

FORWARD

August 17, 2024

I would like to welcome everyone back for the 2024-25 school year. We hope that you had a relaxing summer, and we are looking forward to a great year.

We all congratulate you and thank you for being part of the Perris Union High School District's Team of Educators. Our district is on the cutting edge in terms of supplying our students with the tools that will help them be successful in a global society. Our students and staff have access to technology on a 24/7 basis, and we have a group of educators using innovative methods of instruction. We have come a long way, but we must continue to push ourselves to reach even higher goals. Our students deserve our very best day in and day out.

As a member of the Perris Union High School District Team, you have proven yourself to be of the highest quality. The background and experiences you bring to the profession serve as a springboard to a quality education for our students. Please continue to be challenged and challenge us to push the organization forward.

This document provides ready reference to policies that have been adopted by the Board of Education as well as administrative rules and procedures for the implementation of these policies. These policies are school-related and affect both staff and students. Please take time to review the handbook and become familiar with these policies.

All faculty members are encouraged to confer with their principal if clarification of existing policies is needed or if they have suggestions for revision.

Thank you for what you do for the students of the Perris Union High School District. We hope you have a wonderful 2024-25 school year.



Dr. Jose Luis Araux

District Superintendent



VISION AND MISSION STATEMENTS

Board Approved March 2017

Vision Statement

Perris Union High School District will be a caring, diverse, and supportive learning environment in which all are committed towards working in relationships to foster innovative and creative learning opportunities.

Mission Statement

The mission of Perris Union High School District is to create high quality relevant learning opportunities for all in a safe and caring environment. We will develop a high quality, caring staff who will be dedicated to learning, and connect students to their education and potential goals. We will care for all students while developing a growth mindset through collaboration, creativity, communication, and critical thinking.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) GOALS

Board Approved June 2017

Goal #1 - All students will attain grade level proficiency in English Language Arts and Mathematics.

Goal #2 - All students will graduate from high school prepared for post-secondary and career options or obtain a certificate of high school completion.

Goal #3 - All departments and sites will provide a safe and positive environment for all students and staff.

Goal #4 - Secure and strengthen home, school, community connections, and communications.

2024-2025

PERRIS UNION HIGH SCHOOL DISTRICT

BOARD OF TRUSTEES & EXECUTIVE CABINET



Anthony T. Stafford Sr.
President
Trustee Area 2



Elizabeth Vallejo
Vice President
Trustee Area 4



Edward Garcia Jr.
Clerk
Trustee Area 5



Steve Campos
Member
Trustee Area 1



David G. Nelissen
Member
Trustee Area 3



Dr. Jose Araux
Superintendent



Joseph Williams
Assistant
Superintendent of
Innovation and
Technology Services

Candace Reines
Deputy Superintendent
Business Services

Kindy Mackamul
Interim Assistant
Superintendent
Educational Services

VACANT
Chief Human
Resources Officer
Human Resources



2024-2025 DISTRICT ADMINISTRATION

SUPERINTENDENT'S OFFICE

DR. JOSE ARAUX, SUPERINTENDENT

Anna Fetzner, Executive Assistant to the Superintendent
Sarah Rico, Assistant to the Superintendent's Office
Dr. Pauline Garcia, Director - Adult Education
John Hannon, Director of Security

BUSINESS SERVICES

CANDACE REINES, DEPUTY SUPERINTENDENT - BUSINESS SERVICES

Janet Rodriguez, Administrative Assistant	Chad Goodwin, Facilities Supervisor
Lupe Lopez, Confidential Secretary	Jesse Gonzalez, Assistant. Director - M&O
Hector Gonzalez, Director II - Facilities Services	David Aguilera, Plant Supervisor (PVHS)
Mimi Capistrano, Director II - Fiscal Services	Chris Genton, Plant Supervisor (PHS)
Sylvia Hinojosa, Director IV - Purchasing	Daniel Natividad, Plant Supervisor (LHS)
Nathan Camara, Accounting Supervisor	Jose Ramirez, Plant Supervisor (HHS)
Audrey Mitchell, Director IV - Nutrition Services	VACANT, Risk Management Supervisor
Rick Linsalato, Field Supervisor	
Adam Estrada, Director II - Risk Management	

EDUCATIONAL SERVICES

KINDY MACKAMUL, INTERIM ASSISTANT SUPERINTENDENT - EDUCATIONAL SERVICES

Brenda Arenas, Administrative Assistant	Dr. Esmeralda Chalfant, Coordinator - Special Ed
Amil Alzubaidi, Director I - Special Education	Bevy Escobar, District Nursing Coordinator
Marvin Atkins Jr., Director I - Pupil Services	Erika H. Garcia, Coordinator - Special Education
Dr. Shannyn Cahoon, Director I - Curriculum Instruction	Sandra Ruiz, Coordinator of Mental Health Svc.
Dian Martin, Director II - Learning Support Services	Chad Shaner, Program Specialist
Charles Tippie, Director II - Learning Support Services	
Mark Synnott, Coordinator of Educational Services	
James Holmes III, Program Specialist	

HUMAN RESOURCES

VACANT, CHIEF HUMAN RESOURCES OFFICER - HUMAN RESOURCES

Mayra Chavez, Administrative Assistant
Monica Orozco, Interim Confidential Secretary
Maribel Escobar, Director I - Human Resources

TECHNOLOGY

JOSEPH WILLIAMS, ASSISTANT SUPERINTENDENT - INNOVATION AND TECHNOLOGY

Xochitl Trujillo, Administrative Assistant
James Heckman, Assistant Director - Technology
Egriselda Elliott, Student Info. System Coordinator



