



NATIONAL SCHOOL DISTRICT

ANNUAL NOTIFICATION

The National School District is required to annually notify pupils, parents, and guardians 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 or guardian and returned to the school as required by EC 48982.

2022- 2023 School Year

National School District
1500 N Avenue, National City, CA 91950
(619) 336-7500 · www.nsd.us

“CREATING SUCCESSFUL LEARNERS NOW”

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HEALTH EDUCATION, PUPIL SERVICES, AND PARENTS' OR STUDENTS' RIGHTS REQUIRING ANNUAL NOTIFICATION

DEAR PARENT/GUARDIAN: State and federal laws require school districts to notify parents and guardians of minor pupils of parental rights. The law requires the parents or guardians to sign a notification form and return it to school. The signature is an acknowledgment that the parents or guardians have been informed of their rights but does not indicate consent to participate in any particular program that has been either given or withheld. Some legislation requires additional notification to the parents or guardians during the school term or at least 15 days prior to a specific activity. (A separate letter will be sent to parents or guardians prior to any of these specified activities or classes, and the student will be excused whenever the parents or guardians file with the principal of the school a statement in writing requesting that their child not participate.)

The following rights, responsibilities, and protections are provided (when used in this notification "parent" includes a parent or legal guardian):

VISION AND HEARING AND DENTAL SCREENING (EC 49452-49455): During the school year, we may include your child in our program of screening pupils to find any hearing, vision and/or dental impairments. If you submit a written statement refusing such examination, we will exempt your child from the requirement of the law.

FIRST GRADE HEALTH SCREENING (HSC Sec. 124105): All students enrolled in first grade must receive a health screening by December of the child's first grade year. A pupil may be excluded from school for not more than five days if the parent/guardian has not provided a health screening certificate or a waiver by the 90th day after the pupil's entrance into the first grade.

MEDICAL AND HOSPITAL SERVICES FOR PUPILS (EC 49471, 49472): Authorizes districts to provide medical or hospital services through non-profit membership corporations or insurance policies for pupil injuries arising out of school- related activities. The Governing Board of the National School District may make available medical or hospital service through individual policies of accident insurance. No student shall be compelled to accept such service without the consent of his/her parents. The cost of the insurance is paid for by the student's parent or guardian. If a school district does not provide or make available medical and hospital services for pupils of the district injured while participating in athletic activities, in accordance with Section 49470, the parent or guardian of each pupil participating in athletic activities shall be notified that the services are not provided.

ADMINISTRATION OF EPILEPSY MEDICATION SB 161: This bill requires school districts, upon receipt of a request from a parent or guardian, to have nonmedical school employees receive voluntary emergency medical training in order to provide, in the absence of a school nurse or other licensed nurse onsite, emergency medical assistance to students suffering from epilepsy in accordance with state guidelines.

HARASSMENT/BULLY BP5131: Any student who engages in bullying and/or cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline. Harassment or bullying of students or staff, includes but is not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption. Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device.

DISRUPTION IN PUBLIC SCHOOL OR PUBLIC SCHOOL MEETING (EC 32210): 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).

NOTIFICATION: PARENTS RIGHTS AND RESPONSIBILITIES (ECS 48981, 48982): Pursuant to parent request, the annual notifications may be provided to the parent or guardian in electronic format by providing access to the notice electronically. If the notice is provided in electronic format, the parent or guardian must submit to the school a signed acknowledgement of receipt of this notice.

RULES AND PROCEDURES ON SCHOOL DISCIPLINE (EC 35291): Rules pertaining to student discipline, including those that govern suspension or expulsion, are outlined in EC§ 48900 et seq. and are available from the building principal. They are also communicated to all students every year. In addition, the following disciplinary information is to be provided to parents:

ALL STUDENTS

A. Suspension and Expulsion

1. Suspension-EC 48900, 48900.5: A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r) inclusive:

- 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, unless in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or designee of the principal.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, 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.
- 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. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- 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 Section 11014.5 of the Health and Safety Code.
- k. (1) 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. (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph is inoperative on July 1, 2020. (3) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. (4) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2025.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm. As used in this section "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 sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in or attempted to engage in hazing. For purposes of this subdivision, “hazing” is any method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events
- r. Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - i. “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 Section 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:
 - 1. Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
 - 2. Causing a reasonable pupil to experience substantially detrimental effect on the pupil’s physical or mental health.
 - 3. Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance.
 - 4. Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - ii. (A) “Electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, pager, of a communication including, but not limited to, any of the following:
 - 1. A message, text, sound, video, or image.
 - 2. A post on a social network Internet website, including but not limited to: a) Posting to or creating a burn page. “Burn page” means an Internet website created for the purpose of having one or more of the effects listed in paragraph (i); b) creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (i). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purposes of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated; c) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (i). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - 3. An act of cyber sexual bullying. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to

disseminate a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (1)-(4), inclusive of paragraph (i). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording, or other electronic act. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned events.

(B) Notwithstanding paragraph (i) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

iii. "Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's exceptional needs.

- s. A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for the acts that are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:
 - i. While on school grounds;
 - ii. While going to or coming from school;
 - iii. During the lunch period whether on or off the campus;
 - iv. During, or while going to or coming from, a school sponsored activity.
- t. A pupil who aides or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil 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 shall be subject to discipline pursuant to subdivision (a).
- u. As used in this section, "school property" includes, but is not limited to electronic files and databases.
- v. For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil's misbehavior as specified in Section 48900.5.
- w. (1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities. (2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

2. Expulsion: A student may be recommended for expulsion for any of the reasons enumerated in Education Code section 48915, and pursuant to the expulsion procedures identified in Education Code sections 48918 and 48918.5.

3. Other Means of Correction: DISTRICT may document the other means of correction used and place that documentation in the pupil's record. Other means of correction may include but is not limited to: a conference between school personnel, the pupil's parent or guardian and the pupil; referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling; study teams, guidance teams or other intervention-related teams that assess behavior and develop and implement behavior plans; referral for psycho-social or psycho-educational assessment; participation in a restorative justice program; and after-school programs that address specific behavioral issues.

B. Pupil Discipline: Suspensions: Willful Defiance (EC 48901.1; 48900): School districts may not suspend a student for disrupting school activities or otherwise willfully defying the valid authority of school personnel engaged in the performance of their duties for grades K to 8, inclusive. Recommendations for expulsion of a student for these acts is prohibited for students enrolled in any grade.

C. Attendance of suspended child's parent or guardian for portion of school day (EC 48900.1): If the school district adopts a policy that teachers may require the parent or guardian of a pupil who has been suspended by a teacher to attend a portion of a school day in the classroom of his child or ward, the school district must notify parents of the policy prior to its implementation.

D. Sexual Harassment Policy (EC 231.5; 5 CCR 4917): Each district shall have a written policy on sexual harassment, and shall provide a copy of such policy, as it pertains to students, with the annual notification. Districts are also required to display the policy in a prominent location and include in orientation for employees and students.

E. Hate Violence (EC 48900.3): A pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, or threatened to cause, or participated in an act of, hate violence, as defined in EC 233(e).

F. Harassment, Intimidation or Threats (EC 48900.4): A pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, 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 pupils by creating an intimidating or hostile educational environment.

G. Terroristic Threats Against School Officials, School Property or Both (EC 48900.7): A pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both. A "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 his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

H. Suspension/Expulsion: Alternative and Other Means of Correction (EC 48900, 48900.5): A school district may document other means of correction short of suspension and expulsion and place the documentation in the pupil's record. Other means of correction may include: a conference between school personnel, the pupil's parent or guardian and the pupil; referrals to the school counselor or psychologist; study teams, guidance teams or other

intervention- related teams that assess behavior and develop and implement behavior plans; referral for psycho-educational assessment; and after- school programs that address specific behavioral issues.

SUN PROTECTIVE CLOTHING/USE OF SUNSCREEN (EC 35183.5): Required school sites to allow for outdoor use of sun-protective clothing. Further provides for the use of sunscreen by students during the school day and authorizes sites to establish policy.

DUTY CONCERNING CONDUCT OF PUPILS (EC 44807): Every teacher shall hold pupils accountable for their conduct on the way to and from school, and on the playground.

DANGEROUS OBJECTS-PENAL CODE (PC 417.27, 12550, 12556): The District prohibits dangerous objects on campus, such as laser pointers and B.B. guns, unless possession is for valid instructional or other school related purpose.

DUTIES OF PUPILS (5 C.C.R. 300): Requires pupils to conform to school regulations; obey all directions; be diligent in study and respectful of teachers and others in authority; and refrain from profane and vulgar language.

DRUG FREE CAMPUS (Alcohol and Other Drug Use Prevention Education): Possession, use or sale of narcotics, alcohol or other controlled substances is prohibited and strictly enforced at all school activities. Records will be forwarded to local law enforcement, and district sanctions will result from violations.

TOBACCO-FREE CAMPUS (HSC 104420, 104495): Requires all school districts and county offices of education that receive Tobacco Use Prevention (TUPE) funding to adopt and enforce a tobacco-free campus policy. Information about the policy and enforcement procedures must be communicated clearly to school personnel, parents, pupils and the larger community. Signs stating, "Tobacco use is prohibited" must be prominently displayed at all entrances to school property. Information about smoking cessation support programs must be made available and encouraged for pupils and staff. HSC 104495 further prohibits smoking and use of any tobacco-related products and disposal of any tobacco-related waste within 25 feet of a school playground. The prohibition does not apply to a public sidewalk located within 25 feet of a playground.

SCHOOL ACCOUNTABILITY REPORT CARD (EC 35256, 35258): Districts must provide parents and guardians with a copy of the school accountability report card upon request and make a concerted effort to notify the parents of the purpose of the school accountability reports cards. Content of the report card is defined by EC 33126, 33286.

HEALTH, FAMILY LIFE, AND SEX EDUCATION: CONFLICT WITH RELIGIOUS BELIEFS (EC 51240):

Whenever any part of the instruction in health, family life, or sex education conflicts with religious training and beliefs or personal moral convictions of the parent or guardian, the student shall be excused from that part of the instruction upon written parental request.

CALIFORNIA HEALTHY YOUTH ACT (EC 51934, 51938): A parent has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessment related to such education. Parents have the right to inspect and review materials to be used, and to request in writing that their child not participate. Districts must, at the beginning of the school year or at a new enrollment, notify parents about instruction in comprehensive sexual health education and HIV prevention education and research on pupil health behaviors and risks. If a school district elects to provide comprehensive sexual health education or HIV prevention education through outside consultants and/or an assembly, notice must be provided to parents that includes the date of instruction, the name of the organization or affiliation of each guest speaker and information stating that the parent/guardian has the right to request a copy of Education Code Sections 51938, 51933 and 51934. Parents have the right to request a copy of the California Healthy Youth Act Education Code Section 51930 et. seq. The District will provide dates for parent review of materials in the fall and spring of each school year. Parents may review materials at any time by request in writing to the Educational Services Department.

PUPIL SAFETY: HUMAN TRAFFICKING PREVENTION RESOURCES (EC 49381): Requires the governing board of a school district and the governing body of a charter school to 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.

PUPIL NUTRITION (EC IF CHARTER 47613.5, 49510-49520, 49564-49564.5, 49557.5): Requires notice to parent or guardian of the free and reduced-priced meals available to pupils in receipt of public assistance. The meal program is defined by EC 49510, et seq. The notice should include the details of the meal program available at the pupil's school site and whether the school district makes the application available online. The notice shall also indicate whether any schools within the school district are eligible for a universal meal program such that breakfast and lunch is provided to all students free of charge. The federal National School Lunch Program and the federal School Breakfast Program ensure that pupils whose parents or guardians have unpaid school meal fees are not shamed, treated differently, or served a meal different from the pupil's choice because of the fact that the pupil's parent or guardian has unpaid meal fees. Charter schools must also comply with these rules pursuant to EC 47613.5, and their respective chartering authorities must also provide technical assistance in implementing this law.

RIGHT TO REFRAIN FROM HARMFUL USE OF ANIMALS (EC 37255-32255.6): Pupils may choose to refrain from participating in educational projects involving the harmful or destructive use of animals, based on moral objections, and complete an alternative educational project acceptable to the teacher. In order to refrain from participation, a parent or guardian must submit a written note of the objections to participating in an educational project involving the harmful or destructive use of animals. An opt-out form is provided within this notice.

IMMUNIZATION AND COMMUNICABLE DISEASES (EC 48216, 49403): The District shall follow all laws, rules, and regulations regarding immunizations required for students to enroll. The District shall not admit any student until the student is properly immunized as required by law. If there is a good cause to believe a student has been exposed to a disease and his or her proof of immunization does not show proof of immunization against that disease, the district may temporarily exclude the child from school until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease. Effective January 1, 2016: The California Legislature eliminated the exemption from specific immunization requirements based upon personal beliefs. A pupil who, prior to January 1, 2016, submitted a letter or affidavit on file with the District stating beliefs opposed to immunization shall be allowed enrollment to any National School District school until the pupil enrolls in the next grade span. Grade span means (1) from birth to preschool; (2) Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten; and (3) grades 7 to 12 inclusive. For more information about school immunization requirements and resources, please visit the California Department of Public Health's website at www.shotsforschool.org, or contact your local health department. Students in a home-based private school and students enrolled in an independent study program who do not receive classroom-based instruction may still attend school without specified immunizations.

MEDICATION AND SELF-ADMINISTRATION OF ASTHMA MEDICATION (EC 49423, 49423.1): Any student who must take prescribed medication at school and who desires assistance of school personnel must submit a written statement of instructions from the physician or physician assistant 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): The parent or legal guardian of any public school pupil on a continuing medication regimen for a non-episodic condition shall inform the school nurse or other designated certificated school employee of the medication being taken, the current dosage, and the name of the supervising physician. With the written consent of the parent or legal guardian of the pupil, the school nurse may communicate with the physician 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.

