

Clearwater Elementary

Rosa Farfan, Principal
 1640 Murrieta Road
 Perris, CA 92571
 (951) 423-2016

Enchanted Hills Elementary

Jewel Desosa, Principal
 1357 Mount Baldy Street
 Perris, CA 92570
 (951) 443-4790

Good Hope Elementary

Rebecca Tava'i, Principal
 24050 Theda Street, Perris, CA 92570
 (951) 657-5181

**Innovative Horizons Charter School
@ Nan Sanders**

Andrew Candelaria, Principal
 1461 North "A" St., Perris, CA 92570
 (951) 657-0728

Palms Elementary

Jennifer Wright, Principal
 255 East Jarvis St., Perris, CA 92571
 (951) 940-5112

Perris Elementary

Kelley Pebley, Principal
 500 "A" Street, Perris, CA 92570
 (951) 657-2124

Railway Elementary

Jennifer Hunter, Principal
 555 Alpine Drive, Perris, CA 92570
 (951) 943-3259

Sky View Elementary

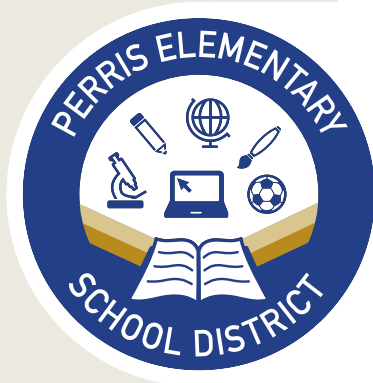
Catalina Chrest, Principal
 625 Mildred Road, Perris, CA 92571
 (951) 657-4214

Young Explorers Academy

Jacqueline Howe, Principal
 445 Park Avenue, Perris, CA 92570
 (951) 322-4865

**Rob Reiner Children & Families
Developmental Center (Preschool)**

Yolanda Payne, Director
 2221 South "A" Street
 Perris, CA 92570
 (951) 657-1441



Annual Notification to Parents/Guardians

2023-2024

A Message From Our Superintendent

In our interest of building collaboration between parents and the school district we, at the Perris School District, offer you this Parent Notification Booklet. This booklet contains information about your rights as outlined by Board of Education Policies.

The Governing Board and I hope that this Annual Parent Notification booklet can help you understand your rights as a parent/guardian and can lead to better communications between you and the school district.

Mr. Bruce Bivins
 PESD Superintendent

Perris Elementary School District
 143 East First Street
 Perris, CA 92570
 (951) 657-3118
 (951) 940-5115 Fax
www.perrisesd.org

Board of Trustees
 Douglas Corona
 Erika Guzman
 Carol Jimenez
 Katie McClendon
 Lydia Mora

**Please review the material in this booklet.
 Parents/Guardians will acknowledge receipt of this booklet
 electronically via the District's Parent Portal.**

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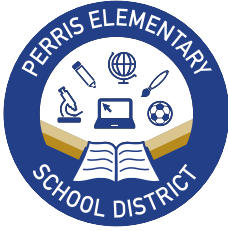
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The references at the end of the sections in this booklet include the following codes:

BP . . . District Board Policy	FAC Food and Agriculture Code
AR . . . Administrative Regulation	USC United States Code
EC . . . Education Code	CFR Code of Federal Regulations
HSC . . Health and Safety Code	ESEA . . . Elementary and Secondary Education Act
PC . . . Penal Code	PPRA . . . Pupil Privacy Rights Amendment
WIC . . Welfare and Institutions Code	FERPA . . Family Educational Rights and Privacy Act
CCR . . California Code of Regulations	PPACA . . Patient Protection and Affordable Care Act
CC . . . Civil Code	Title VI . . Title VI (or VII, or IX) of the Civil Rights Act of 1964
FC . . . Family Code	IDEA . . . Individuals with Disabilities Education Act
GC . . . Government Code	§ 504 . . . Section 504 of the Rehabilitation Act of 1973
VC . . . Vehicle Code	EOA . . . Equal Opportunities Act
LC . . . Labor Code	CIF California Interscholastic Federation
BPC . . Business and Professions Code	

PERRIS ELEMENTARY SCHOOL DISTRICT CALENDAR 2023-2024

(951) 657-3118



Enchanted Hills
(951) 443-4790
Clearwater
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Good Hope
(951) 657-5181

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Sky View
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**Rob Reiner Children & Families
Developmental Center (Preschool)**
(951) 657-1441

**Young Explorers
Academy**
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August

7 Professional Development
8-9 Teacher Prep Days
10 First Day of School

September

4 Labor Day Day

October

13 Professional Development

November

10 Veteran's Day
13-17 Parent Conferences
20-24 Thanksgiving Recess

December - January

15 - 5 Winter Recess

January

15 Martin Luther King, Jr. Day

February

12 Lincoln's Day
19 Presidents Day

March - April

25 - 5 Spring Recess

May

27 Memorial Day

June

11 Last Day of School

MODIFIED DAYS (M)

On Modified Days all students
released at 1:15 pm

All Tuesdays are Modified Days

November 13-17, 2022 are modified
days for Parent Conferences

180 Instructional Days

PERRIS ELEMENTARY SCHOOL DISTRICT CALENDAR 2023-2024

(951) 657-3118

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176 Instructional Days

PARENT AND FAMILY ENGAGEMENT

≡ Parent Involvement

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

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

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

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

Title I Schools

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

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities.

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

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel,

As the parent of a student you have many rights and responsibilities. This booklet talks about many of those and laws, policies and statutes which cover them. We suggest you read it. We must get the signed form returned or your child may not be able to attend classes. This page talks about when your child is absent from school. Only in certain cases is it permissible for a student to miss school.

Teachers build your child's education one day at a time, so every day is essential. In elementary, middle, junior, and high school, moving ahead, or even graduation, can be put in jeopardy if too many days are missed. Work with the teacher when a child must miss school. Get homework assignments and review work. There is only one chance to get a great education.

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paraprofessionals, early childhood educators, and parents/guardians and family members

2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

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

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. [BP 6020 October 2019; EC 11500-11505, 48985, 51101, 52060-52077, 54444.1-54444.2, 56190-56194, 64001; 5 CCR 18275; LC 230.8; 20 USC 6311, 6312, 6314, 6318, 6631; 28 CFR, 35.104, 35.160]

ATTENDANCE

≡ Attendance Options

The governing board reviews attendance options including how students may attend a district school outside their attendance area (intra-district transfer). This district has non-arbitrary rules explaining how students may apply, be accepted, or denied intra-district transfer. Districts may allow the transfer of students from or to other districts (inter-district

transfer). Attempts to accommodate victims of bullying or violence are made when an intra- and inter-district transfer is submitted. In some cases, the district must provide transportation. Students attending “persistently dangerous” schools can transfer and enroll in a safe school. Districts cannot prevent children of active military from changing districts, as long as the district chosen agrees to accept them. Upon enrollment or transfer, principals are urged to check missing children information. Further information about residency, attendance options, special program options, etc. will be provided by the California Department of Education. [EC 46600, 48204, 48204.7, 48206.3, 48300, 48301, 48306, 48853.5, 48980, 49068, 51101; 20 USC 7912; ne]

1. Intradistrict Transfers:

The Governing Board desires to provide enrollment options that meet the diverse needs and interests of district students and parents/guardians, while also maximizing the efficient use of district facilities and resources. The Superintendent or designee shall establish procedures for the selection and transfer of students among district schools in accordance with law, Board policy, and administrative regulation.

The parents/guardians of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of residence within the district. The Board shall annually review this policy.

Enrollment Priorities

No student currently residing within a school’s attendance area shall be displaced by another student transferring from outside the attendance area.

The Superintendent or designee shall grant priority for the enrollment of a student in a district school outside of the student’s attendance area, if the student:

1. Is enrolled in a district school designated by the California Department of Education (CDE) as “persistently dangerous.”
2. Is a victim of a violent crime while on school grounds
3. Is a victim of an act of bullying committed by another district student, as determined through

an investigation following the parent/guardian's submission of a written complaint with the school, district, or local law enforcement agency pursuant to Education Code 234.1

If the district school requested by the student is at maximum capacity, the Superintendent or designee shall accept an interdistrict transfer request for another district school.

4. Is currently enrolled in a district school identified by CDE for comprehensive support and improvement, with priority given to the lowest academically achieving students from low-income families as determined pursuant to 20 USC 6313(a)(3)
5. Is experiencing special circumstances that might be harmful or dangerous to the student in the current attendance area, including, but are not limited to, threats of bodily harm or threats to the emotional stability of the student. Any such student may transfer to a district school that is at capacity and otherwise closed to transfers. To grant priority under these circumstances, the Superintendent or designee must have received either:
 - a. A written statement from a representative of an appropriate state or local agency, including, but not necessarily limited to, a law enforcement official, social worker, or a properly licensed or registered professional, including, but not necessarily limited to, a psychiatrist, psychologist, marriage and family therapist, clinical social worker, or professional clinical counselor
 - b. A court order, including a temporary restraining order and injunction
6. Is a sibling of another student already attending that school
7. Has a parent/guardian whose primary place of employment is that school

Application and Selection Process

In order to ensure that priorities for enrollment in district schools are implemented in accordance with law and Board policy, applications for intradistrict open enrollment shall be submitted by April 1st of the

school year preceding the school year for which the transfer is requested. ¹

The Superintendent or designee shall calculate each school's capacity in a nonarbitrary manner using student enrollment and available space.

Except for enrollment priorities listed above, the Superintendent or designee shall use a random, unbiased selection process to determine which students shall be admitted whenever a district school receives admission requests that are in excess of the school's capacity.

Enrollment decisions shall not be based on a student's academic or athletic performance. However, existing entrance criteria may be used for enrolling students in specialized schools or programs, provided that the criteria are uniformly applied to all applicants. In addition, academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students.

Transportation

In general, the district shall not be obligated to provide transportation for students who attend school outside their attendance area.

However, upon parent/guardian request, the district shall provide transportation assistance to any student who is eligible for free or reduced-price meals and whose enrollment in a district school outside the student's attendance area is a result of being a victim of bullying. [BP 5116.1 January 2021; EC 200, 35160.5, 35291, 35351, 46600-46611, 48200, 48204, 48300-48316, 48980; 5 CCR 11992-11994; 20 USC 6311, 6313, 7912]

2. Interdistrict Transfers:

The Governing Board recognizes that parents/guardians of students who reside in one district may, for a variety of reasons, choose to enroll their child in a school in another district.

Interdistrict Attendance Permits

The Board may enter into an agreement with any other school district, for a term not to exceed five school years, for the interdistrict attendance of students who are residents of the districts.

The agreement shall specify the terms and

¹ Priority will be given to applications submitted by April 1st of the school year preceding the school year for which the transfer is requested. Applications made after that will be considered based on available space.

conditions under which interdistrict attendance shall be permitted or denied. It also may contain standards agreed to by both districts for reapplication and/or revocation of the student's permit.

Upon receiving a permit for transfer into the district that has been approved by the student's district of residence, or upon receiving a written request from the parent/guardian of a district student who wishes to enroll in another district, the Superintendent or designee shall review the request and may approve or deny the permit subject to the terms and conditions of the interdistrict attendance agreement.

Transportation

The district shall not provide transportation beyond any school attendance area.

Limits on Student Transfers Out of the District to a School District of Choice

The Superintendent or designee may limit the number of student transfers out of the district to a school district of choice based on the percentages of average daily attendance specified in Education Code 48307. [BP 5117, March 2014; EC 46600-46611, 48204, 48300-48316, 48350-48361, 48900, 48915, 48915.1, 48918, 48980, 52317]

3. Attendance Where Caregiver Resides:

If your child lives in the home of a caregiving adult, as defined by law, or a foster home your child may attend the school district in which that residence is located. Execution of an affidavit under penalty of perjury pursuant to the Family Code by the caregiving adult is required to determine that your child lives in the caregiver's home. [EC 48204(a), 48980; FC 6550-6552]

4. Attendance in District in Which Parent/Guardian is Employed:

The district may, but is not required to accept a transfer student whose parent/guardian resides outside the boundaries of the school district but is employed and lives with the student at the place of the parent's/guardian's employment within the boundaries of the school district for a minimum of three days during the school week; or a student whose parent/guardian physically works within the boundaries of the school district for a minimum of

10 hours during the school week. [EC 48204(a)(7), 48980]

5. Special Enrollment Allowances for Some Categories of Students:

Some students, including foster, homeless, migratory, American Indian, or military children, living in the district may stay enrolled in their school of origin inside or outside the district if: 1) their Individual Education Plan (IEP) indicates attendance elsewhere, or 2) parents, guardians, and others with authority declare in writing otherwise. In some cases, they also have rights to expedited enrollment in school, to attend classes and programs, to after-school programs, and to fee waivers. The school district and each school site have complete documentation of the rights of homeless, foster, migratory, military, and other special categories of students. [EC 48204, 48204.7, 48645.3, 48850-48859, 51225.1, 56055; 5 CCR 4622; WIC 224.1, 361, 726; 42 USC 11301, 11431-11435]

Student Immigrant and Religious Rights

All school age children must be admitted to California Public Schools and be offered all programs accessible to other students. School districts cannot ask about a student's immigrant (or migratory) or religious status. The state Attorney General has information about "know your rights": <https://oag.ca.gov/immigrant/resources>. Immigrant students are still considered residents of their current school district even if parents are deported or are being held in custody. [EC 200, 220, 234.1]

≡ General Absences

Children cannot learn if they are not in school. Daily school attendance improves student achievement. Children learn early about being on time and not missing school; teach your child that school attendance is an important family value. Children ages 6 to 18 years must attend every school day.