2024-2025 SCHOOL SITE ADMINISTRATION



HERITAGE HIGH SCHOOL

LINDSAY CHAVEZ, PRINCIPAL

Eric Martin, Assistant Principal

Lourdes Medrano, Assistant Principal

Jose Topete, Assistant Principal

Brandon Jones, Athletic Director - Assistant Principal



LIBERTY HIGH SCHOOL

DR. ERIKA TEJEDA, PRINCIPAL

Dr. Thomas LaRoche, Assistant Principal

Johnny Muñoz, Assistant Principal

Dr. July Hill-Wilkinson, Assistant Principal

Scott Moore, Athletic Director - Assistant Principal



PALOMA VALLEY HIGH SCHOOL

JULIE BLIED, PRINCIPAL

Amanda Darton, Assistant Principal

Dr. Antoinette Miles, Assistant Principal

James Wrede, Assistant Principal

VACANT, Athletic Director - Assistant Principal



PERRIS HIGH SCHOOL

JUAN SANTOS, PRINCIPAL

JENNIFER THOMASIAN, CO-PRINCIPAL

Douglas Cousins, Assistant Principal

David Na'il, Assistant Principal

Gypsi Perez, Assistant Principal

Michael Overton, Athletic Director - Assistant Principal



PINACATE MIDDLE SCHOOL

CHAKWAN JONES, PRINCIPAL

Shameeka McKenzie, Assistant Principal

Victor Murrillo, Assistant Principal

2024-2025 SCHOOL SITE ADMINISTRATION CONTINUED



CALIFORNIA MILITARY INSTITUTE

DR. MICHAEL DODSON, PRINCIPAL/COMMANDING OFFICER
Dr. Rebecca Beigle, Assistant Principal/Executive Officer
Miles Henderson, Assistant Principal/Executive Officer
Dr. Savan Prak, Assistant Principal/Executive Officer



PERRIS LAKE HIGH SCHOOL AND SCHOLAR+ ONLINE LEARNING ACADEMY

LEE ALFRED, PRINCIPAL
Cindy Ramos, Assistant Principal



PATHWAYS FOR ADULT LIFE SKILLS

ERIKA HEILEGER-GARCIA, PRINCIPAL



PERRIS COMMUNITY ADULT SCHOOL

DR. PAULINE GARCIA, DIRECTOR



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SECTION I CODE OF ETHICS, TEACHING PROFESSION

101.0 Code of Ethics

Preamble

The educator believes in the worth and dignity of human beings. The educator recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of democratic citizenship. The educator regards as essential to these goals the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to practice the profession according to the highest ethical standards.

The educator recognizes the magnitude of the responsibility being accepted in choosing a career in education and engages individually and collectively with other educators to collaborate with colleagues, in accordance with the provisions of this code.

Principle I. Commitment to the Student

The educator measures success by the progress of each student toward realization of potential as a worthy and effective citizen. The educator, therefore, works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfilling these goals, the educator:

1. Encourages the student to independent action in the pursuit of learning and provides access to varying points of view.
2. Prepares the subject carefully, presents it to the students without distortion and - within the limits of time and curriculum.
3. Protects the health and safety of students.
4. Honors the integrity of students and influences them through constructive criticism rather than by ridicule and harassment.
5. Provides for participation in educational programs without regard to race, color, creed, sex, national origin or sexual orientation.
6. Neither solicits nor involves them or their parents in schemes for commercial gain thereby ensuring that professional relationships with students shall not be used for private advantage.
7. Shall keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

Principle II. Commitment to the Public

The educator believes that democratic citizenship in its highest form requires dedication to the principles of our democratic heritage. The educator shares with all other citizens the responsibility for the development of sound public policy and assumes full political and citizenship responsibilities. The educator bears particular responsibility for the development of policy relating to the extension of educational opportunities for all and for interpretation of educational programs and policies to the public. In fulfilling these goals, the educator:

1. Has an obligation to support their profession and institution and not to misrepresent them in public discussion. When being critical in public, the educator has an obligation not to distort the facts. When speaking or writing about policies, the educator must take adequate precautions to distinguish the educator's private views from the official position of the institution.
2. Does not interfere with a colleague's exercise of political and citizenship rights and responsibilities.
3. Ensures that institutional privileges shall not be used for private gain. Does not exploit pupils, their parents, colleagues, or the school system itself for private advantage. Does not accept gifts or favors that might impair or appear to impair professional judgment nor offer any favor, service, or thing of value to obtain a special advantage.

Principle III. Commitment to the Profession

The educator believes that the quality of the services of the education profession directly influences the nation and its citizens. The educator, therefore, exerts every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of trust to careers in education. In fulfilling these goals, the educator:

1. Accords just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.

2. Does not use coercive means or promise special treatment in order to influence professional decisions of colleagues.
3. Does not misrepresent professional qualifications.
4. Does not misrepresent the professional qualifications of his colleagues and will discuss these qualifications fairly and accurately when discussion serves professional purposes.
5. Applies for, accepts, offers, and assigns positions and responsibilities on the basis of professional preparation and legal qualifications.
6. Uses honest and effective methods of administering educational responsibility.
7. Conducts professional business through proper channels.
8. Does not assign unauthorized persons to educational tasks.
9. Uses time granted for its intended purposes.
10. Does not misrepresent the conditions of employment.
11. Lives up to the letter and spirit of contracts.