PUPILS WITH TEMPORARY DISABILITIES; INDIVIDUAL INSTRUCTION (EC 48206.3, 48207, 48207.3,

48207.5, 48208): Special individual instruction (as distinct from independent study) is available for students with temporary disabilities that make attendance at school impossible or inadvisable. Parents or guardians should first contact the principal to determine services. This individual instruction shall be received at home or in a hospital or other residential health facility, except a state hospital.

DISABLED PUPILS-SECTION 504 OF THE REHABILITATION ACT OF 1973: Section 504 of the federal Rehabilitation Act of 1973, and the Americans with Disabilities Act (42 USC 12101, et seq.) prohibits discrimination on the basis of disability. Section 504 requires school districts to identify and evaluate children with disabilities in order to provide them a free, appropriate public education. 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, speaking, are eligible to receive services and aids designed to meet their needs as adequately as the needs of non-disabled students are met.

The district must annually notify handicapped pupils and their parents of the district's non-discriminatory policy and duty under Section 504 of the Rehabilitation Act. The notification should include: name and contact information of person designated by the district for implementing Section 504, screening and evaluation procedures used by the district when there is reason to believe a student has a disability under Section 504, the right to a written accommodation plan if the student qualifies for services under Section 504, the right to be educated with nondisabled students to the maximum extent appropriate based on the student's needs and notice of the parent's legal procedural safeguards.

SPECIAL EDUCATION: CHILD FIND SYSTEM (IDEA; EC 56301): The District must inform parents of federal law requirements that a free and appropriate public education (FAPE) in the least restrictive environment be offered to qualified pupils with disabilities ages 3 through 21 years, including pupils that are migrant or homeless or wards of the state and children with disabilities attending private schools. Any parent suspecting a child has exceptional needs due to a disability may request an assessment for eligibility for special education services through the school principal. Policy and procedures must include written notification to all parents of their rights pursuant to EC § 56300.

SPECIAL EDUCATION; COMPLAINTS (EC 56500.2; 5 C.C.R. 3080): Parents or guardians 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. Procedures are available from your student's school principal.

SPECIAL EDUCATION: DUE PROCESS HEARINGS (EC 56502): Requires the State Superintendent to develop a model form to assist parents and guardians in filing requests for due process. Forms are available at the district office for parents that wish to initiate due process hearings relating to special education rights.

SPECIAL EDUCATION; INSPECTION OF SCHOOL RECORDS (EC 56043(n)): Specifies the rights of parents with children with exceptional needs to examine and receive copies of records within five business days after a request is made, and before any Individualized Education Program meeting, hearing, or resolution session regarding their child.

SPECIAL EDUCATION: NONPUBLIC, NONSECTARIAN SCHOOLS OR AGENCIES-EC 51225.2; 56365; 56366.1; 56366.4; 56366.10

NPSs/NPAs Training: The NPA or NSP is required to document the training of staff who will have contact or interaction with students during the school day in the use of evidence-based practices and interventions specific to the unique behavioral needs of the NPS'/NPA's student population. The training must be provided within 30 days of enrollment for new staff, and annually to all staff who have contact with students during the school day. The training shall be selected and conducted by the NPS/NPA and must satisfy the following conditions:

1. Be conducted by persons licensed or certified in fields related to the evidence-based practices and interventions being taught
2. Be taught in a manner consistent with the development and implementation of individualized education programs; and

3. Be consistent with the requirements of Education Code relating to pupil restraint and seclusion

The content of the training shall include, but is not limited to, all the following:

1. Positive behavioral intervention and supports, including collection, analysis, and use of data to inform, plan and implement behavioral supports;
2. How to understand and address challenging behaviors, including evidence-based strategies for preventing those behaviors; and
3. Evidence-based interventions for reducing and replacing the challenging behaviors, including de-escalation techniques.

The LEA contracting with the NPS/NPA shall annually verify compliance with these training requirements and the NPS/NPA shall annually report to the California Department of Education (“CDE”) this verification. Written records of the annual training shall be maintained and provided upon request.

NPS/NPA Administrator Credential/License: The NPS/NPA is required to document (in the application for certification with CDE) that the administrator of the NPS/NPA holds or is in the process of obtaining one of the following:

1. An administrative credential granted by an accredited postsecondary education institution and two years of experience with students with disabilities;
2. A pupil personal services credential and authorizes school counseling or psychology;
3. A license as a clinical social worker issued by the Board of Behavioral Sciences;
4. A license in psychology regulated by the Board of Psychology;
5. A master’s degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation;
6. A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator;
7. A license as a marriage and family therapist certified by the Board of Behavioral Sciences
8. A license as an educational psychologist issued by the Board of Behavioral Sciences; or
9. A license as a professional clinical counselor issued by the Board of Behavioral Sciences

NPS/NPA Notification of Law Enforcement Involvement: An NPS/NPA is required to notify CDE and the LEA of any student involved incident at the NPS/NPA in which law enforcement was contacted. This notification shall be provided in writing no later than one business day after the incident occurred.

NPS/NPAs Qualified Individual to Implement a Behavioral Intervention Plan (“BIP”): A NPS serving students with significant behavioral needs or who have a BIP must have an individual onsite during school hours who is qualified and responsible for the design, planning and implementation of behavioral interventions to be certified by CDE.

Requirements for School Districts: For an NPS/NPA seeking initial certification, the school district is required to verify that the plan and timeline for the new training requirements are included in the master contract. For NPSs/NPAs not in existence as of January 1 immediately preceding a school year, the contracting school district must verify that the new training requirements are complied with 30 days following the commencement of the school year. The school district is required to submit verification to the Superintendent at that time.

A school district that enters into a master contract with an NPS/NPA school shall conduct, at minimum, the following:

1. An onsite visit to the NPS/NPA before placement of a pupil if the school district does not have any pupils enrolled at the school at the time of placement.
2. At least one onsite monitoring visit during each school year to the NPS/NPA at which the school district has a pupil attending and with which it maintains a master contract. The monitoring visit shall include,

but is not limited to:

- a. A review of services provided to the pupil through the individual service agreement between the school district and NPS/NPA;
- b. A review of progress the pupil is making toward the goals set forth in the pupil's Individualized Education Program;
- c. A review of progress the pupil is making toward the goals set forth in the pupil's BIP if the pupil has a BIP;
- d. An observation of the pupil during instruction; and
- e. A walkthrough of the facility

The school district shall report the findings resulting from the monitoring visit to CDE within 60 days of the onsite visit. On or before June 30, 2020, CDE, shall, with input from special education local plan area administrators, create and publish criteria for reporting this information to the department.

PHYSICAL EXAMINATION; PARENT REFUSAL TO CONSENT (EC 49451, 49455, 20 U.S.C. 1232(h)): A parent or guardian may, by written statement filed annually, refuse to consent to the physical examination, including the vision, hearing and scoliosis screening, of his/her child. Schoolchildren are examined for vision, hearing, and curvature of the spine at selected grade levels. Whenever there is good reason to believe the child is suffering from a recognized contagious disease, the child will be excluded from school attendance. School districts must notify parents or guardians of the specific or approximate dates during the school year when any non-emergency, invasive physical examination or screening is scheduled that 1) is required as a condition of attendance; 2) administered by the school; and 3) is not necessary to protect the immediate health and safety of the pupil or other pupils. The notification must include an opportunity for parents to opt pupils out of participation in the examination or screening. (20 U.S.C. § 1232(h).)

CHILD HEALTH AND DISABILITIES PREVENTION PROGRAM (HSC 124085, 124105): Requires parents of kindergarten and first grade pupils of requirement of physical examination for first grade enrollment and availability of free health screening through local health department. A first-grade pupil who has not provided either a certificate or a waiver on or before the 90th day after the pupil's entrance into the first grade must be excluded from school for up to five days based on the failure to comply or sign a waiver. School districts may exempt any pupil from the exclusion if, at least twice between the first day and the 90th day after the pupil's entrance into the first grade, DISTRICT has contacted the pupil's parent or guardian and the parent or guardian refuses to provide either a certificate or a waiver as specified in Section 124085. Parents or guardians are entitled to notification of the availability of free health screenings through the local health department.

COMPREHENSIVE SCHOOL SAFETY PLAN (ECS 32286, 32288): Each school is required to report on the status of its school safety plan, including a description of its key elements, in the annual school accountability report card. The planning committee is required to hold a public meeting to allow members of the public the opportunity to express an opinion about the school plan. The planning committee will notify in writing specified persons and entities. The District will notify the State Department of Education by October 15th of schools that are not in compliance with safety plans.

SCHOOL BUS AND PASSENGER SAFETY (EC 39831.5): Requires bus safety regulations to be provided to all new students and students not previously transported by school bus. The bus safety regulations shall include: a list of school bus stops near each pupil's home, general rules of conduct at school bus loading zones, red light crossing instructions, school bus danger zone, and walking to and from school bus stops. Information can be found online at www.nsd.us.

WILLIAMS COMPLAINT POLICY AND PROCEDURES (EC 35186): A uniform complaint process is available 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 pupils or staff, teacher vacancy or misassignment. Notice of the complaint process and the location at which to obtain a complaint form is posted in all classrooms.

NOTICE OF ALTERNATIVE SCHOOLS (EC 58501): The following notice shall be sent to all parents and guardians as required by Section 48980: 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 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 result in whole or in part from a presentation by his teachers of choices of learning projects.
- d. Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent Process.
- e. Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located. In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the County Superintendent of Schools, the administrative office of this district, and the principal's office in each attendance unit have copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district. A copy of the notice shall also 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.

STATEMENT OF NONDISCRIMINATION: Discrimination in education programs is prohibited by state and federal law. Education Code section 200, et seq. requires school district to afford all pupils regardless of gender, gender identity, gender expression, sex, race, color, religion, natural origin, immigration status, ethnic group identification/ethnicity, mental or physical disability, sexual orientation, or the perception of one or more of such characteristics, equal rights, and opportunities in accessing educational programs, activities, and facilities. Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, and national origin. Title IX prohibits discrimination based on sex. This policy requires notification in native language if the service area contains a community of minority persons with limited English language skills. Notification must state that the district will take steps to assure that the lack of English will not be a barrier to admission and participation in district programs. This policy applies to all students insofar as participation in programs and activities is concerned, with few exceptions such as contact sports. In accordance with federal law, complaints alleging noncompliance with this policy should be directed to the school principal. Appeals may be made to the district superintendent. Also, pursuant to EC 212.1, "race" is inclusive of traits historically associated with race, including, but not limited to, protective hairstyles and textures. "Protective hairstyles" is defined to include (but not limited to) styles such as braids, locks, and twists.

ATTENDANCE (EC 48980(h)): Parents and guardians must be notified of all existing statutory attendance options and local attendance options available in the school district.

A. RESIDENCY REQUIREMENTS (ECS 48200, 48204, 48204.3, 48204.4, 48204.6, 48204.7): School districts must notify parents of the age requirements for pupils subject to compulsory education and the requirement for parent(s) to enroll pupils of compulsory age in the school district in which the residence of either the parent or legal guardian resides. Notwithstanding EC48200, pupil may alternatively comply with the residency requirements for school attendance in a school district, if they meet any of the following:

1. A pupil who is placed within the boundaries of the school district in a foster home or licensed children's institution as defined by Education Code 56155.5 or a family home pursuant to a commitment or placement under the Welfare and Institutions Code;
2. A pupil who is in foster care and remains in their school of origin;
3. A pupil for whom interdistrict transfer has been approved;
4. An emancipated pupil who resides within the boundaries of the school district;

5. A pupil who lives in the home of a caregiving adult that is located within the boundaries of the school district;
6. A pupil residing in a state hospital located within the boundaries of the school district;
7. A pupil whose parent or legal guardian resides outside of the boundaries of that school district but is employed and lives with the pupil at the place of their employment within the boundaries of the school district for a minimum of three days during the school week;
8. A pupil whose parent or legal guardian is physically employed within the boundaries of the school district for a minimum of 10 hours during the school week;
9. A pupil who is a child of a military family may continue their education in the school of origin, regardless of any changes of residence of the military family during that school year, for the duration of the pupil's status as a child of a military family;
10. A school district shall allow a pupil who is a migratory child to continue attending their school of origin, or a school within the school district of origin regardless of any change of residence of the pupil, and
11. A pupil whose parent or parents were residents of this state and have departed California against their will, and if the pupil seeks admission to a school of a school district, shall be admitted, regardless of their current residency, provided the pupil has:
 - a. official documentation evidencing the departure of their parent or legal guardian;
 - b. moved outside of California as a result of their parent or legal guardian departing against their will and the pupil lived in California immediately before moving outside of California; and
 - c. provides documentation that the pupil was enrolled in a California public school immediately before moving outside of California.

Migratory students have the right to attend their school of origin in a similar manner to the rights provided to foster students and homeless students. Migratory students must be allowed to continue to attend their school of origin regardless of any subsequent change of residency so long as the student continues to be a student "who is a migratory child." A student who is transitioning between grade levels must be allowed to continue to attend the school district of origin in the same attendance area. A student who is transitioning to middle or high school must be allowed to attend the school district or origin's designated middle or high school even if the school is located within another school district. The enrolling school district is required to enroll the student even if the student has outstanding fees or items due to the last school district, or if the student is unable to produce enrollment records. If the receiving school has a uniform policy the student must immediately be enrolled even if the student does not have the appropriate school uniform clothes. If a migratory student loses their status during the school year, the student will be allowed to attend the school of origin for the remainder of the years for students in kindergarten through 8th grade. High school students must be allowed to continue at the school of origin through graduation. The school of origin is required to inform the student and their parents of the student's eligibility to receive migrant education services.

B. Statutory Attendance Options: Pursuant to EC 48980(g), the annual notification shall advise the parent or guardian of all existing statutory attendance options and local attendance options available in the school district. This notification component shall include all options for meeting residency requirements for school attendance, programmatic options offered within the local attendance areas, and any special programmatic options available on both an interdistrict and intradistrict basis. This notification component also shall include a description of all options, a description of the procedure for application for alternative attendance areas or programs, an application form from the school district for requesting a change of attendance, and a description of the appeals process available, if any, for a parent or guardian denied a change of attendance. The notification component also shall include an explanation of the existing statutory attendance options.

