SWEETWATER
UNION HIGH SCHOOL DISTRICT

ANNUAL NOTIFICATION

2026-2027 School Year

The Sweetwater Union High School District is required to annually notify students and parents of their rights and responsibilities, pursuant to California Education Code (EC) 48980. An acknowledgment of receipt of this notice must be signed by the parent and returned to the school as required by EC 48982.

Sweetwater Union High School District
1130 Fifth Avenue
Chula Vista, CA 91911
(619) 691-5500
https://www.sweetwaterschools.org/

The Sweetwater Union High School District prohibits discrimination, intimidation, harassment (including sexual harassment), or bullying based on a person's actual or perceived age, ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact Equity Compliance Officer Dr. Vernon Moore at 1130 Fifth Avenue, Chula Vista, CA 91911, (619) 691-5564, vernon.moore@sweetwaterschools.org; Title IX Coordinator Robert Hughes at 670 L Street, Suite G, Chula Vista, CA 91911, (619) 600-4900, compliance@sweetwaterschools.org; and Section 504 Coordinator Sonia Picos at 1130 Fifth Avenue, Chula Vista, CA 91911, (619) 691-5564, sonia.picos@sweetwaterschools.org.

SWEETWATER
UNION HIGH SCHOOL DISTRICT

Dear Students and Parents,

State law requires the Sweetwater Union High School District to provide annual notification to students and parents (which, in this document, means the natural or adoptive parent, legal guardian, the person having legal custody, or other educational rights holder) of their rights and responsibilities pertaining to the educational programs and activities offered in the District. Please read this Annual Notification. The parent is required to acknowledge receipt of this notice by signing and returning the signature page to their child's school. The parent's signature is an acknowledgment that they have been informed of their rights and does not indicate the parent's consent for their child to participate or not participate in any particular program or activity listed within the Annual Notification.

Some legislation requires additional notification to parents during the school term prior to a specific activity. A separate letter will be sent to the parents prior to any of these specified activities or classes being conducted or implemented, and the student will be excused whenever the parent files with the principal of the school a statement in writing requesting that their child not participate. Other legislation grants certain rights that are to be spelled out in this Annual Notification.

Sweetwater Union High School District and its Board of Trustees recognize that parent and family involvement in their child's education promotes student achievement and contributes greatly to the student's success. This Annual Notification contains information on the various ways parental involvement is both permitted and encouraged by federal and state laws, as well as Sweetwater Union High School District's policies. Sweetwater Union High School District commits to providing a quality education to all of its students in a safe and healthy environment. Sweetwater Union High School District looks forward to a successful and positive school year, made possible by the dedicated efforts of its administrators, teachers, paraeducators, support staff, students, and parents and guardians.

Please read this Annual Notification carefully and return the signed forms to your student's school or Sweetwater Union High School District as soon as possible.

Sincerely,

Board of Trustees
Arturo Solis, President
Rudy Lopez, Vice President
Adrian Arancibia, PhD, Member
Marty Emerald, Member
Elva Lopez-Zepeda, Member

Superintendent
Moises Aguirre, Ed.D

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KEY TO ACRONYMS

AR	Administrative Regulations
BP	Board Policy
BPC	California Business and Professions Code
CC	California Civil Code
CCR	California Code of Regulations
CDE	California Department of Education
CFR	Code of Federal Regulations
EC	California Education Code
GC	California Government Code
HSC	California Health and Safety Code
IEP	Individualized Education Program
LC	California Labor Code
PC	California Penal Code
SUHSD	Sweetwater Union High School District
USC	United States Code
VC	California Vehicle Code
WIC	California Welfare and Institutions Code

Note: The term "parent", as used in this notice, means the natural or adoptive parent, legal guardian, the person having legal custody, or other educational rights holder. Additionally, the pronouns used in the notifications are intended to be non-gendered.

INSTRUCTIONAL PROGRAM

AVAILABILITY OF PROSPECTUS

EC 49063, 49091.14; (BP 5020)

The curriculum, including titles, descriptions, and instructional aims of every course offered by the District are compiled in a prospectus and reviewed at least once annually. The prospectus is made available upon request by the parent and can also be accessed through the Curriculum & Instruction Department webpage at https://curriculum.sweetwaterschools.org/.

TEACHER QUALIFICATIONS

20 USC 6312, 34 CFR 200.48; (BP 4112.2, AR 4222)

Parents of students who attend a school receiving Title I funds may request information regarding the professional qualifications of their students' classroom teachers, including, at a minimum, the following:

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
3. 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.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

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

SCHOOL ACCREDITATION

EC 35178.4; (BP 6190)

The District will notify each parent of the students in a school that has lost its accreditation status and the potential consequences of the school's loss of status, in writing and by posting the information on the District's website and the applicable school's website.

BILINGUAL EDUCATION

EC 52173; (BP 6174)

The District will notify the parents of students who will be enrolled in a bilingual education program. The written notice, provided in both English and in the primary language of the student will:

1. Contain a simple description of the program.
2. Inform the parent that they have the right and are encouraged to visit the class in which their student will be enrolled and to attend a school conference to explain the purpose of such an education.
3. Inform the parent that they have the right not to have their student enrolled in the program.
4. Inform the parent that they have the opportunity to participate in the school or district advisory committee, or both.

LANGUAGE ACQUISITION PROGRAM

5 CCR 11310, 11311; 20 USC 6312; EC 310; (AR 6174)

Parents of students enrolled in the school may choose a language acquisition program that best suits their child. A language acquisition program is an educational program designed for English learners to ensure English acquisition as rapidly and effectively as possible and provides standards-based instruction that work in tandem with English language development (ELD) standards through Integrated and Designated ELD.

Information regarding the language acquisition programs offered by the Sweetwater Union High School District can be found in *Appendix A: Language Acquisition Program Options*.

Parent Request of Establishment of a Program

The District has a process for schools to receive and respond to requests from parents of students enrolled in the school to establish a language acquisition program other than, or in addition to, the program(s) available at the school. The Executive Director of Curriculum and Instruction maintains a written record of each request submitted to the schools, including at least the following:

- The date of the request;
- The names of the parent and student;
- A general description of the request; and
- The student's grade level on the date of the request.

Timeline and Implementation Process

The timeline begins when the threshold number of requests for the same or substantially similar type of language acquisition program is reached (30 or more students enrolled in a school, or 20 or more students in the same grade level). Within 10 school days, the District will provide written notification of the parents' requests for a language acquisition program to parents of students attending the school, the school's teachers and administrators, the site and district English learner advisory committees, and parent advisory committee. Within 30 calendar days, a study will be conducted to determine if the language acquisition program can be implemented. Each school will follow the process set forth above, even when the District provides the requested language acquisition program at another district school at the time the threshold of parent requests is met.

Sufficient Resources

To effectively implement a language acquisition program, the District will allocate enough resources to support the success of the program in attaining its articulated goals. Sufficient resources include, but are not limited to:

- Certificated teachers with the appropriate authorizations.
- Necessary instructional resources.
- Pertinent professional development for the proposed program.
- Opportunities for parent and community engagement to support the proposed program goals.

For questions regarding language acquisition programs and how to request for the establishment of a program, please contact Executive Director of Curriculum and Instruction, Maria Esther Lizarraga, at (619) 691-5586 or Maria.lizarraga@sweetwaterschools.org

GIFTED AND TALENTED EDUCATION PROGRAM

(AR 6172)

The Gifted and Talented Education Program (GATE) program provides challenging curriculum and instruction for students who are capable of achieving significantly beyond the level of their peers. The District's written plan for its GATE program includes procedures to inform parents of their student's participation or non-participation in the GATE program and is available at: http://gate.sweetwaterschools.org/.

MATHEMATICS PLACEMENT POLICY

EC 51224.7

The District utilizes a fair, objective and transparent mathematics placement policy that takes multiple objective academic measures of student performance into consideration, annually examines aggregate student placement data to ensure student qualification for progressing through mathematics courses, and offers clear and timely recourse for any student or parent who questions the placement. More information about District's mathematics placement policy is available at: https://curriculum.sweetwaterschools.org/math/.

SECTION 504

34 CFR 104.32; (BP 6164.6)

Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (42 USC 12101 *et seq.*) prohibit discrimination on the basis of disability. Under Section 504, the District has the responsibility to identify and evaluate children with disabilities in order to provide them a free appropriate public education (FAPE). Individuals with a physical or mental impairment that substantially limits one or more major life activities, including seeing, hearing, walking, breathing, working, performing manual tasks, learning, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, and speaking, are eligible to receive services and aids designed to meet their needs as adequately as the needs of non-disabled students are met.

A parent, teacher, other school employee, or community agency may refer a student to the principal for identification as a student with a disability under Section 504. If a student needs or is believed to need special education or related services under Section 504, the District will obtain written parent consent to conduct an evaluation of the student prior to initial placement. The determination will be based on a review of the student's school records, including those in academic and nonacademic areas of the school program; consultation with the student's teacher(s), other professionals, and the parent, as appropriate; and analysis of the student's needs.

If, upon evaluation, a student is determined to be eligible for services under Section 504, a team will develop a written 504 services plan that specifies the types of regular or special education services, accommodations, and supplementary aids and services necessary to ensure that the student receives FAPE.

For additional information about the rights of parents of eligible students, or questions regarding the identification, evaluation, and eligibility of Section 504 protections, please contact the District's Section 504 Coordinator: Sonia Picos, Director of Student Support Services at 1130 Fifth Avenue, Chula Vista, CA 91911, sonia.picos@sweetwaterschools.net, or (619) 691-5564.

SPECIAL EDUCATION – IDEA

EC 56301; (BP 6164.4)

Federal and state law require that a free appropriate public education in the least restrictive environment be offered to qualified students with disabilities ages 3 through 21 years. Any parent suspecting a child has exceptional needs due to a disability may request an assessment for eligibility for special education services. The District's child find policy and procedures are available at http://specialservices.sweetwaterschools.org/laws-procedures/.

Complaints – EC 56500.2

Parents have a right to file a written complaint with the school if they believe the school is in violation of federal or state law governing the identification or placement of special education students, or similar issues. State regulations require the party filing the complaint to forward a copy of the complaint to the district at the same time the party files the complaint with the California Department of Education (CDE). Procedures are available from the principal.

Due Process Hearing – EC 56502

A parent of a student with a disability or any other individual who believes the District is not following state or federal laws or regulations related to the Individuals with Disabilities Education Act (IDEA), may file a formal complaint with the CDE. The complaint process and a model complaint form can be found at https://www.cde.ca.gov/sp/se/qa/cmplntproc.asp

Inspection of Records – EC 56043(n)

The parent of a student with a disability has the right and opportunity to examine and receive copies of the student's records within five business days after a request is made by the parent, and before any individualized education program (IEP) meeting, hearing, or resolution session regarding their student.

Audio Recording of IEP Meeting – EC 56341.1(g)

Parents and the District both have the right to audio record the proceedings of IEP team meetings, as long as members of the IEP team are notified of this intent at least 24 hours before the meeting. If the District gives notice of intent to audio record a meeting and the parent objects or refuses to attend because the meeting would be audio recorded, the meeting will not be audio recorded.

STUDENTS WITH TEMPORARY DISABILITIES; INDIVIDUAL INSTRUCTION

EC 48206.3- 48208, 48240; (AR 6183)

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

A student enrolled in regular day classes who has a "temporary disability" may receive individualized instruction for one hour a day, following the same calendar as regular school – meaning, vacations and holidays are observed on the same schedule. Individualized instruction is only provided to students who will be unable to attend school for longer than four weeks, and the need for individualized instruction is substantiated by a physician licensed to practice medicine in the State of California.

It is the responsibility of the parent to notify the principal. Once notified that a student has a temporary disability, it will be determined within five working days, whether the student should receive individual instruction. If determined that individual instruction is appropriate, the instruction will begin within five working days from the date the determination was made. Students who cannot attend regular school for less that 16 schools days may, alternatively, participate in the short-term independent study program.

If a student with a temporary disability is in a hospital or other residential health facility ("qualifying hospital"), excluding a state hospital, that is located outside the school district in which the student's parent resides, it is the parent's responsibility to notify the school district in which the qualifying hospital is located of the student's presence. The location of the qualifying hospital is considered the student's place of residence during their stay there; therefore, the student will receive individual instruction by the school district in which they are temporarily residing. The school district may enter into an agreement with the student's previous school district to have that district provide the student with individual instruction.

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

CALIFORNIA HEALTHY YOUTH ACT

EC 51938; (AR 6142.1)

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

The District may also administer to students in grades 7 to 12, inclusive, anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex. Parents have a right to review the test, questionnaire, or survey if they wish.

If any part of the a school's instruction in health conflicts with the religious training and beliefs of the student's parent, the student's parent may excuse their student from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education by submitting a written request to the principal or designee to excuse the student for that part of the instruction. The excused student will not be subject to disciplinary action, academic penalty, or other sanction if the student's parent declines to permit the student to receive comprehensive sexual health education or HIV prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on student health behaviors and risks; an alternative educational activity will be made available to such students.

More information can be found in *Appendix B: California Healthy Youth Act and* online at www.sweetwaterschools.org.

HUMAN TRAFFICKING PREVENTION RESOURCES

EC 49381

The governing board of DISTRICT will work with their schools that maintain any grades 6 to 12, inclusive, to identify the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources and to implement the identified methods in those schools by January 1, 2020.

EXCEMPTION FROM HARMFUL & DESTRUCTIVE USE OF ANIMALS

EC 32255-32255.6; (AR 5145.8)

Students may choose to refrain from participating in educational projects involving the harmful or destructive use of animals based on moral objections, and may complete an alternative educational project acceptable to the teacher. The alternative education project will require a comparable time and effort investment by the student – it will not be more difficult than the original education project. A student who chooses an alternative educational project must still pass all examinations from the course in order to receive credit. In order to refrain from participation, a parent must submit a written note of the objections to participating in an educational project involving the harmful or destructive use of animals.

PARTICIPATION IN STATEWIDE ASSESSMENTS

5 CCR 852; EC 60615, 60640; (BP 6162.51)

The California Assessment of Student Performance and Progress (CAASPP) System includes Smarter Balanced Summative assessments in English Language Arts and Math in grades three through eight and eleven and California Alternate Assessments (CAA) in English Language Arts and Math in grades three through eight and eleven for students with significant cognitive disabilities. The California Science Test (CAST) for science is required for all students in grades five, eight and once in high school unless the student's IEP indicates administration of the CAA.

A parent may make a written request to excuse their student from any or all parts of the assessment. The written request must be submitted to the school principal prior to testing, and should include the student's name, birth date, grade level, the specific test(s) or content area from which the student is to be exempted,

parent signature, and date. There is no need to provide a reason for the testing opt-out request. Per state guidelines, if the written request is received by the school after testing has begun, any test(s) completed by the student before the request is received will be scored and the results reported to the parent and included in the student's record.

COLLEGE ADMISSION REQUIREMENTS & CAREER TECHNICAL EDUCATION

EC 48980(k), 51225.3, 51229; (AR 6146.1, 6143)

For students who wish to continue their education after high school, the State of California offers community colleges, California State Universities (CSU), and Universities of California (UC).

California community colleges are required to admit any California resident or nonresident possessing a high school diploma or the equivalent, or anyone over the age of 18 without a high school diploma or the equivalent who is capable of profiting from the instruction offered.

To qualify for admission into a UC/CSU school, a student must, at minimum, complete 15 yearlong high school courses (referred to as the "A-G" courses) with a grade of "C" or better. Applicants must also have graduated from high school and have received a high school diploma. Some schools have higher standards or additional admission criteria, such as a minimum grade point average (GPA). Students may also transfer to a CSU or UC after attending community college.

The District does allow specific career technical education (CTE) courses to satisfy the "F" course requirement for visual and performing arts. CTE is a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. Students may explore career options through CTE.

For more information about high school graduation requirements and how each requirement satisfies or does not satisfy the subject matter requirements for admission into the CSU or UC schools, visit www.sweetwaterschools.org or check the UC Doorways website.

CaliforniaColleges.edu is California's official college and career planning platform. It is a one-stop shop for all the tools students need to set goals for life after high school and make plans to achieve them. The platform also serves as a crucial component of the state's new Cradle-to-Career (C2C) Data System tools for students and parents. The following websites also provide additional information and resources:

- hs-articulation.ucop.edu – allows search of high school courses that have been certified by the UC as satisfying the requirements for admission to the UC/CSU.
- cccco.edu – offers links to all the community colleges in California.
- assist.org – provides course transfer information for students planning to transfer from a California Community College to a CSU or UC.
- calstate.edu – offers assistance to students and their families on the CSU system, including the ability to apply online, and links to all CSU campuses.
- universityofcalifornia.edu – offers information regarding admissions, online application, and links to all UC campuses.

Students will have the opportunity to meet with their assigned school counselor to get help with choosing courses that will meet college admission requirements and/or enroll in CTE courses. Students may also directly contact their school counselor to schedule additional meetings. A CTE program of study involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. For more information about CTE visit: www.cde.ca.gov/ci/ct.

DUAL ENROLLMENT OR IB COURSES

EC 48980.6 (BP/AR 6143)

The academic success of students makes them eligible to join the International Baccalaureate (IB) Program at Bonita Vista High and Castle Park High. The goal of the IB Program is to develop the individual talents of each student and teach them to relate their experiences to the world around them. The mission of the IB Organization is to cultivate students who will create a better and more peaceful world through intercultural understanding and respect.

The IB program offers the most rigorous academic curricula within the Sweetwater Union High School District and prepares students with a university level education. The advantage of the IB Diploma program is the opportunity to earn college credit through IB end-of-course exams. At the University of California campuses (UCLA, UCSD, UC Berkeley, etc.) IB Diploma recipients are given 30 quarter units. This allows students to begin classes as a second-year college student. IB credit is accepted throughout the United States at public and private universities.

CALIFORNIA PROFICIENCY PROGRAM

5 CCR 11523; EC 48412; (AR 6146.2)

The California Proficiency Program (CPP), which replaced the California High School Proficiency Exam, utilizes the State Board of Education approved HiSET® subtests for language arts and mathematics to measure proficiency. Eligible students may take the CPP with paper-pencil or on a computer at a testing center, or at home, online, with live proctoring. (*Note:* Paper-pencil tests are only available at testing centers). Tests are offered in English and Spanish.

HiSET-Proficiency is the first test in the new CCP. To prepare for it, students can visit the HiSET Test Prep Resource webpage to access study prep materials. Also provided on the vendors' webpages are a list of testing accommodations, test specifications, and testing locations.

Upon successfully passing the language arts and mathematics subtests, the student will earn a Certificate of Proficiency issued by the State Board of Education, which is the same legal equivalent to a California-issued high school diploma. The student may then choose to remain in high school or exit high school with parent permission to begin attending higher education or start their career. If the student exits high school, the student may also choose to take the remaining HiSET-Equivalency subtests in science and social studies to earn their California High School Equivalency Certificate, which opens more doors than the Certificate of Proficiency alone.

The California High School Proficiency Exam (CHSPE) is a voluntary test that assesses proficiency in basic reading, writing, and mathematics. Eligible students who pass the CHSPE are awarded a Certificate of Proficiency by the State Board of Education. A student who receives a Certificate of Proficiency may, with verified approval from the parent, leave high school early. The Certificate of Proficiency is equivalent to a high school diploma; however, is not equivalent to completing all course work required for regular graduation from high school. Students planning to continue their studies in a college or university should contact the admissions office of the institution to find out if the Certificate of Proficiency will meet admission requirements.

A student is eligible to take the CHSPE only if the student meets one of the following requirements on the test date: (1) is at least 16 years old; (2) has been enrolled in the tenth grade for one academic year or longer; or (3) will complete one academic year of enrollment in the tenth grade at the end of the semester during which the CPP regular administration will be conducted. A fee for each examination application will not be charged to a homeless or foster youth under the age of 25. For more information, visit the CDE website at https://www.cde.ca.gov/ta/tg/cp.asp.

STUDENT RIGHTS & SERVICES

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES

34 CFR 104.8; EC 200 et seq.; (BP 0410)

The Sweetwater Union High School District is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on actual or perceived: age, gender, gender identity or expression, or genetic information; sex, actual or potential parental, family, or marital status that treats students differently on the basis of sex; race, color, religion, ancestry, national origin, ethnic group identification, physical or mental disability, medical condition, pregnancy, reproductive health decision making, sexual orientation, immigration status, veteran or military status; or association with a person or group with one or more of these actual or perceived characteristics.

