EC §§ 48980, 48986, 49392)
Please refer to Attachment #15 for information regarding child firearm access prevention laws and laws relating to the safe storage of firearms.

Dress Code (EC §§ 35183, 35183.5, 51101)
The District Governing Board has approved a dress code policy adopted by your school. A dress code copy is available online.

Attendance of Suspended Child's Parent/Guardian (EC § 48900.1; LC § 230.7)
The District Governing Board has adopted a policy authorizing teachers to require the parent/guardian of a pupil who has been suspended by a teacher to attend a portion of a school day in the child's classroom. No employer may dismiss or in any manner discriminate against an employee for taking time off from work to comply with this requirement.

Transfers (EC §§ 48929, 48980)
As stated in its policy, the governing board may transfer to another school within the District a pupil enrolled who has been convicted of a violent felony, as defined in PC § 667.5(c), or convicted of a misdemeanor listed in PC § 29805 if the pupil to be transferred and the victim of the crime for which the pupil was convicted are enrolled at the same school.

Civility Policy (EC § 44050)
A written copy of the district's section on employee interactions with pupils in its code of conduct is attached to this notice. Please refer to Attachment #16.

PUPIL RECORDS

PUPIL RECORDS/NOTICE OF PRIVACY RIGHTS OF PARENTS AND STUDENTS (EC §§ 49063 et seq., 49069.7, 49073; 34 §§ CFR 99.30, 99.34; and the federal Family Educational Rights and Privacy Act):

Scope of Pupil Records
A pupil record is any item of information directly related to an identifiable pupil, other than directory information, which is maintained by the District or required to be maintained by a District employee in the performance of his/her duties, whether recorded by handwriting, print, tapes, film, microfilm, or other means. Pupil records include a pupil's health record.

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

Location of Log/Record
The law requires that a log or record be maintained for each pupil's record which lists all persons, agencies, or organizations requesting or receiving information from the record

and the legitimate interests, therefore. For records maintained at your child's school, the log is in your child's file located in the Principal's office. For records maintained at the District office, the log is in the Office of Student & Community Services.

School Officials and Employees/Legitimate Educational Interests

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

Right of Access and Review/Expungement

You have an absolute right of access to any and all pupil records related to your child, which are maintained by the District. A homeless child or youth or an unaccompanied youth who is 14 years of age or older may access his/her pupil records. If you wish to review records located at your child's school, please contact the Principal's office, or submit a written request that identifies the record(s) you wish to inspect. If you wish to review records located at the District office, please contact Student & Community Services. The Principal or District office has five (5) business days from the day of receipt of a request to provide access to the records. Upon satisfactory completion of the rehabilitation assignment of a pupil whose expulsion has been suspended by the District Governing Board, the Board may order the expungement of any or all records of the expulsion proceedings. If the Orange County Board of Education enters an order reversing the decision of the District Governing Board to expel a pupil, the County Board may direct the District Governing Board to expunge the record of the pupil and records of the District of any references to the expulsion action. When you submit a written

revocation of consent after the initial provision of special education and related services for your child, the District is not required to amend the education records of your child to remove any reference to your child's receipt of special education and services.

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

Copying Costs
You may receive copies of your child's pupil records, at no cost.

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

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

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

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

Destruction of Pupil Records
The Governing Board of the District is required to retain indefinitely the original or an exact copy of mandatory permanent pupil records (Class 1 - Permanent Records) which schools have been directed to compile by California regulations; maintain for stipulated periods of time mandatory interim pupil records (Class 2 - Optional Records) until the

information is no longer needed to provide educational services to a child and are retained until reclassified as Class 3 - Disposable Records, and then destroyed as per California regulations (5 CCR § 432). Prior to destroying pupil records of a child who has received special education services, the IDEA requires parental notification when the District decides that personally identifiable information is no longer needed to provide educational services to a child. Once parents/guardians have been notified that personally identifiable information is no longer needed, they have the option of requesting access to and/or copies of pupil records prior to destruction, and to request that pupil records be destroyed, unless the District determines that the information could be needed to provide educational services in the future or is needed for auditing purposes (34 CFR § 300.624; 5 CCR § 16026). Unless classified as permanent records, all other pupil records are destroyed three years after the information is no longer needed to provide educational services (5 CCR § 16027).

Release of Directory Information (EC § 49073)

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

Family Educational Rights and Privacy Act ("FERPA" 20 USC § 1232g)
Federal law set forth in FERPA grants parents certain rights with respect to their student's records. Please refer to Attachment #17 for Model FERPA Notice.

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

PUPIL TESTING

CAASPP State Exams (EC § 60615; 5 CCR § 852)
During the spring, students in grades 3-8 and 11 will take the annual state exams. Parents may annually submit to the school a written request to excuse their child from any or all parts of the California Assessment of Student Performance and Progress (CAASPP).

Smarter Balanced Assessments for English Language Arts (ELA) and Math

- Who takes these tests? Students in grades 3-8 and 11.
- What is the test format? The assessments are computer-based.
- Which standards are assessed? The California Common Core State Standards.

California Alternate Assessments (CAA) for ELA and Math

- Who takes these tests? Students in grades 3-8 and grade 11 whose individualized education program (IEP) specifies the use of alternate assessments.
- What is the test format? The CAAs for ELA and Math are computer-based and administered one-on-one by a test examiner familiar with the student.
- Which standards are assessed? Alternate achievement standards known as Core Content Connectors, derived from the California Common Core State Standards.

California Science Test (CAST)

- Who will take the test? Students in grades 5 and 8, and once in high school (in grade 10, 11, or 12).
- What is the test format? The CAST is computer-based.

- Which standards are assessed? The California Next Generation Science Standards.

California Alternate Assessment for Science

- Who will take the test? Students whose IEP identifies the use of an alternate assessment take the CAA for Science in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.
- What is the test format? The CAA for Science is a computer-based series of four embedded performance tasks. The test is administered one-on-one by a test examiner who is familiar with the student shortly after the science content is taught.
- Which standards are assessed? Alternate achievement standards called the Core Content Connectors derived from the California Next Generation Science Standards.

Initial English Language Proficiency Assessments for California (ELPAC)

- Who will take the test? Students with a home language survey indicating a language other than English will take the Initial ELPAC, which identifies them as either English learners or initially fluent in English.
- What is the test format? The Initial ELPAC is computer-based.
- Which standards are assessed? The 2012 California English Language Development Standards.

Summative ELPAC

- Who will take the test? Students classified as English learners will take the Summative ELPAC annually until they are reclassified as proficient in English.
- What is the test format? The Summative ELPAC is computer-based.
- Which standards are assessed? The 2012 California English Language Development Standards.