The state only awards funding to school districts for actual attendance. The state does not fund districts for the excused absences listed below. Always review the school calendar and plan activities and vacations during days off. No pupil whose attendance is excused shall have grades or academic credit lost if assignments and tests can be reasonably completed.

Other attendance reports, such as truancy, rely on excused and unexcused absences. There are legal consequences if your child misses too much school. You must send a note and/or phone the school within 72 hours to clear any excusable absences. Parents/Guardians have the right to be notified on a timely basis if their child is absent from school without permission. Unexcused absences are recorded as a truancy.

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

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

8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
9. For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
10. For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
11. For the purpose of participating in a cultural ceremony or event.
12. (A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.

(B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one schoolday-long absence per school year.

(ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.
13. Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

B. A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to,

the tests and assignments that the pupil missed during the absence.

- C. For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
- D. Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
- E. For purposes of this section, the following definitions apply:
 - 1. A “civic or political event” includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
 - 2. “Cultural” means relating to the habits, practices, beliefs, and traditions of a certain group of people.
 - 3. “Immediate family” means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil. [EC 48205, 48260]

Districts may allow students, with parental or guardian consent, to be excused to participate in moral or religious exercises or instruction. [EC 46014]

School authorities may excuse any student in grades 7 through 12 from school for the purpose of obtaining confidential medical services without the consent of the pupil’s parent or guardian. [EC 46010.1]

≡ Emergency School Closure

Schools may close in the case of a natural disaster such as an earthquake, a fire, a flood, or an epidemic/pandemic. School officials rely on the expertise and advice of public health and safety officials in these decisions. Other means of delivering instruction will be used as possible.

≡ Release of Students from School

No student shall be picked up after school or taken from school during school hours by any persons other than parent or guardian, an adult listed on the emergency card, a school employee, or by authorized law enforcement representatives. The adult must provide a picture ID. Parents must advise the school

of changes on the emergency card as often as they occur. This is for the protection of each student.

≡ Modified / Minimum Days / Pupil Free Staff Development Days

If your child will be affected by modified/minimum days or staff development days, we will give you at least one month’s notice. Except for Innovative Horizon Charter School at Nan Sanders, students are released one hour early each Tuesday to allow time for staff development activities. Innovative Horizon Charter School at Nan Sanders will have minimum days on Fridays; all students are released at 12:00. [EC 48980; ne]

≡ Home or Hospital Individualized Instruction

You must notify the school if your child has a temporary disability and cannot attend regular classrooms. If your temporarily disabled child is located outside your school district, notify both the district where your child resides and where the child is located. Within five (5) days of notice, the district(s) will determine if the student qualifies, and within five (5) days of the determination commence instruction in the home or in a hospital or other residential health facility. The district(s) will notify you if your child qualifies, when instruction will begin and for how long it will continue. Each hour of instruction at home or in a facility will count as a full day but cannot exceed 5 days per week nor the number of days in the school year. [EC 48206.3, 48207, 48207.5, 48208, 48980]

≡ Unexcused Absences (truancy)

When a student misses school without an excuse they are considered truant, and the school will notify the parent/guardian. The state defines three levels of truancy, each carrying more severe penalties for both the student and the parents or guardians. A student is classified as;

Truant: after missing three days of school or three 30-minute periods without a valid excuse

Habitual Truant: if they are truant three or more times in a school year and an effort is made to meet with parents

Chronic Truant: if they miss 10 percent or more of the school days in a school year.

Early intervention and cooperation between the school and the family is the best way to support student learning. A student who is truant can be referred to a student attendance review board (SARB), a community service program, the county probation department, or to the district attorney. Through these programs the student can be given guidance toward improving attendance. The goal is to intervene before a student enters the juvenile justice system or drops out of school. Parents are urged to use community services identified by the school or District, a SARB, the District Attorney, or Probation department. Students and parents face penalties as defined in Education Code, Welfare and Institutions Code, and Penal Code.

Parent Penalties: The Compulsory School Attendance Law states that parents/guardians who fail to have their children attend school are subject to the involvement of the District Attorney, truancy charges filed against the student or parent, neglect charges may be filed, parents may be cited in court from an infraction or misdemeanor and/or parents may be fined or jailed. [EC 48200, 48260, 48260.5, 48261, 48262, 48263, 48263.5, 48263.6, 48264.5, 48291, 48293, 48320; PC 270.1, 830.1; WIC 256, 258, 601, 601.3; ne]

≡ **Notice of Alternative Schools**

California state law authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code defines alternative school as a school or separate class group within a school which is operated in a manner designed to: (a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy. (b) Recognize that the best learning takes place when the student learns because of his desire to learn. (c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects. (d) Maximize the opportunity for 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. [EC 58501]

INSTRUCTION AND CURRICULUM

≡ **Academic Standards and Assessments**

Each district in California decides how they will teach and what resources they will use. More information can be found at www.cde.ca.gov/re/cc/. California uses a computer-based student testing system tied to the standards for English language arts, mathematics, and science called the California Assessment of Student Performance and Progress (CAASPP). The tests include the Smarter Balanced Assessment Consortium Assessments, California Science Tests (CAST), California Alternate Assessments (CAA), and Standards-based Tests in Spanish (STS) for Reading/Language Arts. Parents can exempt their child(ren) from CAASPP testing by submitting a letter in writing annually. More information about the CAASPP can be found at www.cde.ca.gov/ta/tg/ca/. [EC 60119, 60604, 60615, 60640; 5 CCR 852]

English Language Learners are evaluated with the English Language Proficiency Assessments for California (ELPAC) and to identify and measure their progress in English Language proficiency. Students in grades 5, 7, and 9 also participate in Physical Fitness Testing (PFT). [EC 52060, 52066, 60800]

English Learners Identification / Initial ELPAC

In California public schools, all students entering school for the first time will be assessed with the

About Language Acquisition Programs and Language Programs

Language acquisition programs are designed to ensure that English learners acquire English as rapidly and effectively as possible. They provide instruction based on the state-adopted academic content standards, including English language development (ELD) standards.

Program Type	Characteristics
Language Acquisition Program (English Learners)	<p>The California Code of Regulations section 11309 requires that any language acquisition program provided by a school, district, or county shall:</p> <ul style="list-style-type: none"> ☐ Be designed using evidence-based research and include both Designated and Integrated English Language Development; ☐ Be allocated sufficient resources by the local educational agency (LEA) to be effectively implemented, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and ☐ Within a reasonable period of time, lead to: <ul style="list-style-type: none"> ☐ Grade-level proficiency in English, and, when the program model includes instruction in another language, proficiency in that other language; and ☐ Achievement of the state-adopted academic content standards in English, and, when the program model includes instruction in another language, achievement of the state adopted academic content standards in that other language.
Language Program (non-English Learners)	<ul style="list-style-type: none"> ☐ Language programs offer students who are not English learners opportunities to be instructed in languages other than English ☐ May lead to proficiency in languages other than English

Initial English Language Proficiency Assessments for California, or “Initial ELPAC,” if their home language is not English. 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. If you indicated that your child’s primary or home language is not English when registering your child for school, your child will be assessed with the Initial ELPAC.

Local Control Funding and Accountability

The Local Control Funding Formula (LCFF) provides money to school districts with a uniform base grant for every student, adjusted by grade level. Plus they receive adjustments for the number of students living in poverty, English learners, and foster youth. Then

there are further adjustments for concentration of these groups if they are above 55% of the district’s enrollment. More information about the LCFF is available at www.cde.ca.gov/fq/aa/lc/.

The Local Control Accountability Plan (LCAP) is a critical part of the LCFF. Each school district is required to engage parents, students, educators, employees, and the community to establish their plan. The LCAP must focus on eight areas identified as State priorities:

1. Basic Services
2. Implementation of State Standards
3. Parental Involvement
4. Pupil Achievement
5. Pupil Engagement
6. School Climate
7. Course Access
8. Other Pupil Outcomes

The plan must describe the overall vision for students, annual goals including language acquisition,

and specific action to achieve these goals. The plan will demonstrate how the district’s budget will help achieve the goals, and annually assess how well the strategies improved outcomes. Anyone can comment about proposals or expenditures to the school board; at parent, student, community engagement meetings; at staff LCAP meetings; or to the district LCAP Advisory Committee. Complaints regarding LCAP may be filed anonymously or using the District Uniform Complaint Procedures. [EC 305, 47606.5, 47607.3, 52060-52076, 5 CCR 4600, 4622]

Available Language Programs and Language Acquisition Programs

Perris Elementary School District offers the following language and language acquisition programs for student enrollment. Parents/Guardians may choose a language acquisition program that best suits their child. [EC 310(a)]

- Structured English Immersion (SEI) Program: A language instructional program (LIP) designed for English learners in which nearly all classroom instruction is provided in English with curriculum and a presentation designed for students who are learning English. The goals of this program are language proficiency and academic achievement in English. Students receive instruction in designated and integrated English language development (ELD) based on the state-adopted CA ELD standards and grade-level content instruction based on the state-adopted academic standards. Some instruction and/or support may be provided in the students’ native language. Program models in addition to Structured English Immersion may include English Language Mainstream, or other program models in which all or nearly all instruction is delivered in English.
- Dual-Language Immersion (DLI) Program: A language instructional program (LIP) designed for English learners and native English speakers, which provides content instruction delivered in the English learners’ native language and English. Goals include language proficiency and academic achievement in students’ first and second languages, and cross-cultural understanding. English learners receive instruction in designated and integrated ELD based on the state-adopted CA ELD standards. All students are provided grade-

level content instruction based on the state-adopted academic standards. This program is available in K-5th at Sky View Elementary.

Choosing a Language Acquisition Program

Parents or guardians may choose a language acquisition program that best suits their child. Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. [EC 306(c), 310; 20 USC 6312(e)(3)(A)(iii), (v)]

Parents/Guardians have a right to opt their child(ren) out of the school district’s language acquisition program or opt out of particular English learner service(s) within a language acquisition program. [20 USC 6312(e)(3)(A)(viii)]

How to Enroll Your Child in a Language Acquisition Program:

A parent or guardian may submit a written request to the Principal or Designee at your local school. 5 CCR section 11311 requires that schools assist parents in clarifying their request.

How to Request the Establishment of a New Program at a School:

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 306, 310; 5 CCR 11310]

A parent or guardian may submit a written request to the Principal or designee at your local school.

Receiving and Tracking Parent Requests:

Each school is required to maintain written records of parent requests (including verbal requests) which include:

☐ Date of request	☐ Description of request
☐ Parent and child names	☐ Grade level

5 CCR section 11311 requires that schools:

- ☐ Assist parents in clarifying their request
- ☐ Maintain records of each request for three years
- ☐ Accept requests from students enrolled for the current year as well as the following school year
- ☐ Monitor the number of parent requests for language acquisition or language programs on a regular basis throughout the year
- ☐ Consider requests for a multilingual program model from parents of pupils enrolled in the school who are native speakers of English when determining whether a threshold is reached

Reaching a Threshold

When the parents of 30 pupils or more enrolled in a school, or when the parents of 20 pupils or more in the same grade enrolled in a school, request the same or substantially similar type of a language acquisition or language program, the school responds by notifying the LEA immediately and taking the following three actions:

1. Communication: Within 10 school days of reaching a threshold described above, the LEA notifies the parents of pupils attending the school, the school's teachers, administrators, and the LEA's English learner parent advisory committee and parent advisory committee, in writing, of the parents' requests for a language acquisition program.
2. Cost and Resource Analysis: The LEA then identifies costs and resources necessary to implement any new language acquisition or language program, including but not limited to:
 - ☐ Certificated teachers with the appropriate authorizations
 - ☐ Necessary instructional materials
 - ☐ Pertinent professional development for the proposed program
 - ☐ Opportunities for parent and community engagement to support the proposed program goals
3. Determination: Having completed the costs and resource analysis, the LEA determines, within 60 calendar days of reaching a threshold described

above, whether it is possible to implement the requested language acquisition or language program. At that time, the LEA provides notice, in writing, to parents of pupils attending the school, the school's teachers, and administrators of its determination.

- ☐ Determination to implement a program at the school: In the case that the LEA determines it can implement the requested program, the LEA creates and publishes a reasonable timeline of actions necessary to implement the program. As a part of the implementation, the LEA confers with school personnel, including administrators, and teachers with the authorizations required to provide or oversee programs and services for English learners, regarding the design and content of language acquisition programs.
- ☐ Determination not to implement a program at the school: In the case that the LEA determines it is not possible to implement the program requested by parents, the LEA provides a written explanation of the reason(s) why the program cannot be provided. Further, the LEA may offer an alternate option that can be implemented at the school.

Each school follows the process described above, even if the LEA, at the time the threshold is met, provides the requested language acquisition or language program at another school. [EC 305, 310; 5 CCR 11310, 11311, 11312; 20 USC 6312(e)(3)(A)(viii) (III)]

Parent and Community Engagement

Parents may provide input regarding language and language acquisition programs in the LEA or to be considered in the LEA during the development of the Local Control and Accountability Plan. If interested in a different program from those listed above, please contact Patricia Hernandez, Director of Curriculum, Staff Development and Categorical Programs at (951) 940-5189 to ask about the process. [EC 520620]

≡ School Counselors

School counselors are trained educators possessing a Master's degree and valid Pupil Personnel Services Credential (PPS Credential). Counseling related to academic and nonacademic

courses, classes, electives, school-related activities, team sports, athletic competitions, and school facilities will be available to all students without regard to their gender or gender identity, the gender listed in their records, or any protected group as listed under “Complaints Regarding Discrimination, Harassment, Intimidation, Bullying, Exceptional Needs Students, Categorical Programs, Federally Funded Programs” on page 40. The District Uniform Complaint Procedure may be used to file a complaint. [EC 221.5, 221.8, 48980, 49600, 48900, 51229; GC 11135; Title VI, Title IX; § 504; CIF 300D; ne]

≡ District Courses

Annually the District prepares curriculum, course titles, aims, and descriptions in a prospectus. The prospectus is available at each school site and may be reproduced at cost. Parents/Guardians have the right to review all course material. [EC 49091.14, 51101; PPRA]

Homeless, Migratory, Foster, Military, and Juvenile Court Youth

Homeless, migratory, foster, military family, juvenile court youth, or youth participating in a newcomer program have special rights related to graduation and partial high school credits.