All individuals shall be treated equitably in the receipt of district and school services. The District assures that lack of English language skills will not be a barrier to admission or participation in District programs. District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. The Superintendent or designee shall ensure that the District provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. Complaints of unlawful discrimination are investigated and resolved through the Uniform Complaint Procedures, as described in this section.

This policy, in its entirety, is provided in *Appendix C: Nondiscrimination in District Programs & Activities*.

NONDISCRIMINATION/HARASSMENT

EC 200 et seq.; (BP 5145.3)

The Sweetwater Union High School District desires to provide a safe school environment that allows all students equal access and opportunities in the District's academic, extracurricular, and other educational support programs, services, and activities. As such, the District's nondiscrimination/harassment policy applies to all acts constituting unlawful discrimination or harassment related to school activity or school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school. Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation will be subject to appropriate consequence or discipline, which may include suspension or expulsion.

The Board of Trustees prohibits, at any school or district activity, unlawful discrimination, including discriminatory harassment, intimidation and bullying targeted at any student by anyone, based on the student's actual or perceived age; gender, gender identity or expression, or genetic information; sex, actual or potential parental, family, or marital status that treats students differently on the basis of sex; race, color, religion, ancestry, national origin, ethnic group identification, physical or mental disability, sexual orientation, immigration status; 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 Board shall promote programs that ensure discriminatory practices are eliminated in all district activities.

The Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the District. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

The Board of Trustees hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the District's nondiscrimination policies:

Chief Compliance Officer
670 L Street, Suite G
Chula Vista, CA 91911
(619) 600-4900
compliance@sweetwaterschools.org

Any student who feels that they are being harassed should immediately contact the Coordinator for Nondiscrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment must immediately report the incident to the Coordinator for Nondiscrimination or the site principal. The Coordinator

maintains a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying to enable the District to monitor, address, and prevent repetitive prohibited behavior in district schools.

SAFE PLACE TO LEARN ACT

EC 234, 234.1; (BP 5145.3)

The District has adopted policies pertaining to the following:

1. Prohibition of discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in PC 422.55, including immigration status, and EC 220, and disability, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, religion, marital status, pregnancy, parental status, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics;
2. Process for receiving and investigating complaints of discrimination and harassment through the Uniform Complaint Procedures;
3. Maintenance of documentation of complaints and their resolution;
4. Process to ensure complainants are protected from retaliation and the identity of a complainant is kept confidential if appropriate; and
5. Identification of the Director of Nondiscrimination as the responsible district officer to ensure compliance.

The District's policy addressing discrimination, harassment, intimidating, or bullying is posted in all schools and offices, including staff lounges and student government meeting rooms, and is also available online at www.sweetwaterschools.org.

HATE-MOTIVATED BEHAVIOR

(BP 5145.9)

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The District prohibits discriminatory behavior or statements that degrade an individual on the basis of age; gender, gender identity or expression, or genetic information; sex, actual or potential parental, family, or marital status that treats students differently on the basis of sex; race, color, religion, ancestry, national origin, ethnic group identification, physical or mental disability, sexual orientation, immigration status; 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 Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources.

The District shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivate behavior and on strategies to help respond appropriately to such behavior.

Any student who believes they are a victim of hate-motivated behavior shall immediately contact the Director of Nondiscrimination or principal or their designee. Upon receiving such a complaint, the Director or principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 1312.3 – Uniform Complaint Procedures. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

PROTECTIONS RELATING TO IMMIGRATION & CITIZENSHIP STATUS

EC 234.7; (BP 5145.13)

All students, regardless of their immigration status or religious beliefs, have the right to a free public education. As such, the District: (1) prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status; (2) receives and investigates related complaints based on immigration status in accordance with its Uniform Complaint Procedures; (3) prohibits the collection of information or documents regarding the citizenship or immigration status of students or their family members unless required to administer a state or federal program; (4) ensures District resources and data are not used to create or support lists based on national origin, immigration status, religion, or other protected characteristics. (5) requires reporting to the Board of Trustees any requests to gain information or access to a school site by an officer or employee of a law enforcement agency for immigration enforcement purposes; and (5) will first exhaust parents' instruction concerning a student's care in the emergency contact information in the parents' absence and to avoid contacting Child Protective Services unless the District is unable to arrange for care based on parental instruction. Information regarding immigration-enforcement actions provided by the California Attorney General can be found in *Appendix D: Know Your Rights*.

SEXUAL HARASSMENT

5 CCR 4917; 34 CFR 106.30; EC 212.5, 231.5, 231.6, 48900.2; (BP 5145.7, AR 5145.71)

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

The District has designated Robert Hughes as the individual responsible to coordinate the District's efforts to comply with Title IX, as well as to oversee, investigate, and/or resolve sexual harassment complaints. The Title IX Coordinator is located at 670 L Street, Suite G, Chula Vista, CA 91911, and may be contact at compliance@sweetwaterschools.org or (619) 600-4900

This policy and portions of the accompanying regulation are provided in *Appendix E: Sexual Harassment*.

CYBER SEXUAL BULLYING

EC 234.2

Sweetwater Union High School District may suspend or expel students who engage in cyber sexual bullying consistent with the District's disciplinary procedures described in the section on "Student Discipline". The California Department of Education has developed information regarding cyber sexual bullying available at http://www.cde.ca.gov/ls/ss/se/bullyingprev.asp.

TITLE IX

20 USC 1681-1688; EC 221.61, 221.8

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

Under Title IX, students in the Sweetwater Union High School District have the right to:

1. Fair and equitable treatment that is free from discrimination based on sex.
2. Not be required to take and/or be denied enrollment in a course based on the student's gender, gender identity, gender expression, or sexual orientation.
3. Not be subjected to separate or different rules of behavior, sanctions, or other treatment, such as discriminatory discipline policies and practices, based on sex.
4. Be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.
5. Inquire of the school's athletic director as to the athletic opportunities offered by the school.
6. Apply for athletic scholarships.
7. Receive equitable treatment and benefits in the provision of all of the following: equipment and supplies; scheduling of games and practices; transportation and daily allowances; access to tutoring; coaching; locker rooms; practice and competitive facilities; medical and training facilities and services; and publicity.
8. Access to the District's compliance officer to answer questions regarding gender equity laws.
9. Contact the California Department of Education (CDE) and the California Interscholastic Federation (CIF) to get information on gender equity laws.
10. File a confidential discrimination complaint with the United States Office of Civil Rights (OCR) or CDE if discrimination, or unequal treatment, on the basis of sex has occurred.
11. Pursue civil remedies as a result of discrimination.
12. Be protected against retaliation for filing a discrimination complaint.

The following personnel has been designated to address questions and complaints regarding the District's non-discrimination policies specific to Title IX: Robert Hughes, Chief Compliance Officer/Title IX Coordinator, at 670 L Street, Suite G, Chula Vista, CA 91911, or compliance@sweetwaterschools.org, or (619) 600-4900. Any complaint alleging noncompliance with Title IX will be investigated and resolved through the Uniform Complaint Procedures, as described in this section.

COURSE SELECTION & CAREER COUNSELING

EC 221.5(d); (BP 6164.2)

Commencing in Grade 7, school personnel will assist students with course selection or career counseling, affirmatively exploring the possibility of careers, or courses leading to careers, based on the interest and ability of the student and not on the student's gender. Parents will be notified so that they may participate in such counseling sessions and decisions.

STUDENT FEES

5 CCR 4622; EC 48904, 49013; (BP 3260)

The District will ensure that books, materials, equipment, supplies, and other resources necessary for students' participation in the District's educational program are made available to students at no cost. Students will not be required to pay a fee, deposit, or other charge for their participation in an educational activity which constitutes an integral fundamental part of the District's educational program, including curricular and extracurricular activities. Charges by private businesses to students for services that are not integral parts of the educational program are permissible even if such services are facilitated by the District or school (*e.g.,* school or sport pictures).

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

The District, its schools and programs may solicit voluntary donations or participate in fundraising activities. However, the District will not offer or award to a student any course credit or privileges related to educational activities in exchange for

voluntary donations or participation in fundraising activities by or on behalf of the student. It also will not remove or threaten to remove from a student any course credit or privileges related to educational activities, or otherwise discriminate against the student, due to a lack of voluntary donations or participation in fundraising activities by or on behalf of the student.

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

COLLECTION OF DEBT

EC 49014; (BP 3260)

The District will recover any debt owed as a result of unpaid fees lawfully imposed by the Board, but will not bill a current or former student for accumulated debt, nor take negative action against a student or former student because of such debt, including, but not limited to:

- Denying full credit for any assignments for a class;
- Denying full and equal participation in classroom activity;
- Denying access to on-campus educational facilities, including, but not limited to, the library;
- Denying or withholding grades or transcripts;
- Denying or withholding a diploma;
- Limiting or barring participation in an extracurricular activity, club, or sport; and
- Limiting or excluding from participation in an educational activity, field trip, or school ceremony.

The District may withhold grades or transcripts only for debt owed as a result of vandalism or loss of District property loaned to the student. Before pursuing payment of any debt that has accumulated from unpaid permissible fees, the District will provide an itemized invoice, referencing applicable District policies, for any amount owed by the parent on behalf of a student or former student. For each payment received, a receipt will be provided to the parent. The District will not sell debt owed by a parent. Refer to *Appendix S: Textbook/Mobile Device Guidelines and Responsibilities* for information related to this notification.

FINANCIAL ASSISTANCE WITH ADVANCED PLACEMENT FEES

EC 48980(j), 52242

High school students may receive financial assistance to cover the cost of the advanced placement examination fees. Please contact high school counselors or administrators for information.

AFTER SCHOOL PROGRAMS

EC 8483; (AR 5148.2)

The District currently operates an afterschool program pursuant to the After School Education and Safety Program Act of 2002. The District provides priority enrollment to students as follows: First priority goes to students who are identified by the program as homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11434a), at the time that they apply for enrollment or at any time during the school year, and to students who are identified by the program as being in foster care. For programs serving middle and junior high school students, second priority goes to students who attend daily. The District does not require students applying for or participating in the program to verify they are homeless or foster youth. Eligible students may receive priority through self-certification or through the district liaison for homeless children if the district maintains a waiver on file allowing for the release of this information.

EDUCATION OF FOSTER CHILDREN

EC 48850 et seq.; 49069.5; (BP 6173.1)

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

The District has designated Dr. Elvia Estrella, Student Support Services Coordinator, at 1130 Fifth Avenue, Chula Vista, CA 91911, elvia.estrella@sweetwaterschools.net, or (619) 691-5564 as the educational liaison for foster children. The role of educational liaison is advisory with respect to placement decisions and determination of school of origin and does not supersede the role of the parent retaining educational rights, a responsible adult appointed by the court, a surrogate parent, or a foster parent exercising their legal rights with respect to the foster child's education. The educational liaison must do both of the following:

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assist foster children when transferring from one school to another school or from one school district to another school district in ensuring proper transfer of credits, records, and grades. When a student in foster care is enrolling in a district school, the liaison will contact, within two business days of the student's request for enrollment, the school last attended by the student to obtain all academic and other records. When a foster youth is transferring to a new school, the liaison will provide the student's records to the new school within two business days of receiving the new school's request.

Enrollment & Placement

A foster child who is placed in a licensed children's institution or foster family home shall attend programs operated by the local educational agency (LEA) in which that licensed children's institution or foster family home is located, unless one of the following applies:

1. The student remains in the school of origin;
2. The student has an IEP requiring placement in a nonpublic, nonsectarian school or agency, or in another LEA;
3. The parent or other person holding the right to make educational decisions for the student pursuant to WIC 361 or 726 or EC 56055 ("educational rights holder"), determines that it is in the best interests of the student to be placed in another educational program and has submitted a written

statement to the LEA of that determination. This statement must include a declaration that the parent or other educational rights holder is aware of all of the following:

- The student has a right to attend a regular public school in the least restrictive environment.
- The alternate education program is a special education program, if applicable.
- The decision to unilaterally remove the student from the regular public school and to place the student in an alternate education program may not be financed by the LEA.
- Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent or other educational rights holder.

The educational rights holder must first consider placement in the regular public school before deciding to place the foster child in a juvenile court school, a community school, or another alternative educational setting.

All educational and school placement decisions shall be made to ensure that the foster child is placed in the least restrictive educational programs and has access to academic resources, services, and extracurricular and enrichment activities that are available to all students. In all instances, educational and school placement decisions must be based on the best interests of the foster child.

"Best interests of a foster child" means that, in making educational and school placement decisions for a foster child, consideration is given to, among other factors, the proximity to the school at the time of placement, appropriateness of the educational setting, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the foster child's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students.

School of Origin

"School of origin" means the school that the foster child attended when permanently housed or the school in which the foster child was last enrolled. If the school the foster child attended when permanently housed is different from the school in which the foster child was last enrolled, or if there is some other school that the foster child attended with which the foster child is connected and that the foster child attended within the immediately preceding 15 months, the educational liaison, in consultation with, and with the agreement of, the foster child and the educational rights holder, will determine, in the best interests of the foster child, the school that shall be deemed the school of origin.

At the initial placement or any subsequent change in placement, the student is entitled to remain in the school of origin. In any such circumstance, the following applies:

1. The student may continue in the school of origin for the duration of the court's jurisdiction.
2. If the court's jurisdiction over a grade K-8 student is terminated prior to the end of a school year, the student may continue in the school of origin for the remainder of the school year.
3. If the court's jurisdiction is terminated while the student is in high school, the student may continue in the school of origin through graduation.
4. If the student is transitioning between school grade levels, the student is allowed to continue in the district in the same attendance area to provide the student the benefit of matriculating with the student's peers in accordance with the established feeder patterns of school in the district. A student who is transitioning to a middle school or high school is allowed to enroll in the school designated for matriculation in another school district.

In consultation with the foster child and the educational rights holder, the educational liaison may recommend that the foster child waive the right to attend the school of origin and enroll in a public school within the foster child's attendance area. The educational liaison's recommendation must be accompanied by a written explanation for the basis of the recommendation and how it serves the foster child's best interests.

If the foster child would be served by a transfer to a school other than the school of origin, the new school must immediately enroll the foster child, regardless of whether the foster child:

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended;
2. Does not have clothing normally required by the school, such as school uniforms; or
3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation

If any dispute arises regarding the request of a foster child to remain in the school of origin, the foster child has the right to remain in the school of origin pending resolution of the dispute.

The District is not required to provide transportation to enable a foster child to attend a school or school district of origin, except when it is otherwise required by federal law or pursuant to the student's IEP.

Grades & Credits

The grades of a foster child cannot be lowered for any absence from school that is due to a verified court appearance or related court-ordered activity, or to a decision by a court or placement agency to change the student's placement, in which case the grades must be calculated as of the date the student left school.

The District will accept and issue full or partial credit for any coursework that the foster child has satisfactorily completed while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency.

Discipline

A foster child's educational rights holder, attorney, and county social worker and an Indian child's, as defined in WIC 224.1, tribal social worker and, if applicable, county social worker have the same rights a parent of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

EDUCATION OF HOMELESS YOUTH

42 USC 11432; (BP 6173)

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to

the same free and appropriate public education that is provided to non-homeless students. A homeless youth is defined as a child who lacks a fixed, regular, and adequate nighttime residence and includes children and youth who:

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
2. Are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations
3. Are living in emergency or transitional shelters
4. Are abandoned in hospitals
5. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings
6. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
7. Migratory children who qualify as homeless because they are living in conditions described above

The District has Dr. Elvia Estrella, Student Support Services Coordinator, at 1130 Fifth Avenue, Chula Vista, CA 91911, elvia.estrella@sweetwaterschools.net, or (619) 691-5564 as the educational liaison for homeless youth. The role of the educational liaison is to, at minimum:

1. Ensure that homeless students are identified so that they have access to and receive educational services for which they are eligible.
2. Assist homeless students when transferring from one school or school district to another school or school district in ensuring proper transfer of records and grades.
3. Ensure that homeless families and students receive referrals for services, such as health care, dental, mental health, and housing.
4. Assist, facilitate, or represent a homeless student who is undergoing disciplinary proceeding that could result in their expulsion.
5. Participate in an IEP or Section 504 team meeting to make a manifestation determination regarding the behavior of a student with disability.
6. Address any disputes over school selection or enrollment.

The following is a brief summary of a homeless youth's rights:

1. Right to attend either the "school of origin" or the current school of residence. The school of origin can be the school attended when the student had permanent housing, the school most recently attended, or any school the homeless youth attended in the last 15 months.
2. Right to a dispute resolution process when there is a disagreement between the parent and the school in the eligibility, school selection, and enrollment of homeless youth.
3. Right to immediate enrollment even if the homeless youth is unable to produce records normally required for enrollment (*e.g.,* proof of residency, birth certificate, transcript, immunization), does not have clothing normally required by the school (e.g., school uniforms), or has outstanding fees, fines, textbooks, or other monies due to the school last attended.
4. Right to automatically qualify for child nutrition programs and to receive transportation services. Unless there is a local welfare agency agreement, the District will assume part or all of the transportation costs.
5. Right to be referred to all programs and services for which the student is eligible – such as special education services, tutoring, English learner programs, before and after school services, or any other program offered by the school or District.
6. Right not to be stigmatized by school personnel.

Unaccompanied youth who meet the definition of homeless youth are also eligible for rights and services under the McKinney-Vento Act. An unaccompanied youth is defined as a minor who is not in the physical custody of a parent – such as a teen parent not living with their parent or students who have run away or who have been pushed out of their home.

To ensure that each school identifies all homeless and unaccompanied youths enrolled at the school, a housing questionnaire is administered at least once a year. The questionnaire can be made available in the primary language of the student's parent or unaccompanied youth upon request. Notice of the educational rights of homeless youth and resources available to persons experiencing homelessness, as well as the name and contact information of the educational liaison for homeless youth, are posted on the district and school websites. The notice of education rights is also posted in the District and school offices, and disseminated at places where children receive services, such as shelters and food pantries. More information can be found online at www.sweetwaterschools.org.

ELIGIBLE STUDENTS: EXEMPTION TO LOCAL GRADUATION REQUIREMENTS; COURSEWORK

EC 51225.1, 51225.2; (BP 6146.1)

Sweetwater Union High School District students must complete the course requirements specified in EC 51225.3 ("state minimum requirements") and any other course requirements adopted by the Board of Trustees in order to participate in the graduation ceremony and any school activity related to graduation and obtain a high school diploma. However, students who meet certain eligibility requirements ("eligible students") may be exempt from completing the additional course requirements adopted by the Board that are beyond the state minimum requirements.

Eligible students include a student with disabilities that the IEP team has determined to be eligible for the exemption before the start of the student's 10th grade. Eligible students are also those listed below who have been found not reasonably able to complete the Board-adopted graduation requirements by the end of the fourth year of high school; therefore, would only need to complete the state minimum requirements:

- A foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, or migrant student who transfers between school any time after completing the second year of high school
- A newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer program

An eligible student may also have the option to stay in school for a fifth year to either complete the District's graduation requirements or the state minimum requirements, whichever is applicable.

To ensure that all coursework are accounted for, when an eligible student in high school transfers to a new school, the official

transcript must include all full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable.

MARRIED, PREGNANT & PARENTING STUDENTS

34 CFR 106.40; EC 221.51, 222, 222.5, 46015, 48205; (BP 5146)

The District will not adopt any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex. The District will also not exclude or deny any student from an educational program or activity, including any class or extracurricular activity, solely on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery; the District will treat pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery in the same manner and under the same policies as any other temporary disabling condition. Pregnant and parenting students have the right to participate in the regular education program and will not be required to participate in a pregnant minor program or alternative education program. A pregnant student is defined as any student who gives or expects to give birth, and a parenting student is any student who identifies as the parent of an infant.

Pregnant and parenting students are entitled to at least eight weeks of parental leave, which can be taken before birth of the student's infant if there is a medical necessity, or after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction. The student is neither required to take all or part of the parental leave nor notify the school that they are planning to do so; this is a guaranteed minimum right that can be expanded if deemed medically necessary. Parental leave will be considered an excused absence, and the pregnant or parenting student is not required to complete any academic work or other school requirements during this period.