Initial Alternate ELPAC

- Who will take the test? Students whose IEP identifies the use of an alternate assessment and who have a home language survey that lists a language other than English will take the Initial Alternate ELPAC. This test identifies students as English learners or as initially fluent in English.
- What is the test format? The Initial Alternate ELPAC is computer-based.
- Which standards are assessed? Alternate English Language Development (ELD) Connectors derived from the 2012 California English Language Development Standards.

Summative Alternate ELPAC

- Who will take the test? Students whose IEP identifies the use of an alternate assessment and who are classified as English learner students will take the Summative Alternate ELPAC every year until they are reclassified as proficient in English.
- What is the test format? The Alternate Summative ELPAC is computer-based.
- Which standards are assessed? Alternate English Language Development (ELD) Connectors derived from the 2012 California English Language Development Standards.

Physical Fitness Test

- Who will take the test? Students in grades 5, 7, and 9 take the FitnessGram, the physical fitness test used in California.
- What is the test format? The FitnessGram consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility.
- What is reported? Student participation (by component and by grade level) is reported in the local educational agency's Student Accountability Report Card.

Advanced Placement Exams (EC §§ 52242, 48980)

The District may be able to help pay for all or part of the costs of one or more advanced placement examinations that are charged to economically disadvantaged pupils.

PUPILS WITH DISABILITIES

Special Education (EC § 56000 et seq.; 20 USC §1401 et seq.)

Both California and federal law require that a free appropriate public education (FAPE) in the least restrictive environment (LRE) be offered to qualified pupils with disabilities. Information regarding pupil eligibility, procedural safeguards, and additional matters is available by contacting the District's Special Education Department at (714) 628-5550.

Child Find (EC §§ 56300, 56301)

The District has a duty to identify, locate and assess children with disabilities who are in need of special education and related services. If you believe that your child is in need of special education and related services, you may initiate a referral for assessment by contacting the school Principal or the District's Special Education Department at (714) 628-5550.



For more information about the availability of special education evaluations, programs and related matters, please refer to the District's Board Policies, 6000 Series and/or contact the District's Special Education Office referenced above. You may also request that the District provide a copy of the Special Education Notice of Parent Rights and Procedural Safeguards of students (and their parents/guardians) who are or may be eligible for special education and related services. Additional resources and information regarding the District's Special Education Program can be found on the District website at:
https://www.orangeusd.org/departments/student-support-community-engagement/special-education

Special Education Notice of Parent Rights and Procedural Safeguards:
https://www.orangeusd.org/departments/student-support-community-engagement/special-education/parent-rights-and-procedural-safeguards

RAPTOR VISITOR MANAGEMENT SYSTEM

At Orange Unified School District, the safety of our students and staff is our highest priority. To strengthen campus security, the District uses the Raptor Visitor Management System at all school sites.

Raptor is a visitor check-in system that helps schools monitor who is on campus and why. Visitors are asked to present a government-issued ID, which is scanned and

checked against a national database of registered sex offenders. Once cleared, a visitor badge is printed with the visitor's name, photo, date, time, and destination. This helps staff quickly identify authorized visitors and maintain a safe environment.

The system supports a consistent, proactive approach to safety by alerting administrators to potential concerns and maintaining a record of who is on campus, which is especially important during emergencies. In accordance with California Penal Code § 627, schools are required to verify the identity and purpose of all visitors. All visitors and volunteers are expected to follow this process. Individuals without an ID may be assisted through a manual check-in.

Raptor collects only limited information (name, date of birth, photo, and partial ID number) for safety purposes and does not share this information with outside organizations.

The District is committed to maintaining both school safety and parent access to campuses. Alternative procedures may be used during large school events.

For additional information, please contact your school principal or the Student & Community Services Department.

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

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

SCHOOL BUS TRANSPORTATION REGULATIONS



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

Non-Busing Areas
Elementary schools - within 1.0 miles of home
Middle schools - within 2.5 miles of home
High schools - within 3.0 miles of home

An application must be submitted, and a bus stop selected at the time of applying. The bus stop must be the safest and closest bus stop to the pupil's home address. Office staff will make the final decision to designate the safest and closest bus stop to the pupil's home address. Applications are available at the Bus Pass Office and online. All applications must be turned in/submitted to the Bus Pass Office for processing.

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

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

July-August and December-January are:
Tuesday-Friday, 7:30 a.m.-4:00 p.m. (closed on Mondays to process online applications)

Purchase Options:

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

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

Bus passes may be purchased by mail using the following address: O.U.S.D Bus Pass Office I 726 W. Collins Avenue, Orange, CA 92867. Free bus passes are available to unduplicated students and families who meet the eligibility requirements. Those wishing to apply under these provisions can apply via mail, electronically, or at the Bus Pass Office with the necessary documentation (ex. most recent pay stubs for both parents, unemployment receipts, current Medi-Cal print out).

School Bus Passenger Conduct/Regulations
Passenger conduct can directly affect the safety of all aboard the bus. The following regulations apply before, during, and at the completion of home-to-school, school-to home bus transportation. Parents/guardians and school personnel should be familiar with the regulations. Pupils must follow the regulations. 5 CCR § 14103 states, "Pupils transported in a school bus ... shall be under the authority of and responsible directly to the driver of the bus."

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

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

At the pick-up location

1. Use only the designated bus stop and school bus.
2. Arrive at the bus stop at least five, but not more than ten minutes before the school bus is due. Whenever possible, walk to and from the school bus stop in groups. Behave in an orderly manner at the bus stop.

3. As the school bus arrives, form a line, and stand at least twelve (12) feet to the front and side of where the bus stops. Do not move toward the school bus until the entrance door opens.

Boarding the bus

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

Aboard the Bus

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

Exiting the bus, and leaving the drop-off location

1. Exit the bus only at your designated bus stop. Note: a one-day request for an alternate drop-off location can be approved, however, the parent is required to complete the "Request for an alternate bus stop for drop-off' form with the

Transportation Department prior to the date of request. Follow the bus driver's instructions.
2. Remain properly seated until the bus comes to a complete stop and the door is opened.
3. Move toward the front of the bus in an orderly manner.
4. If you cross the roadway the bus stops on, notify the bus driver. Follow the bus driver's instructions as you are escorted across the roadway.
5. Use the handrail(s) and exit the bus in an orderly manner.
6. Immediately move out of the "Danger Zone" to the right front, right, or right rear of the bus if you do not need to be escorted across the roadway.
7. Do not attempt to return to the bus without first getting the attention of the bus driver.
8. Do not talk to strangers or accept rides from strangers.

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

Bus Discipline Procedures

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

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

SECTION 504 PLAN

The District is committed to complying with Section 504 of the Rehabilitation Act of 1973. Under Section 504, a disability is defined as a physical or mental impairment, which substantially limits one or more major life activities, such as (but not limited to) self-care, walking, seeing, hearing, speaking, or learning. Every pupil with a 504 eligible disability is offered a free appropriate education without discrimination regardless of the nature or severity of the disability. In order to educate children who are disabled in the least restrictive environment, the District will make needed accommodations. The accommodations for a pupil eligible under Section 504 may include the assistance of supplementary aides and services or special education placement and services.

