



**2024/2025**

**PARENT/GUARDIAN ANNUAL  
NOTIFICATIONS AND RESOURCES**

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## STUDENT ACCEPTABLE USE AGREEMENT

*"I certify that my library has complied with the requirements of the Children's Internet Protection Act." (CIPA)*

Please read the following carefully before signing this document. This is a legally binding contract and must be signed before a student will be allowed access to the Internet according to Orland Unified School District board policy 6163.4. Schools and libraries subject to CIPA are required to adopt and implement a policy addressing: (a) access by minors to inappropriate matter on the Internet; (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online; (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (e) restricting minors' access to materials harmful to them.

<http://www.fcc.gov/cgb/consumerfacts/cipa.html>

I, \_\_\_\_\_, the parent of \_\_\_\_\_  
(Parent or Guardian Name - Print) (Student Name - Print)

agree to allow my child to have access to the Internet through the OUSD-Net. I have read and agree to the Orland Unified School District Student Acceptable Use Policy for Internet Access, and to be responsible for the behavior of my child. I understand that the district cannot guarantee the accuracy or appropriateness of information or material that my child may encounter on the Internet.

I shall not hold the district responsible for materials acquired by my child on the system, for violations of copyright restrictions, users' mistakes or negligence or any costs incurred by my child.

I understand that the following is a non-exhaustive list of activities that will not be tolerated, and that violations may result in the loss of account privileges, as well as other disciplinary and/or legal action:

- Sending or displaying offensive pictures or graphics.
- Using obscene language.
- Cyberbullying (i.e. Harassing, insulting, threatening or abusing other network users)
- Violating copyright laws.
- Using another user's account and password.
- Damaging computers, personal or network files.
- "Hacking" activities that include but are not limited to the use of "proxy" servers.
- Trespassing in another user's private files.
- Attempting to circumvent network security.
- Using the OUSD-Net for commercial purposes or individual financial gain.

(Signature) Parent/Guardian: \_\_\_\_\_

Date: \_\_\_\_\_

(Signature) Student: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

**Approved: June 26, 2007**

**Revised: June 19, 2015**

## OUSD ATTENDANCE INCENTIVES

Approved by OUSD Governing Board March 19, 2015. Revisions will be submitted to the Board for approval.

	<b>MS and FV</b>	<b>CK</b>	<b>OHS</b>
<b>Definition of “perfect” attendance</b>	<b>“Perfect” attendance means the student has never missed a day, never checked out early, never tardy for any reason.</b>	<b>“Perfect” attendance means the student has never missed a day, never checked out early, never tardy for any reason.</b>	<b>“Perfect” attendance means the student has never missed a day, never checked out early, never tardy for any reason. Only “V” and “R” codes allowed.</b>
<b>Other definition</b>	<b>“Excellent” attendance means the student has been tardy to school or checked out early no more than 3 times in a year.</b>	<b>Voluntary Saturday Academy is offered for ADA make-up.</b>	<b>Voluntary Saturday School is offered for ADA make-up.</b>
<b>Weekly reward</b>	<b>Two students with perfect attendance are selected weekly for a small prize from the principal.</b>	<b>None</b>	<b>None</b>
<b>Monthly reward</b>	<b>Traveling Ironman trophies for the classrooms with winning attendance percentages. **FV only – monthly “perfect” winners entered into year-end raffle.</b>	<b>None</b>	<b>None</b>
<b>Each Trimester x 3 (TK-5th) or Each Quarter x 4 (6<sup>th</sup> -8<sup>th</sup>)</b>	<b>-Certificates for “perfect” and “excellent” trimester winners -For “perfect “ only: a pencil from Horace Mann and a restaurant gift certificate</b>	<b>-Pass to enter a regular school dance or game free. -Pencil and fresh baked cookie, donated by Horace Mann, delivered to first period class -Name entered into year-end raffle</b>	<b>- Detention pass - Entry to current semester raffle - Certificate for portfolio - Invitation to the attendance BBQ at the end of the school year</b>
<b>Yearly</b>	<b>“Excellent”: -Certificate “Perfect”: -Trophy (MS) or medal (FV) -Certificate -Restaurant gift card - Raffle (FV only) – Horace Mann donations +</b>	<b>“Perfect”: - Certificate - Raffle - 8<sup>th</sup> grade only- trophy</b>	<b>“Perfect”: - Certificate - Special raffle</b>