102.0 Bill of Responsibilities

Preamble

Freedom and responsibility are mutual and inseparable; we can ensure enjoyment of the one only by exercising the other. Freedom for all of us depends on responsibility by each of us. To secure and expand our liberties, therefore, we accept these responsibilities as individual members of a free society.

1. **To be fully responsible for our own actions and for the consequences of those actions.** Freedom to choose carries with it the responsibility for our choices.
2. **To respect the rights and beliefs of others.** In a free society, diversity flourishes. Courtesy and consideration toward others are measures of a civilized society.
3. **To give sympathy, understanding and help to others.** As we hope others will help us when we are in need, we should help others when they are in need.
4. **To do our best to meet our own and our families' needs.** There is no personal freedom without economic freedom. By helping ourselves and those closest to us to become productive members of society, we contribute to the strength of the nation.
5. **To respect and obey the laws.** Laws are mutually accepted rules by which, together, we maintain a free society. Liberty itself is built on a foundation of law. That foundation provides an orderly process for changing laws. It also depends on our obeying laws once they have been freely adopted.
6. **To respect the property of others, both private and public.** No one has a right to what is not his or hers. The right to enjoy what is ours depends on our respecting the right of others to enjoy what is theirs.
7. **To share with others our appreciation of the benefits and obligations of freedom.** Freedom shared is freedom strengthened.
8. **To participate constructively in the nation's political life.** Democracy depends on an active citizenry. It depends equally on an informed citizenry.
9. **To help freedom survive by assuming personal responsibility for its defense.** Our nation cannot survive unless we defend it. Its security rests on the individual determination of each of us to help preserve it.

10. **To respect the rights and to meet the responsibilities on which our liberty rests and our democracy depends.** This is the essence of freedom. Maintaining it requires our common effort, all together and each individually.

103.0 California Teaching Standards

Standard One: Engaging & Supporting All Students in Learning

- 1.1 Connecting students' prior knowledge, life experience, and interests with learning goals.
- 1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs
- 1.3 Facilitating learning experiences that promote autonomy, interaction, and choice
- 1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
- 1.5 Promoting self-directed, reflective learning for all students

Standard Two: Creating & Maintaining Effective Environments for Student Learning

- 2.1 Creating a physical environment that engages all students
- 2.2 Establishing a climate that promotes fairness and respect
- 2.3 Promoting social development and group responsibility
- 2.4 Establishing and maintaining standards for student behavior
- 2.5 Planning and implementing classroom procedures and routines that support student learning
- 2.6 Using instructional time effectively

Standard Three: Understanding & Organizing Subject Matter for Student Learning

- 3.1 Demonstrating knowledge of subject matter content and student development
- 3.2 Organizing curriculum to support student understanding of subject matter
- 3.3 Interrelating ideas and information within and across subject matter areas
- 3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter

- 3.5 Using materials, resources, and technologies to make the subject matter accessible to students.

**Standard Four:
Planning Instruction & Designing Learning Experiences for All Students**

- 4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing and sequencing instructional activities and materials for student learning
- 4.4 Designing short-term and long-term plans to foster student learning
- 4.5 Modifying instructional plans to adjust for student needs

**Standard Five:
Assessing Student Learning**

- 5.1 Establishing and communicating learning goals for all students
- 5.2 Collecting and using multiple sources of information to assess student learning
- 5.3 Involving and guiding all students in assessing their own learning
- 5.4 Using the results of assessments to guide instruction
- 5.5 Communicating with students, families, and other audiences about student progress

**Standard Six:
Developing as a Professional Educator**

- 6.1 Reflecting on teaching practice and planning professional development
- 6.2 Establishing professional goals and pursuing opportunities to grow professionally
- 6.3 Working with communities to improve professional practice
- 6.4 Working with families to improve professional practice
- 6.5 Working with colleagues to improve professional practice
- 6.6 Balancing professional responsibility and maintaining motivation

104.0 RESPONSIBLE USE POLICY

PERRIS UNION HIGH SCHOOL DISTRICT

RESPONSIBLE USE POLICY (Pursuant to BP/AR 4040)

Perris Union High School District ("District") recognizes that access to technology at school gives students greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. We are committed to helping our students develop 21st century technology and communication skills. To facilitate this we provide access to various technologies for student and staff use.

This Responsible Use Policy ("Policy") outlines the guidelines and behaviors that all users are expected to follow when using District technology resources.

- The Perris Union High School District network is intended solely for educational purposes
- All activity over the network or using District resources may be monitored and retained
- Access to online content via the network will be restricted in accordance with our policies and applicable federal regulations, such as the Children's Internet Protection Act ("CIPA")
- Users are expected to follow the same rules for good behavior and respectful conduct online as offline
- Misuse of technology resources may result in disciplinary action
- Perris Union High School District makes a reasonable effort to ensure our users' safety and security online but will not be held liable for any harm or damages that result from the use of District technology resources
- Users of the District network or other technology resources are expected to alert Information Technology Services staff immediately of any concerns for safety or security

Technologies Covered: The District may provide technological resources for students, employees, contractors, guests or other parties to use including, but not limited to, Internet access, computers and/or computing devices (including related peripherals), videoconferencing capabilities, online collaboration capabilities, message boards, social networking, and email. The policies outlined in this document are intended to cover *all* available technologies, not just those specifically listed.

Usage Policies: As a condition of maintaining the privilege of using District computer resources, each user will be held responsible for his or her own actions which affect such resources. Each user acknowledges and agrees to abide by the terms of the Policy. A user who violates the Policy will be subject to appropriate discipline.