Education of Migratory Students

1. Allow the migratory pupil to continue his or her education in the school of origin, regardless of any change of residence of the migratory pupil during that school year, for the duration of the pupil’s status as a migratory child if the parent notifies the school that they have moved and requests that their child remain in the school of origin.
2. Comply with either of the following, as applicable, for a pupil whose migratory status changes during a school year:
 - a. If the pupil is enrolled in kindergarten or any of grades 1 to 8, inclusive, allow the pupil to continue their education in the school of origin through the duration of that academic school year.
 - b. If the pupil is enrolled in high school, allow the pupil to continue their education in the school of origin through graduation.
3. If a migratory pupil is transitioning between

school grade levels, the LEA shall allow the migratory pupil to continue in the school district of origin in the same attendance area.

4. If a migratory pupil is transitioning to a middle or high school and the school designated for matriculation is in another school district, the LEA shall allow the migratory pupil to continue to the school designated for matriculation in that school district.
5. If a migratory pupil transitions to a new school site, the new school shall immediately enroll the migratory pupil regardless of outstanding fees, fines, textbooks, or other items or due to the school last attended or is unable to produce clothing or records normally required for enrollment, such as previous academic records, and/or medical records.
6. LEAs are not required to provide a migratory pupil with an online instructional program as a substitute for physical attendance.
7. This section does not require a local educational agency to provide transportation for migratory students who are eligible to remain at their school of origin.

Please note, similar provisions are in place for students placed in foster care, experiencing homelessness, former juvenile court school students or children of active military families.

Education of Foster Youth

The District has designated a staff person as the educational liaison for foster children to: 1) ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of foster children; and 2) assist foster children when transferring from one school/district to another school/district in ensuring proper transfer of credits, records, and grades. Law defines a foster child includes a dependent child of the court of an Indian tribe, consortium or tribes, or tribal organization is afforded the same guarantee of rights as the foster children identified through the county court systems.

Notification of the educational rights of foster children includes:

1. Stable school placements in the least restrictive education programs, with access to the academic resources, services, and extracurricular activities

that are available to all pupils. This includes the right to remain in the school of origin and the right to matriculate with his or her peers.

2. Immediate enrollment in the school of origin or school where the foster youth is currently residing, whether in a licensed children's institution, licensed foster home, or a family home following a commitment or placement under the Welfare and Institutions Code.
3. Proper and timely transfer between schools. This includes the coordination between the local educational agency and the county placing agency, and the transfer of educational information and records of the foster youth to the next educational placement.
4. No lowering of grades if the foster youth is absent from school due to a decision by a court or placing agency to change his or her placement, or due to a verified court appearance or related court ordered activity.
5. Issuance and acceptance of partial credits for courses that have been satisfactorily completed by the foster youth. The foster youth shall not be required to retake the portion of the course already completed unless it has been determined that he or she is reasonably able to complete the requirements in time to graduate from high school.
6. Not be required to retake a course the pupil has satisfactorily completed.
7. Notified of the possibility of graduating within four years with reduced state requirements and the ability to remain for a fifth year to graduate with state or LEA requirements, if the foster youth transferred after the second year of high school, is credit deficient, and will not be able to graduate on time with local district requirements.
8. Invitation extended to the foster youth's attorney and representative from the county child welfare agency and the child's tribal social worker, if applicable, to attend the extension of suspension meeting, the manifestation determination meeting (if applicable), and the expulsion hearing related to a disciplinary proceeding involving the foster youth.
9. File a complaint of noncompliance with the local

educational agency under the Uniform Complaint Procedures.

Education of Homeless Youth

The District is required to administer a Student Housing Questionnaire (SHQ) for purposes of identifying homeless children and youths and unaccompanied youths in accordance with McKinney-Vento Homeless Assistance Act. The SHQ shall be provided on an annual basis and available every year in paper form in both English and the family primary language.

The District has appointed a homeless liaison to ensure parents students experiencing homelessness are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in education of their children. Unaccompanied youth, such as teen parents not living with their parent/guardian or students that have run away or have been pushed out of their homes, have access to these same rights. Notification may address:

1. Liaison contact information.
2. Circumstances for eligibility (e.g., living in a shelter, a motel, hotel, a house or apartment with more than one family because of economic hardship or loss, in an abandoned building, in a car, at a campground, or on the street, or with an adult who is not your parent or guardian, in substandard housing, or with friends or family because you are a runaway, unaccompanied, or migrant youth).
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 (e.g., to participate fully in all school activities and programs for which a student is eligible, to qualify automatically for nutrition programs, to receive transportation services, and to contact liaison to resolve disputes that arise during enrollment). Unless there is a local child welfare agency agreement or the school district will assume part or all of the transportation costs.
5. Right to be notified of the possibility of

graduating within four years with reduced state requirements, and the ability to remain for a fifth year to graduate with state or LEA requirements, if the student experiencing homelessness transferred after the second year of high school, is credit deficient, and will not be able to graduate on time with local district requirements.

6. Right for the district to accept and issue partial credits for courses that have been satisfactorily completed by the student experiencing homelessness.

All these categories of youth have the right to an adult to help make educational decisions. Foster and homeless youth also have special rights associated with college funding, and certain considerations in school discipline. The District Uniform Complaint Procedure may be used to file a complaint. [EC 48645.3, 48645.5, 48850, 48911, 48915.5, 49069.5, 51225.1-51225.3, 56055; 5 CCR 4622; WIC 361, 726]

≡ Curriculum and Personal Beliefs

Whenever any part of the instruction in comprehensive sexual health, sexual abuse, or human trafficking prevention education conflicts with your religious training and beliefs or personal moral conviction, or those of your child, your child shall be excused from such instruction if you request an excuse in writing. No student shall be penalized, sanctioned, or disciplined for such an excuse, and shall have an alternative education activity available. [EC 51240, 51938, 51950]

Family Life, Human Development, and Sexual Health Education

Your child will be receiving instruction in compliance with the California Healthy Youth Act. These will include comprehensive sexual health education, HIV education, and research findings regarding pupil health behaviors and risks. Students in grades 7-12 will gain a deeper understanding of HIV transmission, prevention, and treatment. They will also be taught about the prevalence of human trafficking and the methods traffickers employ, including the role social media and mobile devices play. They will also be taught about the prevalence of human trafficking and the role social media and mobile devices play. You will be notified before such instruction. Any written and audio-visual educational

materials planned for use are available for inspection prior to the start of classes. You may have copies of non-copyrighted material that will be presented by a consultant or guest speaker. You have a right to request, in writing, that your child not participate in any or all activities. You may withdraw this request at any time. School districts must ensure that all participating pupils receive sexual health instruction from personnel adequately trained in appropriate courses. In this District, consultants or guest speakers give such instruction. Parents will receive notice of the dates, name of organizations, and affiliation of speakers by mail or other commonly used method of notification at least 14 days prior to the dates of the class or assembly. During this class, students in grades 7-12 may be asked to anonymously, voluntarily, and confidentially fill out evaluation and research tools such as surveys, tests, or questionnaires measuring student attitudes toward health, sex, and risk behaviors. Copies of Education Code Sections 51933, 51934, and 51938 can be requested from the District or can be obtained online at <https://leginfo.legislature.ca.gov>. [EC 51933-51939]

Tests/Surveys on Personal Beliefs

You and/or your child(ren) over 18 will be notified before administration of any confidential test, questionnaire, or survey containing questions about your child's, or your personal beliefs, political practices, mental health, anti-social, illegal, self-incriminating, demeaning behavior, critical appraisals of others close to the family, about legally confidential relationships such as ministers or doctors, income (unless to determine eligibility for receiving financial assistance), sex, family life, morality, or religion. You will be asked for written permission except for exempt surveys (in grades 7-12) that are part of sexual health programs or State surveys. Parents may opt their child(ren) out of all surveys, without penalty, including those seeking information to be used in marketing. Parents have the right to review any survey or educational materials related to the survey on any of the above items. The District has developed policies relating to surveys and personal information. Notice will be sent to parents prior to such test or survey. If you believe your rights have been violated, you may file a complaint with the Family Policy Compliance Office at U.S. Department of Education, 400 Maryland Avenue, SW, Washington,

Dissection of Animals

If your child chooses not to participate in the dissection of animals, and if the teacher believes that an adequate alternative education project is possible, the teacher may work with the student to develop and agree upon an alternative education project for the purpose of providing your child an alternate avenue for obtaining the information required by the class. The school will need a signed note from you indicating your child's objection. [EC 32255-32255.6]

SCHOOL RECORDS AND STUDENT ACHIEVEMENT

≡ Student Records

Student records are provided to schools where a student transfers or wants to enroll. In some instances, information about your child may be released to District staff, foster agencies, short-term residential treatment programs, after school programs, summer camps, lawyers, law enforcement, state researchers, and nonprofit researchers. Sharing of pupil records must conform to federal laws and in some cases must be approved by the State Committee for Protection of Human Subjects. The records include transcripts, discipline letters, commendations, attendance, health information, and enrollment data. The records are maintained at the school site by the principal. There is someone to help interpret the material.

When more than one child is named in the records, parents may only see material related to their child. If requested, the district will provide a list of types and locations where materials are held. There is a log of who has viewed the records that is kept at the same location as the records. District policy or administrative regulation sets forth the criteria by which school officials and employees can look and change or delete the files and why. Parents, guardians, foster parents, certain caregivers and students over 18 have the right to review, inspect and get copies of school records within five business days of a written or oral request or before any meeting regarding an individualized education plan (IEP) or a hearing. Those records are confidential, and

privacy will be maintained. Files may be reviewed to identify students eligible for public school choice or supplemental educational services. You may have copies made for a minimal fee. If you cannot afford the cost of copies, they will be provided free of charge. With the proper documentation, the records can be changed to reflect a legal change of name and/or gender of a student or a former student. You also have the right to file a written request with the superintendent challenging the records if you think there is an inaccuracy, unsubstantiated conclusion or inference, a conclusion outside the observer's expertise, a comment not based on personal observation with time and date noted, misleading information, or a violation of privacy rights. You can file a complaint about how your request was handled with the district or with the United States Department of Education. You will get to meet with the superintendent or designee within 30 days. If your challenge is sustained, the changes will be made. If not, you can appeal to the school board, which has final authority. If you still have a different view, your view can be included in the student's record. [EC 8484.1, 49060, 49062.5, 49063, 49068, 49069.3, 49070-49079.7, 51101, 56043, 56504; CC 1798.24(t); FERPA; 20 USC 1232(g); 34 CFR Part 99; ne]

Student Data from Social Media Websites

School Districts may adopt a plan to gather student information from social media websites. The Governing Board has not adopted such a plan, but may consider it in the future. The information would pertain only to student or school safety, and must be destroyed within one year of the student leaving the District or turning 18. [EC 49073.6]

≡ Regulations Regarding Pupil Achievement

The Board of Education believes good communication between parents and teachers is important in the educational process. All appropriate forms of communication should be used. The progress report should reflect student progress in classwork and proficiency levels and indicate educational growth in relation to the student's ability, citizenship and effort. [EC 49067]

≡ Teacher Qualifications

A provision of federal Title I requires all districts

to notify parents of children in Title I schools that they have the right to request and receive timely information on the professional qualifications of classroom teachers and paraprofessionals including state qualifications, licensing for the grade level or subject taught, any waivers for qualifications, emergency provisions, college major, graduate degrees and subject, and if paraprofessionals or aides are in the classroom and what their qualifications are. [ESEA; 20 USC 6311; 34 CFR 200.48, 200.61]

≡ Release of Directory Information

The law allows schools to release “directory information” to certain persons or organizations including military recruiters. Directory information includes student’s name, address, telephone number, email address, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous school attended. Directory information does not include citizenship status, immigration status, place of birth, or any other information indicating nationality. You may have the district withhold any of this information by submitting a request in writing. In the case of students with exceptional needs or who are homeless, no material can be released without parent or guardian consent. [EC 49061(c), 49070, 49073(c), 56515; FERPA; ESEA]

≡ School Safety Plan

Every year, each school shall review and update its plan by March 1. Each school shall make its plan public and shall share the plan with numerous community leaders, school site personnel, and parent groups. Plans should, among other things, provide guidance for the response to and/or the prevention of bullying, child abuse, disasters, and criminal activity. Key elements are to be described in the School Accountability Report Card. Planned responses to criminal incidents need not be disclosed. The Uniform Complaint Procedure can be used regarding School Safety Plan compliance. [EC 32281, 32282.1, 32286, 32288, 32289, 51101]

≡ Megan’s Law

The Sheriff’s Department is obligated to notify

the community about sex offenders who may be local residents. Anyone seeking information about registered sex offenders may access information from a computer located at the Sheriff Department or online at www.meganslaw.ca.gov. [PC 290.4]

STUDENT SERVICES

≡ Health and Welfare

Students shall be under the supervision of the school authorities from the time they arrive on the school premises until they leave the school premises. When students are provided transportation to and from the school premises by the school district, they shall be under the supervision of the school authorities from the time they board the school bus until the time they leave the school bus. Students shall be under the school’s supervision at all school-sponsored functions. [EC 5000]

≡ Student Meal Program

Wellness Policy

Perris Elementary School Districts’ wellness policy addresses Nutrition Guidelines for Foods Available in our Schools.