<b>For all 3 or 4 years at that school</b>	<b>Certificate T-shirt from the next school (FV or CK) **FV: Medal</b>	<b>Certificate Plaque OHS T-shirt</b>	<b>Engraved plaque</b>
<b>For all 13 (or 14 with TK) years</b>			<b>Engraved plaque</b>

# ORLAND UNIFIED SCHOOL DISTRICT – 2024/2025 SCHOOL YEAR

## NOTICE TO PARENTS AND GUARDIANS CONCERNING THEIR LEGAL RIGHTS AND OBLIGATIONS TO SPECIFIED PROGRAMS AND ACTIVITIES

Pursuant to Education Code section 48980, each school district must notify parents and guardians of their legal rights and obligations relating to specified programs or activities at the beginning of the first semester or quarter of the regular school term. The following outline summarizes those programs and activities.

1. **Immunization for Communicable Disease.** Health and Safety Code section 120325, et. seq. requires that every child entering a California School be immunized against diphtheria, tetanus, pertussis, polio, rubella, mumps, measles, hepatitis B, and haemophilus influenza type b, except for those children who have reached the age of 4 years and 6 months. Effective July 1, 2000, all children not already admitted into school at the kindergarten level shall receive the varicella (chicken pox) immunization. This immunization shall be required only to the extent funds are appropriated in the annual Budget Act. A written immunization record of each required vaccine, including date and provider, must be presented at school entry. In the event that the school district should participate in an immunization program for the purposes of prevention and control of communicable diseases, your child will not participate unless you have provided specific written consent.

Effective August 1, 1997, all children entering kindergarten shall be fully immunized against Hepatitis B. (Education Code 49403; Health and Safety Code 120335) Effective July 1, 1999, all students entering 7<sup>th</sup> grade will need proof of receiving 3 doses of hepatitis B. A repeat DT and MMR may also be required.

Effective July 1, 2011, all students entering, advancing or transferring into 7<sup>th</sup> grade need proof of an adolescent whooping cough/pertussis booster immunization (called “Tdap”). All students transferring into the 8<sup>th</sup>-12<sup>th</sup> grades (from either out of state or within California) are subject to the Tdap booster. (Health and Safety Code 120335).

In the event that the school district should participate in an immunization program for the purposes of prevention and control of communicable diseases, your child will not participate unless you have provided specific written consent.

2. **Administration of Medication at School.** Upon written request from the parent and written instructions from a physician, a child may be administered medication at school by a designated school employee. (E.D. 49423)
3. **Exemption from Physical Examinations.** Upon receipt of a written request, the parent can exempt a child from all physical examinations. However, the child may be sent home if there is good reason to believe that the child is suffering from a recognized contagious or infectious disease. (E.C. 49451)

Any vision tests, audiometer tests, or scoliosis screening required by law or the school district shall not be required of any student whose parent/guardian has, in writing, stated that he/she does not give consent for any physical examination. (E.C. 49455)

4. **Medical and Hospital Services for Pupils.** A school district may provide medical or hospital service, or accident or liability insurance policies, for student injuries occurring while in or on the property of the district. No student shall be compelled to accept such service without his/her consent, or a minor

without the consent of his/her parent or guardian. (E.C. 49472)

5. **Continuing Medication.** Parents or legal guardians of pupils needing daily medication must inform the school nurse or other designated certificated employee of the medication, the current dosage, and the supervising physician. (E.C. 49480) The parent/guardian may consent to the school nurse communicating with the physician and the school employee may counsel with school personnel regarding the effects of the drug.
6. **Sex Education or Family Life Education Courses.** Orland High School will teach a required Health class that includes discussions, descriptions, and illustrations of human reproductive organs and venereal diseases. Parents or guardians may inspect all written and audio visual materials to be used. Please phone 530-865-1210 and ask for Health Teacher. If a parent or guardian wants his/her child to be excused from this class section, he/she must send a written request to the school at: Orland High School, 101 Shasta St. Orland, 95963: Attention Principal. (E.C. 51550)

Parental rights for notice, materials inspection and opportunity to request pupil non-participation in units of instruction in venereal disease education are essentially the same as for sex education courses. (E.C. 51820) This section does not apply to descriptions or illustrations of human reproductive organs that may appear in any science, hygiene or health textbook. (E.C. 51550)