District technology resources are intended to be used for instruction, learning, District-related business, and administrative activities.

Internet Access & Use: The District provides its users with access to the Internet, including web sites, resources, content, and online tools. This access will be restricted in compliance with CIPA regulations and District policies. Web browsing may be monitored and web activity records may be retained indefinitely.

Users shall comply with the access and security procedures and systems established to ensure the security, integrity and operational functionality of District network and computer resources.

Users shall not attempt to circumvent established protections and restrictions to download or attempt to download or run executable programs over the District network or onto District resources without express permission from Information Technology Services staff.

You may, however, be able to download other file types, such as images or videos. To ensure the security of the network download such files only from reputable sites, and only for educational purposes. Transmitting, receiving, or downloading of any material in violation of any U.S. or state regulations is prohibited. This prohibition includes but is not limited to, copyrighted material, pornography, threatening or obscene material or images inappropriate to an instructional environment.

Personal Safety: Users should never share personal information including phone numbers, addresses, social security numbers, birthdates, or financial information over the Internet or via email. Communicating over the Internet brings anonymity and other associated risks and users should always carefully safeguard the personal information of themselves and others. Students should never agree to meet someone they have communicated with online in real life without parental permission.

If you see a message, comment, image, video or anything else online that makes you concerned for your personal safety, bring it to the attention of an adult (teacher or staff if you're at school; parent if you're using the device at home) immediately.

Accounts: Accounts issued to users for the use of District technology resources are for the intended user's sole use only. Users are expected to keep login information private at all times and are responsible for any misuse that occurs under the accounts issued to them. They shall use the system only under their own accounts and shall maintain the privacy of personal information and passwords.

Email: The District may provide users with email (or other communication platforms) accounts for the purpose of school-related communication. Availability and use may be restricted based on District policies.

If users are provided with email (or other communication platforms) accounts, they should be used with care. Email is not a secure transmission protocol; messages are sent in clear text and may be intercepted. Users should never send personal information or attempt to open files or follow links from unknown or untrusted origins. Users shall refrain from profanity and vulgarity. Only communicate with other people as allowed by District policies or the teacher.

Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Email usage may be monitored and archived.

Mobile Devices: The District may provide users with mobile computers or other devices to promote learning outside of the classroom or to support administrative and clerical needs. Users are expected to abide by the same responsible use policies when using devices off the District network as on the District network. The use of these devices while off the District network may be monitored.

Users are expected to treat these devices with extreme care and caution; these are expensive devices that the District is entrusting to your care. Users should report any loss, damage, or malfunction to Information Technology Services staff immediately. Users

may be financially accountable for any damage resulting from negligence or intentional misuse.

Social/Collaborative Content: Recognizing the benefits collaboration brings to education, the District may provide users with access to web sites or tools that allow communication, collaboration, sharing, and messaging among users.

Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Posts, chats, sharing, and messaging may be monitored. Users should never share personally identifying information online.

Communication With Students: All communication with students shall be conducted on District owned or approved communications platforms. At no time shall any staff member, contractor, guest or other approved party use their personal accounts or any non-District approved communication platform to communicate with students.

Cyberbullying: Cyberbullying will not be tolerated. Harassing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyberstalking are all examples of cyberbullying. Do not send emails, text messages, or post comments with the intent of scaring, hurting, or intimidating someone else.

Engaging in these behaviors, or any online activities intended to cause harm (physically or emotionally) to another person will result in severe disciplinary action. Cyberbullying can be a crime. Remember that your activities are subject to monitoring and retention.

Data Security: District staff and students may have access to confidential and/or personally identifiable information of students or staff. This information may not be shared with unauthorized third parties, and under no circumstances may it be transmitted electronically without the use of appropriate encryption and the prior approval of the Custodian of Records and the Executive Director of Technology. Confidential and/or personally identifiable information may not be stored on mobile computing devices or portable storage devices without encryption and the prior approval of the Custodian of Records and the Executive Director of Technology, and may not be transmitted via email under any circumstances.

Personal Equipment: The District recognizes that the use of certain technology devices that are not owned by the District may be beneficial to both District employees and students. District employees and students may connect personal laptops, tablets, or other computing or mobile devices to District wireless networks identified as “ScholarPlus” or “Guest” only, and do so at their own risk and agree to hold the District harmless. Personal equipment may not be connected to any other wired or wireless network owned by the District without express permission by the Executive Director of Technology.

Security: Security on any computer system is of the highest priority. Users who identify a security problem must immediately notify a representative from Information Technology Services or an administrator. Users must never use any other user’s accounts or share passwords with anyone, or leave account/password information where it may be discovered. Students may only use teacher computing equipment under the direct supervision of the teacher, and solely for instructional purposes. Any user identified as a security risk may be denied access to the system.

Users shall not attempt to “crash” or “hack” into District systems. Users shall not tamper with any software protections or restrictions placed on computer applications or files. Unless authorized to do so, users shall not attempt to access or modify restricted portions of any operating system, security software, system or network.

Users shall not attempt to remove existing software or add their own, personal software to District computers and systems unless authorized to do so. Any user who is authorized to install software or make system changes on a particular device do so at their own risk and agree to hold the District harmless.

Netiquette: Users are expected to always use the Internet, network resources, and online sites in a courteous and respectful manner.

Users are expected to recognize that among the vast array of valuable content online there also exists unverified, incorrect, or inappropriate content. Users should use trusted sources when conducting research via the Internet.