The District may require a pregnant or parenting student to obtain the certification of a physician or nurse practitioner that they are physically and emotionally able to participate, or continue to participate, in the regular education program or activity. Upon return, a pregnant or parenting student has the right to return to their previous school and course of study, and is entitled to make up opportunities for any work missed during the leave. These students are allowed to enroll in a fifth year of high school in order to complete any state or local graduation requirements, except when the school finds that the student is reasonably able to complete these requirements in time to graduate high school by the end of their fourth year.

A pregnant or parenting student who does not wish to reenroll in their previous school is entitled to alternative education options offered by District. If so enrolled, the student will be given educational programs, activities, and courses equal to those they would have been in if participating in the regular program.

The school will provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. A student will not incur an academic penalty for using any of the reasonable accommodations listed below and will be provided the opportunity to make up any work missed due to such use. Reasonable accommodations include, but are not limited to:

- Access to a private and secure room, other than a restroom, to express breast milk or breastfeed an infant child.
- Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk.
- Access to a power source for a breast pump or any other equipment used to express breast milk.
- Access to a place to store expressed breast milk safely.
- A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child.

A student cannot be penalized for exercising the rights mentioned above. Furthermore, if a student believes that the school is discriminating against them on the basis of sex in opposition to the rights and entitlements listed above, that student can file a complaint through the District's Uniform Complaint Procedures. For a summary of these rights, refer to *Appendix F: Pregnant/ Parenting Students Rights & Options FAQs*.

WILLIAMS COMPLAINT-

EC 35186; (BP 1312.3)

The District has adopted a uniform complaint process to help identify and resolve deficiencies related to instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of students or staff, and teacher vacancies or misassignments. Notice of the complaint process and the location at which to obtain a complaint form is posted in all classrooms, and prominently displayed in the front office of all District Office locations.

UNIFORM COMPLAINT PROCEDURES

5 CCR 4600-4670; EC 33315; (BP 1312.3)

The Sweetwater Union High School District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. Although the Board of Trustees encourages early resolution of complaints whenever possible, the District's uniform complaint procedures (UCP) is used to investigate and resolve the following complaints whenever a more formal process is required:

1. Accommodations for pregnant and parenting students
2. Adult education
3. After School Education and Safety
4. Agricultural career technical education
5. Career technical and technical education and career technical and technical training programs
6. Childcare and development programs
7. Compensatory education
8. Consolidated categorical aid programs
9. Course periods without educational content
10. Discrimination, harassment, intimidation, or bullying against any protected group as identified under EC 200 and 220 and GC 11135, including any actual or perceived characteristic as set forth in PC 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in EC 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance

11. Educational and graduation requirements for students in foster care, students who are homeless, students from military families, and students formerly in a juvenile court school
12. Every Student Succeeds Act
13. Local control funding formula and accountability plan
14. Migrant education
15. Physical education instructional minutes
16. Reasonable accommodations to a lactating student
17. Regional occupational centers and programs
18. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding
19. School safety plans
20. School site councils as required for the consolidated application for specified federal and/or state categorical funding
21. Instructional materials and curriculum diversity

The Board of Trustees designates the Chief Compliance Officer as the individual to receive and investigate complaints and to ensure district compliance with law. The compliance officer is located at 670 L Street, Suite G, Chula Vista, CA 91911, and may be contact at compliance@sweetwaterschools.org or (619) 600-4900. The UCP policy and portions of the accompanying regulation are provided in *Appendix G: Uniform Complaint Procedures*.

APPRENTICESHIP & PRE-APPRENTICESHIP PROGRAMS

EC 48980, 48980.5

Apprenticeships can offer students the chance for a steady and stable job in several growing fields. Many of these experiences lead to well-paid careers. Apprenticeship is a system of training in a trade or profession that combines both classroom study and on-the-job training. Registered pre-apprenticeship programs prepare individuals to enter and succeed in registered apprenticeship programs; they expand the participant's career pathway opportunities with industry-based training coupled with classroom instruction.

Students may search by county and occupation and find out about a program's requirements (*e.g.,* minimum age, educational and physical requirements, testing, English proficiency) by visiting the website of the California Department of Industrial Relations, Division of Apprenticeship Standards. *(Click the link to access the database.*)

ATTENDANCE OPTIONS

RESIDENCY REQUIREMENTS

EC 48200 et seq.; (BP 5111.1)

A student may be enrolled in a school in the Sweetwater Union High School District if the student meets any of the following criteria:

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

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

Reasonable evidence that the student meets residency requirements for school attendance must be provided by the parent upon request by a District employee. Verification of residency is required at the time of school enrollment and annually, thereafter, to comply with California laws related to the maintenance of specified information in a student's mandatory permanent records.

The District will not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members for the purpose of determining residency within the District. Find here a copy of the District's BP 5111.1

INTRADISTRICT TRANSFERS

5 CCR 11992; 20 USC 7912; EC 35160.5(b), 46600; (AR 5116.1)

The Sweetwater Union High School District supports the neighborhood school philosophy. School boundaries are established in an effort to balance enrollment throughout the District and students are assigned to a home school based on established school boundaries. However, the District realizes that there may be valid reasons for students to be permitted to attend a school other than their home school. Below are descriptions of the types of intradistrict transfers available within the District. Please note that transfers may affect athletic eligibility. Unless otherwise specified, the District does not provide transportation for students who attend school outside their attendance area. For

more information, access to applicable transfer forms, and/or assistance with any of the transfer options, contact the Student Support Services Department at (619) 691-5564, or visit https://student.services.sweetwaterschools.org/.

Open Enrollment

Residents of the Sweetwater Union High School District may apply to other schools within the District for their child to attend. Admission to a particular school will not be influenced by a student's academic or athletic performance except insofar as academic standards are required for admission to specialized schools or programs. Such standards will be uniformly applied to all students.

All applications for an intradistrict transfer for the following school year must be submitted online through the Infinite Campus Parent Portal within the open enrollment window, which begins the last Monday in January and ends the last Friday in February. Only one application may be submitted per student, and only one school can be selected per application. Students are then selected through a computerized random selection process, and approval of an intradistrict transfer request is contingent on space availability at the requested school. No student currently residing within a school's attendance area will be displaced by another student transferring from outside the attendance area. If a transfer request is denied, appeals can be made to the Student Support Services Department within 10 school days of notification of the denial.

Victim of an Act of Bullying

Intradistrict transfer requests for a victim of an act of bullying will be approved unless the requested school is at maximum capacity, in which case, the District will accept a request for a different school within the District. However, if the District does not have another school offering the grade level of the student, the District will not prohibit the student's interdistrict transfer if the school district of proposed enrollment approves the application for transfer. *(Refer to the notification on "Interdistrict Permit".)* For purposes of the right of the victim of an act of bullying to transfer to another school within or outside of the District, a student is determined to be a "victim of an act of bullying" only if all of the following apply:

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

The District will provide transportation assistance to any student who is eligible for free or reduced-price meals and whose enrollment in a District school outside the student's attendance area is a result of being a victim of an act of bullying.

Persistently Dangerous School

Within 10 school days after learning that a District school has been designated as "persistently dangerous," the Superintendent or designee will provide parents of students attending the school with notice of the school's designation and the option to transfer their students to another school. A list of other schools to which a student may transfer, and applicable timelines and procedures for requesting the transfer will be provided within 20 school days. Parents who desire to transfer their child out of a "persistently dangerous" school will need to provide a written request to the Superintendent or designee and rank-order their preferences from among all schools identified by the Superintendent or designee as eligible to receive transfer students. The Superintendent or designee will consider the needs and preferences of students and parents before making an assignment but is not obligated to accept the parent's preference if the assignment is not feasible due to space constraints or other considerations.

Victims of a Violent Criminal Offense

Within a reasonable amount of time, not to exceed 14 days, after it has been determined that a student has been the victim of a violent criminal offense while on school grounds, the student's parent will be offered an option to transfer their child to an eligible school identified by the Superintendent or designee. In making the determination that a student has been a victim of a violent criminal offense, the Superintendent or designee will consider the specific circumstances of the incident and consult with local law enforcement as appropriate. The Superintendent or designee will also consider the needs and preferences of the affected student and the student's parents in making the offer. If the parent elects to transfer the student, the transfer will be completed as soon as practicable. Examples of violent criminal offenses include, but are not limited to, attempted murder, battery with serious bodily injury, assault with a deadly weapon, rape, sexual battery, robbery, extortion, or hate crimes.

TRANSFER OF STUDENT CONVICTED OF VIOLENT FELONY OR MISDEMEANOR

EC 48929, 48980(m)

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

INTERDISTRICT ATTENDANCE

EC 46600 et seq., 48980 (AR 5117)

The interdistrict permit process allows a student to be released from the home school district to attend a school in any other school district. The Board of Trustees may approve incoming or outgoing interdistrict permit requests for the following reasons:

1. To meet the child care needs of a student
2. To meet a child's special mental or physical health needs as certified by a physician, school psychologist, or other appropriate school personnel
3. When a student has a sibling(s) attending school in the receiving district, to avoid splitting the family's attendance
4. To allow a student to complete a school year when the student's parents have moved out of the district during that year
5. To allow students to remain with a class graduating that year from an elementary, junior, or senior high school

6. To let high school seniors attend the same school they attended as juniors, even if their families moved out of the district during the junior year
7. When the parent provides written evidence that the family will be moving into the district in the immediate future and would like the student to start the year in the district
8. When a student will be living out of the district for one year or less
9. When recommended by the School Attendance Review Board or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence
10. When there is valid interest in a particular educational program not offered in the district of residence
11. To provide a change in school environment for reasons of personal and social adjustment

The District will not prohibit the transfer of a student who is a child of an active military duty parent to a district of proposed enrollment if that district approves the application for transfer. If the District has only one school offering the grade level of the victim of an act of bullying and therefore has no options for an intradistrict offer, the victim of an act of bullying may apply for an interdistrict transfer and the District will not prohibit the transfer if the receiving district approves the application for transfer. Additionally, a student who has been determined by personnel of either district to have been the victim of an act of bullying will, at the request of the parent, be given priority for interdistrict attendance. The term "bullying" is defined under EC 48900(r), and a student is determined to be a "victim of an act of bullying" through an investigation of a complaint and the bullying was committed by a student in the district, and the parent had filed a written complaint regarding the bullying with the school, district personnel, or a local law enforcement agency. Upon request by the parent, a receiving district must provide transportation assistance to a student who is both eligible for free or reduced-price meals and either a victim of an act of bullying or a child of an active-duty military parent.

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

The application and additional information to request for an interdistrict transfer from the District to attend school in another district is available through the Student Support Services Department. For all future year requests (applications submitted up until 15 calendar days before the start of the school year for which the transfer is sought), the District has until 14 calendar days into the new school year to determine whether to approve or deny a request. For current year requests (applications submitted 15 calendar days before the start of the school year for which the transfer is sought), the District will make its final decision within 30 calendar days from the date a request was received. Failure of the parent to meet any timelines established by the District will be deemed an abandonment of the request. A denial of the request by the District may be appealed to the San Diego County Office of Education within 30 calendar days from the date of denial.
Interdistrict permit may be revoked if the student does not demonstrate satisfactory attendance, behavior, and/or academic achievement. However, a permit cannot be rescinded or revoked after June 30th following the students completion of grade 10 or any student in grade 11 or 12.

DISTRICT OF CHOICE

EC 48300 et seq.
Some school districts may choose to become a District of Choice: a district that accepts transfer students from outside the district under the terms of a resolution. The Sweetwater Union High School District does not participate in the program; a list of participating districts for the current school year can be found at: https://www.cde.ca.gov/sp/eo/dc/. A District of Choice must determine 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 the student's academic or athletic performance, physical condition, or proficiency in English.

NOTICE OF ALTERNATIVE SCHOOLS

EC 58501; (BP 6181)
The following notice is required by law, and is posted in at least two places normally visible to students, teachers, and visiting parents at each school for the entire month of March in each year:

California State law authorizes all school districts to provide for alternative schools. The Education Code defines alternative school as a school or separate class group within a school, which is operated in a manner designed to:
(a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
(b) Recognize that the best learning takes place when the student learns because of the student's desire to learn.
(c) Maintain a learning situation maximizing student self-motivation and encouraging the student in the student's own time to follow the student's own interests. These interests may result in whole or in part from a presentation by the student's teachers of choices of learning projects.
(d) Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
(e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

In the event any parent, student, or teacher is interested in further information concerning alternative schools, the San Diego County of Education, the administrative office of the Sweetwater Union High School District, and the principal's office in each District school have copies of the law available for your information. This law particularly authorizes interested persons

to request the Board of Trustees to establish alternative school programs in the District.

INDEPENDENT STUDY

EC 51744 et seq.; *(AR 6158)*
The District recognizes that there are situations where students' special interests, abilities, or individual needs are not being met in the traditional instructional program. As such, independent study (that is projected to last more than 15 schooldays) is available to all students enrolled in grades 7-12 as a means of reaching curriculum requirements and fulfilling graduation requirements outside of the regular classroom setting. Participation in independent study must always be the choice of the parent or the student if over 18 years of age; the District may not require or otherwise obligate a student's participation in the program. If a student has an IEP or 504 Plan, enrollment in independent study is a placement decision and is only allowed if the student's IEP or 504 Plan specifically provides for that participation; an IEP or 504 meeting is required prior to any change of placement. Parents and students who are interested in the independent study program should contact the school assistant principal.

SCHOOL ATTENDANCE

IMPORTANCE OF ATTENDANCE

EC 48200, 48293, 48400 et seq.
California law requires full-time attendance and punctuality of every student between 6 and 18 years of age. Schools are required to enforce the law and parents are responsible to compel the attendance of their children at school. Any parent who fails to meet this obligation may be guilty of an infraction and subject to prosecution.

Regular attendance plays an important role in student achievement and is an important life skill that will help students graduate from college and keep a job. When students do not attend school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance.

Absences can be minimized by scheduling medical, dental, and other appointments after school or when school is not in session. Vacations should be planned around holidays. Students and parents must make school attendance a priority.

ABSENCE VERIFICATION

5 CCR 306; EC 46012; (AR 5133)
When students who have been absent return to school, a satisfactory explanation verifying the reason for the absence must be presented to the school. Absences must be verified by the student's parent, other person having control of the minor, or the student if age 18 or older using any of the following methods:

- Completed *Verification of Absence Form* (blue slip)
- Written note, fax, email, or voicemail
- Conversation, in person or by phone, between the verifying employee and the student's parent, parent representative, or student if 18 or older
- Verification by a school nurse, attendance supervisor, physician, principal, teacher, or any other district employee assigned to make verification for the District.

Verification of an absence does not necessarily "excuse" the absence – see the notification on "Excused Absences" for the list of reasons for which an absence can be excused. A note from the student's physician may be requested by the principal or designee when a student has had more than 14 absences in the school year due to illness. Absences remaining unknown for 30 calendar days after the student's return to school will be marked as unexcused, and the student may be deemed a truant, as explained in the notification on "Truancy".

MINIMUM & STUDENT FREE DAYS

EC 48980(c); (BP 6111)
A schedule of minimum days and pupil-free staff development days will be made available at each individual school site at the beginning of the school year or as early as possible/no later than one month prior. To minimize student absences, students and parents are strongly encouraged to refer to the school calendar when scheduling appointments and planning trips and vacations during the school year.

EXCUSED ABSENCES

EC 48205; (AR 5113)
In order for an absence to be excused, the reason for such absence must meet the criteria specified under EC 48205 – the full text, as required by law, is provided below.

EC 48205. (a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
(1) Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
(2) Due to quarantine under the direction of a county or city health officer.
(3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
(4) For the purpose of attending the funeral services of a member of the pupil's immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
(5) For the purpose of jury duty in the manner provided for by law.
(6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child, for which the school shall not require a note from a doctor.
(7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board of the school district.
(8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
(9) For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty

for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
(10) For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
(11) For the purpose of participating in a cultural ceremony or event.
(12) (A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.
(B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one schoolday-long absence per school year.
(ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.
(13) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.
(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
(c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
(e) For purposes of this section, the following definitions apply:
(1) A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
(2) "Cultural" means relating to the habits, practices, beliefs, and traditions of a certain group of people.
(3) "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

RELIGIOUS EXERCISES & INSTRUCTION

EC 46014; (BP 5113)
A student may be excused from school in order to participate in religious exercises or to receive moral and religious instruction at the student's place of worship or other suitable place away from school. Such absence will not be deemed absence in computing average daily attendance if the student attends at least the minimum school day and is not excused from school for this purpose on more than four days per school month.

CONFIDENTIAL MEDICAL SERVICES

EC 46010.1; (BP 5113)
Students in grades 7 to 12 may be excused for the purpose of obtaining confidential medical services without the consent of the student's parent. When excusing students for confidential medical services or verifying such appointments, staff will not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.

HOMEWORK, GRADES, & CREDITS

EC 48205(b), 48980(i); (AR 5113, BP 6154)
Students will not have their grade reduced or lose academic credit for any excused absence pursuant to EC 48205 for missed assignments/tests that can reasonably be provided/completed.

TRUANCY

EC 48260 et seq.; (AR 5113.1)
State law permits students to be absent for justifiable reasons and allows for completion of missed assignments. Any student who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, will be considered a truant and reported to the attendance supervisor, superintendent, or designee.

1. The first time a truancy report is issued, the student and, as appropriate, the parent may be requested to attend a meeting with a school counselor or other designated staff to discuss attendance issue and develop a plan to improve attendance.
2. The second time a truancy report is issued within the same school year, the student may be given a warning by a peace officer pursuant to PC 830.1. The student may also be assigned to an afterschool or weekend study program located within the same county as the student's school.
3. The third time a truancy report is issued within the same school year, the student will be classified as a habitual truant and may be required to attend a School Attendance Review Board meeting or a truancy mediation program pursuant to EC 48263.
4. The fourth time truancy is issued within the same school year, the student may be within jurisdiction of the Juvenile Court that may adjudge the student to be a ward of the court pursuant to WIC 601.

SCHOOL ATTENDANCE REVIEW BOARD

EC 48263, 48263.5, 48321(b)(1); (BP 5113.1)
The School Attendance Review Board (SARB) is a multi-disciplinary panel that may include, but need not be limited to, a parent, representatives of the District, county probation department, county welfare department, county office of education, law enforcement agencies, community-based youth service centers, school guidance personnel, child welfare and attendance personnel, and school or county health care personnel. The intent of SARB is to resolve school-related issues through the use of available school and community resources. Failure to meet with SARB or follow its directives can result in a referral to the District Attorney's Office for truancy mediation and/or prosecution.

HEALTH & WELLNESS

LOCAL SCHOOL WELLNESS POLICY

EC 49432; (BP 5030)
The local school wellness policy BP 5030 provides a summary of the nutrition and physical activity laws and regulations applicable to district schools.

STUDENT NUTRITION

EC 49510-49520; 49564-49564.5; (BP 3550, 3553)
It is the commitment of the Sweetwater Union High School District Nutrition Services Department to provide healthy nutritious meals to each student in the Sweetwater community. Healthy meals promote student success in school! The team of both nutrition and food service professionals are dedicated to supporting the healthy eating habits of students, with the goal of promoting life-long healthy behaviors.

Two meals (breakfast and lunch) will be provided free of charge during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility. However, meal applications will need to be submitted through the Infinite Campus Parent Portal.

All student meals and menus provided by Nutrition Services meet the USDA nutritional guidelines and can be accessed in detail through the Nutrition Services webpage, link to "School Nutrition Information", at https://nutrition.sweetwaterschools.org/.

USDA NONDISCRIMINATION

(AR 3555)
In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (*e.g.,* Braille, large print, audiotape, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at How to File a Program Discrimination Complaint and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit the completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

ACCESS TO STUDENT MENTAL HEALTH SERVICES

EC 49428
The Sweetwater Union High School District recognizes the importance of supporting the mental health of all students. Mentally healthy children have a positive quality of life and can function well at home, in school, and in their communities. Mental health problems that are not recognized and treated early can lead to severe consequences, including exhibiting serious behavior problems, at higher risk of dropping out of school, and increased risk of engaging in substance abuse, criminal behavior, and other risk-taking behaviors. Click HERE for more information on mental health services that are available.