7. **Excuse from Instruction on Religious (Moral) Grounds.** Whenever any part of instruction in health, family life education or sex education conflicts with the beliefs of the parent or guardian of any pupil, the pupil, upon written request, shall be excused from the part of the training which conflicts with such religious training and beliefs. (E.C. 51240)
8. **Pupils' Rights to Refrain from the Harmful or Destructive Use of Animals.** A pupil's moral objection to dissection or otherwise harming or destroying animals must be substantiated by a note from the pupil's parent or guardian. Each teacher whose instruction utilizes live or dead animals must also notify pupils of their right to refrain from such activity. (E.C. 32255, et. seq.)
9. **Fingerprint Program.** The governing board of any school district may offer a Fingerprint Program for all children enrolled in kindergarten or newly enrolled in that district. Each parent or guardian shall be informed of the school fingerprinting program when he or she first enrolls the child in the public schools. At that time, the parent or guardian shall declare, in writing, whether or not he/she consents to the program. If the parent or guardian does consent, he/she shall pay the applicable fee. (E.C. 32390)
10. **Absences Excused for Justifiable Reasons.** A student shall be excused from school 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 his/her religion, attendance at religious retreats or an employment conference, when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or designated representative. (E.C. 48205) A pupil shall also be excused from school when he or she is the custodial parent of a child who is ill or has a medical appointment during school hours. No student may have his/her grade reduced or lose academic credit for absences excused under section 48205 when missed assignments and tests can reasonably be provided and are satisfactorily completed within a reasonable period of time. The full text of Education Code section 48205 follows:

Education Code 48205: Excused absences; average daily attendance computation



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

- (1) Due to his or her illness.
  - (2) Due to quarantine under the direction of a county or city health officer.
  - (3) For the purpose of having medical, dental, optometry, or chiropractic services rendered.
  - (4) For the purpose of attending the funeral services of a member of his or her 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 by law.
  - (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
  - (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 his or her religion, attendance at religious retreats, or attendance at an employment conference, when the pupil's absence has been 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.
  - (8) For the purpose of participating in a political or civic event, if the student is in grades 6<sup>th</sup>-12<sup>th</sup>, including but not limited to: voting, poll working, strikes, public commenting, candidate speeches, political forums, civic forums, and town halls.
- (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 therefore. As the teacher of any class from which a pupil is absent shall determine the 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) "Immediate family," as used in this section, has the same meaning as that set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

11. **Absence for Religious Purposes.** A pupil, with the written consent of a parent or guardian, may be excused from school in order to participate in religious exercises for four or fewer days per month, provided the pupil attends school at least the minimum day for his grade. (E.C. 46014)

12. **Open Campus at Lunchtime.** Orland High School has an open campus policy at lunchtime; students are free to walk or drive their vehicles to an off campus location for 30 minutes at lunchtime.

13. **Pupils with Temporary Disabilities – Individual Instruction.** Students with temporary disabilities,

who cannot attend regular day classes, may receive individual instruction provided by the district. Parents or guardians of pupils within this category shall be given notice regarding the availability of such individualized instruction. (E.C. 48206.3)

14. **Pupils with Temporary Disabilities – Residency Requirements.** A pupil with a temporary disability, who is in a hospital or other health facility, excluding a state hospital, which is outside of the school district in which the parent or guardian resides, shall have complied with the residency requirements for school attendance in the school district in which the hospital is located. It is the primary responsibility of the parent or guardian of the pupil with the temporary disability to notify the school district of the pupil's presence in a qualifying hospital. (E.C. 48207, 48208)
15. **Special Education for Handicapped Pupils.** Any pupil with exceptional needs, who is eligible to receive educational and related services, shall receive such instruction or services or both, at not cost. (E.C. 56040, et. seq.)
16. **Child Find System; Policies and Procedures.** Each district, special education local plan area, or county office shall establish written policies and procedures for a continuous child-find system which addresses the relationships among identification, screening, referral, assessment, planning, implementation, review and the triennial assessment. The policies and procedures shall include written notification of all parents of their rights under this chapter, and the procedure for initiating a referral for assessment to identify individuals with exceptional needs. (E.C. 56301)
17. **District Rules Regarding Student Discipline.** The governing board of each school district maintaining grades one through twelve shall notify the parents or guardians of the availability of rules regarding student discipline. (E.C. 35291)
18. **Duffy-Moscone Family Nutrition Education and Services Act.** Eligible students may receive meal supplementation while attending school. (E.C. 49510, et seq.)
19. **Pupil Records; Right to Access.** Parents of currently enrolled or former pupils have an absolute right to access to any and all pupil records related to their children that are maintained by school districts or private schools. (E.C. 49063, 49069, 49070)
20. **Absences for Obtaining Confidential Medical Services without Parental/Guardian Consent.** The governing board of each school district shall ... notify pupils in grades 7 to 12 inclusive, and the parents or guardians of all pupils ... that school authorities may excuse any pupil from the school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian. (E.C. 46010.1)
21. **Notice of Alternative Schools.** The following notice shall be sent along with the notification of parents and guardians required by Section 48980:

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

- (a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
- (b) Recognize that the best learning takes place when the student learns because of his desire to learn.