Users should also remember not to post anything online that they wouldn’t want parents, teachers, future colleges or potential employers to see. Once something is online, it is out of your control and can sometimes be shared and spread in ways you never envisioned or intended.

Plagiarism: Users shall not plagiarize content, including words or images, from the Internet. Users should not take credit for things they didn’t create themselves, or misrepresent themselves as an author or creator of something found online. Research conducted via the Internet must be appropriately cited, giving credit to the original author.

Political Activities: Users shall not use District technology resources for political purposes including, but not limited to, urging the support or defeat of any ballot measure or candidate.

Receipt of Offensive Material: Due to the open and decentralized design of the Internet and networked computer systems, users are warned that they may occasionally receive materials that may be offensive to them. Users should report all such occurrences to the Executive Director of Technology or designee.

No Expectations of Privacy: District network, technology resources, and all user accounts are the property of District. There is no right to privacy in the use of the network, technology resources or user accounts. In addition, users are hereby put on notice as to the lack of privacy afforded by electronic data storage and electronic mail in general, and must apply appropriate security to protect private and confidential information from unintended disclosure. Electronic data, including email, which is transmitted through District technology resources is more analogous to an open postcard than a letter in a sealed envelope. Under such conditions, the transfer of information which is intended to be confidential should not be sent through District technology resources.

The District reserves the right to monitor and access information transmitted over its network or contained on its computer resources under various circumstances including, but not limited to, the following circumstances:

Under the California Public Records Act (“CPRA”), electronic files are treated in the same way as paper files. Public documents are subject to inspection through CPRA. In responding to a request for information under the CPRA, the District may access and provide such data without the knowledge or consent of the user.

The District may cooperate with any local, state, or federal officials investigating an alleged crime committed by any person who accesses District computer resources, and may release information to such officials without the knowledge or consent of the user.

The contents of electronic messages, including any email communication sent using District technological resources, may be viewed by Information Technology Services staff in the course of routine maintenance, or by the Executive Director of Technology, or designee(s) as needed for District administrative purposes, including, but not limited to, investigation of possible violations of the Policy or other District policies, and monitoring of online activities of minor students.

Examples of Acceptable Use

I will:

- ✓ Use District technologies for instructional activities.
- ✓ Follow the same guidelines for respectful, responsible behavior online that I am expected to follow offline.
- ✓ Treat District resources and equipment carefully, and alert staff if there is any problem with their operation.
- ✓ Encourage positive, constructive discussion if allowed to use communicative or collaborative technologies.
- ✓ Alert a staff member if I see threatening, inappropriate, or harmful content (images, messages, posts or videos) online.
- ✓ Use District technologies at appropriate times, in approved places, and only for educational pursuits.
- ✓ Cite sources when using online sites and resources for research.
- ✓ Recognize that the use of District technology is a privilege and treat it as such.
- ✓ Be cautious to protect the safety of others and myself.
- ✓ Only communicate with students via District owned or approved communication platforms
- ✓ Help to protect the security of District resources.

Examples of Unacceptable Use

I will **NOT**:

- ✓ Use District technologies in a way that could be harmful.
- ✓ Attempt to find inappropriate images or content, or attempt to circumvent the District’s filtering tools.
- ✓ Engage in cyberbullying, harassment, or disrespectful conduct toward others.
- ✓ Use District technologies to send mass mailings, “spam,” or “mail bombs.” Mass mailings directed to any large subgroup of District employees or students shall be approved by the sender’s immediate supervisor in advance.
- ✓ Plagiarize content I find online.
- ✓ Share personally identifying information, about others or myself.

- ✓ Use District technologies for personal gain, product advertisement, political lobbying, or partisan political activities.
- ✓ Use language online that would be unacceptable in the classroom.
- ✓ Use District technologies for illegal activities or to pursue information on such activities.
- ✓ Attempt to hack or access sites, servers, or content that is not intended for my use.

This is not intended to be an exhaustive list. Users should use their own good judgment when using District technologies.

Limitation of Liability

The District will not be responsible for damage or harm to persons, files, data, or hardware.

While the District employs, and makes reasonable efforts to ensure the proper functioning of filtering and other safety and security mechanisms, it makes no guarantees as to their effectiveness.

The District will not be responsible, financially or otherwise, for unauthorized transactions conducted over the District network.

Violations of this Responsible Use Policy

Student Violations: Users shall report any suspected violation of the Policy by a student to a school site administrator, who shall immediately review the matter and take appropriate action including, if necessary, referring the matter to the Executive Director of Technology (or designee) for review. If the Executive Director of Technology (or designee) determines that a violation has occurred, the user may be subject to appropriate discipline, legal action, and/or prosecution.

Employee Violations: Users shall report any suspected violation of the Policy by a District employee to the employee's supervisor who shall immediately refer the matter to a Human Resources administrator for review. The Human Resources administrator (working in collaboration with the Executive Director of Technology or designee) shall then determine whether a violation of the Policy has occurred. If the Human Resources administrator determines that a violation has occurred, he or she may take immediate action (working in collaboration with the Executive Director of Technology or designee) to restrict, suspend, or revoke the user's privileges. The user may also be subject to appropriate discipline, legal action, and/or prosecution.

SECTION II

ADMINISTRATIVE - TEACHER RELATIONS

201.0 District Organization

The Board of Education is elected as the governing body of the Perris Union High School District and is responsible for the general control and direction of education in the District. (BP 9000)

201.1 Superintendent

The Superintendent is the chief executive officer of the Board. The Board delegates to the Superintendent the authority to carry out Board decisions and to make and carry out decisions, which it delegates. The Superintendent shall be fully responsible for the proper use of this authority. (BP 9000)

201.2 Principal

The Principal is the educational leader and chief executive of the school. The Principal is responsible for the instructional program, pupil services and operation of the school plant. The Principal will establish and maintain effective relationships with students, staff, parents, and the community. The Principal accepts other responsibilities as assigned.