HPV IMMUNIZATION

Students are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices of the federal Centers for Disease Control and Prevention, the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the 8th grade of any private or public school. HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

IMMUNIZATION & COMMUNICABLE DISEASE

17 CCR 6040; EC 48216, 49403; HSC 120325-120375, 120440; (BP 5141.22, 5141.31)
The District follows all laws, rules, and regulations regarding immunizations required for students to enroll. The District will not admit any student until the student is properly immunized as required by law. If there is good cause to believe a student has been exposed to a disease and the student's proof of immunization does not show proof of immunization against that disease, the District may temporarily exclude the student from school until the local health officer is satisfied that the student is no longer at risk of developing or transmitting the disease.

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

To request a medical exemption for a student, the first step is to register for an account at the CAIR-ME website at https://cair.cdph.ca.gov/exemptions/home, log in to the account and complete the required fields to request an exemption. The site will issue a Medical Exemption Request Number that is to be given to the student's doctor. The doctor will then provide the parent with a two-page medical exemption form that is to be submitted to the student's school.

Parents of students in any school are not allowed to submit a personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1,

2016 will continue to be valid until the student enters the 7th grade.

To review the immunization requirements for school attendance, visit the California Department of Public Health website at https://www.cdph.ca.gov/, Immunization Branch. It also provides information regarding medical exemptions and the COVID-19 vaccination. Free or low-cost immunizations for children are available.

MEDICAL RECORD SHARING

HSC 120440; (AR 5125, 5141.31)

Medical information may be shared with local health departments and the State Department of Public Health. Any information shared is treated as confidential medical information. The student or parent has the right to examine any immunization-related information shared in this manner and to correct any errors in it; and the student or parent may refuse to allow this information to be shared in the manner described, or to receive immunization reminder notifications at any time, or both. More information regarding medical record sharing, including information regarding the immunization registry with which the information may be shared may be found online at: www.sweetwaterschools.org.

PHYSICAL EXAMINATION

EC 49451; (BP 5141.3)

A parent may, by written statement filed annually, refuse to consent to the physical examination, including the vision, hearing, and scoliosis screening, of their child; however, a student may be sent home if, for good reasons, the student is believed to be suffering from a recognized contagious or infectious disease. Students are examined for vision, hearing, and curvature of the spine at selected grade levels. An opt-out form is included within this notification.

TYPE 1 DIABETES

EC 49452.6; (BP 5141.3)

Type 1 diabetes in children is an autoimmune disease that attacks the insulin-producing cells in the pancreas, destroying the body's ability to make insulin. If left untreated, type 1 diabetes can dramatically impact everyday life, and can even result in death. As the number of people diagnosed with type 1 diabetes continues to increase, it is critical that parents/guardians learn of its symptoms to help their children obtain early diagnosis and treatment when necessary. Please review the information provided in *Appendix H: Type 1 Diabetes,* which includes a description of type 1 diabetes, risk factors and warning signs, screening process, and recommendations.

TYPE 2 DIABETES

EC 49452.7; (AR 5141.3)

Type 2 diabetes in children is a chronic disease that affects the way a child's body processes sugar (glucose). Its long-term consequences can be disabling or even life-threatening. Although more commonly associated with adults, type 2 diabetes in children is on the rise, fueled largely by the obesity epidemic. Type 2 diabetes in children is a preventable/treatable disease. Please review the information provided in *Appendix I: Type 2 Diabetes*, which includes a description of type 2 diabetes, risk factors and warning signs, prevention methods and treatments, and types of screening tests that are available.

MEDICATION

EC 49423, 49480; (AR 5141.21)

Any student who must take prescribed medication at school and who desires assistance of school personnel must submit a written statement of instructions from a California licensed physician, physician assistant or nurse practitioner and a parental request for assistance in administering the medications. Any student may carry and self-administer prescription auto-injectable epinephrine only if the student submits a written statement of instructions from the physician or physician assistant and written parental consent authorizing the self-administration of medication, providing a release for the school nurse or other personnel to consult with the child's health care provider as questions arise, and releasing the District and personnel from civil liability if the child suffers any adverse reaction as a result of the self-administration of medication.

CONTINUING MEDICATION REGIMEN

EC 49480; (BP 5141.21)

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

MEDICAL AND HOSPITAL SERVICES

EC 49471, 49472; (AR 5143)

The safety of students is of critical importance to the District, however, accidents do happen (at school and elsewhere) and the required medical care can be expensive. While the District **does not** assume responsibility for such costs, please know that the District partners with Myers-Stevens & Toohey to offer families access to several student accident insurance plans for voluntary purchase. Details can be found in the accompanying letter and linked brochure in *Appendix U.*

INSURANCE FOR MEMBERS OF ATHLETIC TEAMS

EC 32221.5; (AR 5143)

Under state law, the District is required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. "Members of school athletic teams" include members of any extramural athletic team, school bands, orchestras, cheerleaders and their assistants, pom and dance team, team managers and their assistants, and any student selected by the school or student body organization to directly assist in the conduct of the athletic event. Some students

federally sponsored health programs. Information about these programs may be found online at: http://athletics.sweetwaterschools.org/. In addition, families have access to student accident insurance plans for voluntary purchase through Myers-Stevens and Toohey. Details can be found in the accompanying letter and linked brochure in Appendix U.

CONCUSSION & HEAD INJURIES

EC 49475; (AR 6145.2)

The Sweetwater Union High School District places student safety as its number one priority. In the unfortunate situation when a student presents symptoms of a concussion, the coaches, athletic trainers, athletic administrators, or nurses will complete a "Referral for Concussion" and direct parents to seek medical attention for their student from a medical doctor. Schools will then immediately implement the Return to Learn Protocol in the classroom and the Return to Play Protocol if a student is involved in the school's athletic programs. The school cannot implement the applicable protocol if it is not aware that a concussion has occurred. Parents need to communicate with their student's coach, nurse, athletic trainer, and counselor after meeting with a doctor. A doctor's note will assist in guiding the school in accommodating the student's needs. The nurse and counselor will then inform the student's teachers and begin to monitor the student's progress as established by the Return to Learn Protocol. Teachers will work with the student and make accommodations based upon the student's progress. If symptoms have a prolonged effect on the student's classroom performance, a Student Success Team (SST) meeting may be necessary. More information can be found in the District's Athletics Department homepage.

Pursuant to the athletic programs offered by the District, (apart from athletic activity during the regular school day or as part of a physical education course) the District will provide each student athlete's parent with a "concussion and head injury" information sheet (see *Appendix J*). The sheet must be signed and returned by the athlete's parent before the athlete may participate in practice or competition.

SUDDEN CARDIAC ARREST

EC 33479.3; (AR 6145.2)

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack; it is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. SCA is more likely to occur during exercise or sports activity, so athletes are at greater risk. These symptoms can be unclear and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. If not properly treated within minutes, SCA is fatal in 92 percent of cases. As such, a student who passes out or faints while participating in or immediately following a school-sponsored athletic activity, or who is known to have passed out or fainted while participating in or immediately following an athletic activity, must be removed from participation at that time by the athletic director, coach, athletic trainer, or authorized person. A student who is removed from play after displaying signs and symptoms associated with sudden cardiac arrest may not be permitted to return to participate in an athletic activity until the student is evaluated and cleared to return to participate in writing by a physician and surgeon. This requirement does not apply to athletic activity conducted during the regular school day or as part of a physical education course.

On a yearly basis, an acknowledgement of receipt and review of SCA information (see *Appendix K*) must be signed and returned by the student and the student's parent before the student participates in an athletic activity. For more information and resources, visit the CDE webpage at: https://www.cde.ca.gov/pd/ca/pe/scaprevention.asp.

PRESCRIPTION OPIOIDS

EC 49476; (AR 6145.2)

An opioid is a controlled substance that can be prescribed by a health care provider to relieve moderate-to-severe pain, after a surgery or injury, or for certain health conditions. Opioids include prescription drugs such as hydrocodone, oxycodone, morphine, and codeine. Although these medications can be an important part of treatment, they carry serious risks of addiction and overdose, especially with prolonged use.

On a yearly basis, an acknowledgement of receipt of the Factsheet (see *Appendix L*) must be signed and returned by the athlete and the athlete's parent before the athlete initiates practice or competition. This requirement does not apply to athletic activity conducted during the regular school day or as part of a physical education course.

WATER CONSUMPTION

EC 38043

Students have the right and are encouraged to bring a reusable bottle to fill and refill water to consume while at school. Drinking water plays an important role in maintaining A child's overall health in the following ways: Supports muscles, joints, and tissues; Improves digestive systems; Keeps growing bodies hydrated; Positively impacts cognitive performance, particularly short term memory; Improves visual attention and fine motor skills; Can prevent excess weight gain when substituting sugary drinks.

DANGERS OF SYNTHETIC DRUGS

EC 48985.5

Fentanyl is a major contributor to drug overdoses in California, including among youth. Fentanyl is an extremely potent and dangerous synthetic opioid., like heroin and morphine, and is laboratory engineered to be about 50 times stronger than heroin and 100 times stronger than morphine. This means even small amounts can lead to a fatal overdose. With a fentanyl poisoned drug supply, avoiding drug use is the surest way to prevent an overdose. The only safe medications are the ones that come from a licensed and accredited medical professionals. For more information, review, Facts About Fentanyl on the California Department of Public Health website.

STUDENT RECORDS

NOTICE OF RIGHTS

20 U.S.C. 1232g; 34 CFR 99.7; EC 49063; (BP 5125)

The Family Educational Rights and Privacy Act (FERPA) and state law afford parents and students over 18 years of age (eligible students) certain rights with respect to the student's education records stored at the school; including:

1. The right to inspect and review the student's education records within five (5) business days of the day the school receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will forward requests to the custodian of records. The custodian of records will make arrangements for access and notify the parent or eligible student.
2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading, or otherwise a violation of the student's privacy rights. The written request must be submitted in written form to the school principal clearly identifying the part of the record they want corrected or removed, and specifying why it is inaccurate or misleading, or a violation of the student's privacy rights. 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. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. The written request to access or disclose a student's records must be submitted in written form to the school principal.

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

   Student Privacy Policy Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, D.C. 20202-5920

MAINTENANCE & DESTRUCTION OF STUDENT RECORDS

5 CCR 432, 437; EC 49063; (BP 5125)

A cumulative record must be maintained on the history of a student's development and educational progress. Student records are any items of information, whether recorded by handwriting, print, tapes, film, microfilm, or other means, gathered within or outside the Sweetwater Union High School District that are directly related to an identifiable student and maintained for the purpose of second-party review. Active records are maintained at the student's school; inactive records are maintained under the supervision of the custodian of records.

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

Student Records do not include:

- Instructional, supervisory, or administrative notes by district staff that are made only for that staff member or their substitute.
- Records of a law enforcement unit that were created for use by the law enforcement unit.
- Employee records made for personnel use.
- Records of a doctor, psychologist, psychiatrist, or other treatment provider and/or assistant regarding a student who is 18 years of age or older or who is attending a postsecondary educational institution. In this case, "treatment" does not include remedial instructional measures.

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

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

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

ACCESS TO STUDENT RECORDS

34 CFR 99.7, 99.34; 5 CCR 438; EC 49063, 49064, 49068, 49069.3, 49069.7, 49076; (BP 5125)

Access means personal inspection and review, request and receipt, and oral description or communication of any student record. A parent has absolute right of access. Noncustodial parents have the right to access their student's education records except when the right of access has been limited through a court order. When a student turns 18 years of age (eligible student), all rights regarding student records are transferred from the parent to the eligible student. If the eligible student is still claimed by the parent as a dependent for tax purposes, the parent may still access the student's records.

When prior written consent from a parent is required by law, the parent must provide a written, signed, and dated consent before the District discloses the student record. Such consent may be given through electronic means in those cases where it can be authenticated. The parent must specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. Qualified certificated personnel are available to interpret records when requested. The custodian of records will prevent the alteration, damage, or loss of records during inspection.

A student's citizenship status, immigration status, place of birth, or any other information indicating national origin will not be released without parental consent or a court order.

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

School Officials and Employees

School officials and employees with a legitimate educational interests may access student records without parental consent as long as access to such records is required to fulfill their duties and responsibilities, whether routine in nature or as a result of special circumstances. A school official may include, but is not limited to, a teacher, school principal, board member, counselor, attorney, accountant, human resources professional, information systems specialist, and support or clerical personnel. FERPA also permits the District to collaborate with or outsource institutional services or functions that involve the disclosure of student records to contractors, consultants, educational or governmental programs, administrative software programs, volunteers, or other third parties, who may be considered as school officials when they have a legitimate educational interest in the records.

Foster Youth Records

A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver who has direct responsibility for the care of a student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, online communication on platforms established by schools for students and parents, and any IEPs or Section 504 plans maintained by the District. A caregiver may access the information regardless of whether the caregiver has been appointed as the student's educational rights holder.

The above-referenced individuals may access the records listed above solely for the purpose of monitoring the student's educational progress, updating and maintaining the student's education records as required by WIC 16010, and to ensure the student has access to educational services, supports and activities, including enrolling the student in school, assisting the student with homework, class assignments, and college and scholarship applications, and enrolling the student in extracurricular activities, tutoring and other afterschool or summer enrichment programs.

Transfer for Student Records

Upon request from officials of another school, school system, or postsecondary institution in which a student seeks or intends to enroll or is already enrolled, the District is authorized to disclose educational records without parental consent as long as the disclosure is for purposes related to the student's enrollment or transfer. All student records will be updated before they are transferred, and will not be withheld from a requesting school because of any charges or fees owed by the student or parent.

When a student transfers to another school district or to a private school, the District will forward a copy of the student's mandatory permanent records to the new school of enrollment. The District will permanently maintain an original or a copy of the transferred records.

Mandatory interim records will be sent upon request to another California public schools. Such records may also be sent to out-of-state or private schools requesting them. Permitted records may be sent to any public or private school.

If the student transfers into the District from another public or private school, the District will inform the parent of the parent's right to receive a copy of the records received from the former school. The parent will also be informed of their right to have a hearing in which to challenge the contents of that record.

DUPLICATION OF STUDENT RECORDS

EC 49065; (BP 5125)

Former students may receive up to two transcripts or up to two verifications of their records at no cost. Beyond that, although the District may impose a reasonable fee to furnish copies of any student records requested, the District provides such copies at no cost. Additionally, no charge will be made to search for or to retrieve any student record.

PROTECTION OF PUPIL RIGHTS AMENDMENT

20 USC 1232h; EC 51513; (AR 5022, BP 6162.8)

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

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)—

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of—

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

Inspect, upon request and before administration or use—

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

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

The District has adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will directly notify parents if there are any substantive changes to these policies. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for parents to opt their children out of participation of the specific activity or survey. Parents will also be provided an opportunity to review any pertinent surveys. The following is a list of the specific activities and surveys covered under this direct notification requirement:

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

Parents who believe their rights have been violated may file a complaint online by selecting the PPRA complaint form option at https://studentprivacy.ed.gov/file-a-complaint or by mailing the form to: Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW Washington, DC 20202.

DIRECTORY INFORMATION

20 USC 1232g; 34 CFR 99.3, 99.37; EC 49061, 49073, 49073.2; (BP 5125.1)

Directory information means information contained in a student record that would not generally be considered harmful or an invasion of privacy if disclosed. Such information includes one or more of the following: student's name, address, telephone number, email 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 public or private school attended by the student. Directory information may include a student identification number, user identification, or other personal identifier used by the student for purposes of accessing or communicating in electronic systems as long as the identifier cannot be used to gain access to education records except when used in conjunction with a personal identification number, password, or other factor known or possessed only by the authorized user.

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

The District has determined that the following individuals, officials, or organizations may receive directory information:

- School publications: i.e. year book
- PTA, Parent Club, or other parent councils, committees, or advisories
- Outside organizations including, but not limited to, companies that manufacture class rings or publish yearbooks
- Military recruiters
- Post secondary educational institutions
- Outside governmental agencies
- Organizations the District partners with for programs intended to improve instruction for students

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.

Directory information may be disclosed without prior parent consent unless the parent submits a written notice to the school to deny access to their student's directory information. However, directory information related to homeless and unaccompanied youth will not be released without the express written consent for its release by the student's parent or the student if 18 years or older.

Additionally, the District will not include the directory information or the personal information of a student or the parent

of a student in the minutes of a meeting of the Board of Trustees, except as required by judicial order or federal law, if a the parent or the student if 18 years or older has provided a written request to the secretary or clerk of the Board to exclude their personal information or the name of the minor child from the minutes of a Board meeting. Personal information includes a person's address, telephone number, date of birth, and email address.

ACCESS BY MILITARY RECRUITERS

20 USC 7908; (AR 5125.1)

Federal law requires that the District provides military recruiters access to secondary school students' names, addresses and telephone listings upon request by the military recruiters. A student or parent may request that this information not be released to military recruiters without prior written consent.

CAL GRANT PROGRAM

EC 69432.9; (AR 5121, 5125)

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

To assist students in applying for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted by the October 1 deadline to the California Student Aid Commission (CSAC) electronically by a school or district official. A student, or the parent of a student under 18 years of age, may complete the Cal Grant GPA Opt-Out Form to indicate that they do not wish for the school to electronically send CSAC the student's GPA. Until a student turns 18 years of age, only the parent may opt out the student. Once a student turns 18 years of age, only the student may opt themselves out, and can opt in if the parent had previously decided to opt out the student. Notification regarding CSAC and the opportunity to opt out of being automatically deemed a Cal Grant applicant will be provided to all students and their parents by January 1 of the students' 11th grade year. If the opt out form is not received by the school by March 1 of the student's 11th grade year, the student's GPA will be submitted to CSAC beginning September of the student's 12th grade year.

FINANCIAL AID APPLICATION

EC 51225.7, 51225.8; (AR 6143)

Filing financial aid applications is the first step toward college success and helps eligible students qualify for federal, state, and campus-based aid as well as some private scholarships. Under state law, schools are to ensure that students, prior to entering 12th grade, receive information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application (CADAA) to help determine a student's eligibility for financial aid. This information will be provided in a timely manner as financial aid is awarded in order of submission according to deadlines, on a first-come, first-served basis. The information will include, but is not limited to, the following:

1. Types of documentation and personal information required
2. Explanation of definitions used in the application
3. Eligibility requirements for student financial aid
4. Application timelines and submission deadlines
5. Importance of submitting applications early

The District will ensure that each 12th grade student completes and submits a FAFSA or CADAA to the California Student Aid Commission (CSAC). The parent or student if 18 years of age or older may opt out of the requirement by filling out and submitting an opt-out. If the District determines that a student is unable to comply with the requirement, the District will exempt the parent or student and complete and submit an opt-out form on the student's behalf. Students should only complete one of the applications based on their citizenship and residency status. All personal information, including immigration status, of students and their families will be protected according to state and federal privacy laws and regulations.

PARENT INVOLVEMENT

SCHOOL ACCOUNTABILITY REPORT CARD

EC 35256, 35258; (BP 0510)

The School Accountability Report Card (SARC) provides parents and other interested members of the community a variety of information about the school, its resources, its successes, and the areas where it needs improvement. On or before February 1 of each year, an updated copy of the SARC for each District's operated school can be found on the district website at www.sweetwaterschools.org. A hard copy will also be provided upon request to any student's parent.

PARENT & FAMILY ENGAGEMENT POLICY

20 USC 6318; (AR 6020)

The Board of Trustees recognizes that parents are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee works with staff and parents to develop meaningful opportunities at all grade levels for parents to be involved in district and school activities, advisory, decision-making and advocacy roles, and activities to support learning at home. See *Appendix T: Parent Involvement Plan* for details of how parents can participate in their children's education and the opportunities that are available to them to do so.

MIGRANT EDUCATION

EC 54444.2

The District receives migrant education funds and services and will actively solicit parental involvement in the planning operation and evaluation of its programs through the establishment of a parent advisory council. Parents have the sole authority to determine the composition of the council.