- (c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.
- (d) Maximize the opportunity for the students, teachers, and parents to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- (e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the pupil's office in each attendance unit have copies of the law available for your information. Further, a copy shall be posted in at least two places normally visible to pupils, teachers, and visiting parents in each attendance unit for the entire month of March in each year. (E. C. 58501)

- 22. **Compliance with Residency Requirements; Parent or Guardian Employment.** An elementary school pupil has complied with school attendance residency requirements if the pupil attends school in a district in which one or both of the pupil's parents, or guardians, is employed. The number of such interdistrict transfer requests can be limited based on the District's average daily attendance. (E.C. 48204(f))
- 23. **Directory Information.** Applicable student information will be provided to colleges and universities, prospective employers, Safe and Sober Grad Committee, Orland Alumni Association, Orland Ministerial Association and to U.S. military recruiters. If a parent or guardian does not want student information released to any of the above groups, the parent or guardian must notify the school. Please write: Orland High School, 101 Shasta St. Orland, 95963: Attention Counseling Secretary or phone 530-865-1210. (E.C. 49073)
- 24. **Prohibition of Sexual Bias in Course of Study.** Elementary schools, commencing with seventh (7<sup>th</sup>) grade and high schools shall offer classes and courses to its pupils without regard to the sex of the student and shall provide counseling in career, vocational or higher education opportunities without regard for the sex of the student counseled, if such counseling or school program guidance is provided. Notification of parents or guardians of the pupil shall be given in advance to encourage their participation in such counseling sessions and decisions. (E.C. 40)
- 25. **Educational Services for Homeless Children and Youth.** The school district provides equal access and comparable services to all students regardless of their home living situation. Homeless students are not required to attend a separate school and have the right to benefit from programs for which they are eligible. They also have the right to be enrolled immediately in school and to participate in and benefit from such programs as free or reduced price school lunch program, Title I services and transportation services. For more information, contact: Superintendent at 530-865-1200.
- 26. **Educational Rights for High Mobility High School Students.** SB 532 took effect on January 1, 2023, as a measure to improve educational outcomes for "high mobility" high school students who transfer between schools after their second year of high school. "High mobility" includes students in foster care, students experiencing homelessness, recent immigrants, migrant students, former juvenile court school students, and students from a military family. SB 532 seeks to provide efficient transfer procedures for

these students.

SB 532 requires school districts to:

- (1) offer an optional fifth year of high school to mobile students in order to complete statewide graduation course requirements; and
- (2) consult with students and the students' educational rights holders regarding how enrolling in the fifth year of high school or accepting an exemption from the local educational agency's graduation coursework requirements, may potentially impact the student.
- (3) accept and issue the credits forwarded by transferring school.
- (4) include a determination of days of enrollment or seat time, or both if applicable, and an official transcript with full and partial credits earned, or any measure of full or partial coursework being satisfactorily completed for transferring foster care students.

27. **Bicycle Safety Helmets.** School board policy 5142.1 encourages all students who ride a bicycle to school to wear a safety helmet. No student will be allowed to enter the school grounds with a bicycle if he/she is not wearing a safety helmet in the proper manner. The school will provide the parking for student bicycles and storage space at school for the helmets. The school district will work with community agencies to encourage the support of students' and others' efforts to observe safety and to ensure that no student fails to wear a helmet because the cost is prohibitive.

28. **Asbestos Hazard Emergency Response Act of 1986 (AHERA).** Pursuant to Title 40 CFR Part 763 Sub-part E (AHERA), the district is required to inform you as follows: A copy of each school's AHERA Management Plan is available for your inspection in the administration offices of both the school and the local education agency. This management plan contains information regarding inspections, re-inspections, response actions, and post-response action activities, including periodic re-inspections and surveillance activities that are planned or in progress.

Should you wish to review the AHERA management Plan, please contact the office of the superintendent, 903 South Street, Orland, California 95963 (530) 865-1200. An application for (ACC-1) will be sent to you to document your request. Application review and report preparation will require a minimum of five days.