201.3 Assistant Principal/Dean

Assistant Principals/Deans work directly under the supervision of the Principal. They work in close cooperation with all certificated and classified staff. As assigned, they assist the Principal in the supervision of any school activity or instructional program.

201.4 Associated Student Body Activities Advisor

The Associated Student Body Activities Advisor is responsible for coordinating all school co-curricular activities and for providing effective communication about these activities with administration, faculty, student body, and community. The advisor shall be directly responsible to the Principal. The advisor performs other general duties and responsibilities common to all teachers, as applicable.

201.5 Athletic Director

The Athletic Director is responsible for coordinating all school and district athletic activities and for providing effective communication about these activities with administration, faculty, student body and community.

201.6 Certificated Personnel - Teachers

1. Brief Description of Position:

As part of a secondary teaching assignment, the teacher shall teach students in grades 7-12 (5-12 for CMI teachers) and shall assist in other programs, activities, and responsibilities as assigned by the site administrator. The secondary teacher is responsible directly to the site administrator.

2. Major Duties and Responsibilities of the Secondary Teacher:

- A. Develops and teaches skills and knowledge in the assigned areas utilizing courses of study adopted by the Board of Trustees. Teachers are expected to teach to the California State Standards, follow District Pacing Guides, and administer District Benchmarks and End-of-Level Assessments.
- B. Attends and participates in all appropriate staff meetings, department meetings, collaboration meetings, and PLC meetings within the school of assignment and/or on a district level.
- C. Exhibits professional cooperation with school personnel as shown through following proper channels of communications, filing of reports, willingness to participate on committees, and participation in curriculum and other departmental programs.
- D. Seeks administrative prior approval when arranging for visitors or speakers, and planning and conducting field trips.

3. Other Duties and Responsibilities

- A. Assists in the selection of curriculum materials, instructional aid supplies, and maintains required inventory controls.
- B. Communicates with parents and school counselors to discuss the individual student's progress.
- C. Supervises students in out-of-classroom activities during the assigned work day and reports infractions of the school's rules to the appropriate authority.
- D. Assists in the enforcement of the school rules on campus before, during, and after school.
- E. Performs basic attendance accounting and business services as required.
- F. Maintains a classroom environment, which takes into account sound health and safety practices.
- G. Shares in the sponsorship of student activities as requested by the principal.
- H. Establishes and maintains regulations and procedures to assure that school-owned materials, equipment and facilities are properly used and cared for by students and staff.
- I. Secures the classroom (locks doors) upon leaving or at the close of the school day. Logs off computers and shuts off the lights.
- J. Realizes that school keys are to be used only by authorized school employees. Never loan your keys.
- K. Shares in the sponsorship of student activities such as school clubs, organizations, and school related events.
- L. Teachers are expected to remain on campus for the entire workday. Should a teacher need to leave, he/she notifies the principal's secretary

when leaving the campus during the school day. Arriving late or leaving early without administrative approval is not acceptable.

- M. Follows all school and district policies not specifically listed above.
- N. Utilizes bulletin boards and displays pertinent materials to enhance the learning environment. It is encouraged to use the assistance of students in this area.
- O. Provides student grades and progress reports in accordance with the adopted school grading policy. (See Section V, Student Evaluation)
- P. Administers standardized tests according to site and district directions.
- Q. Participates cooperatively with the principal or designee to mutually develop the system by which he/she will be evaluated in conformance with the Collective Bargaining Agreement.
- R. Attempts to identify and assess student learning needs and problems and, when necessary, take action to inform parents and appropriate school personnel of those needs and problems.
- S. Teachers are required to provide each student with a syllabus and class rules at the beginning of each semester/year. A copy shall be provided to the principal during the first week of school.
- T. Teachers are to utilize the school technology (Infinite Campus) to post daily attendance and grades on a reasonable basis.

202.0 Department Chairpersons

In order to develop a more effective instructional program and take care of the necessary administrative details involved in the functioning of a department, the appointment of chairpersons on all campuses has been approved by the administration.

Departments are organized by disciplines. The number of department chairpersons in represented content areas are at the discretion of the principal and may vary at each site. The procedure for selecting department chairpersons on an annual basis is:

1. Members of the department will recommend department chairpersons to the principal. If the principal concurs, the appointment is made.
2. If the principal does not concur, the principal meets with department members and discusses appointments and requests members to nominate another person. If a nomination is not made within a reasonable time (ten school days), the principal appoints the department chairperson.
3. Department chairpersons are to be selected on or before June 1 in each school year for service in the ensuing school year. It is recommended that department chairpersons serve no more than three consecutive one-year terms.

It is not intended that the department chairperson direct the activities of the department. Rather, it is expected that he or she shall be a democratic leader who inspires cooperation and motivates organizations directed toward the improvement of the teaching - learning environment.