If you are interested in joining our district’s wellness committee, let us know! Parents, teachers, community members, etc. are welcome. Reach out to Jodi at jyager@perrisesd.org.

Outside Food on Campus

In California any food or beverage sold to students on campus, from midnight to 30 minutes after the end of the school day and outside of the federally reimbursable meal program are subject to specific state and federal rules. Determining which foods are approved to serve in schools can be complicated. Our website contains the following tools to assist parents, staff and students in determining if a particular food can be served or sold at school.

- PESD Smart Snack List
- Smart Snacks Compliance Calculator
- Competitive Food Reference Sheet

Special Occasions

We appreciate your support of a positive food environment at school and ask that no outside food

be provided during the instructional day for student birthdays or other celebrations. We feel the benefits for your student will be: a focus on instructional learning throughout the instructional day, managing food allergy issues and preventing foodborne illnesses. [BP 5030 October 2019]

Meal Service

The District recognizes the importance of proper nutrition to the child's physical well-being. The school nutrition program offers a nourishing breakfast and lunch at all school sites. In addition, PESD provides a Universal Free (no charge) breakfast and lunch for all K-8 students. For menus and our monthly newsletter please visit our website. Students are required to use their 5-digit Meal ID to identify them at Breakfast. The Meal ID for your student is the last 5 digits of their Student ID. If you need assistance obtaining your student's Meal ID, please call the Nutrition Services office at (951) 667-7798. [EC 49510-49520, 49558; 42 USC 1761(a)]

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating based on race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

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

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and

date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

MAIL: U.S. Department of Agriculture
Office of the Assistant Secretary
for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

FAX: (833) 256-1665 or (202) 690-7442; or

E-MAIL:

Program.Intake@usda.gov

This institution is an equal opportunity provider.

≡ Earned Income Tax Credit

You may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC) based on your annual earnings. The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC does not affect certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance for Needy Families payments. Even if you do not owe federal taxes, you must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its website at www.irs.gov.

You may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements

and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its website at www.ftb.ca.gov.

For additional information, refer to the IRS EITC web page at www.irs.gov/credits-deductions/individuals/earned-income-tax-credit or the California EITC web page at www.ftb.ca.gov/file/personal/credits/california-earned-income-tax-credit.html.

≡ Student Use of Technology

The Governing Board intends that technological resources provided by the district be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with district regulations and the district's Acceptable Use Agreement.

Before a student is authorized to use the district's technological resources, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree not to hold the district or any district staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the district and district personnel for any damages or costs incurred.

The Superintendent or designee, with input from appropriate staff, shall regularly review and update this policy, the accompanying administrative regulation, and other relevant procedures to enhance the safety and security of students using the district's technological resources and to help ensure that the district adapts to changing technologies and circumstances.

Use of District Computers for Online Services/Internet Access

The Superintendent or designee shall ensure that

all district computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced.

To reinforce these measures, the Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using online services and may have teacher aides, student aides, and volunteers assist in this supervision.

The Superintendent or designee also shall establish regulations to address the safety and security of students and student information when using email, and other forms of direct electronic communication.

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

Student use of district computers to access social networking sites is prohibited. To the extent possible, the Superintendent or designee shall block access to such sites on district computers with Internet access. [BP 6163.4, April 2014; EC 51006, 51007, 51870-51874, 60044; PC 313, 502, 632, 653.2; 15 USC 6501-6506; 20 USC 6751-6777; 47 USC 254; 16 CFR 312.1-312.12; 47 CFR 54.520]

≡ School Accountability Report Card

The School Accountability Report Card is available on request, and is available annually by February 1st on the Internet at www.perrisesd.org/Page/479. It contains information about the district and school regarding the quality of programs and its progress toward achieving stated goals. A copy will be provided upon request. [EC 33126, 32286, 35256, 35258, 51101]

≡ Gifted and Talented Education (GATE)

The District offers formal testing each spring for students enrolled in 2nd grade to determine eligibility for the GATE program beginning in the following school year. The GATE program is for students in grades 3-6. Parents or teachers may refer their child for GATE testing. Parents of students who have been identified as GATE must give permission for their child to participate in or be removed from the GATE program.

≡ Services to Students with Disabilities

Perris Elementary School District provides systematic identification and assessment of those students suspected of having a disability requiring special education and related services by reason of that disability. At any time, a referral for identification of a student with a possible disability may come from the following: parent/guardian, Student Study Team (SST), community agency, teacher, administrator, or physician. Identification procedures consider those students whose needs cannot be met with accommodations or modifications to the regular education program.

Students have the legal right to pre-referral interventions prior to Special Education assessment. When a concern is expressed about a particular student, an SST meeting is scheduled to discuss these concerns with school members who are knowledgeable of the student and his/or her needs. In accordance with Educational Code and where appropriate, interventions are implemented prior to referral for special education, and the student's individual progress is monitored. The SST tracks the student's progress, response to the interventions, and if necessary makes a referral for special education assessment.

Child Find: The Perris Elementary School District wants to locate, identify and assess all children with disabilities whether homeless, wards of the state, enrolled in public or private schools. The District has policies guiding procedures for identification and referral. Students identified with special needs will receive a Free Appropriate Public Education in the least restrictive environment. If you have reason to believe your child (ages 0 through 21

years) has a disability requiring special services or accommodations, contact the school. Your child will be evaluated to determine whether he/she is eligible for free special or modified instruction or services. [BP 5145.12 March 2014; EC 48853, 56020 et seq., 56301, 56040, 56301; 5 CCR 4622; 20 USC 1412, (10) (A)(ii), 1412(a)(6)(A); 34 CFR 300.121; ne]

Special Education

Free and Appropriate Education (FAPE)

All students with an identified disability have the right to a free appropriate public education (FAPE) in the least restrictive environment. Once the needs of students are identified, the next step is determining appropriate placement and services. The Individualized Education Plan (IEP) team will consider the least restrictive environment where a student's needs can appropriately be met. Supplementary aids, accommodations, modifications, and special factors will also be considered by the IEP team in offering each student a FAPE. [IDEA; EC 56329, 56380, 56506]

Referral Procedure – Special Education

Parents are encouraged to participate in the Student Study Team (SST) process, to ensure that their child is provided access to interventions within his/her classroom. If interventions have not proven successful and/or the student is suspected of having a disabling condition that may require special education and related services, the SST can recommend assessment for special education. A parent can also request a special education assessment by writing a letter to the school principal, teacher, or to the Director of Special Education/Student Services. In response, the SST may request that the parent meet with the Student Success Team to review prior interventions. With the parent's concurrence, the SST may also implement new interventions. When it is apparent that interventions have not proved successful and/or the student is suspected of having a disabling condition that may require special education and related services, an assessment plan will be provided for the parent's signature. The parent retains the right to request that the assessment be conducted without the SST review of interventions. [EC 56300]

Program and Service Options

The Perris Elementary School District makes

available a range of educational programs for students with disabilities. The student's IEP Team determines placement and services for the student based on the principle of Least Restrictive Environment (LRE). LRE means that a student is to participate in as much of the general education program as is appropriate in view of his/her educational needs. In other words, the District will remove children from the general setting only when the nature or severity of the child's disability is such that the child's education in general education classes with supplementary aids and services cannot be satisfactorily achieved. Additionally, the child's program should be located as close to home as possible, meaning that the program options at the child's neighborhood school are considered first. All students will participate in nonacademic and extracurricular services and activities with non-disabled peers to the maximum extent appropriate.

The following are Placement Options:

Preschool Program Preschool-age children with special needs may be served in several ways:

- Special Day Class with access to peer models
- Special Day Class with designated instruction and services with access to peer models
- General Education Class Program: A student with disabilities may be placed in a general education classroom program when the IEP Team determines that his/her educational needs can be met in that setting with the use of supplementary aids and services.

Specialized Academic Instruction (SAI) A student can receive SAI in any of these programs:

- General Education Classroom
- Mild to Moderate Programs The responsibilities of the Mild to Moderate teachers include providing instruction, monitoring pupil progress, implementing and revising IEPs, coordinating services, and consulting with parents and staff. Specialized academic instruction may be provided in the general education classroom or in a mild/moderate classroom, as deemed appropriate by the IEP Team.
- Inclusive Schooling Student's needs are met in the general education classroom with the use of

supplementary aids and services and push-in/pull-out SAI.

- Special Day Class (SDC) Students in this program receive special education support for a majority of their day, usually in a self-contained class.
- Riverside County Office of Education (RCOE) Moderate/Severe Special Day Class (SDC)
- Home and Hospital Perris Elementary School District may provide specialized academic instruction for a student residing in a local hospital located in the District's boundaries, or may provide home teaching when a student is unable to attend school for medical or any other significant reason as determined by the IEP Team.
- Nonpublic, Nonsectarian School This placement is considered when a student's unique needs cannot be met within the public-school programs. Nonpublic school programs are typically located outside of District boundaries at segregated facilities without access to typical peers.

Designated Instructional Services/Related Services Support services are provided when they are required to assist a student with special needs to benefit educationally from his/her instructional program. Support services may include:

- Speech and Language
- Audiological services
- Psychological services, educationally-related mental health services, & Counseling services
- Physical and occupational therapy
- Adapted physical education
- Orientation and mobility services
- Specialized vision services
- Specialized deaf and hard-of-hearing services
- Health and nursing - specialized physical healthcare services
- Assistive technology services
- Braille transcription

Search and Serve

The Perris Elementary School District under the auspices of the Riverside County Special Education Local Plan Area (SELPA) offer programs for children,

between the ages of birth and 21 years of age, who have:

- Communication problems
- Physical disabilities
- Learning difficulties
- Severe disabilities

If you think your child needs special help in school, call his/her school or district office of Special Education at (951) 940-4942. [BP 5145.12 March 2014; EC 56301]

Section 504

Section 504 of the Rehabilitation Act of 1973 (§ 504) is a civil rights law that prohibits discrimination/harassment on the basis of disability in any program or activity receiving federal financial assistance. A 504 Plan is an accommodation plan that requires classroom teachers and other school staff to provide accommodations and/or services necessary for Section 504 eligible students to participate in and benefit from public education programs and activities. Accommodations may provide support for physical, instructional, or social/emotional nature. The district is required to annually notify students with a disability and their parents of the district's duty under 504. [§ 504]

≡ Pupil Fees

While there are limited exceptions, families and students should not have to pay fees for most items related to public education. There are four types of fees identified in Education Code:

Pupil Fees: No fees or deposits can be required or collected for items including, but not limited to, materials, supplies, equipment, uniforms (i.e. band, cheerleading, basketball), lockers, locks, books, class apparatus, musical instruments.

Educational Activity Fees: No fees can be required or collected for student participation in an event or activity, either curricular or extracurricular, that is an essential part of a student's education or for transportation to those events. There can be no fees required for registering or participating in regular or extra classes.

Voluntary Donations: While voluntary donations may be suggested for activities, no student may be denied participation based on the family's ability to make a donation.

Exceptions – When fees may be required: By law, there are exceptions to the prohibition against charging fees or deposits. Exceptions include, but are not limited to, transportation to non-essential activities, non-essential events where attendance is optional (such as a school dance), food served to students, damage to district provided materials such as textbooks, cost of community service classes, and fingerprinting. Money may also be collected for material used for projects that a student will be taking home, such as, material used in a career class like woodshop or sewing. The Uniform Complaint Procedure can be used regarding pupil fee compliance. A complaint may be filed with the school principal and may be filed anonymously. [EC 17551, 17552, 19911, 32030-32033, 32220-32224, 32390, 35330, 35331, 35335, 38084, 38118, 38120, 39807.5, 48052, 48053, 48904, 49010-49013, 49063, 49065, 49066, 51815, 52373, 52612, 52615, 52920-52922, 60070; 5 CCR 4610, 4630]

HEALTH SERVICES

≡ Immunizations

Documented proof that immunizations are up-to-date is required before attending school; districts may not allow "conditional" admittance into schools. Students may not participate in a classroom setting unless they have been fully immunized against diphtheria, hepatitis b, haemophilus influenza type b, measles, mumps, pertussis (whooping cough), poliomyelitis, rubella, and tetanus. Students must be immunized for varicella (chickenpox) or provide proof from a doctor stating they have had the disease.

All new students, advancing students, or students transferring into grades 7-12 must be fully immunized, and will not be admitted without the required booster against pertussis (Tdap) and a second dose against varicella. The required immunizations are available through a usual source of medical care, County Health Department, a school nurse, or may be administered by a health care practitioner acting under the direction of a physician. Immunizations may be given at school. There may be funds for those who cannot access services. Homeless, foster, migratory, and military youth can be enrolled without proof of immunization. [HSC

120325, 120335, 120338, 120375, 120400, 120405, 120410, 120415, 120440, 120480; EC 48216, 48852.7, 48853.5, 49403; 17 CCR 6000-6075; 42 USC 11432(C)(i)]

Exemptions

These requirements do not apply if a form from licensed physician cites why they should not. The physician submits the standardized electronic form directly to the California Immunization Registry (CAIR) and to the school for exemption; this is the only form the school will accept. The form will include physician information, the child's name and their school, the parent's/guardian's name, and the specific basis for and duration of the exemption.