RIGHTS OF PARENTS

EC 51101; (BP 5020)

Parents of students enrolled in public schools have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children within the

public schools, to be informed by the school, and to participate in the education of their children, as follows:

- Within a reasonable period of time following making the request, to observe the classroom(s) in which their child is enrolled or for the purpose of selecting the school in which their child will be enrolled in accordance with the requirements of any intradistrict or interdistrict student attendance policies or programs.
- Within a reasonable time of their request, to meet with their child's teacher(s) and the principal.
- To volunteer their time and resources for the improvement of school facilities and school programs under the supervision of district employees, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher. Although volunteer parents may assist with instruction, primary instructional responsibility remains with the teacher.
- To be notified on a timely basis if their child is absent from school without permission.
- To receive the results of their child's performance and the school's performance on standardized tests and statewide tests.
- To request a particular school for their child, and to receive a response from the District; however, the District is not obligated to grant the parent's request.
- To have a school environment for their child that is safe and supportive of learning.
- To examine the curriculum materials of the class(es) in which their child is enrolled.
- To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.
- To have access to the school records of their child.
- To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.
- To be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes, and procedures for visiting the school.
- To receive information about any psychological testing the school does involving their child and to deny permission to give the test.
- To participate as a member of a parent advisory committee, school site council, or site-based management leadership team, in accordance with any rules and regulations governing membership in these organizations.
- To question anything in their child's record that the parent feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.
- To be notified, as early in the school year as practicable pursuant to EC 48070.5, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal such a decision.

Parents may support the learning environment of their child by:

- Monitoring attendance of their child.
- Ensuring that homework is completed and turned in on a timely basis.
- Encouraging their child to participate in extracurricular and cocurricular activities.
- Monitoring and regulating the television viewed by their child.
- Working with their child at home in learning activities that extend learning in the classroom.
- Volunteering in their child's classroom(s) or for other activities at the school.
- Participating, as appropriate, in decisions relating to the education of their own child or the total school program.

CUSTODY ISSUES

Schools are not a forum to settle custody disputes and the school has no legal jurisdiction to refuse a biological parent access to their child and the child's school records unless a signed restraining order or proper divorce papers specifically setting forth limitations are on file at the school office. Custody disputes must be handled by the courts.

INVESTING FOR FUTURE EDUCATION

EC 48980(d)

The District encourages the investment by parents for higher education for their children and of considering appropriate investment options, including, but not limited to, United States savings bonds.

SAFETY

COMPREHENSIVE SCHOOL SAFETY PLAN

EC 32286, 32288; (BP 0450)

Each school is required to develop a school safety plan, which includes a comprehensive disaster preparedness plan. Copies of the school safety plan are available to read at school sites during normal business hours.

EMPLOYEE INTERACTION WITH STUDENTS

EC 44050; (BP 4119.24, 4219.24, 4319.24)

This Code of Ethics presents expectations and guidance to Sweetwater Union High School District employees including independent contractors and volunteers for maintaining the highest ethical standards in their official activities and relationships. This Code supports the mission of the San Diego County Office of Education by promoting trust, commitment, and teamwork within the organization and between the Sweetwater Union High School District and its clients, partners, and the greater community.

All official conduct should be well above the minimum standards required by law. Accordingly, employees must ensure that their actions can withstand the closest possible public scrutiny and can, in no way, be interpreted as being in contravention of the laws and regulations governing the Board of Trustees, the Superintendent, and the schools, programs, and operations of the Sweetwater Union High School District.

The Sweetwater Union High School District is committed to ensuring that the conduct of its business and activities is free from misconduct or illegality. Employees are expected to disclose any improper governmental activity on the part of the Sweetwater Union High School District or its employees. Employees should

immediately report any evidence of such activity to their immediate supervisor or the Executive Director of Human Resources. Employees may use the WeTip toll-free hotline to submit an anonymous report of criminal activity.

It is expected that employees will be proactive in creating a positive work environment in which the inherent worth of each person is recognized and colleagues, students, clients, business associates, and members of the public are treated with fairness, dignity, and respect. Employee conduct is expected to be professional, businesslike, and in accordance with high standards of decorum.

The Sweetwater Union High School District is dedicated to maintaining a culture in which employees adhere to the highest ethical standards. It is expected that employees will demonstrate ethical conduct in the performance of their duties by acting, at all times, responsibly and conscientiously, with honesty and integrity. All official actions must reflect employees' use of good judgment, due care, competence, and diligence.

CHILD ABUSE & NEGLECT REPORTING

EC 48987; PC 11164 er seq.; (BP 5141.4)

All employees of the District are considered mandated reporters, required by law to report cases of child abuse and neglect to the appropriate law enforcement agency when they have a reasonable suspicion that a child has been a victim of child abuse and/or neglect. *Reasonable suspicion* means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on their training and experience, to suspect child abuse or neglect; it does not require certainty that the child abuse and/or neglect has occurred. The fact that a child is homeless or an unaccompanied minor is not, in and of itself, a sufficient basis for reporting child abuse or neglect.

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

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

SEX OFFENDERS/MEGAN'S LAW

PC 290 et seq., 626.81; (BP 3515.5)

Any person who is required to register as a sex offender pursuant to PC 290, including the parent of a student, must request written permission from the principal before entering the school building or school grounds. The written permission must indicate the date(s) and times for which permission has been granted. As necessary, the principal will consult with local law enforcement authorities before allowing the presence of any such person at school or other school activity. The principal will also report to the Superintendent or designee anytime such written permission is granted.

Information about registered sex offenders in California can be found on the California Department of Justice's website, http://meganslaw.ca.gov/. The website also provides information on how a person can protect themselves and their family, facts about sex offenders, frequently asked questions, and sex offender registration requirements in California. Parents requesting information about sex offenders in the community should either access the Megan's Law website or contact local law enforcement agencies.

ACCEPTABLE USE OF TECHNOLOGY

(BP 6163.4)

The Sweetwater Union High School District authorizes students to use technology owned or otherwise provided by the District as necessary for instructional purposes. The use of district technology is a privilege permitted at the District's discretion and is subject to the conditions and restrictions set forth inapplicable Board policies, administrative regulations, and the Acceptable Use Agreement. The District reserves the right to suspend access at any time, without notice, for any reason.

The District expects all students to use technology responsibly in order to avoid potential problems and liability. The District may place reasonable restrictions on the sites, material, and/or information that students may access through the system. Each student who is authorized to use district technology and the student's parent/guardian must sign the Acceptable Use Agreement as an indication that they have read and understand the agreement.

The District's policy on the acceptable use of technology on school campuses and access by students to the Internet and on-line sites is available at:
http://schoolboard.sweetwaterschools.org/policies/

USE OF MOBILE COMMUNICATION DEVICES

(BP 5131.8)

The District recognizes that the use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being, but could be disruptive of the instructional program in some circumstances. The Board permits limited use of mobile communication devices on campus in accordance with law and the following policy.

Students are permitted to use cell phones, smart watches, or other mobile communication devices on campus before the school day begins and after it ends. Students may use these devices during their lunch period, nutrition break, and passing periods as long as the device is utilized in accordance with law and any rules that individual school sites may impose. Additional allowable usage can be found in BP 5131.8. The district assumes no responsibility for mobile communication devices brought onto campus or to any school-sponsored activity in the event such devices are lost, stolen, or damaged.

ELECTRONIC PRODUCTS OR SERVICES THAT DISSEMINATE ADVERTISING

EC 35182.5; (BP 3312)

If the District enters into a contract for electronic products or services that requires the dissemination of advertising to students,

the District must provide written notice to the parents of the students that the advertising will be used in the classroom or other learning centers. The notice will offer parents the opportunity to request in writing that their child not be exposed to the program that contains the advertising.

DRESS CODE/GANG APPAREL

EC 35183; (AR 5132)

Students are expected to come to school appropriately dressed in clothes that are suitable for the school activities in which they participate. Student's clothing must not present a health or safety hazard or a distraction which interfere with the education process. The principal, staff and parents at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan. Students failing to dress appropriately will be asked to change. The District's dress code is available online at: www.sweetwaterschools.org.

SUN PROTECTIVE CLOTHING & USE OF SUNSCREEN

EC 35183.5

The District allows for outdoor use of sun-protective clothing and the use of sunscreen by students during the day.

WALKING OR RIDING A BIKE TO SCHOOL

VC 21212; (AR 5142)

The District requests that parents of children who walk or ride their bike to school plan a safe route to school with their children. The route must not involve shortcuts through private property, and all students are expected to exhibit good behavior on the way to and from school.

As a reminder, children under the age of 18 must wear a properly fitted and fastened bicycle helmet when operating or riding as a passenger upon a bicycle, a nonmotorized scooter, or skateboard or wearing in-line or roller skates upon a street, bikeway, or any other public bicycle path or trail. This requirement also applies to a person who rides upon a bicycle while in a restraining seat that is attached to the bicycle or in a trailer towed by the bicycle.

SCHOOL BUS & PASSENGER SAFETY

EC 39831.5; (BP 5131.1)

Bus safety regulations, including a list of school bus stops near each student's home, general rules of conduct at school bus loading zones, red light crossing instructions, school bus danger zone, and walking to and from school bus stops, can be found online at www.sweetwaterschools.org.

OPEN/CLOSED CAMPUS

EC 44808.5; (BP 5112.5)

In order to keep students in a supervised, safe and orderly environment, the Board of Trustees has established a closed campus at all district schools. As such, students may not leave the school grounds at any time during the school day without written permission of their parents and school authorities. Students who leave school without authorization will be considered to have an unexcused absence.

To apply for an off-campus lunch permit, the student must complete and submit an application to the principal or designee who will verify that the student meets the following conditions:

- The student resides within a 10-minute walking distance from the school.
- A responsible adult is at home during the student's lunch period.

A permit may be revoked for any of the following reasons:

- The student is tardy for the class immediately following lunch.
- The student loses the off-campus lunch permit. The student may be excused for the loss of one permit if warranted, the loss of the replacement permit will result in automatic revocation of the permit.
- The student goes to a place other than home during the lunch period.
- The student encourages other students to join the student at the student's home or other off-campus destination during the lunch period.

SCHOOL VISITING PROCEDURES:

EC 51101(a)(12), PC 627.3, 627.4; (BP 1250)

The District's highest priority is keeping all students and faculty safe, and part of that is quickly identifying those that may present a danger to all persons and knowing who is in District buildings at all times. All school site visits must be done during school business hours following school site visitor approval procedures. This requires signing in at the school's office (a valid government issued identification will be needed), approval from the principal or the principal's designee, and wearing a visible visitor's badge. Visitors who violate these rules may be asked to leave or be banned from the school site. A visitor may be refused entry onto school grounds, or have access revoked, if the principal or designee reasonably concludes that the visitor's presence or acts would interfere or disrupt the peaceful conduct of school activities.

DISRUPTION IN PUBLIC SCHOOL OR MEETING

EC 32210; (BP 3515.2)

Any person who willfully disturbs any public school or public school meeting is guilty of a misdemeanor and shall be punished by a fine of not more than five hundred dollars ($500).

SAFE STORAGE OF FIREARMS

EC 48986, 49392

Students and staff thrive in a culture free of fear and risk of school shootings. When it comes to gun violence, schools cannot do it alone. To ensure schools are safe, it is the responsibility of parents and family members to store firearms according to California law. Refer to *Appendix Q: Safe Storage of Firearms* to review the responsibilities of parents for keeping firearms out of the hands of children.

TOBACCO-FREE CAMPUS

HSC 104420, 104495; (AR 3513.3)

Smoking and use of any tobacco-related products and disposal of any tobacco-related waste within 25 feet of a school playground is prohibited. The prohibition does not apply to a public sidewalk located within 25 feet of a playground.

ASBESTOS

40 CFR 763.84, 763.93; (AR 3514)

The District has a current management plan for asbestos containing materials for all district schools with some exclusions. The plan is available for inspection at the Risk Management Department at (619) 407-4900, Environmental Health & Safety office at (619) 796-7587, and/or at each school during normal business hours. http://riskmanagement.sweetwaterschools.org/

USE OF PESTICIDES

EC 48980.3, 17612; (AR 3514.2)

The name of all pesticides products expected to be applied at the school facilities during the upcoming year can be found at the Risk Management Department at (619) 407-4900, Environmental Health & Safety office at (619) 796-7587, and/or at the school site. Persons wishing to be notified in advance of individual pesticide applications may register with the District for that purpose. To register, complete the form included in this notification and return to school site. Additional information on pesticides is made available by the Department of Pesticide Regulation at www.cdpr.ca.gov.

The District has developed an integrated pest management plan to provide a safe and low-risk approach to manage pest problems while protecting the environment, people and property. The District's integrated pest management plan can be found online at www.sweetwaterschols.org and parents may also view the integrated pest management plan at Environmental and Safety Office during normal business hours.

STUDENT DISCIPLINE

CONDUCT OF STUDENTS

EC 44807; (BP 5131)

The District expects all students enrolled in district programs or activities to conduct themselves in a manner that enriches the educational environment and does not disrupt the learning process. The district believes all students enrolled in district programs or activities should experience a positive learning environment. All students participating in district programs or activities are expected to cooperate by respecting the rights of other participants, which includes the right to a learning environment free from disruptions, and are also expected to comply with district policies, rules and regulations, pursue their studies and obey the valid authority of district staff. Any student who feels another participant is disrupting the student's learning environment is strongly encouraged to report that misconduct to a district staff member. The district staff member will, in turn, report to the designated district staff member in charge of handling student complaints. Student conduct includes conduct on school grounds, going to and from school and during recess and lunch periods.

Every teacher has a duty to hold students accountable for their conduct on the way to and from school, while at school, or at a school-sponsored activity off school grounds. A teacher, vice principal, principal or any other certificated employee of a school district, will not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of their duties, of the same degree or physical control over a student that a parent would be legally privileged to exercise but which in no event exceeds the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of students, or to maintain proper and appropriate conditions conducive to learning.

SUSPENSION & EXPULSION

EC 48900 et seq.; (BP 5144, 5144.1)

The Board of Trustees believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, are imposed only when required or permitted by law or when other means of correction have been documented to have failed. At all times, the safety of students and staff and the maintenance of an orderly school environment will be priorities in determining appropriate discipline.

Students may be suspended or expelled only for acts specified in law and when the behavior is related to a school activity or school attendance occurring within and district school or another school district, regardless of when it occurs. Refer to *Appendix R* for the grounds for suspension and expulsion. The District will provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee will comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation.

UNLAWFUL RECORDING OF CONFIDENTIAL COMMUNICATION

EC 51512; PC 632; (BP 1250)

It is unlawful to intentionally eavesdrop upon or record the confidential communication between two or more parties without the consent of all parties to the confidential communication. The eavesdropping or recording of a confidential communication includes by means of any electronic amplifying or recording device whether the communication is carried on among the parties in the presence of one another or by means of a telegraph, telephone, or other device, except a radio. Such an act is punishable by a fine not exceeding two thousand five hundred dollars ($2,500), and/or imprisonment in the county jail not exceeding one year, or in the state prison. Additionally, the use by any person, including a student, of any electronic listening or recording device in any classroom without prior consent of the teacher and the principal is prohibited. Any person, other than the student, willfully in violation is guilty of a misdemeanor. Any student in violation is subject to district disciplinary procedures.

DANGEROUS OBJECTS

EC 48902, 49331, 49393; (BP 5131.7)

Students are prohibited from possessing weapons, imitation firearms, or other dangerous instruments on school grounds, when using district provided transportation, at school-related or school-sponsored activities away from school, or while going to

or coming from school. Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the District. If a student is in possession of a prohibited weapon, imitation firearm, or dangerous instrument which creates a threat or perceived threat of a homicidal act, any employee or other school official who is alerted to or observes such threat will immediately report the threat to law enforcement. The principal or designee will also notify law enforcement when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. If the student commits any of the acts described in this notification, the student will be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

LASER POINTERS

PC 417.27; (BP 5131)

It is a crime for any student to possess a laser pointer on any school premises, unless the possession is for a valid instructional or other school-related purpose. It is also prohibited to direct the beam of a laser pointer into the eyes of another; into a moving vehicle with the intent to harass or annoy the person(s) in the vehicle; or directly or indirectly into the eyes of a guide dog, signal dog, service dog, or dog being used by a peace officer with the intent to harass or annoy the animal.

SEARCH AND SEIZURE

BP 5145.12

As necessary to protect the health and welfare of students and staff, and only as authorized by law, Board policy, and administrative regulation, staff may search an individual student, the student's property, and/or district property under the student's control and may seize illegal, unsafe, or otherwise prohibited items. Generally, a search is conducted when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law, Board policy, administrative regulation, or other school and/or district rules. The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, and student vehicles parked on district property. School officials will exercise discretion and use good judgment when conducting searches.

REQUIRED PARENT ATTENDANCE DUE TO CHILD'S SUSPENSION

EC 48900.1; (AR 5144.4)

When suspending a student from class pursuant to EC 48910 for committing an act of obscenity, habitual profanity or vulgarity, disruption of school activities, or willful defiance, the teacher of the class may require any parent who lives with the student to accompany the student for a portion of a school day in the class from which the student has been suspended. A written notice will be sent to the parent regarding the implementation of this requirement. Per LC 230.7, employers are not allowed to apply sanctions against the parent for complying with this requirement if the parent has given reasonable notice to their employer.

LIABILITY OF PARENT FOR WILLFUL STUDENT MISCONDUCT

EC 48904, 48904.3; (AR 5125.2)

The parent of any minor may be held financially liable for their student's willful misconduct which results in injury or death to any other student or person employed or volunteering for the District or injury to real or personal property belonging to the District or a district employee. The parent is also liable to the District for all property belonging to the District loaned to their student and not returned upon demand of an employee of the District authorized to make the demand. The District will notify the parent in writing of their student's alleged misconduct before withholding the student's grades, diploma or transcript. Refer to *Appendix S: Textbook/Mobile Device Guidelines and Responsibilities* for information related to this notification.

APPENDIX A: LANGUAGE ACQUISITION PROGRAM OPTIONS

Parents of students enrolled in the school may choose a language acquisition program that best suits their child. A language acquisition program is an educational program designed for English learners to ensure English acquisition as rapidly and effectively as possible and provides standards-based instruction that work in tandem with ELD standards through Integrated and Designated ELD.

The table below summarizes the language acquisition options for EL students at SUHSD separated by language arts options and core content program options. In addition to the options below, dual-identified students also have access to Special Education courses, services, and supports.

EL Language Acquisition Program Options for Language Arts								
EL ELA Program	**Target EL Population**		**Program Description**	**Instructional Services**				
	STEL	LTEL		ELD Stds: Integrated	ELD Stds: Designated	SDAIE	L1 Support	L1 Instruction
1. ELD	X		Intensive ELD instruction. Four sequential, levelled courses that provide a double block of ELD/ELA instruction.	X	X	X	X	
2a. SEI English		X	Strategic ELD instruction paired with ELA core content standards. Provides integrated ELD and students should also be enrolled in Designated ALD/AVID Excel.	X	X	X	X	X*
2b. Designated ALD or equivalent course (AVID Excel, etc.)		X	Strategic designated ELD instruction focused primarily on Part II of the ELD Standards: *How English Works*. Paired with resiliency-building and designed to support success in ELA and core subjects.	X	X	X	X	
EL Language Acquisition Program Options for Core Content Courses								
EL Core Content Program	**Target EL Population**		**Program Description**	**Instructional Services**				
	STEL	LTEL		ELD Stds: Integrated	ELD Stds: Designated	SDAIE	L1 Support	L1 Instruction
1. Bilingual	X		Core content courses taught primarily in Spanish, with about 20% of course dedicated to building content language in English.	X	X	X	X	
2. SEI Math/ Science/Social Science		X	Strategic ELD instruction paired with core content standards. Provides integrated ELD that is taught in tandem with content standards.	X	X	X	X	X*
3. Dual Language	*Open access for <u>any</u> bilingual student*		2 of 3 core content courses taken in Spanish. Spanish academic language development is the focus.	*Spanish language development*		SDAIE in Spanish	X	X

***** *If teacher has appropriate Bilingual authorization*

APPENDIX B: CALIFORNIA HEALTHY YOUTH ACT

The California Healthy Youth Act requires that comprehensive sexual health education and HIV prevention education be provided to students at least once in middle school and once in high school, starting in grade 7. Instruction must encourage students to communicate with parents, guardians, or other trusted adults about human sexuality. Instruction must be medically accurate, age appropriate and inclusive of all students. The Sweetwater Union High School District shall follow state laws regarding comprehensive sexual health education. (EC 51933). All teachers instructing comprehensive sexual health education must include the following content within their class curriculum:

- Information on the nature of HIV, as well as other sexually transmitted infections (STIs), and their effects on the human body.
- Information on the manner in which HIV and other STIs are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual activities and injection drug use.
- Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other STIs and abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy.
- Information about the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods that prevent or reduce the risk of contracting HIV and other STIs, including use of antiretroviral medication, consistent with the federal Centers for Disease Control and Prevention.
- Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing.
- Information about the treatment of HIV and other STIs, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others.
- Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV.
- Information about local resources, how to access local resources, and students' legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other STIs and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence.
- Information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception. Instruction on pregnancy must include an objective discussion of all legally available pregnancy outcomes, including, but not limited to, all of the following: parenting, adoption, and abortion; information on the law on surrendering physical custody of a minor child 72 hours of age or younger; and the importance of prenatal care.
- Information about sexual harassment, sexual assault, sexual abuse, and human trafficking, which includes information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and information on how social media and mobile device applications are used for human trafficking.
- Information about adolescent relationship abuse and intimate partner violence, including the early warning signs thereof.