Information specific to 504 plans may be addressed to the 504 Coordinator in Student and Community Services.

SEX EQUITY IN CAREER COUNSELING AND COURSE SELECTION (EC § 221.5)

You have the right to participate in counseling sessions and decisions concerning career counseling and course selection, commencing with course selection for grade 7.

SUICIDE PREVENTION (EC §§ 215.5, 48980)

The Orange Unified School District is committed to supporting student mental health and wellness. In accordance with Education Code §§ 215.5 and 48980, the District has adopted a suicide prevention policy that includes measures for prevention, intervention, and postvention.

District staff are trained to recognize warning signs of suicide and to respond appropriately by providing support and referrals to mental health services. The District also promotes a positive school climate and provides students with information and resources to support their emotional well-being.
Parents/guardians may access the District's suicide prevention policy on the District website or by contacting their school
.
If you or your child are in need of immediate support, help is available:

- 988 Suicide & Crisis Lifeline: Call or text 988
- National Domestic Violence Hotline: 1-800-799-7233

UNIFORM COMPLAINT PROCEDURES (5 CCR § 4622)

The District has adopted policies and procedures for the filing, investigation, and resolution of complaints regarding alleged violations of federal or state law or regulations governing educational programs, including allegations of unlawful discrimination. A copy of the District's Uniform Complaint Procedures is available from the District office. Please refer to Attachment #18, which is the District's Notice of Uniform Complaint Procedures.

Statutory Attendance Options

Information provided by the California Department of Education
(https://www.cde.ca.gov/re/di/fq/districttransfers.asp)

District Transfers

Laws regarding intradistrict and interdistrict transfers.

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

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

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

The following options are available as further detailed below:

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

District of Choice

In 2017, the state budget act significantly changed the requirements for districts that elected to participate in the school District of Choice program. The new requirements are outlined in California Education Code (EC) sections 48300 through 48316. Under these new provisions, the District of Choice determines the number of transfer students it is willing to accept and

must ensure that students admitted are selected through a random, unbiased process. The admissions process prohibits an evaluation of whether or not the student should be enrolled based on his or her academic or athletic performance, physical condition or proficiency in English. For more information, visit the CDE's District of Choice web page (https://www.cde.ca.gov/sp/eo/dc/index.asp).

Intradistrict Transfer

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

California Education Code section 35160.5(b) permits parents to indicate a preference for the school which their child will attend, irrespective of the child's place of residence **within** the district, and requires the district to honor this parental preference if the school has sufficient capacity without displacing other currently enrolled students.

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

Interdistrict Transfer/Reciprocal Agreement

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

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

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

Interdistrict Transfer Because of Parent Employment/Allen Bill

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

District Transfers and Transportation

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

School Choice

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

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

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

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

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

§ 48205. Excused absence; Completion of missed assignments and tests; Effect on state apportionment payments

(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.

ORANGE UNIFIED SCHOOL DISTRICT

DISTRICT CALENDAR 2026 - 2027

SERVING THE COMMUNITIES OF THE ORANGE UNIFIED SCHOOL DISTRICT FOR OVER SEVENTY YEARS

JULY 2026

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

3 Independence Day observed

Instructional Days: 0

AUGUST 2026

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

14, 17 Staff Development Days - No Students
18 Teacher Prep Day - No Students
19 First Day of Instruction

Instructional Days: 9

SEPTEMBER 2026

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

7 Labor Day

Instructional Days: 21

OCTOBER 2026

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

5-9 Parent Conf.- Minimum Days Elementary
14 End of 1st Quarter - Min Day High School

Instructional Days: 22

NOVEMBER 2026

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

3 Staff Development Day - No Students
11 Veterans Day
13 End of Trimester - Minimum Day Elementary & Middle Schools
23-27 Thanksgiving Break

Instructional Days: 14

DECEMBER 2026

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

17 Minimum Day - High School
18 End of 2nd Quarter - Min Day HS
Dec. 21, 2026 - Jan. 8, 2027: Winter Break

Instructional Days: 14

JANUARY 2027

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

Dec. 21, 2026 - Jan. 8, 2027: Winter Break
18 Martin Luther King Jr. Day

Instructional Days: 14

FEBRUARY 2027

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

12 Lincoln Day observed
15 Washington Day

Instructional Days: 18

MARCH 2027

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

9 End of 2nd Trimester - Min Day Elementary & Middle Schools
26 End of 3rd Quarter - Min Day HS
March 29 - April 2: Spring Break

Instructional Days: 20

APRIL 2027

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

March 29 - April 2: Spring Break

Instructional Days: 20

MAY 2027

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

28 Minimum Day - Elementary
31 Memorial Day

Instructional Days: 20

JUNE 2027

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

9 Minimum Day - Middle & High Schools
10 Last Day of Instruction - Minimum Day
11 Teacher Day - No Students

Instructional Days: 8

Total: 180

PRESCRIPTION OPIOIDS: WHAT YOU NEED TO KNOW

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

WHAT ARE THE RISKS AND SIDE EFFECTS OF OPIOID USE?

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

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

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



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

* Findings from one study

RISKS ARE GREATER WITH:

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

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

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

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

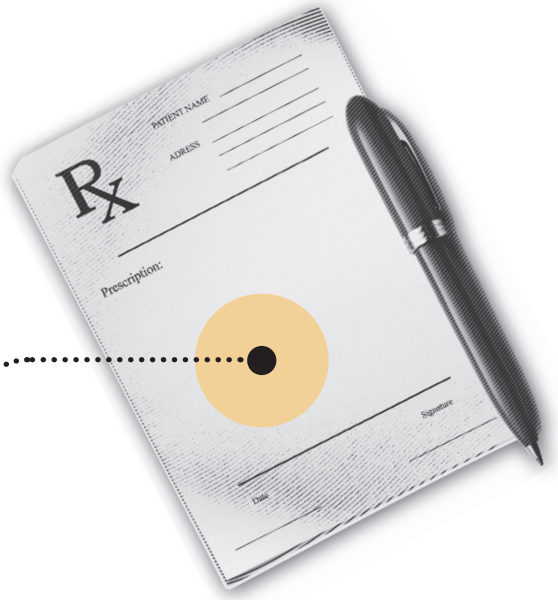
American Hospital Association®

CS264107C May 9, 2016

KNOW YOUR OPTIONS

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

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



Be Informed!

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



IF YOU ARE PRESCRIBED OPIOIDS FOR PAIN:

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

Type 1 Diabetes Information

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

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

Description

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

- According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively.
- The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.

Type 1 diabetes affects insulin production

- As a normal function, the body turns the carbohydrates in food into glucose (blood sugar), the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood into the cells.
- In type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise.
- Over time, glucose can reach dangerously high levels in the blood, which is called hyperglycemia.
- Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes.