1. Intradistrict Choice Policy (EC 35160.5(b)): Requires districts to adopt rules and regulations establishing a policy on Intradistrict/open enrollment within the district for residents of the district.

2. Interdistrict Attendance (EC 46600): Authorizes two or more districts to enter into agreement up to five years, providing for interdistrict attendance of students and stipulating terms and conditions under which such attendance will be permitted or denied.

3. Open Enrollment Act (EC 48350 et seq.): When a student is attending a school on the Open Enrollment List as identified by the Superintendent of Public Instruction, the student may request a transfer to another school with a higher Academic Performance Index that is either within or outside of the district.

4. 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. A school board that decides to become a district of choice must determine the number of transfers it is willing to accept and make sure that students are selected through a random and unbiased process.

C. Absence for Religious Instruction (EC 46014): Authorizes districts to adopt resolutions and regulations to allow pupils with parent consent to be excused to participate in religious exercises/instruction.

D. Absence for Confidential Medical Services (EC 46010.1): Requires district to notify pupils in grades 7 to 12, and their parents, that law permits school to excuse pupils for the purpose of obtaining confidential medical services without the consent of the parent.

E. Notification of Minimum Days and Pupil Free Staff Development Day (EC 48980(c)): Requires annual notification to advise parents of schedule of minimum days and pupil-free staff development days at the beginning of year or as early as possible/no later than one month prior. This information may also be included in the school calendar. The school calendar is made available online at www.nsd.us.

F. Grade Reduction/ Loss of Academic Credit (EC 48980(j)): No pupil shall have his/her grade reduced or lose academic credit for any excused absence pursuant to EC § 48205 for missed assignments/tests that can reasonably be provided/completed.

G. Excused absence; Justifiable personal reasons; Credit 48205; Truancy 48260 et seq.: State law permits students to be absent for justifiable reasons and allows for completion of missed assignments. Students who are absent without valid excuse, and their parents/guardians, may be subject to truancy and/or criminal proceedings under Education Code 48260 et seq.

Excused absences:

- a. Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
 - i. Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health. The state board shall update its illness verification regulations, as necessary, to account for including a pupil's absence for the benefit of the pupil's mental or behavioral health within the scope of this paragraph.
 - ii. Due to quarantine under the direction of a county or city health officer.
 - iii. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
 - iv. 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.
 - v. 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, 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.
 - vi. 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 EC § 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.

- vii. A valid excuse may include other reasons that are within the discretion of school administrators and based on the pupil's circumstances.
- 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 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, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil. "Cultural" means relating to the habits, practices, beliefs, and traditions of a certain group of people.

Truancy – EC48264.5:

- a. The first time a truancy report is issued, the pupil and, as appropriate, the parent or legal guardian, may be requested to attend a meeting with a school counselor or other school's designees to discuss the attendance issue and develop a plan to improve attendance.
- b. The second time a truancy report is issued within the same school year, the pupil may be given a warning by a peace officer pursuant to Penal Code section 830.1. The pupil may also be assigned to an afterschool or weekend study program located within the same county as the pupil's school.
- c. The third time a truancy report is issued within the same school year, the pupil shall be classified as a habitual truant and may be required to attend an attendance review board or a truancy mediation program pursuant to EC 48263.
- d. The fourth time a truancy is issued within the same school year, the pupil may be within jurisdiction of the Juvenile Court that may adjudge the pupil to be a ward of the court pursuant to Welfare and Institutions Code section 601.

FINGERPRINTING PROGRAM (EC 32390): Districts choosing to offer a voluntary fingerprinting program shall inform parents upon enrollment of child, and annually, of the availability of the program. Fingerprinting requires written parental consent, as well as payment by the parent or guardian of any applicable fees. The fee shall be calculated to reimburse the district only for actual costs associated with the program. The report made shall be provided to the parent.

SEX EQUITY IN CAREER COUNSELING AND COURSE SELECTION (EC 221.5(d)): Requires the district to notify parents in advance of career counseling and course selection commencing with course selection for Grade 7, to promote sex equity and allow parents to participate in counseling sessions and decisions.

INVESTING FOR FUTURE EDUCATION (EC 48980(d)): May advise parents of the importance of investing for higher education for their children and of considering appropriate investment options, including, but not limited to, United States savings bonds.

CHILDREN IN HOMELESS SITUATIONS (42 U.S.C. 11432): Each local district shall appoint a liaison for homeless children who shall ensure the dissemination of public notice of the educational rights of students in homeless situations. Parental Notification requires districts that receive Title I funds to notify parents of the following requirements under No Child Left Behind:

- 1. Liaison contact information: Sisi Garcia, 619-336-7711;
- 2. Circumstances for eligibility;
- 3. Right to immediate enrollment in school of origin or school where currently residing without proof of residency, immunization records or tuberculosis skin-test results, school records, or legal guardianship papers;

4. Right to education and other services including to participate fully in all school activities and programs for which child is eligible, to qualify automatically for school meal programs, to receive transportation services, and to contact liaison to resolve disputes that arise during enrollment;
5. That no homeless youth shall be required to attend a separate school for homeless children or youth; and
6. That homeless youth shall not be stigmatized by school personnel.

The notice shall be provided to the parent or guardian at the time any child seeks enrollment in such school, and at least twice annually while the child is enrolled in such school and shall be signed by the parent or guardian.

FOSTER YOUTH BILL OF RIGHTS (ECS 48645.7, 48850-48853.5, 49069.5, 51225.1; 51225.2; Welfare and Institutions Code (IWC) 16001.9): "Pupil in foster care" means a child who has been removed from their home pursuant to Section 309 of the Welfare and Institutions Code ("WIC"), is the subject of a petition filed under Section 300 or 602 of the WIC or has been removed from their home and is the subject of a petition filed under WIC section 300 or 602. The District has designated Sisi Garcia – 619-336-7711 as the educational liaison for pupils in foster care. 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 or guardian 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 education of the pupil in foster care.

PROGRAM IMPROVEMENTS (20 U.S.C. 6316): Parent/Guardian shall be notified when their children's school is identified as "program improvement" and the opportunities for school choice and /or supplemental instruction. The notification shall include:

1. An explanation for what the identification means, and how the school compares in terms of academic achievement to other elementary schools in the district and state;
2. The reasons for the identification;
3. An explanation of what the school is doing to address the problem of low achievement;
4. An explanation of what the district or state is doing to help the school address the achievement problem;
5. An explanation of how parents or guardians can become involved in addressing the academic issues that caused the school to be identified for program improvement; and
6. An explanation of the option to transfer to another district school or to obtain supplemental educational services.

TEACHER QUALIFICATIONS: Parent/Guardian shall be notified that they may request specified professional qualifications of the student's classroom teacher(s) and assigned paraprofessional(s).

EMPLOYEE INTERACTION WITH PUPILS (EC 44050): Professional Standards BP 4119.21 - The Governing Board expects district employees to maintain the highest ethical standards, exhibit professional behavior, follow district policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. Employee conduct should enhance the integrity of the district, advance the goals of the district's educational programs, and contribute to a positive school climate. Inappropriate employee conduct includes, but is not limited to:

1. Engaging in any conduct that endangers students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon;
2. Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed;
3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child;
4. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student
5. Using profane, obscene, or abusive language against students, parents/guardians, staff, or community members;
6. Dishonesty with students, parents/guardians, staff, or members of the public, including, but not

- limited to, falsification of information in employment records or other school records; and
7. Divulging confidential information about students, district employees, or district operations to persons not authorized to receive the information.

This information may also be accessed at <http://nsd.us/>; click on Employee Resource Guide.

UNSAFE SCHOOL CHOICE (5 C.C.R. 11993(k); 20 U.S.C. 7912): Parents/guardians shall be notified of elementary schools considered to be "persistently dangerous" pursuant to California Department of Education guidelines and of available options for attendance at a safe school. "Any firearms violations" is an event which must be considered in determining whether a school site is at risk of being classified as persistently dangerous.

PARENT ATTENDANCE OF SUSPENDED STUDENT DURING SCHOOL DAY (EC 48900.1): Parents or guardians must be provided with notice prior to a school district implementing a policy authorizing teachers to require the parent or guardian of a suspended pupil to attend a portion of a school day in the class of the suspended pupil.

PUPIL INSURANCE FOR ATHLETIC TEAMS (EC 32221.5): Requires school districts that elect to operate an interscholastic athletic team or teams to include a specified statement regarding no-cost or low-cost local, state, or federally sponsored health programs in offers of insurance coverage and in other letters and printed materials.

SCHOOL ACCREDITATION (EC 35178.4): Requires a school district to notify each parent or guardian of a pupil in a school that has lost its accreditation status and the potential consequences of the school's loss of status, in writing or by posting the information on the school district's or school's Internet Web, or by any combination of these methods.

PUPIL RECORDS; NOTIFICATION OF RIGHTS (20 U.S.C. 1232g; EC 49062-49069.7): Federal and State laws grant certain rights of privacy and right of access to pupil records to students and to their parents. District must annually inform parents of their rights concerning pupil records under Section 49063. Full access to all personally identifiable written records maintained by the school district must be granted to:

1. Parents of students age 17 and younger, pupils 18 and over, pupils 14 and over that are both homeless and an unaccompanied youth, and individuals who have completed and signed a Caregiver's Authorization Affidavit, have rights concerning pupil records under Education Code section 49063.
2. Parents may review individual records by making a written request for the same. District must respond to a pupil record request by providing access no later than five business days following the date of request. The principal will see that explanation and interpretations are provided if requested. Information that is alleged to be inaccurate or inappropriate may be removed upon request. In addition, parents may receive a copy of any information in the records at reasonable cost per page. District policies and procedures relating to: location of, and types of records; kinds of information retained; persons responsible for records; directory information; access by other persons; review; and challenge of records are available through the principal in each school. When a student moves to a new district, records will be forwarded upon the request of the new school district within 10 school days. At the time of transfer the parent may review, receive a copy (at a reasonable fee), and/or challenge the records.
3. If you believe the district is not in compliance with the requirement of FERPA, you may file a complaint with the Family Policy Compliance Office-U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202- 5920.

CONCUSSION AND HEAD INJURIES; OPIOIDS (EC 49475; 49476; HSC 124253): Each school district that offers an athletic program (apart from athletic activity during the regular school day or as part of a physical education course) must provide each student athlete's parent or guardian with a "concussion and head injury" information sheet. The sheet shall be signed and returned by the athlete's parent or guardian before the athlete may participate in practice or competition. A sample sheet is provided herewith. Each school district that offers an athletic program (apart from athletic activity during the regular school day or as part of a physical education course) shall annually give the Opioid Factsheet for Patients to each athlete. The athlete, and if the athlete is 17

years of age or younger, the athlete's parent or guardian, shall sign the document acknowledging receipt of the factsheet and return it to the district before the athlete initiates practice or competition.

SAFE PLACE TO LEARN ACT (EC 234; 234.1, 48985): Each school district shall adopt policies that address the following:

1. Prohibits discrimination and harassment based on characteristics set forth in EC § 220 and Penal Code 422.55;
 2. Adopts a process for receiving and investigating complaints of discrimination and harassment;
 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 a responsible LEA officer to ensure compliance
- The school district's policies and process for filing a complaint should be publicized to pupils, parents, employees and agents of the governing board. The notice shall be in English and in the primary language of the recipient. The anti-discrimination and anti- harassment policies shall also be posted in schools and offices.

PUPIL PROTECTIONS RELATING TO IMMIGRATION AND CITIZENSHIP STATUS (EC 234.7): Requires the school district to provide information to parents and guardians regarding their children's right to a free appropriate public education, regardless of immigration status or religious beliefs. This information shall include information relating to "know your rights" immigration enforcement and model policies established by the Attorney General.

AVAILABILITY OF PROSPECTUS (EC 49091.14): Each school site shall create a prospectus which includes the curriculum, including titles, descriptions, and instructional aims of every course offered. The prospectus shall be compiled at least once annually and shall be made available upon request by parent or guardian.

DIRECTORY INFORMATION (EC 49073): "Directory Information" includes one or more of the following items: student's name, address, telephone number, email address, date and place 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. National School District has determined that the following individuals, officials, or organizations may receive directory information:

1. Certain school publications
2. Outside organizations including, but not limited to, companies that manufacture class rings or publish yearbooks
3. Military recruiters
4. Post-secondary educational institutions
5. Outside governmental agencies

No information may be released to a private profit-making entity other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. Directory information may be disclosed without prior consent from the parent or legal guardian unless the parent or legal guardian submits a written notice to the school to deny access to his/her pupil'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 eligible pupil, his/her parent or guardian. National School District may disclose appropriately designated "directory information" as specified herein without written consent unless advised to the contrary in accordance with procedures. Parents/guardians must notify National School District in writing every year if they do not want National School District to disclose directory information from their child's education records without prior written consent.

SURVEYS (EC 51513; 51514; 20 U.S.C. 1232(h)): Requires a parent or guardian to be notified and provide written permission before any test, questionnaire, survey or examination containing any questions about the pupil's personal beliefs or practices (or the pupil's family's beliefs or practices) in sex, family life, morality and religion, may be administered to any pupil in kindergarten, or grades 1-12, inclusive. Notification must include

specific or approximate dates of when any survey containing sensitive, personal information is to be administered and must provide an opportunity for parents to opt pupils out of participating in the survey.

BILINGUAL EDUCATION (EC 52173): Requires the school district to notify the parent or guardian that their pupil will be enrolled in a bilingual education program. The notice shall contain a simple description of the program, inform the parent or guardian they have the right and are encouraged to visit the class in which their pupil will be enrolled and to have a school conference to explain the purpose of such an education, and that they have the right not to have their pupil enrolled in the program. Notice shall be in English and the primary language of the pupil.

MARKETING - DISCLOSURE OF STUDENT INFORMATION (20 U.S.C. 1232(g)): Requires the school district to notify parents or guardians of its policies concerning the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. Notification is to be provided annually, at the beginning of the school year or within a reasonable period of time after any substantive changes in the policy.