Upon request, a parent may inspect and review the materials to be used in class. If you have questions, please see your student's teacher or principal. You may request a copy of the California Healthy Youth Act (EC 51930-51939) by contacting SUHSD.

State law allows you to remove (or "opt out") your student from comprehensive sexual health education and HIV prevention education without disciplinary action or academic penalty. Alternative assignments will be made available in the event of parental request of non-participation. If you *do not want your student to participate* in the comprehensive sexual health or HIV prevention instructional program, you must submit a written request to your student's High School Health, General Science, or Human Performance and Well-Being teacher.

However, this opt-out "does not apply" to curriculum and materials "that discuss gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family" and "do not discuss human reproductive organs and their functions." (EC 51932(b)). In effect, parents can only opt-out of curriculum that addresses gender expression and sexual orientation in the context of "human reproductive organs and their function."

The California Department of Education (CDE) clarifies that "the opt-out provision of the California Healthy Youth Act does not apply to instruction or materials outside the context of comprehensive sexual health education, including those that may reference gender, gender identity [or] sexual orientation. For example, the opt-out rule associated with comprehensive sexual health education would not apply to a social studies lesson on the U.S. Supreme Court's 2015 ruling in favor of same-sex marriage." (CDE, *California's Health Education Initiatives* at https://www.cde.ca.gov/ci/he/cf/cahealthfaq.asp)

LGBTQIA+ (lesbian, gay, bisexual, transgender, questioning, queer, intersex, asexual, pansexual, and allies) is a protected class under anti-discrimination law; schools are prohibited from discriminating on the basis of gender or sexual orientation; and in California, school instruction cannot be biased on the basis of sexual orientation or gender identity. A purpose of the Healthy Youth Act is that comprehensive sexual health and HIV prevention education "shall affirmatively recognize that people have different sexual orientations," "shall be inclusive of same-sex relationships," and "shall teach pupils about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes." (EC 51933(d)(4)(5)(6)). It is the CDE's position that this is to ensure a positive school climate where all students feel safe.

The goal of a comprehensive sexual health education program at SUHSD is to help students learn the facts and to make good decisions now, and later in life.

APPENDIX C: NONDISCRIMINATION IN DISTRICT PROGRAMS & ACTIVITIES

The Board of Trustees is committed to providing equal opportunity for all individuals in education. District programs and activities shall be free from discrimination, harassment, intimidation and bullying against an individual or group based on actual or perceived age; gender, gender identity or expression, or genetic information; sex, actual or potential parental, family, or marital status that treats students differently on the basis of sex; race, color, religion, ancestry, national origin, ethnic group identification, physical or mental disability, medical condition, pregnancy, reproductive health decision making, sexual orientation, immigration status, veteran or military status; 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 Board of Trustees is determined to provide students, employees, community members, and job applicants a safe, positive environment where they are assured full and equal employment access and opportunities, protection from harassment, intimidation, bullying, and freedom from any fear of retaliation for asserting their rights in accordance with law. The Board shall promote programs that ensure discriminatory practices are eliminated in all district activities.

This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the Superintendent of the District.

District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames. (EC 221.2-221.3)

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. The District shall not use data collected to create a registry based on race, gender, sexual orientation, religion, ethnicity, immigration status or national origin.

The Superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. The Superintendent or designee shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report their findings and recommendations to the Board after each review.

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 – Uniform Complaint Procedures.

The Superintendent or designee shall notify students, parents/guardians, employees, employee organizations and applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, handbook, application form, or other materials distributed to these groups. The notification shall also be posted in other prominent locations as appropriate.

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Superintendent or designee. (EC 234.7)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

I. Commitment to Compliance with the Americans with Disabilities Act

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

The Superintendent or designee shall ensure that the district provides auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, note takers, written materials, taped text, and Braille or large print materials.

Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program or meeting.

II. Commitment to Compliance with Title IX

Title IX of the Educational Amendments of 1972 states: "No person…shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance." In accordance with federal Title IX statutes and similar State statutes, the Board prohibits any discrimination based on gender, sex, or sexual orientation in any District educational program or activity, including, but not limited to program and activities; course accessibility; counseling; physical education; athletics; sexual harassment; pregnant and parenting students; extra-curricular activities, programs and clubs.

The Superintendent shall adopt, and may periodically revise, administrative regulations necessary to implement and enforce this policy. The regulations shall provide an adequate description of this policy to parents/guardians, students, and employees; provide appropriate complaint and resolutions procedures; and establish due process for persons accused of harassment,

discrimination, intimidation or bullying based on gender, sex or sexual orientation. All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 – Uniform Complaint Procedures.

The Board of Trustees designates the following position as Coordinator for Title IX Nondiscrimination and all Title IX-related complaints should be forwarded to this person:

Chief Compliance Officer
670 L Street, Suite G
Chula Vista, CA 91911
(619) 600-4900
www.sweetwaterschools.org/TITLE-IX
or via email at compliance@sweetwaterschools.org

The Superintendent or designee shall regularly coordinate trainings provided by qualified individuals for employees, students and community members, as well as publicize within the district the Title IX Policy and Administrative Regulations and the availability of complaint procedures. The Superintendent shall ensure that students receive age-appropriate information and education related to Title IX compliance.

(BP 0410, Nondiscrimination in District Programs & Activities)

APPENDIX D: KNOW YOUR RIGHTS

The following "know your rights" information regarding immigration-enforcement actions is provided by the California Attorney General.

Know Your Educational Rights

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' 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.
  - 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 to demonstrate proof of child's age or residency.
- 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 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 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 they are discriminated against, harassed, intimidated or bullied because of their actual or perceived nationality, ethnicity, or immigration status.

Checklist for Immigrant Students and Families Attending Public Schools

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 a 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.

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.

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" 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.).

  https://www.lirs.org/assets/2474/bna_beinformed_safetyplanningtoolkit.pdf (example plan)
- Make sure that your child's school always has current emergency contact information, including alternative contacts if no parent is available.

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

APPENDIX E: SEXUAL HARASSMENT

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

Criminal or civil charges may be brought against the alleged harasser. Sexual harassment may be considered a violation of laws relating to child abuse.

The District strongly encourages any student who feels that the student is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who has experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact the student's teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

The Superintendent or designee shall take appropriate actions to reinforce the Districts sexual harassment policy.

Title IX Coordinator

The District designates the following individual as the responsible employee to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to work with designated administrators to investigate and resolve sexual harassment complaints pursuant to this Administrative Regulation. This district official may be contacted at:

Chief Compliance Officer
670 L Street, Suite G
Chula Vista, CA 91911
(619) 600-4900
compliance@sweetwaterschools.org

Defining Sexual Harassment

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

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

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

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

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

Examples of Sexual Harassment

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

1. Unwelcome sexual flirtations or propositions
2. Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, notes, stories, drawings, pictures, or gestures.
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single gender class
7. Touching an individual's body or clothes in a sexual way
8. Purposefully cornering or blocking normal movements
9. Limiting a student's access to educational program or resources
10. Displaying sexually suggestive objects, drawings or photographs
11. Profanity, inappropriate offensive and profane language (without intent to harm)
12. Sexual assault, sexual battery, or sexual coercion
13. Electronic communications containing comments, words, or images described above

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 incidents of sexual harassment even where 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 prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students.
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made.
7. Information about the rights of students and parents/ guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues.
8. A clear message that, when needed, the district will take interim 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 and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment.

Notification of Policy

In addition to the notification provided in this document, the following are the circumstances under which a copy of the written policy on sexual harassment, along with the name, title and contact information of the Title IX Coordinator is made available to students and parents:

1. Posted in the main administrative offices and other areas where rules, regulations, procedures, and standards of conduct are posted.
2. Summarized on a poster prominently and conspicuously displayed in each bathroom and locker room at each school serving students in grades 9-12. The poster may also be displayed in public areas that are accessible to and frequented by students (*e.g.,* classrooms, hallways, gymnasiums, auditoriums, and cafeteria).
3. Provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session.
4. Appear in any publication that sets forth the school's or District's comprehensive rules, procedures, and standards of conduct.
5. Posted on the District's website in a manner that is easily accessible to students and parents.

Reporting and Investigating Requirements

Employees are required to report any alleged sexual harassment to the appropriate administrator or be subject to disciplinary action up to and including dismissal.

Students shall be informed to immediately contact a staff member if they feel they are victims of sexual harassment. Within one school day, staff shall report complaints of sexual harassment to the principal or designee or to another district administrator. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

The principal/administrator or designee shall immediately investigate any report of the sexual harassment of a student.

Upon verifying that sexual harassment occurred, he/she shall ensure that appropriate action is promptly taken to end the sexual harassment, address its effects on the person subjected to the harassment, and prevent any further instances of the sexual harassment as outlined in Administrative Regulation 5145.7. In addition, the student may file a formal complaint using the district's uniform complaint procedures.

If the Superintendent or the principal of the school in which the student learner is enrolled determines that the student has committed sexual harassment as defined in Education Code 212.5, which is determined to be sufficiently severe or pervasive as to have an intimidating, hostile, or offensive educational environment, the student may be suspended from school or recommended for expulsion.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student in violation of Education Code Section 212.5 shall be subject to discipline, up to and including having their employment terminated, as appropriate and in accordance with law and the applicable collective bargaining agreement.

Investigations Shall be Confidential

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

(BP/AR 5145.7, Sex Discrimination and Sex Based Harassment)

APPENDIX F: PREGNANT/PARENTING STUDENTS RIGHTS & OPTIONS FAQS

Pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children by establishing specified rights. The following frequently asked questions (FAQs) addresses rights related to program placement and attendance.

Can my school treat me differently because of my pregnancy or parental status?
No, Title IX of the United States Code prohibits discrimination based on sex, which includes both pregnancy and parental status.

Can my school prevent me from participating in any educational program or activity?
No, a school may not exclude or deny a pregnant or parenting student from any educational program or activity, including class or extracurricular activity, based solely on the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery. However, a school may require a student to obtain a doctor's note to ensure that they are emotionally and/or physically able to continue participation in the educational program.

Can my school force me to take part in a pregnant minor program?
No, a pregnant or parenting student does not have to participate in any alternative educational program because of pregnancy or parental status. A student may voluntarily take part in these programs if they choose.

Am I entitled to any parental leave in preparation or to take care of my newborn child?
Yes, any pregnant or parenting student is entitled to a minimum of eight weeks of parental leave, which may be increased under medical necessity. A student is not required to complete any class work during this period, and it must be counted as an excused absence by the school.

What if my child is sick?
Taking care of a sick child counts as an excused absence, and the school may not require the parenting student to provide a doctor's note for this kind of absence.

What happens when I return to school?
A pregnant or parenting student will return to their normal course of study. The student is entitled to opportunities to make up any missed work as a result of the parental leave. This includes being able to stay for a fifth year of school to complete graduation requirements. The student may also enroll in an alternative educational program provided it is equal to that of their former schoolwork.

Do these rights only apply to pregnant students?
No, these rights apply equally to all pregnant and parenting students, defined as any student who gives or expects to give birth, or any student who identifies as a parent of an infant. A student may file a uniform complaint if their school violates the rules above.

APPENDIX G: UNIFORM COMPLAINT PROCEDURES

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

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

1. Any complaint alleging district violation of applicable state or federal law or regulations governing the use of categorical funds, such as Accommodations for Pregnant and Parenting Pupils, Adult Education, After School Education and Safety, Agricultural Career Technical Education, Career Technical and Technical Education and Career Technical Training Programs, Child Care and Development, Compensatory Education, Consolidated Categorical Aid, Every Student Succeeds Act, Local Control Funding Formula and Local Control Accountability Plans, Migrant Education, Physical Education Instructional Minutes, Regional Occupational Centers and Programs, School Plans for Student Achievement, School Safety Plans, School Site Councils, and any other district-implemented program which is listed in Education Code 64000(a). (5 CCR 4610)
2. Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, immigration status, age, religion, marital, pregnancy, family, or parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on their association with a person or group with one or more of these actual or perceived characteristics. (5 CCR 4610)
3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student. (EC 222)
4. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities. (5 CCR 4610)
5. Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan. (EC 52075)
6. Any complaint, by or on behalf of any student who is a foster youth, students from military families, and students formerly in juvenile court now enrolled in the school district, migrant students, and immigrant students participating in a newcomer program, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the District's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements. (EC 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
7. Any complaint, by or on behalf of a homeless student, as defined in 42 USC 11434a, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements. (EC 51225.1, 51225.2)
8. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions. (EC 51228.3)
9. 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.

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

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

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

The Superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints in accordance with applicable law and district policy.

Non-UCP Complaints

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to

the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The following complaints are not subject to our UCP process set forth in this document and shall be reviewed by the District and either processed under relevant district policies or referred to other agencies for appropriate resolution:

1. Allegations of child abuse shall be referred to County Department of Social Services (DSS), Protective Services Division and/or appropriate law enforcement agency.
2. Health and safety complaints regarding a Child Development Program shall be referred to Department of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.
3. Employment discrimination, harassment, intimidation or bullying complaints shall be sent to the California Department of Fair Employment and Housing (DFEH).
4. Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).
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 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)

In addition, the District's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to the 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.

Compliance Officers

The Board of Trustees designates the following compliance officer to receive and investigate complaints and to ensure district compliance with law, including handling complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation or bullying) against students, as specified by BP 5145.3 Nondiscrimination/Harassment:

Chief Compliance Officer
670 L Street, Suite G
Chula Vista, CA 91911
(619) 600-4900
compliance@sweetwaterschools.org

In reference to Special Education, issues should be forwarded to the following compliance officer:

Director of Special Services
670 L Street, Suite A
Chula Vista, CA 91911
(619) 796-7500

The compliance officer who receives the complaint may assign another trained staff member of the Compliance Office to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another staff member is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which the compliance officer has a bias or conflict of interest that would prohibit the compliance officer from fairly investigating or resolving the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

Training provided to such employees shall include current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation or bullying), applicable standards to reaching decisions on complaints, and appropriate corrective measures.

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of the investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the District issues its final written decision, whichever occurs first.

Notifications

The District's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1.)

The Superintendent or designee shall annually provide written notification of the District's UCP, including information regarding unlawful student fees, local control and accountability plan (LCAP) requirements, and requirements related to educational rights of foster youth and homeless students, to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622; EC 262.3, 48853, 48853.5, 49013, 49069.5, 51225.1, 51225.2, 52075)

The annual notification and complete contact information for the Compliance Office may be posted on the district web site and, if available, provided through district-supported social media.

The Superintendent or /her designee shall ensure that all student and parent/guardians, including students and parent/guardians with limited English proficiency, have access to the relevant information provided in the District's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the District's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with EC 234.1 and 48985. In all other instances, the District shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

The Superintendent or designee shall make available copies of the District's uniform complaint procedures free of charge. (5 CCR 4622)

District Responsibilities

Any school personnel that witness an act of discrimination, harassment, intimidation or bullying towards students must take immediate steps to intervene when safe to do so.

All UCP-related complaints shall be investigated and resolved within 60 calendar days of the District's receipt of the complaint unless the complainant agrees in writing to an extension of the timeline. (5 CCR 4631)

For complaints alleging unlawful discrimination (such as discriminatory harassment, intimidation or bullying), the District shall inform the respondent when the complainant agrees to an extension of the timeline for investigating and resolving the complaint.

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

All parties involved in the allegations shall be notified when a complaint is filed and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation or bullying) confidential except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring or maintain the integrity of the process. (5 CCR 4630, 4964)

Step 1: Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist the complainant in the filing of the complaint. (5 CCR 4600)

Complaints shall be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs and special education programs may be filed by any individual, public agency, or organization. (5 CCR 4630)
2. Any complaint alleging noncompliance with law regarding the prohibition against requiring students to pay student fees, deposits and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred (EC 49013, 52075, 5 CCR 4630).
3. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation or bullying) shall be initiated no later than six months from the date when the alleged unlawful discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. A complaint may be filed by a person who alleges that they have personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.
4. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
5. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
6. When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform them that the request may limit the District's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the District shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

Step 2: Mediation

Within three business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation.

Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate.

If the complainant agrees to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation or bullying), the compliance officer shall ensure that all parties agree to make the mediator a party to related

confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend the District's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

If mediation is successful and the complaint is withdrawn, then the District shall take only the actions agreed to through mediation. If mediation is unsuccessful, the District shall then continue with subsequent steps specified in the administrative regulation.

Step 3: Investigation of Complaint

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or the complainant's representative an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. The compliance officer shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the District's investigator with documents or other evidence related to the allegations in the complaint, or the complainant's failure or refusal to cooperate in the investigation or engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631)

The respondent's refusal to provide the district investigator with access to records and/or other information related to the allegation in the complaint, or the respondent's failure or refusal to cooperate in the investigation or engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the District shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the District to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

The compliance officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

Step 4: Report of Findings

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the District's investigation and decision, as described in Step #5 below, within 60 days of the District's receipt of the complaint. (5 CCR 4631)

In resolving any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent also shall be sent the District's decision and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

Step 5: Final Written Decision

The District's decision on how it will resolve the complaint shall be in writing and sent to the complainant and respondent. (5 CCR 4631)

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the District's decision to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved attends a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language. In all other instances, the District shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

Appeals to the California Department of Education

If dissatisfied with the District's decision, the complainant may appeal in writing to the CDE within 30 calendar days of receiving the District's decision. (EC 222, 48853, 48853.5, 49013, 49069.5, 51223, 51225.1, 51225.2, 51228.3, 52075; 5 CCR 4632)

When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the District's decision. (5 CCR 4632)

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the District's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the district has appropriately, and in a timely manner, apprised the complainant of the right to file a complaint in accordance with 5 CCR 4622.

(BP/AR 1312.3, Uniform Complaint Procedures)

APPENDIX H: TYPE 1 DIABETES

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.

APPENDIX I: TYPE 2 DIABETES

Developed by the California Department of Education (CDE) in collaboration with the California Department of Public Health, American Diabetes Association, California School Nurses Organization, and Children's Hospital of Orange County.

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

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.

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 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

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 fat levels

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.

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

APPENDIX J: CONCUSSION & HEAD INJURIES

What is a concussion and how would I recognize one?

A concussion is a kind of brain injury. It can be caused by a bump or hit to the head, or by a blow to another part of the body with the force that shakes the head. Concussions can appear in any sport, and can look differently in each person.

Most concussions get better with rest and over 90% of athletes fully recover. However, all concussions should be considered serious. If not recognized and managed the right way, they may result in problems including brain damage and even death.

Most concussions occur without being knocked out. Signs and symptoms of concussion may show up right after the injury or can take hours to appear. If your child reports any symptoms of concussion or if you notice some symptoms and signs, seek medical evaluation from your team's athletic trainer and a physician trained in the evaluation and management of concussion. If your child is vomiting, has a severe headache, or is having difficulty staying awake or answering simple questions, call 911 for immediate transport to the emergency department of your local hospital.

On the CIF website is a *Graded Concussion Symptom Checklist*. If your child fills this out after having had a concussion, it helps the physician, athletic trainer or coach understand how they are feeling and hopefully will show improvement over time. You may have your child fill out the checklist at the start of the season even before a concussion has occurred so that we can understand if some symptoms such as headache might be a part of their everyday life. We call this a "baseline" so that we know what symptoms are normal and common for your child. Keep a copy for your records, and turn in the original. If a concussion occurs, your child can fill out this checklist again. This Graded Symptom Checklist provides a list of symptoms to compare over time to follow your child's recovery from the concussion.