Risk Factors Associated with Type 1 Diabetes

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

Risk Factors

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

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

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

- Increased thirst
- Increased urination, including bed-wetting after toilet training
- Increased hunger, even after eating
- Unexplained weight loss
- Feeling very tired
- Blurred vision
- Very dry skin
- Slow healing of sores or cuts
- Moodiness, restlessness, irritability, or behavior changes

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

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

Types of Diabetes Screening Tests That Are Available

- **Glycated hemoglobin (A1C) test**. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test**. A blood sample is taken any time without fasting. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes.
- **Fasting blood sugar test**. A blood sample is taken after an overnight fast. A level of 126mg/dL or higher on two separate tests indicates diabetes.
- **Oral glucose tolerance test**. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 1 Diabetes Treatments

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

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

Questions: CDE's Office of School-Based Health Programs | OSBHP@cde.ca.gov

Last Reviewed: January 29, 2026

Type 2 Diabetes Information

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

The California Department of Education developed this type 2 diabetes information in collaboration with the California Department of Public Health, American Diabetes Association, California School Nurses Organization, and Children's Hospital of Orange County. Also see available translations of this information at http://inet2.cde.ca.gov/cmd/translatedparentaldoc.aspx?docid=6354-6379.

Description

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

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

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

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

Risk Factors Associated with Type 2 Diabetes

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

Risk Factors

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

- **Being overweight**. The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- **Family history of diabetes**. Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.
- **Inactivity**. Being inactive further reduces the body's ability to respond to insulin.

- **Specific racial/ethnic groups**. Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- **Puberty**. Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms Associated with Type 2 Diabetes

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

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

Type 2 Diabetes Prevention Methods and Treatments

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

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

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

Types of Diabetes Screening Tests That Are Available

- **Glycated hemoglobin (A1C) test**. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test**. A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.

- **Fasting blood sugar test**. A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- **Oral glucose tolerance test**. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

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

Questions: Office of School-Based Health Programs | OSBHP@cde.ca.gov | 916-323-6277

Last Reviewed: January 29, 2026

ATTACHMENT #7

School District Integrated Pest Management Plan

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

Contacts

Orange Unified School District	1401 N. Handy Street., Orange, CA 92867
School District Name	Address

Adriana Hernandez	714-628-4318	Ahernandez@orangeusd.org
District IPM Coordinator	IPM Coordinator's Phone Number	Email Address

IPM statement

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

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

Promote a healthy school environment and long-term pest management using industry best management practices.

IPM team

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

Name and/or Title	Role in IPM program
Steve Harlin, Director, Maintenance and Operations	IPM Decisions
Adriana Hernandez, Assistant Director, Maintenance and Operations	IPM Decisions
Assertive Pest Management	Pest Control Vendor
Pacific Coast Pest Solutions	Pest Control Vendor
Pest Options	Pest Control Vendor

Pest management contracting

☒ Pest management services are contracted to a licensed pest control business.
Pest Control Business name(s): Assertive Pest Management, Pacific Coast Pest Solutions, Pest Options

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

Pest identification, monitoring and inspection

Pest Identification is done by: Monitoring and scheduled inspections.
(Example: College/University staff, Pest Control Business, etc.)

Monitoring and inspecting for pests and conditions that lead to pest problems are done regularly by District personnel and results are communicated to the IPM Coordinator. and results are communicated to the IPM Coordinator.
(Example: District staff title, e.g. Maintenance staff)

Specific information about monitoring and inspecting for pests, such as locations, times, or techniques include:
(Example: Sticky monitoring boards are placed in the kitchen and are checked weekly by custodial staff.)

Scheduled inspections, visual inspections, bait stations and traps.

Pests and non-chemical management practices

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

Pest	Remove food	Fix leaks	Seal cracks	Install barriers	Physical removal	Traps	Manage irrigation	Other
Ants/Cockroaches/Mosquitoes	X	X	X	X		X		Treat, contact OC Vector Control for Red Imported Fire Ants
Biting/Stinging Insects	X		X	X				Distinguish between traveling swarms or established hives.
Crawling Insects	X		X	X		X		Includes crickets, silverfish, beetles, etc.
Flying Insects	X		X	X		X		Includes flies, gnats, fruit flies, other non-biting insects, etc.
Rodents	X		X	X	X	X		Includes gophers, rats, mice, etc.
Weeds/Broadleaf					X		X	

Chemical pest management practices

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

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

Provided on separate document.

Healthy Schools Act

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

Training

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

☒ Pesticide specific safety training (Title 3 California Code of Regulations 6724)

☒ School IPM training course approved by the Department of Pesticide Regulation (Education Code Section 16714; Food & Agricultural Code Section 13186.5).

Submittal of pesticide use reports

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

Notification

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

☒ This IPM plan can be found online at the following web address: https://www.orangeusd.org/

☒ This IPM plan is sent out to all parents, guardians and staff annually.

Review

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

Date of next review: June 30, 2027

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

Signature: Adriana Hernandez Date: June 26, 2026

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

HPV and HPV Vaccination: What Every Parent Should Know

What is HPV?

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

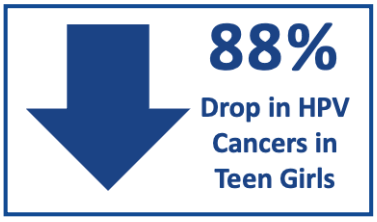


HPV is estimated to cause about 37,000 cases of cancer in men and women every year in the U.S. – that's the same as the average attendance for a major league baseball game!

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

How can I protect my child from HPV?

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



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

Vaccination against HPV is recommended by the California Department of Public Health, the American Academy of Pediatrics, and the American Academy of

Family Physicians. It's also recommended by the American Cancer Society and California's Cancer Prevention Act.

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



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

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

Where can I get the HPV vaccine for my child?

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

Ask your healthcare provider or local health department about VFC. You can also make an appointment for free to low-cost vaccines at myturn.ca.gov.

For more information on HPV, the vaccine, and cancer prevention, visit the California Department of Public Health.

ORANGE UNIFIED SCHOOL DISTRICT

COMMITTED TO STUDENT ACADEMIC SUCCESS & WELL-BEING

Less Screen Time, More of What Matters

OUSD Board Policy 5131.8 limits mobile device use during the school day to reduce distractions, support mental health, strengthen in-person connections, and helps create safe, inclusive, and focused learning environments for all students.

BP 5131.8

PARENTS AND SCHOOL PARTNERSHIP

- SET CLEAR, CONSISTENT LIMITS
- TALK, LISTEN & CONECT
- FILL TIME WITH WHAT BUILDS THEM UP
- CREATE SCREEN-FREE ZONES & TIMES
- CELEBRATE PROGRESS

PRACTICAL WAYS TO LIMIT SCREENTIME

RESEARCH SUPPORTS THOUGHTFUL LIMITS ON SCREENTIME

BETTER FOCUS & LEARNING

Children who spend less time on screens show better attention, memory and academic performance.