The duties and responsibilities of a department chairperson are:

1. Act as chairperson of department meetings, keeping accurate minutes and submitting copies to the principal.

2. Organize the department for the improvement of instruction, i.e., identification and distribution of instructional and assessment materials.
3. Assist in the development of program materials.
4. Assist in the selection of textbooks and instructional materials.
5. Prepare, in cooperation with department members, the department's budget.
6. Approve the department's requisition for supplies, texts, and equipment.
7. Maintain department inventories and assist teachers to maintain room inventories.
8. Aid in the interviewing and selection of new personnel for the department.
9. Recommend the assignment of the teachers of the department on the master schedule.
10. Attend District Subject Area Council meetings.
11. Attend School Curriculum Council meetings as directed.
12. Serve as a Team Leader for WASC.
13. Coordinate department PLC time.

202.1 School Department Meetings

Department meetings are organized and conducted by the chairperson of each department to meet the needs of the educational program of that department. It is the department chairperson's responsibility to conduct department meetings at least once each month. Department members are expected to attend department meetings. Teachers with 3 or more classes in a content area are considered members of a department. Additional course/grade level meetings may be required for curriculum or WASC purposes.

202.2 Subject Area Council Meetings

District-wide department meetings will be held as needed at a place determined by the facilitator of the Subject Area Council (SAC). Coordination of special curricular areas is promoted through these meetings.

The SAC Meetings ensure academic planning, curriculum, and performance task/assessment quality in adherence to the district-wide PLC process.

203.0 Faculty Meetings

Regular faculty meetings will be held monthly during the school year. All teachers are required to attend. In case of unavoidable absence, prior approval must be secured from the principal.

204.0 New Teacher Meetings

An in-service training period for new teachers will be held for orientation and assistance purposes. Teachers who qualify for support services will be assigned an assistance provider. CTI and Intern Programs are provided.

205.0 Daily Student Bulletin

The Daily Bulletin is an official administrative directive. Teachers are requested to consult the daily student bulletin each day. These bulletins will be communicated daily, and accessible to all staff and, when appropriate, to students. Teachers and organizations desiring to enter an announcement in the student bulletin must follow site policies and procedures.

206.0 Email

The District may provide users with email (or other communication platforms) accounts for the purpose of school-related communication. Availability and use may be restricted based on District policies. Teachers and other staff are expected to check their email at the beginning and end of each day. Email is for school business. Jokes, chain letters, personal business, etc. are not appropriate. All staff should refrain from the use of district mass mailing without administrative approval.

207.0 School Publicity

All publicity releases, general letters of information to parents or the public, must be cleared through the Principal's Office.

208.0 Outside Speakers in the Classroom

In order to enhance the educational opportunity and experience available to the pupils of the Perris Union High School District, the Board of Education approved and encourages the use of community people and resources for the purpose of instruction when related to the prescribed course of study and under the direct supervision of a certificated employee of the district.

Speakers or resource personnel invited to the schools are to follow the school's sign-in policy prior to going to the classroom.

All outside speakers must be approved in advance by the principal. ([BP1250](#) & [AR1250](#))

209.0 Guest Teachers

- Teachers who are going to be absent must call the district's Absence Management System as soon as possible so that provisions may be made for a substitute teacher and the absence can be recorded on the teacher's attendance record. Notification should be made no later than 1½ hours prior to the beginning of the work day of absence, and preferably, the day or night before the absence.
- Teachers must see that lesson plans and seating charts are available to the substitute teacher
- The use of Guest Teachers is arranged through the Human Resources Department, specifically by the AESOP; however, substitutes must report to the School Site Substitute Coordinator at the close of each day taught, to determine whether they are needed for further duty and to have their substitute timesheets signed.
- In the case of a teacher absence, the class roll book must be available to administrators and guest teachers. Guest teachers will pick up an attendance-reporting document at the start of the day. Guest Teachers will

submit their attendance-reporting document to the School Site Substitute Coordinator at the end of each day

- Guest teachers must submit monthly timesheets to Payroll according to the established Payroll Schedule available from the School Site Substitute Coordinator or on the District's website.
- All jobs worked by a Guest Teacher must be accompanied by a job number issued by the district's Absence Management System in order to be paid.

210.0 Emergency Lesson Plans

Each teacher must have on file with the Principal/Designee, by the end of the first week of the school year, an emergency lesson plan for 3 days, which can be used by a substitute in case the teacher must leave or be absent in an emergency.

210.1 Class Seating Charts

Seating charts for all classes, where such charts are practical, should be prepared, kept up-to-date and always available for substitutes or others needing them.

211.0 Miscellaneous Leaves

The following leaves are available to teachers. Check the current Collective Bargaining Agreement for policies applying to these leaves:

Bereavement Leave	Catastrophic Leave	Family & Pregnancy Disability
Leave	Industrial Accident Leave	Jury Duty
Leave		Legislative
Miscellaneous Leave	Personal Leave	Sabbatical Leave
Sick Leave	Pregnancy, Paternity or Adoption	

SECTION III STUDENT ACCOUNTING

301.0 Attendance

Teachers will take roll in Infinite Campus at the beginning of each class period. This task cannot be delegated to a student or parent volunteer. It may, however, be completed by an instructional aide. Weekly attendance reports signed by the teacher need to be submitted to the Attendance Office every Friday.

In the case of a teacher absence, the **class attendance lists** must be available to administrators and substitute teachers. A daily substitute will receive an office printout to record attendance and then return it to the school office for input.

Field Trip - Used when a student is absent from class while on school business. These absences are excused. Lists for field trips are sent to each teacher from the designee.

302.0 Attendance Controls

Manual Control - All teachers are to require students to have class admittance slips before re-entering class after an absence. When the student reenters class after an absence, sign or initial the admittance slip in the proper place and return to the student. The last teacher to sign the absence report will keep it and return it to the Attendance Office, either directly or through a student messenger.