If an outbreak of a communicable disease occurs, a non-immunized student will be excluded from school for their own safety until such a time as directed by health officials or district administration.

Forms submitted prior to January 1, 2020 and exemptions based on beliefs opposed to immunization submitted prior to January 1, 2016 are valid until the pupil enrolls in the next grade span (through preschool, grades K-6, grades 7-12). Parents or guardians may refuse to allow the sharing of personal information related to their child's immunization records by notifying your County Health Department. [HSC 120325, 120335, 120338, 120370, 120372, 120372.05; EC 48216]

California Local Educational Agency Program

The Perris Elementary School District, in cooperation with the California Departments of Health Services and Education, has a program to allow the District to be reimbursed with federal Medicaid dollars for selected health services (such as hearing and vision screening, health assessments) provided to eligible students at school. In accordance with Local Education Agency rules and guidelines, we are notifying you that eligible student records may be forwarded to the District's billing agency. These records will be forwarded in a confidential manner. Our vendor holds a contract with the District that contains a specific confidentiality clause to ensure information is not disclosed inappropriately, further, our vendor is HIPAA compliant (Federal Health Insurance Portability & Accountability Act).

School health services currently provided to all students will not be changed by this program. Students will not be denied services they require to attend school, and parents will never be billed for services by the school district.

Physical Examinations

For each child enrolling in the District for the first time in kindergarten or first grade, the parent or guardian must present a certificate, signed by a physician, verifying that the child has received a physical examination within the last 18 months. If your child does not receive this exam, you must file a waiver with the school district stating the reasons you are unable to obtain such services. You may have your child immunized at the same time that the physical examination is conducted. [EC 49450; HSC 124085, 124100, 124105]

These services may be available to you at no cost through the Child Health and Disability Prevention Program (CHDP). For information, you may contact:

Riverside County Health Department
10769 Hole Ave, Suite 210
Riverside, CA 92505
(951) 358-5481 or Toll Free at 1-800-346-6520

If you want your child to be exempt from physical examinations at school, file a written statement annually with the school refusing such an exam. However, when there is a good reason to believe that your child is suffering from a recognized contagious or infectious disease, he/she may be sent home and shall not be permitted to return to school until the contagious or infectious disease does not exist. [EC 49451; PPRA]

Kindergarten and/or First Grade Oral Health Assessment

Many things impact a child's school progress and success, including health. Children must be healthy to learn, and children with cavities are not healthy. Baby teeth are not just teeth that will fall out. Children need their teeth to eat properly, talk, smile, and feel good about themselves. Children with cavities may have difficulty eating, stop smiling, and have problems paying attention and learning at school.

Parents or guardians must have their child's oral health assessed and have proof of the assessment

by May 31 of the student's first school year (kindergarten or first grade). Assessments within the 12 months before the child enters school also meet this requirement. The assessment must be done by a licensed dentist or licensed or registered dental health professional. [EC 49452.8]

Vision, Hearing, and Scoliosis Screening

An authorized person will check your child's vision upon enrollment and in grades 2, 5, and 8 unless the student entered the District in grade 4 or 7. Hearing tests will be conducted when your child is enrolled or first enters a District school. Females in grade 7 and males in grade 8 may be screened for scoliosis (curvature of the spine). These tests may be administered unless you annually give the school a certificate from a physician or optometrist verifying prior testing, or submit a letter denying consent. [EC 44878, 49451, 49452, 49452.5, 49455]

Tuberculosis Testing

Pursuant to Health and Safety Code 121485, districts may require tuberculosis testing of students prior to admission only when the County health Officer's determines that such testing is warranted.

A tuberculosis skin test (Mantoux) is required for all students entering the district from outside the United States.

≡ Diabetes Information

Diabetes is a health condition that affects how the body turns food into energy. Most food is broken down into glucose (sugar). When sugar increases in your bloodstream, your pancreas releases insulin. Insulin acts like a key to let the sugar into your body's cells to use as energy. When there isn't enough insulin or when cells stop responding to insulin, too much sugar stays in your bloodstream. Over time, this can cause serious health problems such as heart disease, vision loss, and kidney disease. There is no cure for any type of diabetes.

For both types, managing weight, eating healthy food, being active, and getting enough rest can really help. Taking medicine as prescribed, getting diabetes self-management education and support, and keeping health care appointments can also reduce the negative impacts of diabetes.

Type-2 Diabetes:

Type-2 diabetes is when your body can't use the insulin it makes as well as it should. It is the most common form of diabetes in adults, and is becoming more common in children, especially overweight teens. It is estimated that one in three children born in the US after the year 2000 will develop type-2 diabetes.

Type-2 diabetes can be prevented or delayed through lifestyle changes and medical intervention, and it is treatable. Eating healthy foods in the correct amounts and exercising regularly (at least 60 minutes every day) can help children achieve or maintain a normal weight and normal blood glucose levels.

The first step is to visit a doctor who can determine if your child is overweight. A doctor can prescribe medication if appropriate and can order tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (may lead to full onset type-2 diabetes).

Type-1 Diabetes:

Type-1 diabetes is when your body simply doesn't make enough insulin. Type-1 diabetes is not preventable, but it is manageable. It is an autoimmune disease that may be caused by genetic, environmental, or other factors. It is usually first diagnosed in children or young adults, but it can occur at any age.

Risk Factors:

It is recommended that students displaying or possibly experiencing the risk factors and warning signs below see a doctor to be screened for type-1 and/or type-2 diabetes:

Being overweight: The single greatest risk factor for Type-2 diabetes is excess weight. In the US, almost one out of every five children is overweight. Being overweight more than doubles a child's chance of developing diabetes.

Family history of diabetes: Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.

Inactivity: Being inactive further reduces the body's ability to respond to insulin.

Specific racial/ethnic groups: Native Americans, African Americans, Hispanics/Latinos, or Asian/

Pacific Islanders are more prone than other ethnic groups to develop type-2 diabetes.

Age/Puberty: Type-1 diabetes usually occurs in the early years, and before reaching puberty. Type-2 diabetes is more likely to develop during or near puberty, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms:

There are usually warning signs when a child might have diabetes. Not everyone with diabetes develops these symptoms, and not everyone who has these symptoms necessarily has diabetes. Type-2 symptoms generally develop slowly over time. Type-1 symptoms show up quickly – in a matter of weeks or even days, and are much more severe.

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular/No menstrual periods, and/or excess facial and body hair growth in girl
- High blood pressure or abnormal blood fats levels
- For type-1; Nausea, vomiting, and/or stomach pain

Parents/Guardians of children displaying warning signs should immediately consult with the student's primary care provider to determine if screening for diabetes is appropriate. Following a diabetes's diagnosis, parents/guardians should work with the primary care provider to develop a lifestyle and medical treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

Diabetes Screening Tests:

Your doctor may have your child take one or more of the following blood tests to confirm the diagnosis:

Glycated hemoglobin (A1C) test: A blood test measures the average blood sugar level over two to three months

Random (non-fasting) blood sugar test: A blood sample is taken at a random time; this test must be confirmed with a fasting blood glucose test.

Fasting blood sugar test: A blood sample is taken after an overnight fast; a high level on two separate tests indicates diabetes.

Oral glucose tolerance test: A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid.

If the primary care provider thinks your child has type-1 diabetes, blood may also be tested for autoantibodies (substances that indicate the body is attacking itself) that are often present in type-1 diabetes but not in type-2. The child's urine might be tested for ketones (produced when the body burns fat for energy), which may also indicate type-1 diabetes instead of type-2 diabetes.

More information can be found on these websites: California Department of Public Health, www.cdph.ca.gov; Centers for Disease Control and Prevention, www.cdc.gov/diabetes/; American Diabetes Association, <https://diabetes.org>.

The information provided in this booklet is intended to raise awareness about this disease. Contact your child's primary care provider, school nurse, or school administrator if you have questions. [EC 49452.6, 49452.7; HSC 104250]

≡ Medication

Children may take medication which is prescribed by a physician, received in its original container, and get help from school personnel during the school day if:

1. The Authorization for Prescribed and Over the Counter Medication Administration form is completed and signed by a licensed physician stating the medication name, method, amount and time schedules by which the medication is to be taken; and

2. Parent, guardian, or caregiver annually submits a written statement asking the school district to assist their child in taking the medication or allow the student to self-administer certain medications. The statement gives permission to communicate with the health care provider or pharmacist, and acknowledges understanding of how the medication will be administered.

This includes allowing a school staff member to volunteer and be trained to identify the need for, and to administer epinephrine to a student for anaphylaxis; glucagon as prescribed for diabetes; or anti-seizure medication as prescribed to a student diagnosed with seizures, a seizure disorder, or epilepsy. Each school determines if it will have staff trained in the use and storage of auto-injectable epinephrine and/or anti-seizure medication. The District will have a supply of auto-injectable epinephrine at each school site. [EC 49414, 49414.1, 49414.5, 49423, 49423.1, 49468.2, 49480]

Students may carry and self-administer a blood glucose level test, diabetes care, inhaled asthma medication, and auto-injectable epinephrine if the rules above are met and if a physician confirms in writing that the student is able to self-administer. The District does not allow parents to administer medical cannabis on campus. [BP 5141.21 October 2022; EC 49414, 49414.1, 49414.5, 49423, 49423.1, 49480; HSC 11362.79]

If your child is on a continuing medication regimen for a non-episodic condition, you are required to notify the school health office of the medication being taken, the current dosage, and the name of the supervising physician. [EC 49480; ne]

≡ Sun Protection

Students when outdoors can wear sun protective clothing, including, but not limited to hats. [EC 35183.5] Students may also apply sunscreen during the day without a doctor's note or prescription. [EC 35291, 35294.6]

≡ Medical and Hospital Insurance for Students

The district DOES NOT provide insurance on individual students. However, you may purchase accident insurance through the district for medical

and hospital services covering your child. The insurance provides coverage for your child while on school grounds or in school buildings during the time your child is required to be there because of attendance during a regular school day of the district; or while being transported by the district to and from school or other place of instruction; or while at any other place as an incident to school-sponsored activities. The school district assumes no liability for accidents to pupils at school. [EC 32221.5, 49472]

Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses. Some pupils may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health insurance programs. [EC 49471]

Enrollment in a Health Care Plan

All children and their families must be enrolled in a health care plan. There are several options for getting a health plan; through an insurance agent, or low cost provider such as Medi-Cal and Covered California at (800) 300-1506 or online at www.coveredca.com. [PPACA]

School-Sponsored Athletics

If a student participates in school-sponsored athletics other than physical education or athletic event during the school day, parents/guardians and the student athlete are required to annually; (1) complete a concussion awareness form, (2) complete a sudden cardiac arrest awareness form, and (3) sign a document acknowledging receipt of an Opioid Factsheet received either in print or electronic format. [EC 33479, 49475, 49476]

≡ Liability For Emergency Treatment

It is very important that each student to have on file in the school office one or more emergency telephone numbers to be used when an emergency situations arises. The following section from the California Education Code is relevant to this issue:

“Notwithstanding any provision of any law, no school district, officer of any school district, school principal, physician, or hospital treating any child

enrolled in any school in any district shall be held liable for the reasonable treatment of a child without the consent of a parent or guardian of the child when the child is ill or injured during regular school hours, requires reasonable medical treatment, and the parent or guardian cannot be reached, unless the parent or guardian has previously filed with the school district a written objection to any medical treatment other than first aid.” The district also ensures its athletes are covered by accidental injury insurance. The school district assumes no liability for accidents to pupils at school. [EC 32221.5, 49407]

≡ Access to Mental Health Services

School-based mental health services help address barriers to learning and provide appropriate student and family support in a safe and supportive environment. Reaching out for mental health services can be made anytime. Contact your school counselor, nurse, health aide, assistant principal, principal or the district office. You may also contact the License Clinical Social Worker and Student Support Providers at (951) 940-4942. In the community a good place to start may be to dial 211 for referrals in your area or call Riverside Co. Mental Health Services at (951) 358-4500. If you are in crisis contact this number or dial 911 immediately. [EC 49428; ne]

Suicide Prevention

Suicide is a leading cause of death among youth, and school personnel is often in a position to recognize warning signs. The District makes an effort to reduce suicidal behavior and its impact and has developed strategies to intervene. These may include staff development, student instruction in coping skills, informing parents/guardians, methods for promoting a positive school climate, crisis intervention, and counseling (including for bereavement). Information about district programs and services and links to community and statewide resources are available on the District’s website at www.perrisesd.org. [EC 215, 234.5, 234.6, 49060-49079, 49602, 49604; GC 810-996.6; PC 11164-11174.3; WIC 5698, 5850-5883; BP 5141.52 March 2020]

≡ Schools Free of Tobacco, Alcohol, and Drugs

The Board has adopted Tobacco-Free, Drug-Free, and Alcohol-Free campus policies to promote

student health and well-being. The District strives for a school environment free of these substances and has prevention and intervention programs. There may be programs through the District or in the community to support students’ cessation from use of tobacco, alcohol, or drugs. For more information please contact the school/district nurse or a school administrator. [EC 51202-51203, 51260-51269; HSC 104420, 11999-11999.3; PC 13864; BP 3513.3 June 2020]

STUDENT BEHAVIOR AND SAFETY

All pupils have the right to participate fully in the educational process, free from discrimination, harassment, violence, intimidation, and bullying. Schools have an obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity and ensure safe school sites.