ENGLISH IMMERSION PROGRAM (EC 310): Requires school district to notify parents and guardians when their pupil is placed in an English Immersion Program and must be informed of an opportunity to waive the requirements of EC § 305 with prior written informed consent.

MIGRANT EDUCATION (EC 54444.2): Requires a school district receiving migrant education funds or services to actively solicit parental involvement in planning, operation, and evaluation of its programs through the establishment of a parent advisory council. School districts must notify parents that they have the sole authority to determine the composition of the council. The notice must be in a language the parents understand.

GATE PROGRAMS: Each school district must develop a written plan for the GATE Program. This plan must be available for public inspection and include procedures to inform parents or guardians of their pupil's participation or non-participation in the GATE program.

TITLE 1 (20 U.S.C. 6311): At the beginning of each school year, each school district shall notify parents or guardians of each student attending a school receiving Title I funds that the parents may request and receive information regarding the professional qualifications of the student's classroom teachers and the student's level of achievement on State academic assessments. Parents or guardians must also be notified when the student has been assigned or has been taught for four or more consecutive weeks in a core academic class, by a teacher who does not meet the NCLB qualifications. The notification must be provided in a language the parents can understand.

PUPIL FEES (EC 49013): School districts shall establish policies concerning the provision of a free education to pupils. School districts shall also establish policies for filing a complaint of noncompliance under this Section with the principal of the school alleged to be in noncompliance. Notice of the school district's fee policies and complaint process shall be provided to pupils, parents, guardians and employees on an annual basis.

CHILD ABUSE AND NEGLECT REPORTING (Penal Code 11164): School district staff is 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 does not require certainty that the child abuse and/or neglect has occurred. The reporting staff member's name and report are confidential.

MEDICAL RECORD SHARING (HSC 120440): If a school district plans to provide pupils' medical records to an immunization system it must inform the parents or guardians of the following:

1. Medical information may be shared with local health departments and the State Department of Public Health;
2. Any information shared shall be treated as confidential medical information;
3. The parent or guardian has the right to examine any immunization-related information shared in this manner and to correct any errors in it; and
4. The parent or guardian may refuse to allow this information to be shared in the manner described, or to receive immunization reminder notifications at any time, or both.

MEGAN'S LAW (Penal Code 290 et seq.): Information about registered sex offenders in California and how to protect yourself and your family can be found at <http://meganslaw.ca.gov/>.

LIABILITY OF PARENT OR GUARDIAN FOR WILLFUL PUPIL MISCONDUCT (EC 48904): The parent or guardian of any minor may be held financially liable for the pupil's willful misconduct which results in injury or death to any pupil or person employed or volunteering for the school district, or injury to real or personal property belonging to the school district or school employee. The parent or guardian of a minor shall be liable to a school district for all property belonging to the school district loaned to the minor and not returned upon demand of an employee of the school authorized to make the demand. The school district shall notify the parent or guardian of the pupil in writing of the pupil's alleged misconduct before withholding the pupil's grades, diploma or transcript pursuant to this Section.

RIGHTS OF PARENTS AND GUARDIANS TO INFORMATION (EC 51101): Parents and guardians have the right to be informed by the school, and to participate in the education of their children, as to the following:

1. To observe the classroom(s) in which their child is enrolled for the purpose of selecting the school their child will enroll in pursuant to the intradistrict and interdistrict attendance policies;
2. To meet with their child's teacher(s) and principal of the school in which their child is enrolled;
3. To volunteer their time and resources for the improvement of school facilities and school programs;
4. To be timely notified if their child is absent from school without permission;
5. To receive the results of their child's performance on standardized and statewide tests;
6. To request a particular school for their child and receive a response from the school district;
7. To have a school environment for their child that is safe and supportive of learning;
8. To examine the curriculum or materials of the class(es) in which their child is enrolled;
9. To be informed of their child's progress in school and who to contact if a problem arises;
10. To have access to the school records of their child;
11. To receive information regarding the academic performance standards and skills their child is expected to accomplish;
12. To be informed in advance about school rules, discipline, attendance, dress code and procedures for visiting the school;
13. To receive information about any psychological testing the school performs on their child and to deny permission to giving the test;
14. To participate as a member of a parent advisory committee, school site council or site-based management leadership team;
15. To question anything in their child's record that the parent feels is inaccurate or misleading and to receive a response from the school; and
16. To be notified as early in the year as practicable pursuant to EC 48070.5, if their child is identified as being at risk of retention.

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 his or her 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.

ELECTRONIC SIGNALING DEVICE (EC 48901.5): District policy regulating the rights of pupils to possess or use electronic signaling devices (e.g., cell phones and pagers) on school campuses during the school day or at school activities can be found online at nsd.us (home page - NSD Board Policies).

SCHOOL VISITING PROCEDURES (EC 51101(a)(12): District policy concerning visiting procedures may be found online at nsd.us (home page - NSD Board Policies). Penal Code 627.6: requires schools to post at every entrance a notice of visitor registration requirements, registration hours, registration location, and penalties for the violation of the registration requirements.

PRIVACY PUPIL RECORDS; 3RD PARTY CONTRACTS; DIGITAL STORAGE SERVICES AND DIGITAL

EDUCATIONAL SOFTWARE (AB1584): Vendors being used meet the requirements of AB1584 including FERPA complaint.

PUPIL RECORDS: SOCIAL MEDIA (EC 49073.6): The District will notify students and parents if the District chooses to implement data gathering programs that gather personal information from social media and maintain that information in students' records.

CHILDREN OF MILITARY FAMILIES, AND OTHER PROTECTED PUPILS (EC 49700-49703, 51225.1, 51225.2): School districts must include the rights of children of military families regarding coursework and graduation requirements. These rights are specified in Education Code sections 47901, 51225.1 and 51225.2. In addition to children of military families, these sections shall apply to a pupil who is a migratory child and a pupil participating in a newcomer program.

WALKING OR RIDING A BIKE TO SCHOOL (CA VC 21212): The District requests that parents or guardians of children who walk or ride their bike to school plan a safe route to school with their children. The route shall not involve shortcuts through private property and all students are expected to exhibit good behavior. All bike riders must wear a helmet (SB192).

ASBESTOS (40 C.F.R. 763.93): School districts must notify parents, teachers, and employee organizations in writing of its plan for eliminating health risks that are created by the presence of asbestos in school buildings. The plan must identify the asbestos- containing material located in the school building. The plan should be made available for review at the district office.

USE OF PESTICIDES (EC 17611.5, 17612, 48980.3): School districts shall inform parents or guardians about the use of pesticides on school grounds as part of the annual parent notice. Such notice must include the name of all pesticide products expected to be applied at the school site during the upcoming year, and the active ingredient(s) in each pesticide product. Parents may register with the school site if they wish to receive notification of individual pesticide applications at the school site at least 72 hours prior to the application. Additional information on pesticides is made available by the Department of Pesticide Regulation at www.cdpr.ca.gov. A sample Pesticide Notification Request letter is provided herewith. If the school has developed an integrated pest management plan, the school shall inform parents or guardians of the website on which the integrated pest management plan can be viewed and/or include the integrated pest management plan within the annual notifications. The integrated pest management plan should include the name of the school designee or plan manager, include the pesticides expected to be applied at the school site by school or district employees or by hired pest control applicators and include a date when the plan will be reviewed, and if necessary, updated. The plan should also include whether the school intends to use a pesticide not listed within Education Code section 17610.5. Finally, the notice must indicate that parents or guardians may view the integrated pest management plan at the school site office.

PUPIL COLLECTION OF DEBT (EC 49014): A pupil or former pupil, unless emancipated at the time the debt is incurred, shall not owe or be billed for a debt owed to a local education agency. The local education agency cannot take negative action against a pupil or former pupil for a debt owed, including, but not limited to, all of the following: 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.

ELECTRONIC LISTENING OR RECORDING DEVICE (EC 51512): 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 shall be guilty of a misdemeanor. Any pupil in violation is subject to the District's disciplinary procedures.

ILLEGAL RECORDING OF CONFIDENTIAL COMMUNICATION (PC 632, EC 51512): It is unlawful in California to intentionally eavesdrop 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), or imprisonment in the county jail not exceeding one year, or in the state prison, or by both that fine and imprisonment. Additionally, pursuant to Education Code section 51512, 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 shall be guilty of a misdemeanor. Any pupil in violation is subject to the school district's disciplinary procedures.

ELECTRONIC PRODUCTS OR SERVICES THAT DISSEMINATE ADVERTISING (EC 35128.5): If a district enters into a contract for electronic products or services that requires the dissemination of advertising to students, the district among other requirements specified in EC 35182.5(c)(3), must provide written notice to the parents or guardians of the students that the advertising will be used in the classroom or other learning centers.

ACCESS TO STUDENT MENTAL HEALTH SERVICES (EC 49428): A school of a school district or county office of education and a charter school shall notify parents or guardians of pupils no less than twice during the school year on how to initiate access to available pupil mental health services on campus or in the community, or both. Whether including this notice in the annual parent notification is mandatory or optional depends on which combination of methods of notification the school decides to use to inform parents or guardians.

CHILDREN'S ONLINE PRIVACY PROTECTION ACT OF 1988, (15 U.S.C. 6501-6505, 16 C.F.R. PART 312): COPPA imposes certain requirements on operators of websites or online services directed to children under 13 years of age, and on operators of other websites or online services that have actual knowledge that they are collecting personal information including photos, videos, and geolocation data online from a child under 13 years of age without parent consent.

STUDENT ONLINE PERSONAL INFORMATION PROTECTION ACT (SOPIPA) SP1177: Effective January 1, 2016, the law prohibits operators of an Internet Web site, online service, online application, or mobile application from knowingly engaging in targeted advertising to students or their parents or legal guardians, using covered information to amass a profile about a K-12 student, selling a student's information, or disclosing covered information, as provided. The bill requires an operator to implement and maintain reasonable security procedures and practices appropriate to the nature of the covered information, to protect the information from unauthorized access, destruction, use, modification, or disclosure, and to delete a student's covered information if the school or district requests deletion of data under the control of the school or district.

HOMEWORK ASSIGNMENTS FOR SUSPENDED PUPILS (EC 48913.5): A teacher is required to provide any student in grades 1-12 who has been suspended from school for more than 2 days the homework the student would have been assigned upon request from the parent, guardian, or student. If the request for the homework has been made, the assignments must be turned into the teacher by the student upon either the student's return to school from the suspension or within the timeframe initially prescribed by the teacher, whichever later. If the teacher is unable to grade the homework assignment before the end of the academic term, the assignment shall not be included in the calculation of the student's overall grade.

PUPIL SUICIDE PREVENTION POLICIES (EC 215): Requires a school district, county office of education, or charter school that serves students in Kindergarten through 6th grade to adopt or update a policy on suicide prevention that specifically addresses the needs of high-risk groups within those grades. The definition of high-risk groups includes (but not be limited to):

1. Students bereaved by suicide
2. Students with disabilities, mental health disorders, or substance abuse disorders
3. Homeless youth or in out-of-home settings, such as foster care
4. LGBTQ students

The policy must be adopted at the regularly scheduled meeting prior to the start of the 2020-2021 school year in consultation with school and community stakeholders, county mental health plan, school mental-health professionals, and suicide prevention experts. The policy must be age appropriate and, in a manner, sensitive to the needs of young people. The policy must also address any training on suicide awareness and prevention to be provided to teachers of students in all grades served by the education agency.

BULLYING AND HARASSMENT PREVENTION INFORMATION (EC 234.6): Requires school districts to make readily accessible on the district's website information on bullying and harassment prevention. Commencing with the 2020-21 academic year, each county office of education, school district, and charter school – or LEA (“local education agency”) for the purpose of this section – shall ensure that all the information delineated in the annual notification is readily accessible in a prominent location on the local educational agency’s existing website in a manner that is easily accessible to parents or guardians and pupils.

PUPIL ATTENDANCE: SCHOOL START TIMES (EC 46148): Requires the middle school day to begin no earlier than 8:00 a.m. and the high school day no earlier than 8:30 a.m. by July 1, 2022. Charter schools are also required to change start times in accordance with this law.

HOMELESS YOUTH IN AFTERSCHOOL PROGRAMS (EC 8483.1): DISTRICT currently operates an afterschool program pursuant to the After School Education and Safety Program Act of 2002. DISTRICT provides priority enrollment to students as follows. First priority shall go to pupils who are identified by the program as homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), at the time that they apply for enrollment or at any time during the school year, and to pupils who are identified by the program as being in foster care. For programs serving middle and junior high school pupils, second priority shall go to pupils who attend daily. DISTRICT does not require pupils 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 DISTRICT maintains a waiver on file allowing for the release of this information.

ACCEPTABLE USE OF TECHNOLOGY: DISTRICT policy on the acceptable use of technology on school campuses and access by pupils to the Internet and on-line sites is available at www.nsd.us.

INFORMATION REGARDING TYPE 1 DIABETES (EC 49452.6): On and after January 1, 2023, the governing board of a school district shall make the type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school, or with the annual notifications provided pursuant to Section 48980. Information provided to parents and guardians pursuant to this section may include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation regarding those pupils displaying warning signs associated with type 1 diabetes that the parents or guardians of those pupils should immediately consult with the pupil’s primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil’s primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

UNIFORM COMPLAINT PROCEDURES (5 C.C.R. 4622; EC 33315): DISTRICT has adopted a Uniform Complaint Procedure. DISTRICT shall follow uniform complaint procedures when addressing complaints involving adult education programs, categorical aid programs, migrant child education, career technical education training programs, child care and development programs, allegations of unlawful discrimination, harassment, intimidation, or bullying, lactation accommodations, non-compliance with school safety planning requirements, pupil fees, courses of study, instructional minutes for physical education, local control accountability plans, any deficiencies related to preschool health and safety issues for a California state preschool program, and matters pertaining to the right of foster youth, homeless youth, former juvenile court school pupils, and children of military families. Information regarding the Uniform Complaint Procedure, including the individual responsible for processing a Uniform Complaint can be found online at www.nsd.us.