IMPROVED MENTAL HEALTH

Higher screen time is linked to more anxiety, depression and low self-esteem. Reducing screen time supports better emotional well-being.

BETTER SLEEP, BETTER DAYS

Less screen time—especially before bed—leads to better sleep quality, improved mood and better behavior.

STRONGER RELATIONSHIPS

Less time on devices means more time for face-to-face connection, which builds stronger family bonds and social skills.

MORE ACTIVE, HEALTHIER KIDS

Lower screen time is linked to more physical activity and healthier habits.

EVEN REDUCTIONS OF 30-60 MINUTES A DAY IN RECREATIONAL SCREEN TIME CAN IMPROVE WELL-BEING AND LIFE SATISFACTION.

The research is clear: Limiting mobile device use helps scholars thrive.

Students

Mobile Communication Devices

The Board of Education recognizes that student use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being but could be harmful and disruptive of the instructional program in some circumstances.

When on campus or when under the supervision of District employees, students may use smartphones and other mobile communication devices only as permitted by relevant law and under this policy. The terms smartphones or other mobile communication devices include, but are not limited to, cell phones, tablets, wireless earbuds/headphones, smartwatches, and other portable wireless communication devices.

Elementary

Students in elementary school may not use smartphones or other mobile communication devices during the instructional day. Devices must be turned off and placed out of sight during the school day. Students who need to call parents during the school day, may make the call from the administrative office.

Middle

Students in middle school may not use smartphones or other mobile communication devices during the instructional day. Devices must be turned off and placed out of sight during the school day. Students who need to call parents during the school day, may make the call from the administrative office.

High

Students in grades 9-12 may use smartphones or other mobile communication devices on campus during non-instructional time and as directed by school personnel or to support instruction, as long as the device is utilized in accordance with law, this policy, and any applicable school rules.

Mobile communication devices shall be turned off and kept out of sight during instructional time. For purposes of this policy, instructional time includes during scheduled class periods and any other time throughout the day during which students are expected to engage in a learning activity. Students will be highly encouraged to not use mobile communication devices during passing periods.

All Grades

However, students in grades K-12 shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

1. In the case of an emergency or in response to a perceived threat of danger

2. 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

3. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being

4. When the possession or use is required by the student's individualized education program

The Superintendent or designee may undertake measures or strategies in accordance with law, to improve student engagement and well-being, including limiting student access to smartphones and other mobile communication devices on campus. (Education Code 48901.7)

Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person.

A student's personal electronic device may be searched only if a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information.

When a student uses a mobile communication device in an unauthorized manner, the student may be disciplined, and a District employee may temporarily confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff, or District property or substantially disrupts school activities.

The District will not be responsible or liable for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

As research on mobile communication devices continues to evolve, the Board will receive an annual update during the first five years regarding implementation outcomes, and any relevant emerging research that may inform future policy consideration. Any such review or update shall include significant stakeholder participation to ensure that the policy is responsive to the unique needs and desires of the school community.

Legal Reference:

EDUCATION CODE
Ed. Code 200-262.4 Prohibition of discrimination
Ed. Code 32280-32289.5 School safety plans
Ed. Code 35181 Governing board authority to set policy on responsibilities of students
Ed. Code 35291-35291.5 Rules
Ed. Code 44807 Teachers' duty concerning conduct of students

Ed. Code 48900-48925 Suspension and expulsion
Ed. Code 48901.5 Prohibition of electronic signaling devices
Ed. Code 48901.7 Limitation or prohibition of student use of smartphones
Ed. Code 48901.8 Limitation or prohibition of student use of social media
Ed. Code 51512 Prohibited use of electronic listening or recording device

PENAL CODE
Pen. Code 1546.1 Electronic Communications Privacy Act
Pen. Code 288.2 Harmful matter with intent to seduce
Pen. Code 313 Harmful matter
Pen. Code 647 Use of camera or other instrument to invade person's privacy; misdemeanor
Pen. Code 653.2 Electronic communication devices; threats to safety

UNITED STATES CODE
20 USC 1681-1688 Title IX of the Education Amendments of 1972; discrimination based on sex

CODE OF REGULATIONS
5 CCR 300-307 Duties of students
Civ. Code 1714.1 Liability of parent/guardian for act of willful misconduct by a minor

Research Reference:

Research has revealed the potential negative impacts of electronic device use by young individuals. The U.S. Surgeon General issued an advisory in 2023 about the impact of social media use on the mental health of young people. A 2020 article in the Journal of Affective Disorders indicated that more time spent on social media was linked to an increased risk of self-harm and depression, as well as lower self-esteem among 13–15-year-old girls. Moreover, an increasing body of research focuses on the impact of technology on student outcomes in grades K-12. A 2015 Discussion Paper from the London School of Economics and Political Science, Center for Economic Performance, explored the effects of banning cell phone use in English city schools in 2013. The paper found that student test scores improved following the ban, particularly among the most disadvantaged and underachieving pupils. The data suggests that low-achieving students are more likely to be distracted by mobile phones, while high achievers are less affected by the mobile phone policy. The results of this study laid the groundwork for Assembly Bill 3216 that required the development and adoption of board policy limiting mobile phone use for students at school. Current research continues to support the founding evidence from the earlier studies on mobile device use. In a 2024 study published in Education Sciences, researchers found that smartphone bans produced positive social-emotional outcomes, specifically, in reducing social problems such as bullying. The purpose of this policy shall be to promote evidence-based use of smartphone practices to support pupil learning and well-being.

Mobile Communication Devices

District Board Policy 5131.8

	Elementary	Middle	High School
During Class	✗	✗	✗
During Breaks	✗	✗	Highly Discouraged
Non-Instructional Time	✗	✗	✓

Always Allowed K-12 When:

- Emergency
- Medical
- Required by IEP or 504 Plan
- Staff Grants Permission

Misuse Policy

Misuse of a mobile communication device is subject to discipline by the school site.

Disclaimer

The District is not liable for damaged, lost, or stolen devices.

Know Your Educational Rights

Immigration Enforcement Actions at California TK-12 Schools
Guide for Students and Families

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/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 he or she is discriminated against, harassed, intimidated or bullied because 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
Phone: (800) 952-5225
E-mail: BCJ@doj.ca.gov https://oag.ca.gov/bcj/complaint

Checklist for Immigrant Students Attending Public Schools and Their Families

1. You do not have to share the following information with school officials:

- You do not have to share information, including passports or visas, regarding the immigration status of students, parents, guardians, or other family members.
- You do not have to provide Social Security numbers (SSN) or cards.
- When completing the "Free and Reduced-Price Meals" form, only provide the last four digits of the SSN of the adult household member who signs the application.
- If the family meets the income eligibility requirements and no adult household member has an SSN, your child still qualifies. Check the "No SSN" box on forms where applicable, to ensure that applications are complete.
- If any household member participates in CalFresh, CalWORKs (California Work Opportunity and Responsibility for Kids), or FDPIR (Food Distribution Program on Indian Reservations), no adult household member needs to provide the last four digits of their SSN to qualify the student for free or reduced-price meals at school.
- When providing information for proof of a student's residency or age, you do not have to use documents that could reveal information related to immigration status.