29. **Nondiscrimination in District Programs and Activities.** The governing board of the Orland Unified School District is committed to equal opportunity for all individuals in education, District programs and activities, including vocational programs, shall be free from discrimination based on gender, race, sexual orientation, ancestry, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability or any other unlawful consideration. The board shall promote programs which ensure that discriminatory practices are eliminated in all District activities.

30. **AIDS Prevention Education.** Pupils in grades 7 to 12 shall receive AIDS Prevention Instruction at least once in junior high or middle school and once in high school. No pupil shall attend the AIDS Prevention Instruction if a written request by the pupil's parent or guardian to exclude the pupil from such instruction is received by the District. (E.C. 51201.5(c))

31. **Sexual Harassment.** The governing board prohibits the unlawful sexual harassment of district

employees, students or applicants by any person in any form.

32. **Attendance Option.** Following is a list of the District's current statutory attendance options and local attendance options available on both an intradistrict and interdistrict basis, together with a description of each option, a description of the application procedures, and a description of the appeal procedure available, if any.

**Choosing Your Child's School:** California law requires all school districts to inform each student's parent/guardian at the beginning of the school year of the various ways in which they may choose schools for their children to attend other than the school assigned by the District.

**Within the District:** Students attend school by grade level and not by attendance area. K-2 students attend Mill Street School, students in grades 3-5 attend Fairview School, and 6-8 grade students attend C.K. Price School. Parents may request that their student participate in Independent Study rather than the regular school program. Contact the school principal to discuss this option.

**Outside the District:** Parents/guardians who wish may request a transfer for their student from the District to any other school district. Interdistrict attendance agreements are approved on a year-to-year basis. The law on interdistrict transfers provides the following:

Childcare needs must be taken into consideration by both involved school districts.

If one or both parents/guardians of an elementary school student are employed in another district, they may be admitted to that district as if they were residents. Although acceptance in a district is not automatic, rejection may not be on the basis of race/ethnicity, sex, parental income, academic achievement, or any other "arbitrary" consideration. Other provisions of the law include:

Either district may deny the transfer if it is determined there would be a negative impact on the district.

The receiving district may reject a transfer if it determines the cost of educating the student would be more than the amount of government funding the district would receive for educating the student.

There is no appeal for a transfer of this type which is denied, however, the District must provide, in writing, specific reasons for the denial.

This is a general summary of the attendance alternatives available in our District. For additional information, contact the superintendent of this District or the administration office of any district into which you may wish to transfer your student.

33. **Uniform Complaint Procedures.** The Governing Board of the Orland Unified School District recognizes its responsibility for insuring that the District fully complies with applicable state and federal laws and regulations governing educational programs. The District shall follow the Uniform Complaint Procedures (UCP) when addressing complaints alleging unlawful discrimination, harassment, intimidation, and bullying or failure to comply with state or federal law.

The following programs are covered by the Orland Unified School District Uniform Complaint Procedures: Career/Vocational Education, Child Nutrition Services, Consolidated Categorical Aid Programs (School Improvement Program, English Learners, Title I and School Based Coordinated

Program), Migrant Education, Special Education, and allegations of unlawful discrimination (sex, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability).

Complaints regarding allegations of unlawful discrimination, harassment, intimidation, and bullying must be filed no later than six months from the alleged occurrence or when knowledge was first obtained.

**Formal Complaint Procedure.** The complainant submits a written complaint to the Principal or to the Assistant Superintendent. Within five days of receiving the complaint, an investigation will take place. The investigation shall include an opportunity for the complainant and/or representative to present evidence regarding the complaint. Each mediation shall be completed within sixty days of the receipt of the written complaint.

**Resolution of the Complaint.** A written report of the investigative findings will be given to the complainant. The complainant has the right to appeal the decision to the California Department of Education within 15 days of receipt of the findings.

**Civil Law Remedies.** Nothing in this policy precludes a complainant from pursuing civil law remedies outside of the District's UCP, such as civil law remedies through mediation centers, the County Office of Education and public/private attorneys. For discrimination complaints, however, a complainant must wait until 60 days from the filing of an appeal with the California Department of Education before pursuing civil law remedies.

For more information, contact: Superintendent at 530/865-1200.