Students are encouraged to report anything they see or hear about that might be suspicious or dangerous to a teacher or other staff member. Any staff member that receives such a report will quickly take appropriate action, and the student’s identity will remain confidential.

≡ Rules and Regulations Regarding Discipline

The governing board of each school district shall prescribe rules consistent with law or the State Board of Education. Each principal shall take steps to insure that all rules pertaining to discipline of pupils are communicated to students at the beginning of each school year and to transfer students where enrolled. School site discipline rules shall be established by school committees with specific membership and filed with the governing board. [EC 35291, 35291.5, 35291.7, 48980, 51101]

≡ Student Responsibilities

Every student is required to conform to school regulations; obey all directions; be diligent in study and respectful to teachers and others in authority; and refrain from the use of profane and vulgar language. [5 CCR 5300]

≡ Safe Place to Learn

It is State and District policy to improve student safety, connections between students and supportive adults, and connections between schools and communities. These policies prohibit discrimination, harassment, intimidation, and bullying at all school sites or at any school sponsored activity. School site staff trained in anti-bias shall be made known to students. When safe to do so, District employees must intervene immediately when they see discrimination, harassment, intimidation or bullying. Certificated staff in grades 7-12 get information about helping LGBTQ students. Information about district programs and services and links to community and statewide resources related to: suicide prevention; sex discrimination including Title IX information; hate violence; sexual harassment including the District's Policy (also included in this booklet); harassment, intimidation, bullying; and cyber-bullying including social-media bullying are available on the District's website at www.perrisesd.org and online at www.cde.ca.gov, www.cde.ca.gov/lr/ss/se/bullyfaq.asp, www.cde.ca.gov/lr/ss/se/bullyres.asp, www.wested.org/project/california-healthy-kids-survey-chks/.

The District Uniform Complaint Procedure may be used to file a complaint. Contact the District Complaint Officer(s) listed on página 40 for assistance. [EC 200, 215, 220, 221.6, 221.61, 221.8, 230, 231.5, 233, 234, 234.1, 234.4, 234.5, 234.6, 51101, 66250, 66260.6, 66270; CP 422.55, 422.6; 5 CCR 4900; BP 5131.2 January 2019]

≡ Digital Communication Devices

Districts may regulate the possession or use of any cellphone, smartphone, pager or electronic signaling device while pupils are on campus, while attending school-sponsored activities, or while under the supervision and control of school district employees. Students cannot be stopped from using such a device when: there is an emergency; there is a perceived threat of danger; when a teacher or administrator has said it is acceptable; or if it is part of an individualized education plan (IEP). Possession or use is allowed if essential to student's health as determined by a licensed physician or surgeon. [EC 48901.5, 48901.7]

≡ School Dress Code

The Perris Elementary School District believes that a major goal is to provide a safe and healthy learning environment for all students. To help achieve this, the District believes that students should dress in a manner that reinforces a positive image and does not offend or degrade through use of offensive words or pictures any culture, religion, gender or ethnic value.

- I. In order to help parents select appropriate clothing for their child(ren) to wear to school, the following standards of dress have been established and are considered appropriate for school.
 - A. Students should . . .
 - be well groomed and neat in appearance
 - practice good hygiene to assure good health
 - wear clothes and shoes that are neat, clean, and fitted properly
 - wear shirts and tops with sleeves. Shirts must be long enough to be tucked into and stay tucked into pants, shorts or skirts
 - wear a belt with pants designed for a belt
 - B. Students may, during warm months, wear sleeveless tops/dresses as long as the clothing does not violate the dress code item on excessively revealing clothing.
- II. Each school site may choose to establish a schoolwide uniform policy. Students "opting out" of a school uniform policy must abide by the standards outlined in this code.

The following items of dress are considered inappropriate for school.

- A. Students should NOT wear . . .
 - clothing depicting logos or emblems associated with musical groups, illegal substances, alcohol, tobacco, sexual innuendos, death, mutilation or violence, e.g., Zog Sex Wax, Corona Beer, Occult Groups, pictures of paint for graffiti or pictures of gangsters
 - see through clothing, underwear (worn as an outer garment), bare midriff shirts or blouses, tank tops, spaghetti-strapped dresses

or halters or any top which is excessively revealing

- chains, whether attached to a wallet or worn loose as a clothing accessory
 - hats worn backwards/sideways
 - hats indoors
 - bandannas
 - slip on sandals or slippers not firmly fastened to the foot
 - sunglasses worn indoors
 - excessive makeup
 - shorts, skirts, and dresses shorter than mid thigh
 - large hoop or “dangly” ear or body jewelry (for safety)
 - belts that exceed waist size by more than six (6) inches
 - excessively large pants - pants must not fall below the hipbone and/or be more than two (2) inches larger than waist size
 - pant legs that drag on the ground or are split on the sides
 - saggy pants - sag to point of revealing under clothing
- B. Site principals may, at any time, issue a parent/guardian advisory regarding apparel that could provide a clear and present danger to students.

Clothing must not interfere with normal school activities.

≡ Safe Gun Storage

This is a reminder that firearms are to be safely stored away from children and teens. The accidental shooting of children and youth is the third leading cause of death following accidents and suicide. California public schools are mandated to remind families to keep their home safe from such potential dangers. If there is a threat or perceived threat, then the public schools will cooperate with local law enforcement to conduct an immediate threat assessment.

Guns are now the third leading cause of death for children in this country. Over 80 percent of teens who commit suicide with a gun used one that

belonged to someone in their home. Gun ownership is a right in the US, and it comes with substantial responsibilities. Anyone who reasonably knows a child might access a firearm without permission, loaded or not, is criminally liable for where that firearm is taken, brandished, or how it is used. This includes all school facilities or activities, events, and public places. More Information about gun safety and the safe storage of firearms can be found at <https://oag.ca.gov/firearms/tips>. Those responsible for access to a firearm could lose the right to own a firearm for 10 years, face fines, imprisonment, and civil liability. When there is a threat of a homicide, school staff shall notify law enforcement. [EC 48980, 48986, 49390, 49391, 49392; PC 25000-25140]

DISCIPLINE

≡ Civility

The District believes that every person deserves to be treated with dignity and respect in their interactions within our School Community. Civility has an impact on effective operations and on the creation of a safe and positive school climate for everyone.

While respecting every individual’s right to free speech, that right does not allow for disruption of school classes, activities, meetings, or other events. Students, staff, parents, guardians, and the community are expected to be polite, courteous, respectful, and behave reasonably at all school or district activities and events. Practices that promote civil behavior include, but are not limited to, actively listening, giving full attention, not interrupting, welcoming and encouraging participation by everyone. Civility is hindered by disruptive behavior or speech, violence or the threat of violence, or harassment or bullying of any kind; these behaviors are prohibited and are subject to discipline according to law and District policies. [EC 32210- 32212, 44050, 44807, 44810, 44811, 48900 et seq, 48950; CC 51.7, 1708.9; GC 54954.3, 54957.9; PC 415.5, 422.6, 627.4, 627.7]

≡ Parent Responsibility

Parents or guardians are liable for all the damages caused by the willful misconduct of their minor children that result in death or injury to other students, school personnel, or damage to school

property. Parents are also liable for any school property loaned to the student and willfully not returned. Parents' or guardians' liability may be as much as \$23,900 in damages and another maximum of \$13,200 as adjusted annually by the California Department of Education for payment of a reward, if any. With a few exceptions, the school district may withhold the grades, diplomas, or transcripts of the student responsible until such damages are paid or the property returned or until completion of a voluntary work program in lieu of payment of money. If your child commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities, or otherwise willfully defies the authority of school personnel, and is suspended for such misconduct, you may be required to attend a portion of a school day in your child's classroom. Civil penalties may also be enforced with fines up to \$25,000. [EC 48900.1, 48904, 51101; CC 1714.1; GC 53069.5]

Vandalism

Graffiti and scratching glass or other material on someone else's property is now considered vandalism and those convicted face fines, imprisonment and the requirement to clean up the damage or perform community service. Parents/Guardians may be liable to pay fines as high as \$10,000 and be required to participate in the clean up. [PC 594-594.8]

≡ Drugs, Alcohol, and Tobacco

Possession or use of illicit drugs (including cannabis), alcohol, or any tobacco product on District premises or at any District activity is strictly prohibited.

A student in possession or under the influence of marijuana (cannabis), concentrated cannabis, or any synthetic cannabinoid is subject to suspension or expulsion. A student under 18 also faces up to forty (40) hours of community service, ten (10) hours of drug education, and sixty (60) hours of counseling; a student 18 or older can be imprisoned for up to six (6) months and/or be fined up to \$1,000. It is illegal for anyone under 21 to possess cannabis or synthetic cannabis.

Possession of tobacco by anyone under 21 is illegal and can lead to a \$75 fine or 30 hours of

community service except for members of the military.

Except for members of the military, possession of tobacco by anyone under 21 is illegal and can lead to a \$75 fine or thirty (30) hours of community service. Possession of approved tobacco cessation aids is not prohibited. A "tobacco product" is any product made or derived from tobacco or nicotine that is intended for human consumption, including an electronic device that delivers nicotine (commonly known as "e-cigarettes" or "vaping"). [EC 48900, 48901; HSC 11357, 11357.5, 11361, 11362.1, 11362.3, 104495, 104559; PC 308; VC 13202.5; BPC 22950.5, 25608; 20 USC 812, 814]

≡ Impersonation on the Internet

Pretending to be another pupil or real person other than yourself on the Internet or through other electronic methods to harm, intimidate, threaten or defraud is punishable by a \$1,000 fine or imprisonment for up to one year. [EC 48900; PC 528.5]

≡ Grounds for Suspension or Expulsion

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the 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 the 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 the use or possession by a pupil of the pupil's 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 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. 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 a 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 purposes 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" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective 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:

(1) “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:

- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
- (B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil’s physical or mental health.
- (C) Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance.
- (D) 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.

(2) (A) “Electronic act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- (i) A message, text, sound, video, or image
 - (ii) A post on a social network internet website, including, but not limited to:
 - (I) 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 (1);
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1).
- “Credible impersonation” means

to knowingly and without consent impersonate a pupil for the purpose 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; (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “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.

- (iii) (I) An act of cyber sexual bullying;
- (II) 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 (A) to (D), inclusive, of paragraph (1). 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 of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act;
- (III) 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 activities.

(B) Notwithstanding paragraph (1) 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.

(3) “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 the act is related to a 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 acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:
 - (1) While on school grounds.
 - (2) While going to or coming from school.
 - (3) During the lunch period whether on or off the campus.
 - (4) During, or while going to or coming from, a school-sponsored activity.
- (t) A pupil who aids 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 specific 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. [EC 35291, 48900, 48901.1, 48910]

Additionally, sexual harassment, hate violence, harassment, intimidation (grades 4-12) and threats and terroristic threats against school officials or school property or both (all students) may be recommended for suspension or expulsion. [EC 212.5, 233(e), 48900.2, 48900.3, 48900.4, 48900.7]

Homework shall be provided for a student suspended for two (2) or more days upon request. Such homework turned in on time that cannot be graded in time, will not be included in the calculation of the pupil's grade in the class. [EC 48913.5]

≡ **Mandatory Suspension / Expulsion**

Education Code Section 48915(a): Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that the expulsion is inappropriate, due to the particular circumstance:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the sale of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

4. Robbery or extortion.
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

Education Code Section 48915(c): The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior or written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

≡ Student Search

The school principal or designee may search the person of a student, the student's property, vehicle, and District property under the student's control if there is a reasonable suspicion to believe the student may have a concealed weapon, narcotics, stolen property, or contraband. Searches may be announced or unannounced, and the District may use drug-sniffing dogs if available. Employees shall not conduct strip searches or body cavity searches of any student. [EC 48900-48927, 49050-49051, 49330-49334; PC 626.9, 626.10]

≡ Notification to Law Enforcement

When a student is being considered for suspension or expulsion as a result of weapon possession, assault with a deadly weapon, narcotics

violation, assault on an employee of the District, or any violation of PC 245, 626.9, 626.10 or Ed. Code 48900(c) or (d), the School Principal is required to report the violation to the local police within one day of suspension. [EC 48902]

≡ Release of Student to Peace Officer

If a school official releases your child from school to a peace officer for the purpose of removing them from the school premises, the school official shall take immediate steps to notify you or a responsible relative of your child, except when a student has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent or guardian. [EC 48906; PC 11165.6; WIC 305]

DISCRIMINATION, PROTECTIONS, COMPLAINTS AND PROCEDURES

All pupils have the right to participate fully in the educational process, free from discrimination and harassment. Schools have an obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity and ensure safe school sites.

The District is primarily responsible for compliance with local, state and federal laws and regulations and has procedures to address allegations of unlawful discrimination, harassment, intimidation, or bullying against any protected individual or group including actual or perceived sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race or ethnicity, ancestry, national origin, nationality, religion, mental or physical disability, age, 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 district program, or activity that receives or benefits from local, state and federal financial assistance.

≡ Nondiscrimination / Harassment

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying targeted at any student by anyone based

on the student's actual or perceived race, color, ancestry, national origin, nationality, immigration status, ethnicity, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, includes physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also shall include the creation of a hostile environment when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students,

parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the educational program. He/she shall report his/her findings and recommendations to the Board after each review.

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

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion for behavior that is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools. [BP 5145.3 January 2019; EC 200-262.4, 48900.3, 48900.4, 48904, 48907, 48950, 48985, 49020-49023, 51500, 51501, 60044; CC 1714.1; GC 11135; PC 422.55, 422.6; 5 CCR 432, 4600-4687, 4900-4965; 20 USC 1681-1688, 12101-12213, § 504; Title VI; Title VII; Title IX; 42 USC 6101-6107; 28 CFR 35.107; 34 CFR 99.31, 100.3, 104.7, 106.8, 106.9, 110.25]

Married, Pregnant, and Parenting Students

The Perris Elementary School District does not exclude or deny any student from any educational program or activity based solely on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom.