Signs observed by teammates, parents and coaches include:

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

Symptoms may include one or more of the following:

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

What can happen if my child keeps playing with concussion symptoms or returns too soon after getting a concussion?

Athletes with the signs and symptoms of concussion should be removed from play immediately. There is NO same day return to play for a youth with a suspected concussion. Youth athletes may take more time to recover from concussion and are more prone to long-term serious problems from a concussion.

Even though a traditional brain scan (*e.g.,* MRI or CT) may be "normal", the brain has still been injured. Animal and human research studies show that a second blow before the brain has recovered can result in serious damage to the brain. If your athlete suffers another concussion before completely recovering from the first one, this can lead to prolonged recovery (weeks to months), or even to severe brain swelling (Second Impact Syndrome) with devastating consequences.

There is an increasing concern that head impact exposure and recurrent concussions may contribute to long-term neurological problems. One goal of concussion education is to prevent a too early return to play so that serious brain damage can be prevented.

What is Return to Learn?

Following a concussion, students may have difficulties with short- and long-term memory, concentration and organization. They may require rest while recovering from injury (*e.g.,* limit texting, video games, loud movies, or reading), and may also need to limit school attendance for a few days. As they return to school, the schedule might need to start with a few classes or a half-day. If recovery from a concussion is taking longer than expected, they may also benefit from a reduced class schedule and/or limited homework; a formal school assessment may also be necessary. Your school or physician can help suggest and make these changes. Students should complete the Return to Learn guidelines, successfully returning to a full school day and normal academic activities, before returning to play (unless your physician makes other recommendations). Go to the CIF website (cifstate.org) for more information on Return to Learn.

How is Return to Play (RTP) determined?

Concussion symptoms should be completely gone before returning to competition. A RTP progression is a gradual, step-wise increase in physical effort, sports-specific activities and then finally unrestricted activities. If symptoms worsen with activity, the progression should be stopped. If there are no symptoms the next day, exercise can be restarted at the previous stage.

RTP after concussion should occur only with medical clearance from a physician trained in the evaluation and management of concussions, and a step-wise progression program monitored by an athletic trainer, coach, or other identified school administrator. Please see cifstate.org for a graduated return to play plan. Return to play (*i.e.,* full competition) must be no sooner than 7 days after the concussion diagnosis has been made by a physician.

Final Thoughts for Parents and Guardians:

It is well known that students will often not talk about signs of concussions, which is why this information sheet is so important to review with them. Teach your child to tell the coaching staff if they experience such symptoms, or if they suspect that a teammate has had a concussion. You should also feel comfortable talking to the coaches or athletic trainer about possible concussion signs and symptoms that you may be seeing in your child.

_____

References:

- American Medical Society for Sports Medicine position statement: concussion in sport (2013)
- Consensus statement on concussion in sport: the 4th International Conference on Concussion in Sport held in Berlin, October 2016
- https://www.cdc.gov/traumaticbraininjury/PediatricmTBIGuideline.html
- https://www.cdc.gov/headsup/youthsports/index.html

APPENDIX K: SUDDEN CARDIAC ARREST

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

What causes SCA?
SCA occurs because of a malfunction in the heart's electrical system or structure. The malfunction is caused by an abnormality the person is born with, and may have inherited, or a condition that develops as young hearts grow. A virus in the heart or a hard blow to the chest can also cause a malfunction that can lead to SCA.

How common is SCA?
As a leading cause of death in the U.S., most people are surprised to learn that SCA is also the #1 killer of student athletes and the leading cause of death on school campuses. Studies show that 1 in 300 youth has an undetected heart condition that puts them at risk.

Factors that Increase the Risk of SCA
- Family history of known heart abnormalities or sudden death before age 50
- Specific family history of Long QT Syndrome, Brugada Syndrome, Hypertrophic Cardiomyopathy, or Arrhythmogenic Right Ventricular Dysplasia (ARVD)
- Family members with known unexplained fainting, seizures, drowning or near drowning or car accidents
- Family members with known structural heart abnormality, repaired or unrepaired
- Use of drugs, such as cocaine, inhalants, "recreational" drugs, excessive energy drinks, diet pills or performance-enhancing supplements

Potential Indicators that SCA may Occur
Recognize the warning signs and risk factors. Ask your coach and consult your doctor if these conditions are present in your student:
- Fainting or seizure, especially during or right after exercise
- Fainting repeatedly or with excitement or startle
- Excessive shortness of breath during exercise
- Racing or fluttering heart palpitations or irregular heartbeat
- Repeated dizziness or lightheadedness
- Chest pain or discomfort with exercise
- Excessive, unexpected fatigue during or after exercise

What happens if my student has warning signs or risk factors?
- State law requires student athletes who faint or exhibit other cardio-related symptoms to be re-cleared to play by a licensed medical practitioner.
- Ask your health care provider for diagnostic or genetic testing to rule out a possible heart condition.
  Electrocardiograms (ECG or EKG) record the electrical activity of the heart. ECGs have been shown to detect a majority of heart conditions more effectively than physical and health history alone. Echocardiograms (ECHO) capture a live picture of the heart.
- Your student should be seen by a health care provider who is experienced in evaluating cardiovascular (heart) conditions.
- Follow your providers instructions for recommended activity limitations until testing is complete.

What if my student is diagnosed with a hear condition that puts them at risk?
There are many precautionary steps that can be taken to prevent the onset of SCA including activity modifications, medication, surgical treatments, or implanting a pacemaker and/or implantable cardioverter defibrillator (ICD). Your practitioner should discuss the treatment options with you and any recommended activity modifications while undergoing treatment. In many cases, the abnormality can be corrected and students can return to normal activity.

Why do heart conditions that put student athletes at risk go undetected?
While a student athlete may display no warning signs of a heart condition, studies do show that symptoms are typically present but go unrecognized, unreported, missed or misdiagnosed.

- Symptoms can be misinterpreted as typical in active student athletes
- Fainting is often mistakenly attributed to stress, heat, or lack of food or water
- Student athletes experiencing symptoms regularly don't recognize them as unusual it's their normal
- Symptoms are not shared with an adult because student athletes are embarrassed they can't keep up
- Student athletes mistakenly think they're out of shape and just need to train harder
- Students (or their parents) don't want to jeopardize playing time
- Students ignore symptoms thinking they'll just go away
- Adults assume students are OK and just "check the box" on health forms without asking them
- Medical practitioners and parents alike often miss warning signs
- Families don't know or don't report heart health history or warning signs to their medical practitioner
- Well-child exams and sports physicals do not check for conditions that can put student athletes at risk
- Stethoscopes are not a comprehensive diagnostic test for heart conditions

Protect Your Student's Heart. *Educate yourself about sudden cardiac arrest, talk with your student about warning signs, and create a culture of prevention in your school sports program. To learn more, go to KeepTheirHeartInTheGame.org.*

APPENDIX L: PRESCRIPTION OPIOID INFORMATION

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

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

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

If you are prescribed opioids for pain:

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

- Never take opioids in greater amounts or more often than prescribed.
- Follow up with your primary health care provider within the number of days indicated by the provider.
  - 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.

For learn more, visit:
www.cdc.gov/drugoverdose/prescribing/guideline.html

APPENDIX M: GUIDELINES FOR KEEPING ILL STUDENTS AT HOME

As it is not always easy to determine when your child should attend school or be kept at home, the chart below provides some guidelines based on public health science to assist parents in the process. If you have questions about them, please contact your school nurse.

Symptom	***When to keep your child at home…***	***When your child can return to school…***
Fever	Temperature of 100.5º F or more, if taken orally; temperature of 101ºF if taken by ear, rectally or forehead scan.	
Runny nose, coughing, congestion	Child has all these symptoms, or just one but it's very bad (for example, congestion that makes it hard to breathe). Additional signs: rapid breathing at rest, blue color to skin, or wheezing.	If pertussis (whooping cough), until 5 days of antibiotics have been received. If tuberculosis, until treated.
Sore throat	It really hurts the child to swallow, even if there is no fever. See the doctor if this symptom persists as it could be strep.	If strep, 24 hours after starting on antibiotics with a note from the doctor.
Earache	The pain is so bad that the child wakes up at night or cries.	As soon as the child starts feeling better.
Vomiting or diarrhea	The child has either one of these symptoms, because they're a sign that the child is contagious. If their stools are very watery AND are increasing in frequency or if they are vomiting more than once a day or accompanied by fever, rash or general weakness, your child may need to see the doctor.	When symptoms subside.
Rash	Rash is unusual or severe, especially with fever and behavioral change. Many viruses and some bacteria can cause a rash.	Determined by the doctor if it's contagious and for how long.
Ringworm	Contagious fungal infection of the skin.	Until treatment starts. If ringworm is in an exposed area, upon return to school, the areas must be covered with dressing and/or clothing.
Impetigo	Contagious skin infection that occurs around the mouth and nose.	After 24 hours of antibiotic treatment.
Eye infection	The eye(s) appear(s) very red or there is discharge. It could be pinkeye (conjunctivitis), which is very contagious within close contact (especially within families).	Exclusion from school is usually not necessary. Extended school absences due to pink eye will need doctor's note to return to school.

Unless otherwise indicated, students with the above symptoms need to be absent for at least 24 hours prior to returning to school. If at any time you are unsure if your child's illness is contagious, you may want to call your primary care provider. If you have further questions, please feel free to contact your school site to speak to the school nurse. Your continued support of the families within our school district is appreciated.

Please keep the office at your child's school informed of your current contact numbers. It is very important to be able to reach you when your child is sick at school and needs to go home or when your child needs medical attention.

APPENDIX N: COVID-19 INFORMATION SHEET

COVID-19, also known as the novel coronavirus, is a respiratory illness that is spread mainly from person to person, or via surfaces or objects. Person to person spread from or to children and adults is thought to occur mainly via respiratory droplets produced when an infected person coughs, sneezes, or talks. Reported symptoms of the illness include fever, cough, shortness of breath, chills, muscle pain, new loss of taste or smell, vomiting or diarrhea, and or sore throat. It is important to note that people who are infected but do not have symptoms play a role in the spread of COVID-19.

Recognizing that those infected with COVID-19 may have mild to severe symptoms, it is important for the Sweetwater Union High School District community to take precautions to mitigate the spread of COVID-19. The best community defense against the virus is being vaccinated, washing hands frequently, avoiding touching the face, avoiding being around sick people, and physical distancing.

Parents should adhere to the following recommendations to protect the health of their student and others in the community:

Keep your student home if they are sick.

If your student has a fever, cough, shortness of breath, chills, muscle pain, headache, sore throat, or loss of taste or smell, they should self-isolate and seek medical advice to determine if they should be tested for COVID-19. Your student should stay home for at least 10 days from when the symptoms first appeared and at least 3 days after the fever and respiratory symptoms have improved.

Additionally, a student who was in close contact with someone diagnosed with or suspected to have COVID-19 is to home quarantine for 14 days from the date of the exposure. Close contact is defined as being within 6 feet for more than 15 minutes with someone who has tested positive or is suspected to have COVID-19.

Requirement for students to wear face covering to school.

The use of a cloth face covering by students in the school setting during the COVID-19 pandemic can help reduce the transmission of the virus. Its primary role is to reduce the release of infectious particles in the air when someone speaks, coughs, or sneezes, including those who have COVID-19 but feel well. The face covering should be a material that covers the nose and mouth, secured to the head with ties or straps, or wrapped about the lower face. The covering may be factory-made, sewn by hand or can be improvised from household items.

Face coverings are not required to be worn by children under two (2) years of age. Face coverings are strongly encouraged, but not required to be worn by students from two years of age through the second grade. Face coverings are required to be worn by students in grades 3 through 12 on campus, particularly in indoor environments, on school buses, and areas where physical distancing alone is not sufficient to prevent disease transmission. Regardless, parents are encouraged to send their students to school with a cloth face covering to wear.

The face covering should be washed frequently, ideally after each use, or at least daily. Face coverings that no longer cover the nose or mouth, have stretched out or have damaged straps, or have holes in the fabric should be discarded. Students who do not have face coverings may be provided with them at no cost.

If you have questions regarding COVID-19, its symptoms, or how to treat the illness, please contact District Resource Nurse Lynnette Martinez at (619) 691-5564 or Lynnette.Martinez@sweetwaterschools.org.

Establish a plan if your student must be picked up from school.

In the event your student begins to display symptoms of COVID-19 while at school, they may need to be placed in an adult-supervised isolation room until they are picked up by an authorized adult. Please ensure that the emergency contacts for your student are updated with the appropriate individuals permitted to pick up your student if they are sick.

Daily Symptom Check

Parents should ask themselves the following questions and perform a check of symptoms (based on current CDC symptoms) daily before bringing their student to school:

- Does your student have any of the following symptoms:
  - Cough
  - Shortness of breath or difficulty breathing
  - A fever of 100 º or higher (per local public health guidance) or a sense of having a fever
  - Sore throat
  - Chills
  - New loss of taste or smell
  - Muscle or body aches
  - Nausea/vomiting/diarrhea
  - Congestion/running nose not related to seasonal allergies
  - Unusual fatigue
- Does anyone in your household have any of the above symptoms?
- Has your student been in close contact with anyone suspected of having or diagnosed with a confirmed case of COVID-19?
- Has your student had any medication to reduce a fever before coming to school?

If the answers to any of the above questions is "yes," your student cannot attend in-person classes and the school should be notified. Please note that a representative from your student's school will likely perform a similar symptom check before allowing your student to attend class.

APPENDIX O: MEXICO-BASED MEDICAL PROVIDERS

Many questions have arisen regarding how to interact with Mexico-based medical providers. As you are aware, we have had a relationship with SIMNSA since 2014 when they were provided as an option for our employees for health coverage. However, recently, numerous other Mexico-based providers have emerged (such as MediExcel). For this reason, we are providing guidance to you around interacting with such providers.

Medications or Treatment Prescriptions

The California Medical Practice Act prohibits California school nurses from administering medication that is not prescribed by a California licensed physician.

If a student brings a prescription from a SIMNSA physician who is not a California licensed physician, contact Maggie Alonso, the case manager that will be working with their California licensed physician Dr. Alex Eugene Torres and the SIMNSA doctors in Mexico. Ms. Alonso's telephone number is (619) 407-4082 ext. 103, and her email address is malonso@simnsa.com.

Parents/students bringing in prescriptions from non-SIMNSA providers will need to contact their insurance company for advice or be referred to a California licensed medical provider.

PE Excuses/Modifications

The SIMNSA plan has implemented the official Student Health Services Physical Education Medical Notice form. SIMNSA physicians are able to fill out the required information and print it for the student/parent to return to the student's Physical Education (PE) teacher. This form will be provided to MediExcel and any other Mexico-based medical providers who requests it. PE Excuses will be accepted from Mexico-based providers. For translation help, contact our district nurse at (619) 796-7593.

Sport Physicals

At this time, SUHSD is ***NOT*** accepting sports physicals from Mexico-based medical providers. However, annually, SUHSD and the Southwest Sports Wellness Foundation (SWSWF) provide affordable sports physicals for all local area high school athletes in SUHSD. For additional information please contact Leslie Herrmann at (619) 318-7071 or email herrmannles@gmail.com.

The District recognizes that a number of issues are not addressed in this memo and is working with medical and legal professionals to address them in the near future in a manner that protects students, employees and the District.

APPENDIX P: INTERNET SAFETY

The Sweetwater Union High School District prides itself on providing a safe learning environment for its students. An emerging national concern is the inappropriate use of the Internet by students. This problem has the potential to be harmful, and we ask your support in assisting us with this challenge.

Across the nation, schools have seen an increase in negative student behavior as a result of messages written using electronic technology, posted to popular social media websites. Many of the social media websites contain instant messaging components that allow students to chat with other students and post statements that ordinarily would not be said in a face-to-face conversation.

The popularity of these websites seems to be growing, Snapchat/Instagram for example, is said to have over 57 million members and have become some of the most popular "message exchange" sites among students nationwide.

Unfortunately, some of these websites are being used by child predators, "cyber bullies," and con artists. To our knowledge, there are no adults officially responsible for monitoring the content on such websites, and some students use the sites to participate in online bullying or to threaten harm to other students. The so-called "cyber bullies," mostly children between the ages of 9 and 14, use the anonymity of the web to hurt others without witnessing the consequences. Students who are bullied online sometimes do not report these occurrences for fear that they will be barred from using the internet.

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

The Sweetwater Union High School District has blocked the use of these social networking sites from our school computers. We will continue to block objectionable material as we deem appropriate. Parents should be aware of what their children are writing on the Internet and what others are posting in reply. These social networking websites are public domain, and some of the contents posted there can be seen by anyone who has internet access. Although most of what is written on Facebook, Snapchat/Instagram is not immoral, offensive, or illegal, some of it is. If you choose to do so, you may investigate the sites by personally logging on to the sites. The services are free, and users may register using an e-mail address. Once you have registered, you can search by name and e-mail address to see if your child is registered. You can narrow the search result by entering the name of your city. You will be able to view the kinds of personal information, messages, diaries, and photographs that students post to this website.

HELPFUL TIPS AND RESOURCES

We encourage you to talk to your child about the potential danger of the internet. Ask if they have an account on any social media website. If your child is using such a site with your permission, you may want to review his or her profile to ensure that no personal and identifiable information has been posted.

We also encourage you to establish rules and guidelines to ensure the safety of your child while on the internet. Some websites offer parental or family guidance for internet safety; for example:

www.safekids.com
www.webwisekids.org

The Sweetwater Union High School District will continue to provide internet security within our schools. It is important that parents also monitor Internet use at home.

Thank you for your support and cooperation in keeping our students safe. If you have any questions or would like more information, please feel free to contact: Student Support Service Office at Student.services@sweetwaterschools.org

APPENDIX Q: SAFE STORAGE OF FIREARMS

There have been many news reports of children brining firearms to school. In many instances, the child obtained the firearm(s) from home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

Parents are responsible for keeping firearms out of the hands of children and should evaluate their own personal practices to assure that every member in the family is in compliance with California law. (*Note:* A county or city may have additional restrictions regarding the safe storage of firearms.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent, and the child obtains access to the firearm and thereby

  (1) causes death or injury to the child or any other person;

  (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or

  (3) unlawfully brandishes the firearm to others.

  (*Note:* The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.

- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent/guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

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.

APPENDIX R: GROUNDS FOR SUSPENSION AND EXPULSION

A student may be suspended from school or recommended for expulsion if the superintendent or the principal determines that the student has committed an act described below:

EC 48900.

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.
(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object.
(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance (listed in HSC 11053 *et seq.*), an alcoholic beverage, or an intoxicant of any kind.
(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance (listed in HSC 11053 *et seq.*), an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
(e) Committed or attempted to commit robbery or extortion.
(f) Caused or attempted to cause damage to school property or private property. (*Note:* As used this section, "school property" includes, but is not limited to, electronic files and databases.)
(g) Stole or attempted to steal school property or private property.
(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.
(i) Committed an obscene act or engaged in habitual profanity or vulgarity.
(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia as defined in HSC 11014.5.
(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (Grades 9-12 only)
(l) Knowingly received stolen school property or private property.
(m) Possessed an imitation firearm. "Imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
(n) Committed or attempted to commit a sexual assault as defined in PC 261, 266c, 286, 287, 288, or 289 or committed a sexual battery as defined PC 243.4.
(o) Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that student from being a witness and/or retaliating against that student for being a witness.
(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
(q) Engaged in, or attempted to engage in, hazing. "Hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. "Hazing" does not include athletic events or school-sanctioned events.
(r) Engaged in an act of bullying. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in EC 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
    - Placing a reasonable student in fear of harm to that student's person or property.
    - Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
    - Causing a reasonable student to experience substantial interference with the student's academic performance.
    - Causing a reasonable student to experience substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.
(t) A student who aids or abets, as defined PC 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury will be subject to discipline pursuant to EC 48900(a).

EC 48900.2. Sexual harassment as defined in EC 212.5. *Note:* The conduct described in EC 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. (Grades 4-12 only)

EC 48900.3. Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in EC 233(e). (Grades 4-12 only)

EC 48900.4. Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment. (Grades 4-12 only)

EC 48900.7. Made terroristic threats against school officials and/or school property. "Terroristic threat" includes any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or the person's immediate family.