34. **Child Health and Disabilities Prevention Program.** All kindergarten pupils are required to have a physical examination prior to enrollment in first grade. Free health screening is available through the local health department. Failure to comply with this requirement or sign a waiver may result in up to 5 days exclusion from first grade. (HSC 324.2 and 324.3)
35. **Teacher and Instructional Aide Qualifications.** Parents may request information regarding the professional qualifications of their child's teacher, such as credential held, BA degree major and post-graduate degrees held. Also, if the child is provided services by a paraprofessional, their qualifications. If you would like information please contact the school administrator (ESEA - CDE T17-737).
36. **Special Education.** Federal law requires a free and appropriate education in the least restrictive environment be offered to qualified handicapped pupils. (IDEA)
37. **Handicapped Pupils.** No pupil will be discriminated against on the basis of sex, handicap, race, color, national origin, or lack of English skills. Reasonable accommodation is available for handicapped students if necessary. (Section 504)
38. **Child Abuse Prevention Training Program.** Parents have the right to refuse to allow their children to participate in a child abuse primary prevention program.
39. **Minimum Days and Pupil-Free Staff Development Days.** Parents/guardians will be informed of the District's schedule of minimum days and pupil-free staff development days. If more minimum days or pupil-free staff development days are scheduled following adoption of the school calendar, parents/guardians will be notified as soon as possible.

40. **Pupil Internet Access Policy.** A school district that provides pupils with access to the Internet and on-line services shall adopt a policy regarding such access and inform parents of “harmful matter” as defined in Penal Code section 313 subd. (a). (E.C. 51870.5)

Students in the Orland Unified School District are allowed Internet access after signing a contract for responsible use. With such access comes the availability of some material that may not be considered to be of educational value within the context of the school setting. The Orland Unified School District has taken every available precaution to restrict access to controversial materials. However, on a global network it is impossible to control all materials. The district firmly believes that the valuable information and interaction available on this worldwide network far outweighs the possibility of users procuring material that is not consistent with the educational goals within the school. Students who violate the District’s contract for responsible use of the Internet will lose access privileges.

41. **Promotion/Retention.** The Orland Unified School District has recently adopted a student promotion and retention policy that will be used as the means for determining which students will be at risk of retention and, by extension, which students will be advanced to the next grade level. Students at risk of retention shall be identified on the basis of multiple measures. No student can be retained unless significant interventions fail to produce the minimum progress necessary for advancement to the next grade. For more information or a copy of the Board policy, contact the principal of the school your child attends.
42. **California’s New Statewide Testing System.** Signed into law on October 2, 2013, Assembly Bill 484 launched a new student testing system for California’s schools, now called the California Assessment of Student Performance and Progress (CAASPP). The CAASPP system is based on the state’s new California Common Core State Standards (CA CCSS) for English-language arts (ELA) and mathematics, adopted by the State Board of Education in 2010. This new system replaces the Standardized Testing and Reporting (STAR) Program that was based on 1997 standards.
43. **Grant Program for Payment of Advanced Placement Examination Fees.** The State has established a grant program for the purpose of awarding grants to cover the costs of advanced placement examination fees. This program is administered by the State Department of Education. Any economically disadvantaged pupil who is enrolled in an advanced placement course may apply to the District staff for a grant pursuant to Education Code section 52244.
44. **Pesticide Notification.** Following are the names and active ingredients of all pesticide products expected to be applied at district schools during the coming year:
- Bug Buster Insect Killer – *Resmethrin (5-phenylmethly, 3-furanyl), Methyl, Dimethyl, Cyclopropanecarboxylate, Piperonyl Butoxide*
  - Misty Wasp and Hornet Killer – *Actone, Isopropanol, Propoxur, Pyrethrin, Piperonyl Butoxide, Octyl Bicycloheptene, Dicarboximide*
  - Appeal – *Tetramethrin, Permethrin, Piperonyl Butoxide, Petroleum Distillates, Carbon Dioxide*
  - Roundup – *Glyphosate (phosphonomethyl) glycine in the form of its isopropylamine salt*
  - Flush and Kill – *Chlorpyrifos, Resmethrin, Isoparaffinic Solvent, Isobutane*
  - Goal – *Oxyfluorfen, N-Methyl Pyrrolidono, Naphthalene, Surfactant Blend, Calcium Dodecylbenzene Sulfonate, Solvent Naphtha, Petroleum, Ethylhexanol*

Parents may register with the District if they wish to receive notification of individual pesticide applications at a school site. (Education Code section 17612)

45. **School Accountability Report**: Parents/guardians may request a hard copy of the School Accountability Report Card which is issued annually for each school of the District. (Ed. Code, § 35256)



# SCHOOL BUS SAFETY AND YOUR CHILD

Dear Parents,

All students in the Orland Unified School District who ride a bus to school are subject to regulations until they get off at their school or the bus stop near their home. Because school bus passengers' behavior can directly affect their safety and the safety of others, the following regulations apply at all times when students are riding a school bus, including to school activities.