Pregnant students and parenting male or female students are not excluded from participation in their regular school programs or required to participate in pregnant-student programs or alternative educational programs. Pregnant/parenting students who voluntarily participate in alternative programs are given educational programs, activities and courses equal to the regular program.

The District treats pregnancy, childbirth, false pregnancy, termination of pregnancy and recover therefrom in the same manner and under the same policies as any other temporary disability. [BP 5146 October 2015; EC 230, 8200-8498, 48205, 48220, 48410, 49553, 51220.5, 51745, 52610.5, 54740-54749; FC 7002; HSC 104460; 5 CCR 4600-4687, 4950; 22 CCR 101151-101239.2, 101351-101439.1; 20 USC 1681-1688; 42 USC 1786; 7 CFR 246.1-246.28; 34 CFR 106.4]

Sexual Harassment

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

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

Once notified, the Title IX Coordinator shall ensure

the complaint is addressed through Title IX complaint procedures or uniform complaint procedures, as applicable, and shall offer supportive measures to the complainant.

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

Instruction/Information

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made

7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

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

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

Record-Keeping

In accordance with law, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. [BP 5145.7 November 2020; EC 200-262.4, 48900, 48900.2, 48904, 48980; 5 CCR 4600-4670, 4900-4965; CC 1714.1, 51.9, 12950.1; FERPA; Title VI; Title VII; 20 USC 1221, 1681-1688; 42 USC 1983; 34 CFR 106.1-106.71]

Complaints Regarding Discrimination, Harassment, Intimidation, Bullying, Exceptional Needs Students, Categorical Programs, Federally Funded Programs

The district prohibits the following, and shall follow uniform complaint procedures when addressing complaints alleging unlawful

discrimination, harassment, or bullying against any protected individual or group identified under Board Policy, Education Code, California Code of Regulations, Penal Code, or Government Code including actual or perceived race, color, ancestry, historically associated racial traits, nationality, national origin, immigration status, ethnicity, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, genetic information, 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 district program or activity that receives or benefits from state financial assistance.

The District is committed to an equal opportunity for all individuals in education and in employment. The District shall promote programs that ensure non-discriminatory practices in all District activities. Information about district programs and services and links to community and statewide resources related to: suicide prevention; sex discrimination including Title IX information; hate violence; sexual harassment including the District's Policy (also included in this booklet); harassment, intimidation, bullying; and cyber-bullying including social-media bullying are available on the District's website at www.perrisesd.org. You may contact your school's office or the District office to obtain a free copy of the district's complaint procedures. If you want further details in this regard, or if you believe you or your child(ren) have been subjected to the above and wish to file a complaint, please contact the District official responsible for compliance with Title V, Title VI, Title IX, § 504, and Uniform Complaints. The Governing Board designates the following compliance officer(s) to receive and investigate all complaints and ensure district compliance with law:

Claudia Velez Ed.D, Assistant Superintendent
Educational Services
143 E. First Street, Perris, CA 92570
(951) 657-3118 claudia.velez@perrisesd.org

The Uniform Complaint Procedure can be used in cases of discrimination or a violation of a federal or state law within the following programs as identified by the District's Board Policies: adult education, career/technical education, technical training,

ROP programs and centers, Agricultural Vocational Education, child development, State Preschool, Early Childhood Education Program Assessments, Consolidated Categorical Aid, Economic Impact Aid, LCAP, State Compensatory Education, State Program for Students of Limited English Proficiency, school improvement, tenth-grade counseling, tobacco-use prevention education, Peer Assistance and Review, Migrant and Indian Education, American Indian Education Centers, Bilingual Education, nutrition services, special education, after school education and safety, homeless or foster youth education options, course content, physical education (including instructional minutes grades 1-6), discrimination, harassment, intimidation, bullying, pupil lactation accommodations, pupil fees, Civil Rights Guarantees that receive state or federal financial assistance, ESEA (Titles I-VII), Williams Settlement issues, school safety plan, safe place to learn, School Safety and Violence Prevention Act, and other areas designated by the District. [EC 200, 201, 220, 221.6, 221.61, 221.8, 230, 231.5, 233, 234 et seq., 234.6, 260 et seq., 262.3, 48853, 48853.5, 49010-49013, 49069.5, 51210, 51223, 51225.2, 51228.3, 52075, 52334.7, 56500.2, 56501; PC 422.55; 5 CCR 4600- 4687; CC 51-53; GC 11135, 12900; 20 USC 1400 et seq.; EOA; Title VI; Title VII; Title IX; § 504; IDEA; 34 CFR 106.9]

District's Uniform Complaint Process

You may contact your school's office or the District office to obtain a free copy of the district's complaint procedures. The complaint procedure can be used for a variety of issues not mentioned above including but not limited to employee issues and policies and procedures of the district. Confidentiality and privacy shall be respected in all complaint investigations. Complaints alleging discrimination may be filed by a person on their own behalf or on behalf of another person or group of people within six months of the occurrence or when facts became known. Complaints regarding a special needs student or pupil fees may be filed within 12 months of the occurrence. Complaints regarding LCAP may be filed anonymously. Complaints regarding Pupil Fees may be filed anonymously and with the principal. If a complaint regarding LCAP or pupil fees is valid, then the parents are due full reimbursement. Staff has been trained to deal with these types of complaints.

Those complaining (Complainants) are protected from retaliation and their identities are confidential when related to discrimination. Staff dealing with complaints are knowledgeable about the laws and programs they are investigating. The complaint may be dismissed if complainant obstructs or does not provide all information. If the District acts in the same manner, the finding may be affected.

1. Complaints made under this procedure shall be directed to the Uniform Complaint Officer who is responsible for processing the claims. A complaint under the Uniform Complaint Procedure should be completed within 60 days from the receipt of the complaint. The Superintendent and complainant may agree in writing to extend the timeline.
 - a. Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make all arrangements for this process.
 - b. Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision.
2. You may contact the UCP Officer to obtain a copy of the complaint process.
3. You may choose to have your complaint mediated.
4. There shall be an investigative meeting after receiving the complaint.
5. The compliance officer shall send a written report about the investigation and decision. There are then five days to appeal to the Board of Education.
6. If you are not satisfied with the results, the complainant then has 15 days to appeal to the California Department of Education. The appeal must include a copy of the locally filed complaint and a copy of the LEA decision.
7. You may forward your complaint directly to CDE and they may choose to intervene immediately based on established criteria.
8. There is nothing in this process to preclude a complainant from pursuing available civil law remedies outside of the district's complaint

procedures. Such remedies may include mediation, attorneys, and legal remedies. Civil law remedies may include, but are not limited to: injunctions and restraining orders.

For discrimination complaints, 60 days must elapse from the time an appeal is filed with CDE before pursuing civil remedies except for an injunction. Complaints may also be forwarded to appropriate state or federal agencies in the following cases:

American Civil Liberties Act 504 – Office of Civil Rights

Child Abuse – Department of Social Services, Protective Services Division, or law enforcement

Discrimination/Nutritional Services – U.S. Secretary of Agriculture

Employment Discrimination – Department of Fair Employment and Housing, Equal Employment Opportunity Commission.

General Education – this school district

Health and Safety/Child Development – Department of Social Services

Student Records – Family Policy Compliance Office (FPCO), Student Privacy Policy Office, US Department of Education, 400 Maryland Avenue SW, Washington, DC 20202

[20 USC 11138; 34 CFR 300.510-511, 300.513; EC 235.262.3, 33031, 33032, 33381, 48985, 56000-56885, 59000-59300, 64000(a); 5 CCR 4600, 4620-4632; ne]

≡ Title IX

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects male and female pupils and employees, as well as transgender pupils and pupils who do not conform to sex stereotypes, against discrimination based on sex, including sexual harassment. California law also prohibits discrimination based on gender, gender expression, gender identity, and sexual orientation. Under Title IX, pupils may not be discriminated against based on their parental, family, or marital status, and pregnant and parenting pupils may not be excluded from participating in any educational program, including extracurricular activities, for which they

qualify. For more information about Title IX, or how to file a complaint of noncompliance with Title IX, contact: [Claudia Velez Ed.D, Assistant Superintendent Educational Services, 143 East First Street Perris, CA 92570, claudia.velez@perrisesd.org, and (951) 657-3118], and/or visit www.perrisesd.org/Page/480. [EC 221.61]

≡ Complaints Regarding the Williams Settlement, Instructional Materials, Teacher Placement, and School Facilities

Parents should use the District Uniform Complaint Procedure with modifications as included, to identify and resolve any deficiencies regarding instructional materials; facility cleanliness, safety, emergency or urgent facility conditions that pose a health or safety threat to students; or staff, teacher vacancies or misassignments. [EC 60604 35186]

Williams Settlement complaint procedure

A complaint form may be obtained, free of charge, at the school office, the district office, or downloaded from the district's Web site at www.perrisesd.org, but the form need not be used to make a complaint. You may also download a copy of the California Department of Education complaint form from this Web site, www.cde.ca.gov/re/cp/uc. The Uniform Complaint Procedure shall be used for filing Williams related complaints with the following special circumstances applying:

1. Forms can be turned into the principal or designee who will make every reasonable attempt to investigate.
2. Complaints beyond the site authority will be forwarded to the District within 10 days.
3. Complaints may be filed anonymously. A response may be requested if complainant is identified and will be sent to the mailing address on complaint.
4. If the District is required to provide material in a foreign language based on California Department of Education census data and if requested, the response and report shall be written in English and the primary language in which the complaint was filed.
5. The form will have a box to request a response and indicate where to file the form.

6. Valid complaints should be remedied within 30 days of receipt.
7. Within 45 days of filing a complaint, notice should be sent to complainant when a response was requested. A principal will also inform the Superintendent of resolution in the same time frame.
8. If unsatisfied with resolution a complainant may describe the complaint to the governing board at a regularly scheduled meeting.
9. The District will report quarterly on the number of resolved and unresolved complaints and summarize data regarding complaints and resolutions to the county superintendent and the local governing board in public session making it part of the public records. [EC 35186, 48985; ne]

Further Information is Available

Further information regarding our district schools, programs, policies, and procedures is available to any interested person upon request to our district office. [FERPA, 34 CFR 99.7(b)]

DISTRICT FACILITIES

Management Plan for Asbestos-Containing Material

The district has available upon request a complete and updated management plan for asbestos-containing material. [40 CFR 763.93]

Lead Poison

The district website has information about lead poisoning, including risks and effects of childhood lead exposure; blood lead screening tests for children enrolled in Medi-Cal; recommendations for children not enrolled in Medi-Cal who are at high risk of lead exposure and blood lead screening tests as required. The District will handout information to parents of district childcare or preschool programs. [HSC 105286]

Pesticide Use

The District is providing parents the name of all pesticide products expected to be applied at school facilities this school year. Only fully certified pesticides can be used on school grounds. The identification

includes the name and active ingredients. The school's Integrated Pest Management Plan (IPM) is updated by July 1 each year. The IPM, pesticide names and active ingredients, and application dates are posted on the school and/or district website at www.perrisesd.org/Page/108.

Product Name	Active Ingredient(s)
Lesco Prosecutor Pro Herbicide.	Glyphosate, N-(phosphonomethyl) glycine, in the form of its isopropylamine salt
Advion Cockroach Gel Bait	methyl (4aS)-7-chloro-2,5-dihydro-2- [(methoxycarbonyl)[4- (trifluoromethoxy) phenyllaminolcarbonyllin
Alpine Dust Insecticide	Dinotefuran 0.25%, Diatomaceous Earth 99.75%
PT B Alpine Flea Insecticide with IGR	Dinotefuran 0.25%, Pyrioxifen 0.1%, Prallethrin 0.05%
Quali-Pro.	deno[I ,2-e][I ,3,4]oxadiazine-4a(3H)- carboxylate
Bifenthrin:	(2-methyl[I, I '-biphenyl]-3-yl)-methyl-3-{2-chloro-3,3,3-trifluoro-I-oroonyl)-2,2-dimethyl cyclopropanecarboxylate
Bifenthrin Pro Multi-Insecticide.	Bifenthrin
Borid Insecticide	Orthoboric Acid (Boric Acid), Tricalcium phosphate
CB-80 Insecticide	0.50% Pyrethrins, 4.00%Piperonyl Butoxide
CimeXa Insecticide Dust	Amorpheus Silicon Dioxide(silica gel)
Crossfire Bed Bug Concentrate	Metofluthrin 240494-70-6 0.100 Clothianidin 210880-92-5 4.00 Piroeronyl Butoxide (PBO) 51-03-6 10.0
Detex Blox with Lumitrack	Inert
Snake Scram Professional	Clove Oil, Garlic Oil, Rosemary Oil, Cedar Oil, Cinna-mon Oil, Peanut Hulls, Linseed Oil
EcoVia EC Emulsifiable Concentrate	Thyme Oil 20 8007-46-3 Isooronyl alcohol 10-20 67-63-0
Prentox ExciteR	Pyrethrins (6%), Piroeronyl Butoxide (60%)