PUPIL HEALTH-ORAL HEALTH ASSESSMENT (EC 49452.8): By May 31 of the school year, pupils when first enrolled in public school are required to provide proof of an oral health assessment (conducted within 12 months before enrollment) by a licensed dentist or other licensed or registered dental health professional or provide

written notice why an oral health assessment by a licensed dentist or other registered dental health professional cannot be completed. Additional information regarding the importance of oral health is included within this Annual Notification and may also be found online at www.nsd.us.

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (EC 52052, 60640): The California Assessment of Student Performance and Progress (“CAASPP”) System was established on June 1, 2014. Commencing with the 2014-2015 school year, the 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. DISTRICT will/will not administer a standards-based test in Spanish for reading/language arts in grades two through eleven for Spanish-speaking English learners who either receive instruction in their primary language or have been enrolled in a school in the United States for less than twelve months. A parent or guardian may make a written request to excuse his or her child from any or all parts of the assessment.

CYBER SEXUAL BULLYING (EC 234.2): DISTRICT may suspend or expel students who engage in cyber sexual bullying consistent with the DISTRICT’S disciplinary procedures described above. The California Department of Education has developed information regarding cyber sexual bullying available at <http://www.cde.ca.gov/ls/ss/se/bullyingprev.asp>, and available on the California Healthy Kids Resource Center Website and other sources.

LOCAL SCHOOL WELLNESS POLICY (EC 49432): The local school wellness policy for each DISTRICT school is available at www.nsd.us.

USE OF SMARTPHONES (EC 48901.7): A student cannot be prohibited from possessing or using a smartphone at school in the following situations:

1. During an emergency situation or as a response to a perceived threat of danger;
2. When a teacher or administrator gives permission to a student to possess or use a cell phone, subject to reasonable limitations imposed by the person giving permission;
3. When necessary for the health or well-being of a student, as determined by a licensed physician and surgeon; and
4. When possession or use of the cell phone is required pursuant to a student’s individualized education program.



National School District Uniform Policy

At the request of many parents and with the support of Senate Bill 1269, the Governing Board of National School District has approved a mandatory uniform policy for all schools.

STUDENT UNIFORM REQUIREMENTS

All students will be required to wear Governing Board approved uniforms as follows:

SHIRTS/BLOUSES

Blouses, polo shirts, and turtlenecks. Tops must be tucked in and must be plain. Shirts must have collars. No designs/logos.

Fabric Color: *White, Gray, or Navy Blue*

SKIRTS, SKORTS AND/OR SHORTS

Shorts must be above the knee; worn at waist. Skirts must be an appropriate length (no miniskirts).

Fabric Color: *Khaki, Gray, or Navy Blue*

LONG PANTS

Pants must fit at waist, hemmed, or cuffed; belt if loops on pants; worn at waist. Sweatpants are allowed.

Fabric Color: *Khaki, Gray, or Navy Blue*

SWEATERS, JACKETS, OR SWEATSHIRTS

Hip length maximum, plain color, crew or V-neck, cardigan or pull over. No designs/logos.

Fabric Color: *Solid White, Gray, or Navy Blue*

YOUTH ORGANIZATION UNIFORMS AND SCHOOL SHIRTS

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has scheduled meetings. Students may be allowed to wear school logo shirts on days designated as "Spirit Days" by the school administration.

Student Exemption:

If a parent desires to exempt his/her child from the uniform policy, the parent must file an "Application for Student Exemption" and meet with the school principal to discuss the uniform policy and the nature of the parent(s) objections to the policy.

THE FOLLOWING ITEMS ARE NOT ALLOWED

- Clothing with logos, pictures, writing, numbers
- Overalls
- Baggy clothes
- Short shorts
- Oversized clothes
- Letters
- Ponchos
- T-shirts
- Flannel shirts
- Mini skirts
- Starter jackets
- Shredded hems
- Denim jeans
- Tank tops
- Caps/hats

Student's clothing, including accessories, must not present a health or safety hazard or be a distraction, which would interfere with the educational process (BP 5132).

FINANCIAL ASSISTANCE

If you need financial assistance in purchasing a uniform, please contact your school office staff.

SUGGESTED LOCATIONS TO BUY UNIFORMS

Walmart— 1200 Highland Ave, National City, CA (619) 336-0395

Target— Plaza Bonita Mall, 3060 Plaza Bonita Rd. National City, CA (619) 791-2749

Mario's— 28 N Euclid Ave, National City, CA (619) 264-6081



Dear Parent or Guardian:

The National School District participates in the National School Lunch and School Breakfast Programs. At all school locations within the district, lunches and breakfasts are served every school day at no charge. ***All meals are free every day!***

The meal programs we participate in are supported by federal and state reimbursements. We ask that you continue to support these programs by allowing your children to participate in both the school breakfast and lunch programs. A la carte milk may be purchased for 50 cents, but one milk is offered free with every meal. All students are also offered a wide variety of fresh fruits and vegetables every day.

Additional Services

If you believe your child needs a food substitute or texture modification because of a disability, please contact the school. With a signed physician's request, a child with a disability is entitled to a special meal at no extra charge if the disability prevents the child from eating the regular school meal.

If you would like to review specification sheets for any menu item served at our schools, they are available upon request. Please call the number listed below.

Please refer to our website for additional information and announcements. Here you can find our menus, nutritional information, the Wellness Committee, and other information.

<https://www.nsd.us/domain/40>

If you have any questions or need assistance, please contact your school office or the Child Nutrition Services Office at 336-7699. Thank you for your support!

Civil Rights

This institution is an equal opportunity provider.

Updated 4.2019

NATIONAL SCHOOL DISTRICT
1500 'N' Avenue • National City, CA 91950 • (619) 336-7500 • Fax (619) 336-7505 • <http://nsd.us>

Creating Successful Learners... Now

STUDENT WELLNESS

Nutrition Policy Guidelines

For Staff and Parents

Guidelines for Allowable Foods and Beverages Served by NSD Child Nutrition Services

Permitted snacks contain:

- ◆ No more than 30% of calories from fat.
- ◆ No more than 10% of calories from saturated fat.
- ◆ No more than 35% Sugar by weight.
- ◆ No more than 175 calories per individual food/snack item.

Permitted entrées contain:

- ◆ No more than 400 calories per entrée.
- ◆ No more than 4 grams of fat per 100 calories.

Note: Entrées do not need to meet the above listed snack standards.

Permitted beverages are:

- ◆ Fruit-based drinks with no less than 50 percent fruit juice and are without added sweeteners.
- ◆ Vegetable-based drinks no less than 50 percent vegetable juice and are without added sweeteners.
- ◆ Drinking water that is without added sweetener.
- ◆ Milk - one percent fat, nonfat.



A complete version of the Wellness Policy is available at the front desk of the District Office or can be found at www.nsd.us/departments/nutrition/. Please don't hesitate to contact NSD Child Nutrition Services at (619) 336-7730 if you have any questions.

Examples of Permitted Foods

- ◆ Bottled water with no added sweeteners
- ◆ 1% plain milk
- ◆ Non-Fat milk (plain or flavored)
- ◆ 100% Fruit juice
- ◆ Fresh fruit and vegetables
- ◆ Baked chips, whole grain breads and crackers
- ◆ Pretzels
- ◆ Graham crackers
- ◆ Frozen juice bars (100%)
- ◆ Reduced fat/sugar ice cream

Examples of Foods NOT Permitted

- Soda or other carbonated drinks
- Water with added sweeteners
- Candy, Chewing gum
- Snow cones, ice cream cups
- Non-baked chips or other fried foods
- Cookies, Cakes, Cupcakes
- Muffins, Donuts
- Candy coated popcorn

These lists are not intended to be all-inclusive. For example, certain kinds of crackers, popcorn, etc., may or may not meet the nutritional requirements.

Definitions

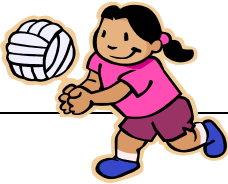
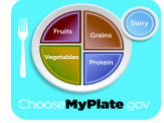
Permitted Foods – Foods and beverages that meet or exceed the guidelines stated in Senate Bill (SB) 12 and SB 965.

SB 12 - State Law for Food Standards in schools.
SB 965 - State Law for Beverage Standards in schools.

**Consider Allergies
before giving out any foods or
beverages.**

STUDENT WELLNESS

Nutrition Policy Guidelines page 2



Physical Activity

All students in grades K-6, including students with disabilities, special health-care needs, and in alternative educational settings, will receive daily physical education (or its' equivalent to reach 200 minutes every ten days) for the entire school year. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

Moderate Physical Activity: Any movement that causes heavy breathing and sweating and high increases in heart rate. Such activities include brisk walking, active play, active housework and gardening.

Vigorous Physical Activity: Any movement that causes heavy breathing and sweating and high increases in heart rate. Examples of such activities include jogging, aerobic dancing, biking, swimming, skating, soccer and other active sports.

Additional Program Highlights

- ◆ Only foods and beverages meeting the guidelines will be sold on campus each day until 30 minutes after the school day.
- ◆ Only snacks meeting the guidelines will be served during the school day.
- ◆ The use of food as incentives or rewards is discouraged. However, when food is used, only foods and beverages meeting the guidelines will be served.
- ◆ Birthday celebrations that include food items should take place after lunch. Only foods and beverages meeting the guideline will be served.
- ◆ Only foods or beverages produced in a commercial kitchen or facility which is subject to regular health inspections by a local, state, or federal agency may be served to students; no homemade foods of any kind may be served.
- ◆ Food shall never be withheld from a student as a form of punishment.

Guidelines for Rewards and Celebrations

Rewards: Class/Student reward(s) from teacher/staff to student(s)

When rewarding students for academic performance or good behavior, non-food items are highly recommended. If food items (snack or entrée) are given as a reward, they must meet or exceed guidelines as listed. Consider allergies before giving out any food.

Celebrations & School Sponsored Activities

Good Citizen Awards, Graduation, Birthday Celebrations, Dances



All persons providing beverages and snacks for class celebrations and school sponsored events shall provide items that adhere to guidelines as listed. Class and/or birthday celebrations must be planned for after lunch. Consider allergies before giving out any food.

Fundraising Activities and Food Sales

The superintendent or designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes. Schools will encourage fundraising activities that promote physical activity. The District will make available a list of suggested fundraising ideas.

Staff Support

NSD staff members are encouraged to serve as positive role models and will encourage all students to lead a healthy and active lifestyle.



Attendance at the National School District...matters!

DAILY STUDENT ATTENDANCE IS REQUIRED (VIRTUALLY OR IN PERSON). HOWEVER, DUE TO THE CURRENT HEALTH CONCERNS, PLEASE DO NOT SEND YOUR STUDENT TO IN PERSON SCHOOL IF THEY PRESENT SYMPTOMS OF ILLNESS.

Back to School – How to Verify an Absence

When returning to school (virtually or in person), a satisfactory explanation verifying the reason for the absence is required. This verification must be one of the following within five (5) school days of the absence:

- Written note, fax, email, or voice message from parent/guardian or parent representative.
- Conversation by telephone between the school and the student’s parent/guardian. The employee shall record the absence appropriately.
- Visit by school personnel to the student's home.
- Physician’s verification.

When a student has had 14 absences in the school year for illness verified by methods listed in #1-#3 above, any further absence for illness must be verified by a physician.

Excused Absences

A student’s absence shall be excused for the following reasons in accordance to Ed. Code 48205:

- Personal illness.
- Quarantine under the direction of a county or city health officer.
- Medical, dental, optometric, or chiropractic appointment.

Parents/guardians of students shall be encouraged to schedule medical appointments during non-school hours. Many parents are unaware that going “out of town” with their children during school is an unexcused absence, as are “family emergencies.” In both cases, planning ahead can avoid unexcused absences and possible legal problems.

Tardiness

Students should be in class for in person instruction or virtually logged on and ready at the commencement of the school day. After the second bell rings, your child is considered tardy if not in their seat or virtually logged on. For in-person instruction, students must report to the school office/screening location to obtain a tardy slip and be screened. For students in virtual instruction, students not logged on at time directed by teacher, must report tardy to the school office via email or phone call, the office will record the tardy. Arriving late to school will be considered unexcused. Oversleeping, car/traffic problems, etc. are all unexcused. A tardy is excusable by a school official under the following circumstances:

- Student has a court appointment.
- Illness of the student.
- Student has a doctor/dentist appointment.

*A note or phone call from a parent or a professional note from a doctor/dentist will be required to verify the above.

Three (3) tardies of more than 30 minutes count as one unexcused absence. As a parent, it is your responsibility to ensure your child arrives punctually to school daily, so they may take full advantage of the educational opportunities available to them. If your child is attending any of our schools on an inter-district permit or intra-district permit, one of the requirements is to attend school regularly and on time. If your child is attending NSD full distance learning, one of the requirements is to attend school regularly and on time.

PLEASE REPORT YOUR CHILD’S ABSENCE TO THE SCHOOL WITHIN FIVE (5) DAYS OF THE ABSENCE. FAILURE TO DO SO WILL RESULT IN AN UNEXCUSED ABSENCE.

Central School (619) 336-7400
 El Toyon School (619) 336-8000
 Ira Harbison School (619) 336-8200

Kimball School (619) 336-8300
 Las Palmas School (619) 336-8500
 Lincoln Acres School (619) 336-8600

Olivewood School (619) 336-8700
 John A. Otis School (619) 336-8800
 Palmer Way School (619) 336-8900
 Rancho de la Nacion (619) 336-8100



Students Miss Out if They're Not in School

Full-time school attendance is required by law in California and parents are charged with the responsibility of ensuring their child's attendance at school. Parents must advise the school if a student is not in school and give a specific reason for the absence. If all efforts fail and the attendance problem cannot be resolved by school staff, a referral will be made to the School Attendance Review Board.

If students are missing school, they're missing out on building lasting friendships, acquiring skills and attitudes needed to become valued employees and knowledgeable citizens. If students have a severe attendance problem the School Attendance Review Board (SARB) can help.