2. Take steps to protect student information:

- Ask for the school's written privacy policies regarding student information.
- Review the school's policy for "directory information"—which allows for public release of basic student information—and consider whether to opt out of releasing of that information.

3. Take steps to prepare for situations where one or more parents or guardians are detained or deported:

- Develop and keep in a safe place a "Family Safety Plan" (example: Step-by-Step Family Preparedness Plan / Plan de Preparación Familiar: (Guía Completa) | Immigrant Legal Resource Center | ILRC) that includes the following information:
  - Name of a trusted adult to care for your child if no parent or guardian can.
  - Emergency phone numbers and instructions on where to find important documents (birth certificates, passports, Social Security cards, doctor contact information, etc.).
  - Make sure that your child's school always has current emergency contact information, including alternative contacts if no parent or guardian is available.
  - Discuss with family members whether to complete a "caregiver authorization affidavit" to authorize a relative to enroll a minor student and consent to school-related medical care on behalf of the minor. Note that under a new law effective January 1, 2026, a relative is an adult related to the child by blood, adoption, or affinity within the fifth degree of kinship, including all stepparents, stepsiblings, and all relatives whose status is preceded by the words "great," "great-great," or "grand," or the spouses of any of these persons.

Resources

The following resources are available to immigrant families responding to detentions or deportations:

- The Immigration and Customs Enforcement (ICE) detainee locator: https://locator.ice.gov/odls/ homePage.do. **Please Note**: This site is intended only for locating individuals who are already detained, and not for general immigration status inquiries.

- Immigration lawyers in private practice, accredited representatives (who assist immigrants in immigration proceedings), or legal-aid organizations:

  - State Bar of California Attorney Search: http://www.calbar.ca.gov/Attorneys.

  - California organizations accredited by Board of Immigration Appeals (BIA) to represent immigrants before the Department of Homeland Security (DHS) and Executive Office of Immigration Review (EOIR): Recognized Org and Accredited Rep Roster by State and City.

  - California Courts Self-Help Centers: Find Your Self-Help Center | California Courts | Self Help Guide.

  - Legal-aid offices and lawyer-referral services: http://www.courts.ca.gov/getting-legal-help.

  - The consulate or embassy of the parent's or guardian's country of origin.

Last Reviewed: March 11, 2026

BP 5145.7(a)

Students

Sexual Harassment

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

The District strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the District's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of the District's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All District staff shall be trained regarding the policy.

Instruction/Information

The Superintendent or designee shall ensure that all District students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence.

2. A clear message that students do not have to endure sexual harassment under any circumstance.

3. Encouragement to report observed instances of sexual harassment, even when the alleged victim of the harassment has not complained.

4. A clear message that student safety is the District's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved.

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students.

6. Information about the District's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made.

7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the District investigation of a sexual harassment complaint continues.

8. A clear message that, when needed, the District will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation.

Disciplinary Actions

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

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

Confidentiality and Record-Keeping

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

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

(Legal references next page)

Legal Reference:
CIVIL CODE
51.9 Liability for sexual harassment; business, service and professional relationships
1714.1 Liability of parent or guardian for act of willful misconduct by a minor
EDUCATION CODE
200-262.4 Prohibition of discrimination
48900 Grounds for suspension or expulsion
48900.2 Additional grounds for suspension or expulsion; sexual harassment
48904 Liability of parent/guardian for willful student misconduct
48980 Parent/Guardian notifications
48985 Notices to parents in language other than English
GOVERNMENT CODE
12950.1 Sexual harassment training
CODE OF REGULATIONS, TITLE 5
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary educational programs receiving State or Federal financial assistance
UNITED STATES CODE, TITLE 20
1092 Definition of sexual assault
1221 Application of laws
1232g Family Educational Rights and Privacy Act (FERPA) of 1974
1681-1688 Title IX of the Education Amendments of 1972; discrimination based on sex
UNITED STATES CODE, TITLE 42
1983 Civil action for deprivation of rights
2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy
106.1-106.82 Nondiscrimination on the basis of sex in education programs
12291 Definition of dating violence, domestic violence, and stalking

NOTICE OF ALTERNATIVE SCHOOLS

California Education Code Section 58501

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

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

(a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.

(b) Recognize that the best learning takes place when the student learns because of his/her desire to learn.

(c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his/her own time to follow his/her own interests. These interests may be conceived by him/her totally and independently or may result in whole or part from a presentation by his/her teachers of choices of learning projects.

(d) Maximize the opportunity for teachers, parents, and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.

(e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

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

ATTACHMENT #15

To: Parents and Guardians of Students in the Orange Unified School District

From: Rachel H. Monárrez, PhD, Superintendent of Schools

Subject: California Law Regarding Safe Storage of Firearms

The purpose of this memorandum is to inform and to remind parents and legal guardians of all students in the Orange Unified School District of their responsibilities for keeping firearms out of the hands of children as required by California law. Seveny-four percent of children know where their parents' firearms are stored, and 60 percent report that they have handled them[1]. Sadly, over 80 percent of teens who have died by suicide used a firearm that belonged to someone in their home[2]. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

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

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; **or** (3) unlawfully brandishes the firearm to others.[3]
    - **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

---

[1] Baxley F, Miller M. Parental Misperceptions About Children and Firearms. *Arch Pediatr Adolesc Med.* 2006;160(5):542–547. doi:10.1001/archpedi.160.5.542

[2] Barber, C., Azrael, D., Clark, D. E., & Hemenway, D. (2010). Who are the owners of firearms used in adolescent suicides?. *Suicide & life-threatening behavior*, *40*(6), 609–611.

[3] See California Penal Code sections 25100 through 25125 and 25200 through 25220.

location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a child **never** actually accesses the firearm.[4]

- 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.[5]

- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.[6]

Note: Your county or city may have additional restrictions regarding the safe storage of firearms.

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

Sincerely,

Rachel H. Monárrez, PhD
Superintendent of Schools

[4] *See* California Penal Code section 25100(c).
[5] *See* California Penal Code Section 29805.
[6] *See* California Civil Code Section 1714.3.

BP 1313(a)

Community Relations

Civility

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

The First Amendment provides robust protection of speech and expression, as set forth in Federal and California state court precedent. Consistent with that precedent, the Board expects that speech and expression will comport with norms of peaceful, non-violent, and civil behavior on district grounds, in district facilities, during district activities or events, and in the use of district electronic/digital systems and platforms. Civil behavior is that which comports with the rule of law, rules, and policies of the board, and is reasonable, appropriate, courteous, and respectful of others.