<u>Product Name</u>	<u>Active Ingredient(s)</u>
Zoecon Gentrol IGR Concentrate	
Synonyms	(S)Hydroprene 9%, Distillates (petrole-um) hydrotreated light 59.12%, Solvent naphtha 0.92%, TO 1.85% Naphthalene 0.1%, TO 0.28% Other inJ?;redients NDA > 30%
IGR Concentrate with Gentrol	(S)-Hvdroorene 9%
Gopher Scram Professional . .	Peanut Hulls-Class 50/Non-Hazardous Non Flash, Castor Oil, Dried Blood, Casein Oil, Linseed Oil
InVade Bio Foam Hotspot . . .	Wwaste-digesting, non-pathogenic, certified Salmonella and Shigella free, Bacillus bacterial spores, citrus oil, foaming agent and propel-lant
InVict Xpress Granular Bait . .	0.5%Imidacloorid
Bifenthrin 7.9 Termiticide/ Insecticide.	Bifenthrin
Maxforce Complete Brand Granular Insect Bait	Hydramethylnon , Oleic acid
Vendetta PLUS Cockroach Gel Bait	Abamectin; NYLAR® (Pyriproxyfen)
Nibor-D® Insecticide	98% disodium octaborate tetrahydrate, Na
Nyguard® IGR Concentrate Emulsifiable concentrate with Insect Growth	-[l-Methyl-2-(4-phenoxyphenoxy) ethoxy] pyridine
Ootigard® Flex LiQuid	Thiamethoxam
Phantom Termiticide- Insecticide.	Chlorfenapyr: 4-bromo-2-(4-chlorophenyl)-1-(ethoxymethyl) 5-(trifluoromethyl)-1H-pyrrole-3-carbonitrile
Sluggo Slug and Snail Bait . . .	Ferric phosphate 1.0%
Temprid Ready-To-Spray Insecticide.	lnnidacloprid 138261-41-3 0.05 Beta-Cyfluthrin 68359-37-50.025
Termidor SC Tenniticide/ Insecticide.	Fipronil 120068-37-3 9.1
Wasp Freeze	Allethrin 26002-80-2 0.12 % Phenothrin 64742-47-8 > 10.0 % Distillates (petroleum), hydrotreated light

<u>Product Name</u>	<u>Active Ingredient(s)</u>
Fumitoxin	Aluminum Phosphide
Talstar Xtra FMC.	Bifenthrin, Zeta-cypermethrin
Rodent Bait Diphacinione Treated Grain 0.005%	2-diphenylacetyl-1,3-indandione .005%
Rodent Bait Diphacinione Treated Grain 0.01%.	2-diphenylacetyl-1,3-indandione .01%
ZP Rodent Oat Bait AG.	Zinc Phosphide 1.00%
PBI Gordon SpeedZone Southern EW Broadleaf Herbicide for Turf.	2,4-D, 2-ethylhexyl ester, R(+),2,4-DP 2EHE, 3,6-Dichloro-o- anisic acid<Dicamba) Carfentrazone-ethyl
Alpine WSG.	Dinotefuran: n-methyn-N-[(tetrahydro-3-furany)methyl] guanidine 40.0%
Suspend SC Insecticide	Deltamethrin
DEMAND CS Insecticide.	Xylene-1,2,4-Trimethylbenzene, propylene Glycol, Petrole-um Solvent, Lambda-Cyhalothrin
Taurus SC	Fipronil, Propylene Glycol
Cb-80 Insecticide	1-Difluoroethane, Isopropanol, Petroleum distillates, hydrotreated light, piperonyl butoxide, Pyrethrins
Deltadust Insecticide	Deltamethrin, crystalline quartz

Parents and guardians may register with the school or district if they wish to receive notification of pesticide applications at a particular school or facility. Notice of an application and written notice of unlisted pesticide use will be given 72 hours in advance. For an emergency application, 72 hours notice will be the goal. Each area of the school where pesticide is being used will be identified by a posted warning 24 hours before (or upon application, if an emergency) through 72 hours after use. Further information is available from the California Department of Pesticide Regulation, P.O. Box 4015, Sacramento, CA 95812-4015, www.cdpr.ca.gov. [EC 17610.1, 17612, 48980; FAC 13184]

If you have any questions, please contact Victor Guzman, District IPM Coordinator at (951) 657-3118.

PERRIS ELEMENTARY SCHOOL DISTRICT – ELECTRONIC INFORMATION RESOURCES ACCEPTABLE USE STUDENT USER CONTRACT

The Perris Elementary School District strongly believes in the educational value of computer technology and Internet access and recognizes the potential of such to support our curriculum and student learning in our district. Our goal in providing Internet access is to promote educational excellence by facilitating resource sharing, innovation, and communication. Perris Elementary School District will make every reasonable effort to protect students from any misuses or abuses as a result of their experiences with an information service.

The moral and ethical issues involving the use of the world wide information systems deal with the appropriate access to information, the type of information accessed, and the behavior of the user. The Perris Elementary School District wants our students to use this valuable tool, but at the same time we cannot condone the use of inappropriate information on the Internet. We simply acknowledge the fact that these materials exist and then do everything we reasonably can to actively avoid them. We cannot weed out all of the materials that are unacceptable for educational purposes, but it should be clearly understood by all users that access to such material in any form is strictly forbidden. The network is designed to achieve and support educational goals, and any information that does not support educational business, instructional and curriculum programs is to be avoided.

Please read this document carefully. When signed by you, it becomes a legally binding contract. If any user violates these provisions, access to the information service may be denied and you may be subject to disciplinary action and/or legal prosecution.

1. **Personal Responsibility.** You agree to accept personal responsibility for reporting any misuse of the network to your teacher or the system administrator.
2. **Acceptable Use.** The use of your assigned account must be in support of education and research and with the educational goals and objectives of the Perris Elementary School District. You are personally responsible for these provisions at all times when using the electronic information service. You are aware that the inappropriate use of electronic information resources can be a violation of local, state and federal laws and that you can and will be prosecuted for violating those laws.
3. **Privileges.** The use of the information systems is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges.
4. **Network Etiquette and Privacy.** You are expected to abide by the generally accepted rules of network etiquette. These rules include (but are not limited to) the following:
 - A. **Be Polite.** Never send, or encourage others to send, abusive messages.
 - B. **Use Appropriate Language.** Remember that you are a representative of our school and district on a non-private system. You may be alone with your computer, but what you say and do can be viewed globally! Never swear, use vulgarities, or any other inappropriate language. Illegal activities of any kind are strictly forbidden.
 - C. **Privacy.** Do not reveal your home address or personal phone number or the addresses or phone numbers of other students to anyone on the network or the Internet.
 - D. **Using the Resources and Transmitting Messages.** Do not use the networking any way that would disrupt use of the network by others. The following list will help avoid gridlock on the district network and provide guidelines for the proper creation and transmission of documents and messages:
 1. Do not tie up the network with idle activities.
 2. Do not play games with others on the network or on the Internet.
 3. Do not download any files without teacher supervision. Avoid downloading huge files from places half a globe away. These include files containing video, graphics, sound, or programming. Never download files from unknown or disreputable sources.
 4. Do not send lengthy materials or mail - Be Brief!
 5. Do not send documents with spelling errors and make sure that your message is easy to read and understand.
 6. Do not use vague or inaccurate titles or descriptions for your documents. Be sure to include a "Subject" title for your e-mails.
 7. Do not send messages in poor humor or taste.
 8. Do not use profanity, obscenities, or any offensive language.
 9. Do not fail to cite references for any facts you represent.
 10. Do not attack Internet correspondents; persuade them with facts. Don't forget, they are human beings.
 11. Do not post messages to unknown groups.
 12. Do not use the network for product advertisement or political lobbying.
5. **Services.** The Perris Elementary School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The district will not be responsible for any damages suffered while on this system. These damages include loss of data as a result of delays, non-deliveries, mis-deliveries, or service interruptions caused by the system or your errors or

omissions. Use of information obtained via the information system is at your own risk. The district specifically disclaims any responsibility for the accuracy or content of information obtained through its service.

6. Security. Security on any computer system is a high priority because there are so many users. If you identify a security problem, notify your teacher or the system administrator at once. Never demonstrate the problem to other users. Any user identified as a security risk will be denied access to the information system.

You alone are responsible for all activity on the computer network under your account name. Never use another individual's account nor permit someone to use yours!

7. Vandalism. Vandalism is defined as any malicious attempt to harm or destroy data of another user or any other agencies or networks that are connected to the system. This includes, but is not limited to, the uploading or creation of computer viruses or any activity intended to disrupt or disable services. Any vandalism will result in the loss of computer services, disciplinary action, and legal referral.
8. Expected Behavior. You are expected to use the network to pursue intellectual activities, seek resources, and open new avenues of information. We want you to explore this new space and discover what is available there. For your own safety and the safety of others, remember to exercise caution when you are communicating with people in the outside world.

Do not give out your home phone number, address, or credit card number to anyone.

9. You may not harass other users. If a user on the network asks that you no longer send them mail or in any other way contact them, you are obliged to stop all contact immediately. You may feel you have the right of freedom of expression, but others have the right to be free from harassment.
10. The Law. It is a felony to intentionally access any computer system or network for the purpose of: (1) devising or executing any scheme or artifice to defraud or extort or (2) obtaining money, property, or services with false or fraudulent intent, representations or promises. It is also a felony to maliciously access, alter, delete, damage, or destroy any computer system, computer network, computer program, or data.

PLEASE RETURN THE COMPLETED BOTTOM PORTION TO YOUR TEACHER

STUDENT AGREEMENT

I understand and will abide by the provision and condition of this contract. I understand that any violations of the above provision may result in disciplinary action, the revoking of my user account, and the appropriate legal action. I also agree to report any misuse of the information system to my teacher or to the System Operator. All rules of conduct described in district or school policies, procedures, and handbooks apply when I am on the network.

STUDENT'S NAME: _____ HOME: _____

STUDENT'S SIGNATURE: _____ DATE: _____

SCHOOL: _____

PARENT/GUARDIAN AGREEMENT

Students under the age of 18 must have the signature of a parent or guardian who has read this contract.

As the parent or guardian of this student, I have read this contract and understand that it is designed for educational purposes. I understand that it is impossible for the Perris Elementary School District to restrict access to all controversial materials, and I will not hold the district responsible for materials acquired on the network. I also agree to immediately report any misuse of the information system to the school or district staff.

I hereby give my permission to allow my child access to the school district's information system, including the Internet, described in this form.

PARENT/GUARDIAN NAME: _____ DAYTIME: _____

SIGNATURE: _____ DATE: _____

(Parent or Guardian Signature)

TEXTBOOK, LIBRARY BOOK, ELECTRONIC DEVICE, AND OTHER MATERIAL RESPONSIBILITY

I accept the responsibility for supervising my son/daughter in the care of his/her textbooks, library books, electronic devices and materials, and understand that he/she will be required to pay for damaged or lost textbooks, library books, electronic devices, and other materials.

SIGNATURE: _____ DATE: _____

(Parent or Guardian Signature)

ACKNOWLEDGEMENT OF RECEIPT OF ANNUAL PARENT NOTIFICATIONS 2023-2024

Dear Parent or Guardian:

As required by law, we wish to notify you, as parents and/or guardians of students enrolled in our schools, of your rights and responsibilities. We ask, therefore, that you please take a moment of your time to carefully review the information in this booklet. After your review, please sign and return to your child's school this parent/guardian acknowledgment below indicating you have received and reviewed these materials.

If you have any questions regarding this information, please feel free to contact our District office.

PLEASE SIGN AND RETURN THIS FORM TO YOUR CHILD'S SCHOOL SITE ADMINISTRATOR

Your signature is an acknowledgement that you have been informed of your rights, but does not indicate that consent to participate in any particular program has either been given or withheld. Some legislation requires additional notification to 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 parent files with the site administrator a statement in writing requesting that his/her child not participate.) [EC 48983, 48984]

STUDENT'S NAME: _____

TEACHER: _____

SCHOOL: _____ GRADE: _____

I hereby acknowledge receipt of information required by Education Code Sections 48980.

RECEIVED: _____ DATE: _____

(Parent or Guardian Signature)

AUTHORIZATION FOR EMERGENCY MEDICAL TREATMENT

If my child becomes seriously ill or is injured, and I am unable to be contacted:

☐ **I GIVE** my permission for my child to be treated by a licensed physician.

☐ **I DO NOT GIVE** my permission for my child to be treated by a licensed physician.

SIGNATURE: _____ DATE: _____

(Parent or Guardian Signature)

PHOTOGRAPHS, FILMS, SLIDES, INTERNET, VIDEO AND AUDIO TAPE RECORDINGS RELEASE 2023-2024 SCHOOL YEAR

Perris Elementary School District requests permission to reproduce, through audio or visual means, activities related to this student's educational program for use in the School's or District's website, social media, or promotional materials. Note that signing this will prohibit the District from including your student in any video project that may be produced throughout the school year (yearbook excluded). If you do not want your student's image to be reproduced through audio or visual means, please mark the box below, fill out the information, and sign the appropriate line.

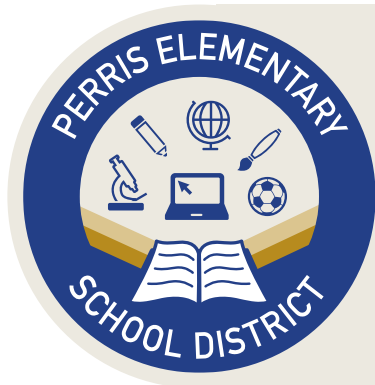
☐ **I DO NOT** wish for my student's image to be reproduced through audio or visual means.

STUDENT'S NAME: _____

SCHOOL: _____ GRADE: _____

SIGNATURE: _____ DATE: _____

(Parent or Guardian Signature)



Perris Elementary School District

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(951) 657-3118

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