What is SARB? SARB is the School Attendance Review Board. It is designed to find solutions to student's severe school attendance problems. The Board is made up of representatives from the School District, Police Department, Probation Department, Child Protective Services, Department of Social Services and other community-based organizations as appropriate. SARB seeks to understand why students are experiencing attendance and/or behavior problems and makes every effort to correct the problem.

How can SARB Help? SARB provides the chance for parents, students, and community agencies to take one more look at the problem together. This approach can result in new viewpoints or solutions which may have been overlooked before, including the following:

- Changing student's program, teacher or school.
- Facilitating a new understanding with the school.
- Changing attitudes of the students or family.
- Developing a contract approach set up with the student and parent.
- Locating resource agencies to help the family.
- Arranging for access to parent education.
- Directing the student and/or family to counseling.

Who is referred to SARB? Students whose irregular school attendance or excessive tardies have not been helped by assistance offered at the school or at home. Before a student is referred to SARB, many efforts are made by the school to resolve the problem. Early identification of serious attendance problems result in a higher success rate. Students are referred to SARB by the school principal and after a home visit by the SARB office.

Is SARB effective: Yes! SARB staff are knowledgeable and skillfully trained professionals devoted to students. They promote good school attendance and motivate student to follow the plan specifically designed to improve school attendance. SARB supports the early identification of serious attendance problems, which encourages a higher success rate. Our statistics show a significant increase in the attendance rate of students after they have been referred to SARB.

Research findings related to success in school: Students who miss a lesson lose an opportunity to learn. Too many missed opportunities can result in failure, dropping out of school, or both. Children who believe in the value of hard work and responsibility and who attach importance to education are likely to have higher academic achievement and fewer disciplinary problems than those who do not have these ideals. Parents can improve their children's chances for success by emphasizing the importance of education, hard work, and responsibility and by encouraging their children's friendships with their peers who have similar values.

What if... After a student has met with the Board and agreement on a process for resolving the student's attendance problems has been reached, failure of the student or parent to cooperate and follow through can lead to the student being referred to the Juvenile Probation Department and/or parents being referred to the City Attorney for possible legal action, or parents receiving a citation from the Police Department.

Where can I find out more? Additional information on the School Attendance Review Board is available from the principal at your school or by calling the SARB Chairperson at 619-336-7748.

HEALTH SERVICES FOR STUDENTS AND FAMILIES

The goal of the National School District Health Program is to promote the physical and emotional health of students in order to improve their academic performance and social growth. We will meet this goal by keeping students healthy and in school every day. Through our partnership with parents, community members, and community agencies, we can better identify the needs of our students and their families.

Who provides the health program services?

The District contracts with Rady Children’s Hospital to provide the health team staff. The health team members include:

- Nurse Practitioner – oversees program and provides assessments and referrals for students.
- Registered Nurse – provides supervision of health offices and oversees students with case management.
- Medical Assistants (School Health Assistants) – staff health offices at each school.

What services are provided by the health team?

- Evaluation and treatment for minor injuries and illnesses in the health office.
- Assistance and referrals for students with health concerns and/or chronic illness.
- Immunization review for all students and assistance in obtaining records.
- Management of health issues in the school setting.
- Referrals to the Family Resource Center (FRC) for classes, counseling, assessment for insurance and other needs.

Who can use these services?

Any student currently enrolled in a National City school.

Where are these services available?

A health team member is at your child’s school each week. Call the school for the days and times. Contact the health team member to discuss the needs of your child and/or family. You may also go directly to the Family Resource Center (located next to Kimball School) for questions and assistance.

What is the cost for these services?

There is no cost for services provided by the health team or services provided at the Family Resource Center (FRC).

Are the services confidential?

All medical services are strictly confidential. No one may obtain any information about a student or family without written consent.

Important Telephone Numbers

Emergency: 911

Poison Control: 1-800-222-1222
 Family Resource Center- West: 619-336-8360
 Rady Children’s Hospital: 1-858-576-1700
 Samahan Clinic: 1-844-200-2426
 Logan Heights Health Center: 619-515-2300

Child Protective Service: 1-800-344-6000
 Paradise Valley Hospital: 619-470-4321
 National City Family Clinic: 619-336-2300
 County Mental Health (Southeast): 619-595-4400

Adolescent Growth Education (AGE) Notification Letter for Parents of Fourth, Fifth, and Sixth Grade Students

Annual Adolescent Growth Education (A.G.E) program occurs in the National School District for intermediate grade students. This program is designed to teach students about the natural changes that take place as students grow and mature. In grades five and six,, the program also covers such topics as HIV and human reproduction. Parents will have an opportunity to preview the materials and videos that will be used in these lessons. Preview sessions will be scheduled by the school sites. Parents will be notified regarding the preview sessions. Due to legislative requirements, every student will participate in the A.G.E Program unless a written request from a parent to exclude him / her from the curriculum is received. This letter must be received by the classroom teacher before the first day of classroom instruction in this program. The knowledge acquired from the A.G.E. Program will help all children develop the confidence and self- respect necessary to choose a healthy lifestyle.

School Volunteers

Thank you for your interest in sharing your valuable time with the National School District. We recognize that volunteer assistance in schools can enrich the education program, increase supervision of students, and contribute to school safety while strengthening the school's relationship with the community (BP 1240). Volunteer applications must be filled out each school year. Please turn in the completed packet to your school of choice. Volunteer packets are available at the schools and online at www.nsd.us. Documents Needed (AR1240; EC49406): (1) Volunteer Application, (2) Volunteer Code of Conduct, (3) Valid Driver's License or Picture ID, (4) Copy of negative Tuberculosis Test (TB) results within the past four years (TB skin test or chest x-ray), and (5) proof of Covid-19 vaccination and booster. Please Note: Volunteers are screened through the Department of Justice's Megan's Law website (AR1240; cf. 3515.5)

Complete Campus Security System (CCSS)

All National School District schools are closed campuses and have now implemented the Complete Campus Security Solutions (CCSS). CCSS is a web-based software application that has been developed with the purpose of aiding education facilities in tracking their visitors, students and faculty. It will allow schools and facilities to produce visitor badges and monitor volunteer hours. The overall goal is to better control access to all National School District (NSD) schools, thus providing enhanced safety and protection for our students and staff.

These visitor check-in/out procedures will ensure that all persons who are not assigned to the site have a visitor's badge or National School District photo ID card visible to enter the school site. Anyone who does not have a site visitor badge with the current date displayed or an NSD ID badge is escorted to the office or immediately reported to administration. School site entry is defined as proceeding past the check-in desk (front office). For drop-off and pick-up times, parents and guardians do not have to sign in if they do not "enter" the building. Visitors, including parents and guardians, are not allowed to enter the building without checking in. This is applicable only during school hours.

During check-in, visitors must provide valid identification. Valid identification includes a valid driver's license from any state, an official state photo identification card from any state, military identification card, government issued passport, Mexican consular card, or Sentri pass. This is used as visitors log into the computerized system. When visitors leave the school site, they must log out of the CCSS system. If you have questions concerning CCSS, contact your school site administrator.

Help Keep Your School Safe

Simple Answers to Safety Questions....

Could a stranger or a non-custodial parent remove my child from school? No one may remove your child from school without your permission, with the exception of law enforcement or child protection officers. You must list the people who can pick up your child on the emergency card. If you have a restraining order denying anyone access to your children, please give the office a copy.

What will happen if you can't get in touch with me in case of an emergency with my child? We will first try to contact your friends and relatives listed on the emergency card. That is why those numbers are so important to us. If we can't contact them, our emergency cards allow parents to give us permission to obtain emergency medical care for children. In that case, we will call paramedics to transport your child for care.

What should I do if my child is bothered by someone on the way home from school? Immediately contact the police department. As soon as you are able, contact the school office so that we can use that information to warn students and parents of the danger.

What should I do if my child is hurt or threatened by a student at school? Please contact your child's teacher or the school principal immediately to make an appointment to talk about this problem. All students must feel safe at school and we do not allow children to hurt or threaten each other. **Bullying:** No student will be allowed to engage in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

Why do schools require mandatory uniforms? We believe that students concentrate more on studies when clothing is not an important issue. Some parents still have questions about what children can wear. If you do, please call the office and request a school uniform list. There may be limited financial assistance for families who need help purchasing uniforms. Call your school office for more information.

Why are police officers on our school campuses? National City Police Department officers work in our schools in the areas of classroom instruction and enforcement. The instruction is for students in grades 4, 5, and 6 and targets gang, drug, alcohol, and tobacco education. The enforcement activities include investigating crimes, helping enforce school attendance laws, and meeting with students, parents and staff.

What can my child bring to school? The only things students should bring to school are school supplies. Toys, make-up, radios, candy and other items do not belong at school.

What is National School District's Discipline Policy? The Discipline Policy states that the school staff will not allow any weapons or dangerous objects, violent acts, repeated fighting, drugs, alcohol, tobacco, or threats against staff or students.

The law says children cannot bring... As you know students may not bring weapons, drugs, alcohol or tobacco. Even toy weapons such as plastic guns and knives are forbidden. Did you also know that it is against the law for your child to bring cough medicine, Tylenol, or other medicine from home? If your child needs medicine during the day you must bring it to the office with a doctor's note, and it will be administered during the day.

What happens if my child brings?

A small knife his grandpa gave him. Your child will be suspended and could be expelled from school. If the knife blade is larger than 3 inches, a police report will be filed, and your child must be expelled.

A toy gun. Remember, a toy gun may look like a real gun. The Administrative Board will investigate how your child used the toy gun. If he/she threatened others, expulsion may be recommended to the School Board.

A cigarette and lighter she found on the way to school. The lighter may be considered a dangerous object, and tobacco products are forbidden at all times. Both these items fall under the National School District Discipline Policy.

Who decides on the punishment for a child who violates these rules? The final decision on all punishments under the Discipline Policy will be made by the School Board. An Administrative Panel, made up of school principals and district administrators, will investigate the case and meet with school staff, the child and his/her parents or guardians. The Panel will make a discipline recommendation to the School Board based on the facts of each case.

How Parents Can Help - Remind your child to immediately tell the teacher or principal if he/she accidentally brings a forbidden item to school. Also remind your child not to hold, or help to hide, any items for other students.

Talk with your children about strangers. Remind them to tell you or the teacher about anyone who bothers them on the way to or from school.

Please keep your emergency telephone numbers current. Report new numbers to the office as soon as possible.

Don't send small kitchen knives to cut food items with your child's lunch or snack. These knives are also prohibited under the National School District Discipline Policy.

Help your child keep unwanted items at home by checking his/her backpack frequently, especially after weekend trips or visits with friends and family.

Telephone Numbers You Should Know

Central	336-7400	Lincoln Acres	336-8600	District Office	336-7500	Child Abuse Hotline	560-2191
El Toyon	336-8000	Rancho de la Nación	336-8100	Kimball FRC	336-8360	Head Start (South Bay)	422-1642
Ira Harbison	336-8200	Olivewood	336-8700	Preschool Office	336-8670	City of National City	336-4200
Kimball	336-8300	John Otis	336-8800	Emergency Fire/Police	911	National City Parks and Rec.	336-4290
Las Palmas	336-8500	Palmer Way	336-8900	National City Police	336-4411		

Keeping Our School Safe is Everyone's Job

National School District Maintenance and Operations Department

On October 22, 1986, the President signed into law the Asbestos Emergency Response Act (AHERA), to CFR, which required all employees, building occupants or their legal guardians, and outside vendors be notified of the results of our compliance with AHERA. This includes building inspections, response activities, and post-response activities, including periodic surveillance and re-inspection activities that are planned or are in progress.

The National School District continues to take an aggressive step toward the protection of human health in its compliance with AHERA. Since the management plan became effective on July 7, 1989, all friable (loose particles) asbestos has been removed from all school facilities. All periodic inspections (every six months) have been conducted on non-friable asbestos. The most recent three-year re-inspection was conducted on April 20, 2021. There has been no significant change to the condition of the non-friable asbestos that was originally stated in the management plan.

All documentation has been filed in the management plan that is on file at each school site and the District Office that is available for public viewing.

Further information may be made available to you by contacting the Director of Maintenance and Operations, at the National School District Service Center by calling 336-7770.





Dear Parents:

State law requires that our school district test students on the State's California Assessment of Student Performance and Progress testing program (CAASPP). The program includes the Smarter Balanced Assessment (SBAC) in English language arts and math and is administered to all students in grades 3-6 including special education students. The California Science Test (CAST) is administered to all students in grade 5. The California Alternative Assessment (CAA) may be used in our Special Day classrooms for math and English language arts and in grade 5 for science. English Learners who have been enrolled less than 12 months in a United States school are not required to take the Smarter Balanced Assessment in English language arts but are required to take the Smarter Balanced Assessment in math. In addition to these tests, a physical education test is given to 5th grade students and the English Language Proficiency Assessments for California (ELPAC) is administered to English Learners in grades TK-6.

Here are some questions you may have regarding the State's testing program.

Question: Who takes the SBAC assessments?

Answer: State law requires that all students in grades three through six take the SBAC test in ELA and Math.

Question: What if my child doesn't speak English or speaks very little English?

Answer: The law requires that all students take the SBAC test and grade five students take the Science test in English. The SBAC tests measure students' knowledge and problem-solving skills in reading, writing, and math. The Science test measures fifth grade students' knowledge in science. Universal and designated supports, embedded within the test and non-embedded, will be provided for English Learners as needed. Parents who do not wish their child to take these tests may request a waiver. This may be done by having a conference with their child's principal.

Question: What if my child is a newcomer to California schools from outside the United States?

Answer: Non English-speaking students who have been enrolled less than 12 months in a United States public school will take the SBAC test in math in English, unless their parents have signed a waiver. The SBAC tests measure students' knowledge in reading, writing, and math. They are not required to take the test in English language arts.

Question: What if my child is in a Special Education Program?