1. Riders shall follow the instructions and directions of the bus driver at all times.
2. Riders should arrive at the bus stop on time and stand in a safe place to wait for the bus.
3. Riders shall enter the bus in an orderly manner and go directly to their seats.
4. Riders shall remain seated while the bus is in motion and shall not obstruct the aisle with their legs, feet, or other objects. When reaching their destination, riders shall remain seated until the bus stops and only then enter the aisle and go directly to the exit.
5. Riders should be courteous to the driver and to fellow passengers.
6. Because serious safety hazards can result from noise or behavior that distracts the driver, loud talking, laughing, yelling, singing, whistling, scuffling, throwing objects, smoking, eating, drinking, standing and changing seats are prohibited actions which may lead to the suspension of riding privileges.
7. No part of the body, hands, arms or head should be put out of the window. Nothing should be thrown from the bus.
8. Riders shall keep the bus and the area around the bus stop clean. Riders shall not damage or deface the bus or tamper with bus equipment.
9. No animals shall be allowed on the bus without express permission from the principal or designee.
10. Riders should be alert for traffic when leaving the bus.

Riders who fail to comply with the above rules shall be reported to the school principal, who shall determine the severity of the misconduct and take action accordingly. In all instances of misconduct, the rider and his/her parent/guardian shall be given notice and warning. In the case of a severe violation or repeated offenses, the rider may be denied transportation for a period of time determined by the principal, up to the remainder of the school year.

We hope that in sending this letter to tell you of the system now in effect, you will see it as a reflection of our interest in the personal safety and well-being of your children and an opportunity to review school bus conduct with your children so they know that you know what is expected of them.

Sincerely,  
Victor Perry  
Superintendent

# FIREARMS SAFETY MEMORANDUM

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

**From:** Victor Perry, Superintendent

**Subject:** California Law Regarding Safe Storage of Firearms

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

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

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

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

- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.<sup>[2]</sup>

- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.<sup>[3]</sup>

- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.<sup>[4]</sup>

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

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

Sincerely,

Victor Perry, Superintendent

Date published: 06/29/23  
California Department of Education

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

[2] See California Penal Code section 25100(c).

[3] See California Civil Code Section 29805.

[4] See California Civil Code Section 1714.3.

# EARNED INCOME TAX CREDIT INFORMATION ACT COMMUNICATION

**Notice:** *The California Revenue and Taxation Code (RTC) Section 19853(b) requires local educational agencies (LEA) that operate the National School Lunch Program (NSLP) to annually notify households about the Earned Income Tax Credit (EITC) Information Act.*

Based on your annual earnings, you may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you do not owe federal taxes, you must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its website at [www.irs.gov](http://www.irs.gov).

You may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its Web site at [www.ftb.ca.gov](http://www.ftb.ca.gov).

For additional information, refer to the IRS EITC Web page at:

<https://www.irs.gov/credits-deductions/individuals/earned-income-tax-credit>

or the California EITC Web page at:

<https://www.ftb.ca.gov/individuals/faq/net/900.shtml>

## **Contact Information for Nutrition Services Division - California Department of Education**

If you have questions regarding this subject, please contact the IRS by phone at 800-829-3676 or through its Web site at [www.irs.gov](http://www.irs.gov). You can also contact the Franchise Tax Board by phone at 800-852-5711 or through its website at [www.ftb.ca.gov](http://www.ftb.ca.gov).

Web: [www.cde.ca.gov/ls/nu/](http://www.cde.ca.gov/ls/nu/)

X: [@CDENutrition](https://twitter.com/CDENutrition)

YouTube: [www.youtube.com/user/cdenutrition](http://www.youtube.com/user/cdenutrition)

This institution is an equal opportunity provider.