EC 48915(a)(1). The superintendent or principal must recommend the expulsion of a student for any of the following acts committed at school or at a school activity off school grounds, unless the superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

(A) Causing serious physical injury to another person, except in self-defense.
(B) Possession of any knife or other dangerous object of no reasonable use to the student.
(C) Unlawful possession of any controlled substance listed in HSC 11053 *et seq.*, except for either of the following:
    i. The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
    ii. The possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician.
(D) Robbery or extortion.
(E) Assault or batter, as defined in PC 240 and 242, upon any school employee.

EC 48915(c). The superintendent or principal must immediately suspend and must recommend expulsion of a student that the superintendent or principal determines has committed any of the following acts at school or a school activity off school grounds:

(1) Possessing, selling, or otherwise furnishing a firearm.
(2) Brandishing a knife at another person.
(3) Unlawfully selling a controlled substance listed in HSC 11053 *et seq.*
(4) Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in EC 48900(n).
(5) Possession of an explosive.

APPENDIX S: TEXTBOOK/MOBILE DEVICE GUIDELINES & RESPONSIBILITIES

The District provides each student with an adopted textbook. Each student is issued a textbook with a unique barcode number and students must return that textbook with the same barcode. **Textbooks are on loan to students and must be returned in good condition. In addition, with the 1-to-1 initiative, students who are in grades 7 and 8 will be issued iPads, and students in grades 9-12 will be issued laptops with specific textbooks downloaded.**

EC 48904(a)(1) holds parents responsible for the cost of replacing textbooks ($80 - $275 per textbook) that are defaced/damaged or not returned, including lost or stolen textbooks. Students are strongly encouraged to review each textbook when it is checked out to them and report any previous damage. The following chart provides the cost for replacement of any listed items that are either lost or damaged:

Apple iPad	*Cost*	*Lenovo Laptop*	*Cost*
Tablet	$325.00	Laptop	$382.30-$576.50
Case	$18.00	Case	$28.00-$30.00
Lightening cable	$10.00	Power cord	$25.00-$45.00
Power brick	$22.00		
Broken screen	$49.00		

All replacement costs and damage fines must be paid in **cash**.

Guidelines for Students:

- Write your name on the inside cover as soon as it is checked out to you.
- Cover textbooks to keep them from incurring serious damage.
- Do not let your friends borrow your textbooks and/or mobile devices because YOU are responsible for each textbook and mobile device on loan to YOU.
- *Important Note:* Even if a teacher allows you to keep books in the classroom, you are still responsible for your own books.

Student and Parent Responsibilities:

- Students must return all instructional materials (textbooks and mobile devices) before withdrawing/checking out to another school or program, including within the Sweetwater Union High School District.
- Students must return all their previous year's instructional materials before the new school year begins.
- Parents will be charged fees for damaged, lost, or stolen property, via the district-approved invoice process. In lieu of payment, district-approved alternative methods of repayment may also be agreed upon between site administration and family.

Consequences

Failure to return, or pay for damages to, any textbooks or mobile device issued to the student will result in the withholding of the student's grades, diploma, and transcript. If the student transfers to another district, that district will be notified of the withholding and will likewise withhold the student's grades, diploma, or transcript until the textbook or mobile device is returned or paid for, whichever is applicable. [EC 48904(b)(1), 48904.3; AR 5125.2, BP 6161.2]

Textbooks Online Option

Students may have an option to use online (via internet) textbooks instead of printed version if the textbook is available online and the student has a computer/internet at home or a mobile device. Parent signature and other requirements apply. Parents and students will receive guidelines and forms regarding this initiative directly from each site.

APPENDIX T: PARENT INVOLVEMENT PLAN

District Strategies for Title I Schools: Title I LEA-Level Parent and Family Engagement Policy

To ensure that parents and family members of students participating in Title I programs are provided with opportunities to be involved in their children's education, the Board of Trustees shall adopt and implement a policy on parent and family engagement. (EC sections 11500-11504, 51101[b]; 20 USC 6318[a][2])

To comply with the Board-adopted policy, the SUHSD has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The District, in collaboration with the District-level Parent Advisory Council (DPAC) and the District-level English Learner Advisory Committee (DELAC), will review and revise the Parent and Family Engagement Policy on an annual basis. The District has distributed the policy to parents and family members of children served under Title I, Part A. SUHSD provides parents and family members an annual notification, which includes the reference to BP 6020, AR 6020, and the Title I LEA Parent and Family Engagement Policy. (20 USC 6318[a][2])

To involve parents and family members in the Title I program at SUHSD, the following practices have been established to address the requirements specified in 20 USC 6318:

1. The LEA incorporates the parent and family engagement policy into the LEA's local control and accountability plan (LCAP). (20 USC 6318[a][2])
   - LCAP Goal 3: Foster and honor parent and community engagement to support excellence in each student's success focuses on the district initiatives supporting parent and family engagement.
2. The LEA involves parents and family members in the joint development of the LEA planning efforts and in the process of school review and improvement. (20 USC 6318[a][2][A])
   - Involve the District Advisory Council which includes parent representatives from each school site to review and comment on the plan in accordance with the review schedule established by the Board of Trustees.
   - Invite input on the plan from other district committees and school site councils.
   - Communicate with parents through the district newsletter, website, or other methods regarding the plan and the opportunity to provide input.
   - Provide copies of working drafts of the plan to parents in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.
   - Ensure that there is an opportunity at a public Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan.
   - Ensure that school-level policies on parent and family engagement address the role of school site councils and other parents as appropriate in the development and review of school plans.
3. The LEA provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. (20 USC 6318[a][2][B])
   - Assign person(s) in the district office to serve as a liaison to the schools regarding Title I parent involvement issues.
   - Provide training for the principal or designee of each participating school regarding Title I requirements for parent involvement, leadership strategies, and communication skills to assist the principal or designee in facilitating the planning and implementation of parent involvement activities.
   - Provide information to schools about the indicators and assessment tools that will be used to monitor progress.
   - Develop a parent engagement plan that demonstrates how parents can be involved in their child's education.
   - Consult with outside agencies to build capacity within the school sites as well as parent district committees.
4. The LEA coordinates and integrates Title I, Part A parent and family engagement strategies with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs. (20 USC 6318[a][2][C])
   - Identify overlapping or similar program requirements.
   - Involve district and school site representatives from other programs to assist in identifying specific population needs.
   - Schedule joint meetings with representatives from related programs and share data and information across programs.
   - Develop a cohesive, coordinated plan focused on student needs and shared goals.
5. The LEA 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. (20 USC 6318[a][2][D])
   - Use the evaluation results to design evidence-based strategies for more effective parent involvement and, if necessary, to revise the parent and family engagement policy (20 USC 6318)
   - Assess the District's progress in meeting annual objectives for the parent involvement program, notify parents of this review and assessment through regular school communications mechanisms, and provide a copy to parents upon their request (EC 11503)
6. The LEA identifies the barriers to greater participation by parents in activities authorized by law (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 USC 6318[a][2][D][i])

- Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating students in a format and, to the extent practicable, in a language the parents can understand.
- To the extent feasible and practicable, provide translation services at school sites and at meetings involving parents as needed.
- Provide other such reasonable support for parent involvement activities as parents may request.
- Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.

7. The LEA identifies the needs of parents and family members so that they may assist with the learning of their children, including engaging with school personnel and teachers. (20 USC 6318[a][2][D][ii])
   - Recognize and encourage the attitude that education is a shared responsibility among the schools, parents, students, and community.
8. The LEA identifies strategies to support successful school and family interactions. (20 USC 6318[a][2][D][iii])
   - Train parents to enhance the involvement of other parents.
   - Create and maintain an atmosphere that welcomes parental involvement in school affairs including participation in existing district committees and organizations.
9. The LEA uses the findings of the evaluation specified in #5 above to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy. (20 USC 6318[a][2][E])
   - Identify areas for improvement regarding effective parental involvement and develop evidence-based strategies to improve parent and family engagement at the district and site levels, including opportunities to revise the parent and family engagement policy.
   - Provide multiple opportunities for parents and family members to participate in learning opportunities to improve district and site level parent involvement.
10. The LEA involves parents in activities of schools served under Title I, Part A to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy. (20 USC 6318[a][2][F])
    - Include information about school activities in district communications to parents and family members.
    - Establish processes to encourage parent input regarding their expectations and concerns for their children.

The policy on parent and family engagement for all schools (including Title I and non-Title I) in the District shall be consistent with the goals and purposes listed below. (EC 11502, 11504, 11506)

1. Engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society. (EC 11502[a])
   - Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents and enhance their ability to support their children's education.
   - Provide parents with information about students' class assignments and homework assignments.
   - Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter.
   - Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy and, if applicable, the joint development of the plan for school-wide programs pursuant to 20 USC 6314.
   - The school will use the school site council (SSC) and other existing processes (the School Plan for Student Achievement) for involving parents in the joint planning and design of the school's programs, provided that the process includes adequate representation of parents of participating students.
2. 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])
   - Provide parent with information regarding ways to create an effective study environment at home and to encourage good study habits.
   - Encourage parents to monitor their children's school attendance, homework completion, and television viewing.
   - Encourage parents to participate in school advisory committees.
   - Encourage parents to volunteer at the school.
3. Build consistent and effective two-way communication between family members and the school so that parents may know when and how to assist their children in support of classroom learning activities. (EC 11502[c])
   - Provide opportunities for parents to observe classroom activities and to volunteer in their child's classroom.
   - Provide information about parent and family engagement opportunities through district, school, and/or class newsletters, the District's website, and other written or electronic communications.
   - To the extent practicable, provide notices and information to parents in a format and language they can understand.
   - Develop mechanisms to encourage parent input on district and school issues.
4. Train teachers, administrators, specialized instructional support personnel, and other staff to communicate effectively with parents as equal partners. (EC 11502[d])
   - Provide staff development to assist staff in strengthening two-way communications with parents, including parents who have limited English proficiency or limited literacy.

- Invite input from parents regarding the content of staff development activities pertaining to home-school communications.

5. Integrate and coordinate parent and family engagement activities with the local control and accountability plan (LCAP), as applicable, and with other programs. (EC 11502[e])
   - Include parent involvement strategies in school reform or school improvement initiatives.
   - Involve parents in school planning processes.
   - Require all school plans for student achievement to include parent involvement strategies.

The District will allocate funds in the following manner:

1. The LEA receiving more than $500,000 in Title I, Part A funds reserves at least one percent of its allocation to carry out parent and family engagement activities. (20 USC 6318[a][3][A])
   - The District will calculate the amount based on the annual Title I award. The reserved amount is set aside in a specific Title I cost center dedicated to parent and family engagement. This amount is reflected on the district reservation page on the CONAPP and on the district Plan. This amount is made public at the Board Meeting where the CONAPP is reviewed and at both DPAC and DELAC meetings.
2. Parents and family members of children receiving Title I, Part A services are involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (20 U.S.C. § 6318[a][3][B])
   - Convene an annual meeting, at a convenient time, to which all parents of participating students shall be invited and encouraged to attend, in order to inform parents of their school's participation in Title I and to explain Title I requirements and the right of parents to be involved.
3. Not less than 90 percent of the funds reserved are distributed to schools served with priority given to high-need schools. (20 U.S.C. § 6318[a][3][C])
   - The District will calculate the amount based on the annual Title I award. The reserved amount for each site is calculated based on the percentage of FRL students and is set aside in a specific Title I cost center dedicated to parent and family engagement. This amount is reflected in the reported school allocations on the CONAPP and is documented in the Single Plan for Student Achievement (SPSA) for each Title I school. The SSC, with input from the ELAC, will determine the activities to be funded with this allocation.

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

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
2. Support for programs that reach parents and family members at home, in the community, and at school.
3. Dissemination of information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
4. Collaboration with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy, such as:
   - Provide ways in which parents will be responsible for supporting their children's learning, such as volunteering in the classroom and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time.
   - Offer a flexible number of meetings, platforms and schedules, such as meetings in the morning or evening, virtual and recorded meetings, for which related transportation, child care, and/or home visits may be provided as such services relate to parent involvement.
   - Provide frequent reports to parents on their children's progress.
   - Provide reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities.
   - Ensure regular, two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Non-Title I Schools

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

(BP/AR 6020, Parent Involvement)

APPENDIX U: MEDICAL AND HOSPITAL SERVICES /INSURANCE FOR ATHLETICS

SWEETWATER UNION HIGH SCHOOL DISTRICT

Re: Student Injuries and Insurance
2025-2026 School Year

Dear Parent/Legal Guardian:

The safety of our students is of critical importance to all of us and we want to protect them from injury. Even so, accidents do happen (at school and elsewhere) and required medical care can be expensive. Please know that the District **does not** assume responsibility for such costs but does offer you access to several student accident insurance plans for voluntary purchase. Details can be found in the accompanying brochure/enrollment form.

Options are available to cover your child 24/7, anywhere in the world or you can limit coverage to school-related injuries only. The plans do not restrict your choice of doctors or hospitals. However, you'll also have access to an extensive network of providers with discounted fees. Seeking care through contracted providers may further reduce your out-of-pocket costs, particularly if your child needs surgery or hospitalization.

Also offered is the pay-as-you-go *Student Accident & Sickness Plan* which covers sickness as well as injury, in and out of school. The *Dental Accident* plan can be of particular value with younger students as final treatment to injured teeth often needs to be deferred until after they mature.

Common emergency benefits – Regardless of the benefit level selected, all of the accident medical plans and the *Student Accident & Sickness Plan* will cover eligible charges for *Ambulance, Emergency Room and Emergency Room Physician* at 100% of Usual, Customary and Reasonable charges (UCR) up to plan limits.

Enhanced benefits for qualified concussions – If an insured student suffers a concussion while participating in any covered, sports activity and is consequently removed from play from his/her interscholastic sport per the school's formal concussion protocols, then any deductible or inside limit features of the plan are waived and eligible charges for the evaluation and treatment of the concussion are paid at 100% of UCR subject to remaining policy terms and conditions.

Interscholastic Sports – Please know that all plans offered (other than the Dental Accident Plan) may be used to comply with applicable state and local insurance requirements for participation in interscholastic sports (coverage for high school tackle football is offered on a stand-alone basis).

You are strongly encouraged to carefully review the information provided. If your child already has health coverage, the student insurance plans offered can also be used to expand your choice of providers and help cover the high deductibles and 30% to 40% cost-sharing obligations imposed by many health plans today.

To enroll, please visit www.myers-stevens.com; instructions for enrollment are available on the website. While your child is eligible to enroll at any time, one-time-pay rates for the accident medical plans and Dental Accident Plan are the same regardless of enrollment date. As such, you are encouraged to consider enrollment now in order to include coverage for this summer and the full 2025-2026 School Year. Once processing is completed, an ID card verifying coverage will be mailed home to you.

If you have any questions concerning the coverages available or need help with enrollment, please call Myers-Stevens & Toohey at (800) 827-4695. Bilingual representatives are available for parents who need assistance in Spanish.

SWEETWATER UNION HIGH SCHOOL DISTRICT

Re: Lesiones y Seguros de Estudiantes
Año Escolar 2025-2026

Estimado Padre/Tutor legal:

La seguridad de nuestros estudiantes es de vital importancia para todos nosotros y queremos protegerlos de lesiones. Aun así, los accidentes ocurren (en la escuela y en otros lugares) y la atención médica requerida puede ser costosa. Tenga en cuenta que su escuela **no** asume responsabilidad por dichos costos, pero le ofrece acceso a varios planes de seguro contra accidentes para estudiantes para la compra voluntaria. Los detalles se pueden encontrar en el folleto o formulario de inscripción adjunto.

Disponemos de diferentes opciones para la cobertura de su hijo las 24 horas del día, los 7 días de la semana en cualquier parte del mundo, o puede limitar la cobertura solo a lesiones que ocurran en la escuela. Los planes no restringen su elección de médicos u hospitales. Sin embargo, también tendrá acceso a una amplia red de proveedores con tarifas con descuento. La búsqueda de atención a través de proveedores contratados puede reducir aún más sus gastos directos, en especial si su hijo necesita cirugía u hospitalización.

También se ofrece el *Plan de accidentes y enfermedades para estudiantes* de pago por uso, que cubre enfermedades y lesiones dentro y fuera de la escuela. El plan de *Accidentes dentales* puede resultar especialmente útil para los estudiantes más jóvenes ya que a menudo se posterga el tratamiento final de los dientes lesionados hasta que los estudiantes se hacen mayores.

Beneficios de emergencia comunes: Independientemente del nivel de beneficio seleccionado, todos los planes médicos de accidentes y el *Plan de accidentes y enfermedades para estudiantes* cubrirán los cargos elegibles para *ambulancia, sala de emergencias y médico de la sala de emergencias* al 100% de los cargos usuales, habituales y razonables (Habitual, Consuetudinario y Razonable, HCR) hasta los límites del plan.

Beneficios mejorados para conmociones cerebrales calificadas: Si un estudiante asegurado sufre una conmoción cerebral mientras participa en cualquier actividad cubierta y, en consecuencia, es retirado de la participación en su deporte interescolar según los protocolos formales de conmoción cerebral de la escuela, entonces se renuncia a cualquier deducible o característica dentro del límite del plan y los cargos elegibles para la evaluación y el tratamiento de la conmoción cerebral se pagan al 100% de los cargos UCR sujeto a los términos y condiciones restantes de la póliza.

Deportes interescolares: Tenga en cuenta que todos los planes ofrecidos (que no sean el Plan de accidentes dentales) pueden utilizarse para cumplir con los requisitos de seguro estatales y locales aplicables para participar en deportes interescolares (la cobertura para fútbol americano de escuela secundaria se ofrece de forma independiente).

Se le recomienda encarecidamente que revise de forma detenida la información proporcionada. Si su hijo ya tiene cobertura de salud, los planes de seguro estudiantil que se ofrecen también pueden utilizarse para ampliar su elección de proveedores y ayudar a cubrir los deducibles altos y las obligaciones de participación en los costos del 30% al 40% impuestas por muchos planes de salud en la actualidad.

Para inscribirse, visite www.myers-stevens.com; las instrucciones de inscripción están disponibles en el sitio web. Su hijo es elegible para inscribirse en cualquier momento, las tarifas de pago único para los planes médicos de accidentes y el Plan de accidentes dentales son las mismas independientemente de la fecha de inscripción. Como tal, se le recomienda considerar la inscripción ahora para incluir la cobertura para este verano y el año escolar 2025-2026 completo. Una vez que el procesamiento se haya completado, se le enviará a su hogar una tarjeta de Id. que acredita la cobertura.

Si tiene alguna pregunta sobre las coberturas disponibles, o necesita ayuda con la inscripción, llame a Myers-Stevens & Toohey al (800) 827-4695. Disponemos de representantes bilingües para los padres que necesiten asistencia en español.

SWEETWATER UNION HIGH SCHOOL DISTRICT
2025-2026 ACKNOWLEDGMENT OF RECEIPT AND REVIEW

Dear Parent/Guardian:

The Sweetwater Union High School District is required to annually notify parents/guardians and students of their rights and responsibilities in accordance with Education Code section 48980.

If you have any questions, or if you would like to review specific documents mentioned in the notice, please contact an administrator at your child's school. They will be able to give you more detailed information and assist you in obtaining copies of any materials you wish to review.

Since the Annual Notification is provided in electronic format, this document can be provided in hard copy to you upon request. Whether the Annual Notification is reviewed in hard copy or electronic format, the parent/guardian must submit to the school this signed acknowledgement of receipt of the notice. The signature is an acknowledgment by the parent/guardian that they have been informed of their rights and responsibilities but does not indicate that consent to participate in any particular program has either been given or withheld. Please complete the "Acknowledgment of Receipt and Review" form below and return it to your child's school.

ACKNOWLEDGMENT OF RECEIPT AND REVIEW

Pursuant to Education Code section 48982, the parent/guardian must sign this notice and return it to the school. The signature below is an acknowledgment by the parent/guardian that they have been informed of their rights and responsibilities but does not necessarily indicate that consent to participate in any particular program or activity has been given or withheld.

Student Name:_____ Grade:_____ School:_____

Parent/Guardian Name:_____ Phone No.:_____

Email:_____

Address:_____

_____

_____ _____

Signature of Parent/Guardian (if student is under 18) *Signature of Student (if student is 18 or older)*