Answer: A student's Individual Educational Program (IEP) can exempt him/her from taking the CAASPP assessments. Students may be eligible to take the CAA in math and/or English language arts and/or science (students in grade 5). The testing environment may be modified to adapt to a student's learning needs if addressed in a student's IEP.

Question: What if I do not agree with the tests being administered to my children?

Answer: By law, any parent has the right to excuse their child from the State testing program. This exemption does not exist for the ELPAC or Physical Fitness Test. This request must be submitted in writing to your child's principal.

Should you have any questions regarding the testing program or wish additional information before your child takes the test, please call your school principal.

Sincerely,

Leighangela Brady, Ed.D.
District Superintendent

LB:lc

Updated 3.2022

NATIONAL SCHOOL DISTRICT
1500 'N' Avenue • National City, CA 91950 • (619) 336-7500 • Fax (619) 336-7505 • <http://nsd.us>
Creating Successful Learners... Now



Please Note: This letter is only for students newly enrolling in a California School.

Dear Parent/Guardian:

During the registration process for new students, a home language survey is completed if it has not been completed at a previous California school or district. In California public schools, all students entering school for the first time will be assessed with the Initial English Language Proficiency Assessments for California, or “Initial ELPAC” if there is a home language other than English listed on the home language survey.

The Initial ELPAC is the test used to determine if a student is an English learner or is fluent in English. This required test will help identify students who need help learning English. This is important so they can get the support they need to do well in all school subjects.

You are an important part of your child’s education. To help your child get ready for the test, you can:

- Read to your child or have them read to you on a regular basis.
- Use pictures and ask your child to tell you what they see, or what is happening in each picture.
- Provide your child with opportunities to use language outside of school.
- Talk with your child’s teacher about your child’s listening, speaking, reading, and writing skills to help support their progress.

To learn more about the ELPAC, go to the California Department of Education Parent Guides to Understanding Web page at <https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp>.

You also can look at sample test questions on the practice tests, which can be found on the ELPAC Web site at <https://www.elpac.org/resources/practicetests/>.

If you have any questions about your child taking the ELPAC, please contact the principal of your child’s school.

Sincerely,

Sharmila Kraft, Ed.D.
Assistant Superintendent, Educational Services



Dear Parent/Guardian:

Identifying students who need help learning English is important so they can get the support they need to do well in English language arts/literacy, mathematics, science, and other subject areas in school. The Summative English Language Proficiency Assessments for California, or “Summative ELPAC,” is the test used to measure how well students understand English when it is not the language they speak at home. Information from the ELPAC tells your child’s teacher about the areas in which your child needs extra support.

The Summative ELPAC administrative window will begin February 2023.

Students in kindergarten through grade twelve who are classified as English learners will take the Summative ELPAC every year until they are reclassified as proficient in English. Students are tested on their skills in listening, speaking, reading, and writing. Your child’s voice is being recorded as part of the Speaking test. A small percentage of student responses will be used to validate the accuracy of scoring and will not be used for identification. All recorded responses will be destroyed after the scores are validated.

You are an important part of your child’s education. To help your child get ready for the test, you can:

- Read to your child or have them read to you on a regular basis.
- Use pictures and ask your child to tell you what they see, or what is happening in each picture.
- Provide your child with opportunities to use language outside of school.
- Talk with your child’s teacher about your child’s listening, speaking, reading and writing skills to help support their progress.

To learn more about the ELPAC, go to the California Department of Education Parent Guides to Understanding Web page at <https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp>.

You also can look at sample test questions on the practice tests, which can be found on the ELPAC Web site at <https://www.elpac.org/resources/practicetests/>.

If you have any questions about your child taking the ELPAC, please contact the principal of your child’s school.

Sincerely,

Sharmila Kraft, Ed.D.
Assistant Superintendent, Educational Services

Dear NSD Parents:

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (*EC* Section 306[c]).

A description of the language acquisition programs provided in the National School District are listed below. Please select the program that best suits your child.

- **Transitional Bilingual Program** is a language instructional program (LIP) designed for English learners utilizing English and students' native language for literacy and academic instruction, with the goals of language proficiency and academic achievement in English. Students typically transition to "English only" instruction by third grade. English learners receive instruction in designated and integrated English language development (ELD) based on the state-adopted CA ELD standards, and all students are provided grade-level content instruction based on the state-adopted academic standards.
- **Dual-Language Immersion** is a dual language program that allows for the enrollment of equal populations of English and Spanish speakers. Students acquire fluency in both languages with 50 percent English and 50 percent Spanish instruction. This program is offered at Kimball Elementary and serves students through sixth grade.
- **Structured English Immersion** is a single language program that allows for the enrollment of students with a primary language other than English. Explicit instruction for English development is provided to students who speak another language. Structured English Immersion is offered at all district schools.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (*EC* Section 310[a])

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact Beverly Hayes (619) at 336-7503 to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6318[c][A][vii]) However, LEAs remain obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

Title I Policy - Parent and Family Engagement
National School District
2021-22

1. The local governing board shall adopt and implement a policy on parent and family engagement (California Education Code [EC] sections [§§] 11500-11504, 51101[b]; 20 United States Code [U.S.C.] § 6318[a][2]).
- 1.1 National School District (NSD) has developed a written Title I parent and family engagement policy with input from parents and family members of participating children (20 U.S.C. § 6318[a][2]).

Input is gathered through parent/guardian surveys, the Local Control Accountability Plan (LCAP) Community Forums, and reviewed with the District and Parent Advisory Committee, District English Learner Advisory Committee, and Title 1 School Site Councils.

The LEA distributes the policy to parents and family members of children served under Title I, Part A.

The policy is distributed to families through School Messenger, PeachJar, site newsletters, as well as the annual notification parent handbook and posted on the district's website.

To involve parents and family members in the Title I program National School District has established the following practices:

- a) The district shall incorporate the parent and family engagement policy into the district's plan (20 U.S.C. § 6318[a][2]).

NSD includes a goal about improving family engagement in the Local Control and Accountability Plan (LCAP). This goal includes actions and services, and expenditures addressing family engagement, including meaningful participation and opportunities to provide input on decisions. Actions and strategies are also included in the LCAP Federal Addendum as well as in the Learning Continuity and Attendance Plan.

- b) NSD involves parents and family members in the joint development of the local educational agency planning efforts and in the process of school review and improvement (20 U.S.C. § 6318[a][2][A]).

NSD annually schedules community forums and conducts parent surveys to gather feedback about what is working and areas that may need improvement regarding the LCAP, the LCAP Federal Addendum, the new Learning Continuity and Attendance Plan, as well as school and district goals and actions. Stakeholder feedback is also gathered at school meetings as well as district and school advisory committee meetings. The information gathered is used to revise the district's LCAP, the LCAP Federal Addendum, the Learning Continuity and Attendance Plan and the sites' School Plan for Student Achievement (SPSA).

- c) NSD 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 U.S.C. § 6318[a][2][B]).

District staff work collaboratively with site administrators to plan and implement parent and family engagement activities. Site principals collaborate together to plan and coordinate activities and best practices. Activities include Coffee with the Principal, Literacy/Math nights, parent information nights, workshops and family events. Activities for each site are described in the school's parent and family engagement policy, school-parent compact, and are included in the School Plan for Student Achievement.

The District Resource Teacher for Parent Engagement works collaboratively with site administrators to plan and implement parent and family engagement activities in both English and Spanish. The District Resource Teacher plans and coordinates activities for all NSD families. Activities include Parent Presentations on a variety of topics throughout the school year, Family Leadership Institute - Parent Academy, NSD Annual Parent Summit, NSD Annual 5K and Resource Fair, and coordinates a variety of parent presentations/workshops and events with outside community partners. The District Resource Teacher also provides a monthly Family Empowerment Newsletter for all NSD families with recommendations/tips to implement at home to improve student academic achievement and school performance. Since the school closures, the District Resource teacher created and updates the Family Empowerment websites for our families in English and Spanish. The websites include academic resources, parent classes/workshops, information regarding family wellness, and additional community resources.

- d) NSD coordinates and integrates Title I, Part A parent and family engagement strategies including State Preschool, English Learners and Special Education to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs (20 U.S.C. § 6318[a][2][C]).
- e) NSD 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, including identifying the following (20 U.S.C. § 6318[a][2][D]):
 - i. Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) (20 U.S.C. § 6318[a][2][D][i]).

NSD annually gathers input and feedback from stakeholders through the LCAP community forums, LCAP parent surveys, Learning Continuity and Attendance Plan Community Forum, as well as site and district advisory committees to evaluate the effectiveness of the parent and family engagement policy. Barriers are identified through this process and actions put into place to address the needs of families and ensuring information is provided in a language and format easily understood by

families.

- ii. 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 U.S.C. § 6318[a][2][D][ii]).

Meetings, workshops, presentations, and information are provided to families to support them with strategies to engage with the school. Meetings, presentations, workshops, and information are provided in a language and format easily understood by families. Some strategies presented through these include, how to support their child specifically with reading and math, how to communicate efficiently at home, how to communicate/contact their child's teacher, school principal, school office staff, and assistance with completing school forms in a language and format easily understood by families.

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

Each school develops a site parent and family engagement policy and school- parent compact designed to meet the needs of their families. Schools host Back to School Nights, family information nights, such as Math or Literacy Nights, STEAM/Science Fairs, informal meetings with the principal, PTA events including school staff such as book fairs, dances, festivals, fundraisers and many other opportunities for families to engage with the staff. The compact describes how families and school staff share the responsibility for improving student achievement and how the school and families will collaborate to assist students achieve the state academic standards.

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

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

- g) NSD 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 U.S.C. § 6318[a][2][F]).

Each school designates parent/family members to serve on the District and Parent Advisory Committee (DPAC). The DPAC reviews a variety of data sources and provides input and feedback using this information to develop, revise and review the parent and family engagement policy.

Title I (and Non-Title I) Schools

All NSD schools are Title 1 schoolwide schools. A schoolwide program is comprehensive and designed to support and upgrade the entire educational program in a Title I school in order to improve the achievement of the lowest achieving students.

1.2 The district policy on parent and family engagement for all schools in the district shall be consistent with the goals and purposes listed below (*EC* §§ 11502, 11504, 11506).

- a) 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]).

All schools develop site parent and family engagement plans to address the needs of parents at their school. Each school offers parent and family engagement activities to assist families with supporting learning at home.

Information and resources are shared with families at parent information nights, Literacy and Math nights, parent-teacher conferences, parent workshops, as well as on the school website and materials sent home.

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

Information and resources are provided to parents on strategies to assist their children’s learning at home through parent meetings and family nights. Parent and family education are communicated through social media as well as posted on our district website.

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

Each school communicates to families on a regular basis to share information and resources on ways to support their students’ education. Information about the effectiveness of communication at each site is contained in the annual LCAP survey and used to improve services annually.

- d) Train teachers and administrators to communicate effectively with parents (*EC* § 11502[d]).

District leadership provides resources and information to teachers and administrators for effectively communicating with families.

- e) Integrate parent involvement programs into the school’s master plan for academic accountability (*EC* § 11502[e]).

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

Allocation of Title I, Part A Funds

1.3 Districts 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 U.S.C. § 6318[a][3][A]).

- The district reserves at least one percent of the Title I, Part A allocation to support district-wide family engagement activities. Family engagement activities are included in the district's LCAP and the LCAP Federal Addendum.

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

- Each school has a School Site Council and also designates a parent to serve on the District Parent Advisory Committee (DPAC). The committees review input gathered from stakeholders about family engagement activities. This information is used to annually update the LCAP, including actions and services for family engagement.

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 distributes 95 percent of the Title I, Part A funds to schools based on a funding formula. Schools are ranked based on poverty level percentage.

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

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

NSD provides professional development for district and school personnel regarding parent and family engagement strategies such as training our District Resource Teacher through the Family Leadership Institute to provide parent and family engagement strategies to NSD families as well as participation in the county Parent/Family Liaison Network Meetings.

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

District Resource Teacher coordinates NSD presentations (academically and

non-academically) with different community partners/programs that reach our NSD families at home, in the community, and at school such as the Family Leadership Institute, Parent Summit, and Family Health Fair and Community Resource Fair.

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

At NSD, we disseminate information of all Parent & Family Engagement opportunities through multiple platforms such as our annual notification parent handbook, PeachJar, and SchoolMessenger.

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

NSD employs a District Resource Teacher focused on partnerships with community organizations, such as Olivewood Gardens, A Reason to Survive: ARTS Center, and UCSD Extensions, to ensure ongoing collaboration throughout the year with school principals to coordinate/plan events/presentations from community organizations that support parent engagement

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

NSD uses activities such as the following as appropriate and consistent with the parent and family engagement policy

- LCAP Town Halls and Parent Surveys
- District Leadership Committees: DPAC, DELAC, PTA Officers Roundtable
- School Site Parent Leadership Committees: School Site Council, ELAC, PTA Meetings

Signature page

Sharmila Kraft, Ed.D., Assistant Superintendent/Educational Services
Name and Title of Authorized Official

Signature of Authorized Official



1/19/22

Date

California Department of Education

April 2020

California Department of Education

Uniform Complaint Procedures (UCP) Annual Notice

National School District

2022 - 2023

The National 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 the Uniform Complaint Procedures (UCP) process.

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

Programs and Activities Subject to the UCP

- 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
- Compensatory Education
- Consolidated Categorical Aid
- 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.

Uniform Complaint Procedures (UCP) Annual Notice 2022-2023

- 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
- School-site 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) or designee deems appropriate.

Pupil Fees

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

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

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

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

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

Uniform Complaint Procedures (UCP) Annual Notice 2022-2023

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

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

Additional Information

We shall post a standardized notice of the educational rights of pupils in foster care, pupils who are homeless, former juvenile court pupils now enrolled in a school district, and pupils in military families as specified in *Education Code* Sections 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

We shall post a notice to identify appropriate subjects of state preschool health and safety issues in each California state preschool program classroom in each school notifying parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the *California Code of Regulations* that apply to California state preschool programs pursuant to *HSC* section 1596.7925 and (2) where to get a form for a state preschool health and safety issues complaint.