# **ORLAND UNIFIED SCHOOL DISTRICT'S PARENT INVOLVEMENT POLICY**

The Board of Trustees recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall consult with parents/guardians and family members in the development of meaningful opportunities for them to be involved in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

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

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

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

## **Title I Schools**

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

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities and shall ensure that priority is given to schools in high poverty areas in accordance with law. (20 USC 6318, 6631)

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

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

especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members

4. Collaboration 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

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

### **Non-Title I Schools**

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

### **District Strategies for Title I Schools**

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

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

The Superintendent or designee may:

- a. In accordance with Education Code 52063, establish a district-level parent advisory committee and, as applicable, an English learner parent advisory committee to review and comment on the plan in accordance with the review schedule established by the Board of Trustees
  - b. Invite input on the plan from other district committees and school site councils
  - c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the plan and the opportunity to provide input
  - d. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
  - e. Ensure that there is an opportunity at a public Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan
  - f. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans
2. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of

Title I schools in planning and implementing effective parent/guardian and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents/guardians and family members in education (20 USC 6318)

The Superintendent or designee shall: (20 USC 6318)

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

In addition, the Superintendent or designee may:

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- c. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions

- d. Train parents/guardians to enhance the involvement of other parents/guardians
- e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation
- f. Adopt and implement model approaches to improving parent/guardian involvement
- g. Establish a districtwide parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs
- h. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities
- i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families
- j. Provide a master calendar of district activities and district meetings
- k. Provide information about opportunities for parent/guardian and family engagement through the district newsletter, web site, or other written or electronic means
- l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions
- m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed
- n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions
- o. Provide ongoing district-level workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops
- p. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of related activities
- q. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement
- r. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations
- s. Assign district personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues



- t. Provide information to schools about the indicators and assessment tools that will be used to monitor progress
3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318)

The Superintendent or designee may:

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

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

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
  - b. Gather and monitor data regarding the number of parents/guardians and family members participating in district activities and the types of activities in which they are engaged
  - c. Recommend to the Board measures to evaluate the impact of the district's parent/guardian and family engagement efforts on student achievement
5. Use the findings of the evaluation conducted pursuant to item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement and, if necessary, to revise the parent/guardian and family engagement policy (20 USC 6318)

6. Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

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

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's local control and accountability plan in accordance with 20 USC 6312 and shall be distributed to parents/guardians of students participating in Title I programs. (20 USC 6318)

### **School-Level Policies for Title I Schools**

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

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent/guardian involvement
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent/guardian and family engagement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314. The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.
4. Provide the parents/guardians of participating students all of the following:
  - a. Timely information about Title I programs
  - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards

- c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians
- 5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district
- 6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's challenging academic achievement standards
- b. Ways in which parents/guardians will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time
- c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
  - i. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
  - ii. Frequent reports to parents/guardians on their children's progress
  - iii. Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
  - iv. Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand
- 7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the required activities described in item #2 in the section "District Strategies for Title I Schools" above
- 8. To the extent practicable, provide opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

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

Each school's parent/guardian and family engagement policy shall be made available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

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

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

### **District Strategies for Non-Title I Schools**

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

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504)

The Superintendent or designee may:

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

The Superintendent or designee may:

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

The Superintendent or designee may:

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

The Superintendent or designee may:

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

The Superintendent or designee may:

- a. Include parent/guardian and family engagement strategies in school reform or school improvement initiatives

Involve parents

## BECOME A VOLUNTEER

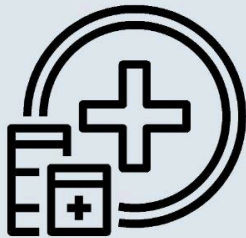


### Would you like to become a parent volunteer?



Stop by the Orland Unified School District Office, 903 South Street, to obtain the necessary forms.

Schedule a live scan (fingerprint) appointment with Glenn County Office of Education.



Obtain proof of a negative Tb test or a risk assessment, if it's been more than 4 years.

Return the Volunteer Application Form and proof of Tb test to the District Office. We will take your picture and issue a volunteer badge!



Volunteer Forms need to be renewed on a yearly basis to stay active on our volunteer list.

# **UNIFORM COMPLAINT PROCEDURES (UCP) ANNUAL NOTICE**

## **2024-2025**

The Orland Unified School District annually notifies our students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of our Uniform Complaint Procedures (UCP) process.

The UCP Annual Notice is available on our website.

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

### **Programs and Activities Subject to the UCP**

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

- School Safety Plans
- Schoolsite Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing

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

The programs and activities subject to the UCP in which the Orland Unified School District operates are:

- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Consolidated Categorical Aid Programs
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- School Plans for Student Achievement
- School Safety Plans
- Schoolsite Councils

### **Filing a UCP Complaint**

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

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

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

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



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

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

We shall post a standardized notice, in addition to this notice, with educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district.

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

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

Copies of our UCP procedures shall be available free of charge.

### **Contact Information**

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

Human Resources Manager  
903 South Street, Orland CA 95963  
530-865-1200  
hr@orlandusd.net

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