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

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

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

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

Legal Reference:

EDUCATION CODE

Ed. Code 200-264	Educational equity
Ed. Code 32210	Willful disturbance of public school or meeting
Ed. Code 32211	Threatened disruption or interference with classes
Ed. Code 32212	Classroom interruptions
Ed. Code 32280-32289.5	School safety plans
Ed. Code 35181	Governing board authority to set policy on responsibilities of students
Ed. Code 35291-35291.5	Rules
Ed. Code 44050	Employee code of conduct; interaction with students
Ed. Code 44807	Teachers' duty concerning conduct of students
Ed. Code 44810	Willful interference with classroom conduct
Ed. Code 44811	Disruption of classwork or extracurricular activities
Ed. Code 48900-48926	Suspension and expulsion
Ed. Code 48907	Exercise of free expression; time, place and manner rules and regulations
Ed. Code 48950	Speech and other communication
Ed. Code 49330-49335	Injurious objects

GOVERNMENT CODE

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

PENAL CODE

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

CIVIL CODE

Civ. Code 51.7	Freedom from violence or intimidation

CALIFORNIA CONSTITUTION

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

U.S. CONSTITUTION Amendment 1, Freedom of speech and expression

Model Notification of Rights for Elementary and Secondary Schools

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

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

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

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

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

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

   - School officials with legitimate education interest;
   - Other schools to which a student is transferring;
   - Specified officials for audit or evaluation purposes;
   - Appropriate parties in connection with financial aid to a student;
   - Organizations conducting certain studies for or on behalf of the school;
   - Accrediting organizations;
   - To comply with a judicial order or lawfully issued subpoena;
   - Appropriate officials in cases of health and safety emergencies; and

- State and local authorities, within a juvenile justice system, pursuant to specific State law.

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

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous public private school attended by the student. However, schools must inform parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. School official must notify parents and eligible students annually of their rights under FERPA. The actual means of notification is left to the discretion of each school.

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

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

Last reviewed: January 29, 2026

2026-2027
Uniform Complaint Procedures (UCP) Annual Notice

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

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

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

- Accommodations for pregnant and parenting students
- Adult education programs
- After School Education and Safety programs
- Agricultural career technical education
- Career technical and technical education and career technical and technical training programs
- Child care and development programs
- Compensatory education
- Consolidated categorical aid programs
- Course periods without educational content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or a combination of two or more of these actual or perceived protected characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance
- Educational and graduation requirements for pupils in foster care, students experiencing homelessness, pupils from military families and pupils formerly in juvenile court school, pupils who are migratory, and pupils participating in a newcomer program
- Every Student Succeeds Act
- Instructional Materials and Curriculum: Diversity complaint alleging such unlawful discrimination may, in addition to or in lieu of being filed with the district, be directly filed with the Superintendent of Public Instruction (SPI).
- Local control and accountability plan (LCAP)
- Migrant education
- Physical education instructional minutes
- Pupil fees
- Reasonable accommodations to a lactating pupil
- Regional occupational centers and programs
- School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding
- School site councils as required for the consolidated application for specified federal and/or state categorical funding
- State preschool programs
- State preschool health and safety issues in license-exempt programs
- School or athletic team names, mascots, or nicknames

- Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
- Any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate

Filing a UCP Complaint

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

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

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

A pupil fee complaint may be filed with the principal of a school or our superintendent or their designee. A pupil fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

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

A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.

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

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

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

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

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

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

We advise complainants of civil law remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. Copies of our UCP procedures shall be available free of charge and available on the website.

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

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

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

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

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division and the appropriate law enforcement agency

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services

3. Any complaint alleging that a student, while in an education program or activity, was subjected to sexual harassment, as defined in 34 CFR 106.30. Such complaint shall be addressed through the federal Title IX complaint procedures as specified in AR 5145.71- Title IX Sexual Harassment Complaint Procedures

4. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing

5. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education, or a due process hearing order shall be submitted to the California Department of Education (CDE) in accordance with AR 6159.1 - Procedural Safeguards and Complaints for Special Education (5 CCR 3200-3205)

6. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with BP 3555 - Nutrition Program Compliance (5 CCR 15580-15584)

7. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance (5 CCR 15582)

8. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with AR 1312.4 - Williams Uniform Complaint Procedures (Education Code 35186)

Contact Information

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

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

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

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

The complainant has a right to appeal our Decision of complaints regarding specific programs and activities subject to the UCP, pupil fees and the LCAP to CDE by filing a written appeal within 15 days of receiving our Decision. The appeal must be accompanied by a copy of the originally filed complaint and a copy of our Decision. We advise any complainant of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

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

BP 1250(a)

Community Relations

Visitors/Outsiders

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

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

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

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

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

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

Presence of Sex Offender on Campus

Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a District student, shall request written permission from the principal before entering the school campus or grounds. As necessary, the principal shall consult with local law enforcement authorities before allowing the presence of any such person at school or other school activity. The principal also shall report to the Superintendent or designee anytime he/she gives such written permission. The Principal shall indicate on the written permission the date(s) and times for which permission has been granted (Penal Code § 626.81).

Legal Reference:

EDUCATION CODE
32210 Willful disturbance of public school or meeting
32211 Threatened disruption or interference with classes; misdemeanor
32212 Classroom interruptions
35160 Authority of governing boards
35292 Visits to school (Board members)
49091.10 Parental right to inspect instructional materials and observe school activities
51101 Parent Rights Act of 2002
51512 Prohibited use of electronic listening or recording device
PENAL CODE
290 Sex offenders
626-626.10 Schools
626.81 Misdemeanor for registered sex offender to come onto school grounds
627-627.10 Access to school premises:
627.1 Definitions
627.2 Necessity of registration by outsider
627.7 Misdemeanors; punishment
LABOR CODE
230.8 Discharge or discrimination for taking time off to participate in child's educational activities

ORANGE UNIFIED SCHOOL DISTRICT
Adopted: (7-88 9-93 10-05 8-13) (8-15) Orange, California

BP 6020(a)

Instruction

Parent Involvement

Title I LEA – Level Parent and Family Engagement Policy

Orange Unified School District

The Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment.

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

1.1 Orange Unified School District (OUSD)has developed an LEA level written Title I parent and family engagement policy jointly with, agreed on with, and distributed to, parents and family members of participating children. (20 U.S.C. § 6318[a][2]) Input is gathered through surveys, focus groups and discussion forums and reviewed with the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), and site parent advisory committees.