Contact Information

The staff member, position, or unit responsible to receive UCP complaints in our agency is:

Assistant Superintendent, Educational Services
1500 N Avenue, National City, California 91950
(619) 336-7742
skraft@nsd.us

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

The complainant has a right to appeal our Decision of complaints regarding specific programs and activities subject to the UCP, pupil fees and the LCAP to CDE by filing a written appeal within 15 days of receiving our Decision. The appeal must be accompanied by a copy of the originally filed complaint and a copy of our Decision.

We advise any complainant of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable. A UCP Complaint shall be filed no later than one year from the date the alleged violation occurred.

Copies of our Uniform Complaint Procedures process shall be available free of charge.

National School District Norms: Using the Internet in School

For Families and Students

National School District (NSD) provides a wide array of technology resources for student use. These technology resources are to be used only for educational purposes. The NSD Acceptable Use Policy outlines appropriate use and prohibited activities when using all technology resources and electronic devices as defined by school administrators. Every student is expected to follow all of the rules and conditions listed, as well as those given verbally by NSD teachers and administrators, and to demonstrate good citizenship and ethical behavior at all times.

The Acceptable Use Policy was developed with input from NSD administrators, teachers, students, parents, and school resource officers.

Acceptable Use Policy for Networks, Including the Internet: Student Responsible Use

1. I am responsible for my computer account and e-mail account. I understand that passwords are private and that I should not share my password with anyone. I understand that I am responsible for all activities done through my account. I will not allow others to use my account name and passwords or try to use that of others. I understand that I will be in violation of the law if I attempt to electronically capture another person's password. I understand that it is important to log off the computer device at the end of every session, so another user cannot use my password.
2. I am responsible for my language. I will use appropriate language in my e-mail messages, online postings, and other digital communications. I will not use profanity, vulgarities, or any other inappropriate language as determined by school administrators.
3. I am responsible for how I treat other people. I will use e-mail and other means of communications (e.g. blogs, wiki, chat, instant-messaging, discussion boards, etc.) responsibly. I will not send or post hate or harassing mail, make discriminatory or derogatory remarks about others, or engage in bullying, harassment, or other antisocial behaviors while in school or out of school.

FOR MORE INFORMATION FOR STUDENTS
AND FAMILIES ABOUT THE ACCEPTABLE
USE POLICY: CALL YOUR SCHOOL OR THE
DISTRICT OFFICE.

4. I am responsible for my use of the National School District network. I will use NSD computer resources responsibly. I will not search, retrieve, save, circulate or display hate-based, offensive or sexually explicit material. I will not search, retrieve, save, or circulate images or information about weapons using any NSD computer resources unless authorized by school administrator/teacher as part of a school assignment.
5. I am responsible for my conduct on all online sites. I understand that what I do on social networking websites should not negatively impact the school learning environment and/or my fellow students, teachers, and administrators.
6. I am responsible for being honest while I am online. I understand that masquerading, spoofing, or pretending to be someone else is forbidden. This includes, but is not limited to, sending out e-mail, creating accounts, or posting messages or other online content (e.g. text, images, audio or video) in someone else's name.
7. I am responsible for protecting the security of the NSD network. I will not attempt to bypass security settings or internet filters or interfere with the operation of the network by installing illegal software, including file sharing, shareware, or freeware, on school computers.
8. I am responsible for protecting school property. I understand that vandalism is prohibited. This includes but is not limited to accessing, modifying, or destroying equipment, programs, files, or settings on any computer or technology resource. I understand that I need authorization from a school administrator/teacher to use personal electronic devices that I bring to school, including but not limited to memory storage devices (i.e. USB drives).
9. I am responsible for respecting other people's property online. I will obey copyright laws. I will not plagiarize or use others' work without proper citation and permission. I will not illegally download materials protected by copyright, including but not limited to music and movies.
10. I am responsible for following school rules whenever I publish anything online. I will follow all guidelines set forth by the NSD and/or my teachers when publishing schoolwork online (e.g. to a website, blog, wiki, discussion board, podcasting or video server). I understand that it is unsafe to post any personal information about myself, including but not limited to: my name, address, phone number or school. I will not post photos of students with their first and last names on any online site, including but not limited to websites, blogs, wikis, and discussion forums, without the permission of the parent/guardian or student (age 18 and older).

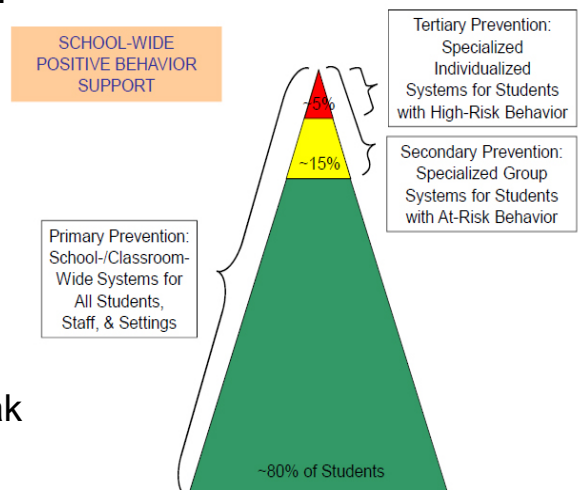
Positive Behavior Interventions and Supports (PBIS)



Positive Behavior Interventions and Supports (PBIS) is a preventative and positive multi-tiered system of support that is embraced by National School District to foster a safe and positive learning environment.

PBIS includes four main components:

1. Clearly defining and teaching behavioral expectations
2. Consistently acknowledging and rewarding expected behavior
3. Providing clear and consistent interventions when students break expectations
4. Using behavioral data to assess progress and address needs



2022-2023

DEFINING AND TEACHING BEHAVIORAL EXPECTATIONS

There are four school-wide behavioral expectations:



- Be Safe**
- Be Respectful**
- Be Responsible**
- Be Kind**


Be Safe	Be Respectful	Be Responsible	Be Kind
WALK on the blacktop	Stop, look, and listen when spoken to by adults	Take bathroom and drink breaks during recess	Use kind words with peers when you disagree
Keep hands and feet to yourself	Take turns	Stop playing and WALK to your line when the bell rings	Allow all students to join in games

These expectations are applied to different school environments (i.e., hallway, playground, cafeteria) and scenarios (i.e., problem solving), and taught to students during in-class lessons and behavioral assemblies.

ACKNOWLEDGING & REWARDING EXPECTED BEHAVIOR

Wise Owl Ways
am...

OLIVEWOOD



OWLS

Name _____
Room number _____
Earned for _____

At each school, students are positively reinforced for following the behavioral expectations in a variety of ways. Teachers and staff members reward students with caught being good slips (i.e., Dolphin Tickets, Tiger Tickets) when students are **safe, respectful, responsible, and kind**. These slips are then entered into drawings in which students can earn recognition and rewards. Additionally, positive student behavior is shaped with acknowledgment, praise, and classroom incentives.

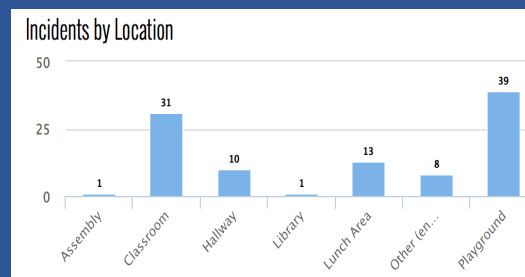
PROVIDING CLEAR & CONSISTENT INTERVENTIONS

Students who do not follow expectations receive interventions and consequences to improve their behavior. Teachers correct minor behaviors by referring back to the expectations and having students practice the desired behavior. For students who require additional support, low level interventions are provided (i.e., reflection forms, restorative questions).

For minor behaviors that require additional intervention and parent communication a Tier I Intervention Form is issued. If a student receives 5 Tier I Intervention Forms for the same behavior or exhibits a more serious/dangerous behavior, a Tier II Referral is issued. This includes an office discipline referral to an administrator.

USING BEHAVIORAL DATA

Schools collect data every year in order to improve outcomes and interventions (i.e., attendance, reading scores). PBIS data is analyzed regularly by school staff and the PBIS Committee in order to determine what behaviors need to be addressed, where those behaviors occur, and when the behaviors take place. With this data, school sites can improve supervision, facilitate school wide re-teaching strategies, and address the specific needs of schools as they arise.



PARENTS CAN HELP BY:

1. Maintain accurate emergency card information on your child.
2. Make sure your child knows who is allowed to pick them up.
3. Inform the school of any change in daily transportation to and from school.
4. Speak openly and honestly to your child about crisis intervention.
5. Report suspicious activity around the school to the principal/police.

GENERAL SCHOOL SAFETY:

1. Visitor Control: All visitors are allowed entry by checking in at the office with a valid I.D.
2. Local and District-wide communication systems are in place between critical school personnel, Police Department, and Fire Department.
3. Communication systems between parents and school.
4. Emergency procedures for the following events: Fire, Evacuation, Shelter-in-Place, and Lockdown.

IN CASE OF AN EMERGENCY:

1. **Remain calm.**
2. **Wait for direction from school for next steps.**
3. **Do not call cell phones or school lines.**

National School District

1500 “N” Avenue
National City, CA 91950

Telephone: (619) 336-7705
Fax: (619) 336-7505

Superintendent
Dr. Leighangela Brady



Emergency Operations Plan

STATEMENT OF INTENT:

Crisis Management is a central component of the Comprehensive School Safety Plans. The most important consideration in both Crisis Management and Safe School efforts is the health, safety, and welfare of the students and staff.

Exceptionally prepared learners; innovative and compassionate world citizens

Please contact the school or local law enforcement with any security issues or threats.

National School District Governing Board

Maria Betancourt-Castañeda, Board President
Alma Sarmiento, Board Clerk
Maria Dalla, Board Member
Michelle Gates, Board Member
Rocina Lizarraga, Board Member

Updated 2.2022

Secure Campus (Warning)

This means a potential **MAY** exist for an unusual situation and all parties should have heightened awareness to react as needed.

- Follow school's communication plan for information.
- Limit movement to and from your classroom.
- Be accountable for all students.
- Be on the lookout for unusual behavior both in and outside of the school.

Shelter-in-Place (Immediate Action)

Specific incident with actions corresponding to procedures (Drop, Cover and Hold, Shelter-Earthquake, Shelter-Fire).

- Execute **ALERT** methods.
- Secure all people within your immediate area. (May require you to initiate different procedures based on the incident).
- Secure shelter based on need.
- Monitor/use communication devices. Release via direction.
- May release by intercom or other personal contact.

Secure Campus (On Alert)

A potential threat or danger **DOES** exist within the community/neighborhood and all parties should be aware to react as needed.

- Execute **ALERT** methods.
- Secure all people within the building.
- Lock external doors.
- Cover windows.
- Stay in secure area within the building until further notice from administration or law enforcement.
- Monitor/use communication devices.
- Requires leaving unsecured areas such as fields, gym, playground, or library to a secure area.
- Continue with instruction.
- May release via intercom.

Lockdown (Immediate Threat)

Recognition of danger. Take immediate action using the safest and best option for survival.

- Execute **ALERT** methods.
- Secure yourself and others by assessing and using available information to decide if you should; **HIDE** (secure and/or barricade), **RUN** (intelligent escape) of **FIGHT** (defend and protect).

HIDE: SECURE AND/OR BARRICADE

Lock doors, lights off, barricade entry, quiet, stay in place.

RUN: INFORMED ESCAPE

Evacuate to safer location, remain with your group, call 911 when safe, follow **HIDE** protocol.

FIGHT: DEFEND AND PROTECT

As a matter of survival engage the intruder with any means necessary.

- Monitor/use communication devices.
- Release only by administration or law enforcement.

All drills will be practiced throughout the year. Follow verbal commands as given. These are learning opportunities for all school staff, students, and visitors.

Care Solace



A SIMPLE, FAST AND SAFE
TOOL FOR DRUG AND
MENTAL HEALTH HELP.
THE MOST TRUSTED
COMMUNITY OF CARE.

Dear Families,

The National School District fosters a culture that promotes the health, safety, and well-being of students, staff, and parents. In an effort to continuously support this commitment, the District has approved an agreement with Care Solace to provide you with a 24/7 online concierge resource at **no cost**. Care Solace is meant to assist individuals in finding local mental health related programs and counseling services. Care Solace is ready to assist you **NOW!**

School District Staff and NSD Families may access Care Solace services in two ways:

- 1) Call (888) 515-0595 to speak with someone from your Concierge Team.
 - Representatives are ready to take your call or email 24/7.
- 2) Visit our custom district link: www.caresolace.com/nsdfamilies
 - Answer ten easy questions to receive a list of referrals to applicable care providers.

Please note, this service is an optional resource available by choice and is not mandatory in any way. Care Solace is not a crisis hotline, please call 911 for crisis/emergency.

Queridas familias,

El Distrito Escolar Nacional fomenta una cultura que promueve la salud, la seguridad y el bienestar de los estudiantes, el personal y los padres. En un esfuerzo por apoyar continuamente este compromiso, el Distrito ha aprobado un acuerdo con Care Solace para proporcionarle un recurso de conserjería en línea las 24 horas, los 7 días de la semana **sin costo** alguno. Care Solace está destinado a ayudar a las personas a encontrar programas locales de salud mental y servicios de asesoramiento. ¡Care Solace está listo para ayudarlo **AHORA!**

El personal del distrito escolar y las familias de NSD pueden acceder a los servicios de Care Solace de dos maneras:

- 1) Llame al (888) 515-0595 para hablar con alguien de su equipo de conserjería.
 - Los representantes están listos para atender su llamada o correo electrónico 24/7.
- 2) Visite nuestro enlace de distrito personalizado: www.caresolace.com/nsdfamilies
 - Responda diez preguntas fáciles para recibir una lista de referencias a los proveedores de atención correspondientes.

Tenga en cuenta que este servicio es un recurso opcional disponible por elección y no es obligatorio de ninguna manera. Care Solace no es una línea directa de crisis, llame al 911 para crisis / emergencia.