The District has distributed the policy to parents and family members of children served under Title I, Part A. The policy is distributed to families through the annual notification, site newsletters, student-family handbooks, and posted on the District's website. (20 U.S.C. § 6312, § 6318[a][2])

OUSD incorporates the parent and family engagement policy into the OUSD level plan. (20 U.S.C. § 6318[a][2]) OUSD includes actions for improving parent and family engagement in the Local Control Accountability Plan (LCAP). These services and expenditures address parent and family engagement, including meaningful participation and opportunities to provide input on decisions. Actions and strategies are also included in the LCAP Federal Addendum.

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

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

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

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

District staff work collaboratively with site administrators to plan and implement parent and family engagement activities. A Community Liaison provides support to each Title I school site to promote planned activities. Activities for each site are described in the school's parent and family engagement policy, school-parent compact, and are included in the School Plan for Student Achievement.

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

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

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

OUSD identifies the following:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(c) Build consistent and effective two-way communication between family members and the school so that parents and family members may know when and how to assist their children in support of classroom learning activities. (EC §§ 11502[c])

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

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

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

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

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

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

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

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

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

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

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

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

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

Legal Reference:
EDUCATION CODE
11500-11506 Programs to encourage parent involvement
48985 Notices in languages other than English
51101 Parent rights and responsibilities
52060-52077 Local control and accountability plan
54444.1-54444.2 Parent advisory councils, services to migrant children
56190-56194 Community advisory committee, special education
64001 Single plan for student achievement
LABOR CODE
230.8 Time off to visit child's school
CODE OF REGULATIONS, TITLE 5
18275 Child care and development programs, parent involvement and education
UNITED STATES CODE, TITLE 20
6311 State plan
6312 Local educational agency plan
6314 Schoolwide programs
6318 Parent and family engagement
6631 Teacher and school leader incentive program, purposes and definitions
CODE OF FEDERAL REGULATIONS, TITLE 28
35.104 Definitions, auxiliary aids and services
35.160 Communications

ORANGE UNIFIED SCHOOL DISTRICT
Adopted: (12-92 6-04 6-08 2-18 10-19 10-22) 10-23 Orange, California

BP 6171(a)

Instruction

Title I Programs

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

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

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

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

Comparability of Services

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

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

1. Adopt and implement a Districtwide salary schedule

2. Ensure equivalence in teachers, administrators, and other staff, as measured by either or both of the following:

    a. The ratio of students to instructional staff at each Title I school within a grade span, which shall not exceed 110 percent of the average ratio for all non-Title I District schools within that grade span

    b. Salary expenditures for instructional staff at each Title I school, which shall be no less than 90 percent of the average salary expenditure across non-Title I District schools.

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

4. Determine whether the amount of state and local funds allocated per student for each grade span is between 90 and 110 percent of the per student average for each grade span in non-Title I schools

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

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

Participation of Private School Students

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

Program Evaluation

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

Legal Reference:
EDUCATION CODE
11503 Parent involvement programs in Title I schools
52060-52077 Local control and accountability plan
54420-54425 State Compensatory Education
64001 Single plan for student achievement, consolidated application programs

UNITED STATES CODE, TITLE 20
6301 Program purpose
6311-6322 Improving basic programs for disadvantaged students, including:
6312 Local educational agency plan
6313 Eligibility of schools and school attendance areas; funding allocation
6314 Title I schoolwide programs
6315 Targeted assistance schools
6318 Parent and family engagement
6320 Participation of private school students
6321 Comparability of services
6333-6335 Grants to local educational agencies
6391-6399 Education for migrant students
7881 Participation of private school students
CODE OF FEDERAL REGULATIONS, TITLE 34
200.1-200.73 Improving basic programs for disadvantaged students

ORANGE UNIFIED SCHOOL DISTRICT
Adopted: (7-88 12-92 7-96 6-04 6-08) 8-18 Orange, California

LEGISLATIVE COUNSEL BUREAU
STATE OF CALIFORNIA
AUTHENTICATED
ELECTRONIC LEGAL MATERIAL

State of California

EDUCATION CODE

Section 49014

49014. (a) A pupil or former pupil, unless emancipated at the time the debt is incurred, shall not owe or be billed for a debt owed to a public school or school district.

(b) A public school or school district shall not, because of a debt owed to the public school or school district, take negative action against a pupil or former pupil, including, but not limited to, all of the following:

(1) Denying full credit for any assignments for a class.

(2) Denying full and equal participation in classroom activity.

(3) Denying access to on-campus educational facilities, including, but not limited to, the library.

(4) Denying or withholding grades or transcripts.

(5) Denying or withholding a diploma.

(6) Limiting or barring participation in an extracurricular activity, club, or sport.

(7) Limiting or excluding from participation in an educational activity, field trip, or school ceremony.

(c) (1) A public school or school district shall provide an itemized invoice for any amount owed by the parent or guardian on behalf of a pupil or former pupil before pursuing payment of the debt and shall provide a receipt to the parent or guardian of a pupil or former pupil for each payment made to the public school or school district for any amount owed by the parent or guardian on behalf of the pupil or former pupil.

(2) The invoice required in paragraph (1) shall include references to school policies relating to debt collection and the rights established in this section and Section 49557.5.

(d) Except as provided in subdivision (g), a debt collector, as defined in Section 803 of the federal Fair Debt Collection Practices Act (15 U.S.C. Sec. 1692a), shall not report a debt owed by a parent or guardian to a credit reporting agency if the debt collector is contracted with a public school or school district for the purpose of pursuing the repayment of a debt owed by a parent or guardian of a pupil or former pupil.

(e) A public school or school district shall not sell debt owed by a parent or guardian of a pupil or former pupil.

(f) Any waiver by a parent, guardian, pupil, or former pupil of the provisions of this section is contrary to public policy and shall be unenforceable and void.

(g) (1) This section shall not apply to debt owed as a result of vandalism or to cover the replacement cost of public school or school district books, supplies, or property loaned to a pupil that the pupil fails to return or that are willfully cut, defaced, or otherwise injured. A public school or school district may offer a pupil or former pupil, with the permission of the parent or guardian of the pupil or former pupil, alternative, nonmonetary forms of compensation to settle debt described in this

paragraph. Alternatives that include service or work in exchange for repayment of a debt shall comply with all provisions of the Labor Code, including those sections relating to youth employment.

(2) Paragraph (1) shall not apply if the pupil is a current or former homeless child or youth or a current or former foster youth.

(h) For purposes of this section, the following terms have the following meanings:

(1) "Foster youth" has the same meaning as in Section 42238.01.

(2) "Homeless child or youth" has the same meaning as "homeless children and youths" in Section 11434a(2) of Title 42 of the United States Code.

(3) "Public school" includes the state special schools, as described in subdivision (a) of Section 48927, charter schools, schools operated by a county office of education, and schools within a school district.

(4) "School district" means a school district or county office of education.

(Added by Stats. 2018, Ch. 577, Sec. 2. (AB 1974) Effective January 1, 2019.)