Computer Control - Teachers will enter roll using the Infinite Campus system. In addition to taking roll in an official roll book, the Scantron sheets are to be turned in to the Attendance Office at the end of each day by substitutes.

The Infinite Campus teacher weekly attendance report **must** be verified, **signed** and **dated** by the teacher and turned into the Attendance Office each Friday afternoon before leaving school. If you are not present on Friday and have a substitute, you may turn them in on Monday. ([EC 44809 \(b\)](#)).

302.1 Tardiness

Any student who arrives in class after the bell marking the beginning of the class period has rung is tardy. Teachers are expected to inform students every time they mark them as tardy. Please consult your school site tardy policy to determine guidelines and procedures for dealing with habitual tardy students.

302.2 Unexcused Absence

An unexcused absence is one that occurs without the permission of the student's parent or legal guardian for reasons other than illness, quarantine, funeral, medical, or legal business. Examples of unexcused absence are: trips, inclement weather, transportation problems, babysitting, work, truancy, and suspension.

The following Education Code reference applies to ALL unexcused absences: *The teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension.* ([EC 48913](#))

Teachers are encouraged to allow students to make-up all work that can be reasonably provided. In such cases, the student will be responsible for all make-up arrangements, however, *it is highly recommended for teachers to develop a systematic process for providing students make-up work when they are absent from class.* Work is required to be completed within the time specified by the teacher. Failure to do so or excessive absence without make-up may adversely affect a student's grade for the course.

302.3 Truancy

Any student who is absent from school without a valid excuse, more than three (3) full days or tardy in excess of thirty (30) minutes during the school day without a valid excuse on three (3) occasions in one (1) school year, or any combination thereof, is a truant. ([EC 48260](#))

Truancy Policy

- | | |
|-------------------------------|--|
| 1st Offense | Alert Now will contact the home regarding an absence. <ul style="list-style-type: none">▪ If verified truant, then Saturday School may be assigned. |
| 2nd Offense | Alert Now will contact the home regarding an absence. <ul style="list-style-type: none">▪ If verified truant, then Saturday School may be assigned. |
| 3rd Offense | Alert Now message sent home. <ul style="list-style-type: none">▪ Truancy Letter 1 generated and mailed home.▪ Referral to counselor – direct contact made by the counselor to the parent and appropriate intervention noted in the discipline file.▪ Saturday School assigned. |
| 4th Offense | Alert Now message sent home. <ul style="list-style-type: none">▪ Direct contact with parent made by Administrator.▪ Continued contact with the counselor (intervention continued).▪ Document contacts and interventions in the discipline file.▪ Saturday school assigned. |
| 5th Offense | Alert Now message sent home <ul style="list-style-type: none">▪ A meeting is set up with an Admin., counselor, parent, and student.▪ All student privileges may be taken away for the remainder of the semester (senior privileges, dances, club activities, field trips, etc).▪ Saturday school assigned. |
| 6th Offense | Alert Now message sent home. <ul style="list-style-type: none">▪ Parent/student warned of SARB referral to D.O.▪ Saturday School assigned.▪ Truancy Letter 2 generated and mailed home. |

- SART meeting with student and parent and Attendance Contract signed.

7th Offense Alert Now message sent home.

- Direct Administrator contact with the parent regarding SARB/possible DA notification.

8th Offense Alert Now message sent home.

- Direct Admin contact with the parent.

9th Offense Alert Now message sent home.

- Truancy letter 3 generated and mailed home.
- Referral to SARB at the DO level.
- Possible alternative placement, if appropriate or alt. ed. possibility through the SARB panel

303.0 Incomplete Grades

Incomplete grades may only be given to a student because of illness or other excused absence. Incompletes require notification of the teacher and counselor and must be approved by the principal. If a student receives an **INCOMPLETE** at the end of a grading period, the teacher must notify the student at the time the **INCOMPLETE** grade is issued, and make-up work must be accomplished within *six weeks at the end of the grading period* in order to receive a grade and credit for such work. If not made up within six weeks, the Incomplete shall become an 'F'. Incompletes must be approved by the site principal or administrative designee. ([AR 5121](#))

303.1 Telephone Calls to Parents

Communication with parents is a vital part of a student's success. To increase teacher effectiveness and student achievement, teachers will be required to phone home when excessive absences/tardies, behavior problems, or academic issues. Teachers may need to call parents at work or at times other than their prep period in order to reach them. Principals will give staff members a list of where phones are located for staff use on their campuses. Any problems, including unsatisfactory behavior, should be communicated to the parent before sending a referral to the counselor or the Assistant Principal's Office. *Teachers should use the "Teacher Contact" Log tab in Infinite Campus to document all contact with parents or guardians.*

304.0 Passes

No student shall leave class or an activity during school hours without an **approved site pass**. Requests for passes should be carefully judged in order to cut down the number of students leaving classes. *Each student must have in his/her possession a valid teacher issued pass when out of class. Students must carry their ID's with them at all times.* At no time should a teacher keep a student out of another teacher's class without the teacher's approval.

304.1 Off-Campus Permits

A pupil may not leave the school premises at break, lunch, or any other time before the regular hour for closing school, except in the case of an emergency, as determined by a site administrator or with the approval of the principal of the school. ([BP 5112.5](#))

- Whenever a student needs to leave school, he/she must **FIRST** obtain an off-campus pass from the health office, the attendance office, or an administrator.
- Students with a Senior Privilege Pass may leave campus for lunch
- Students with a Work Experience Pass may be permitted to leave at their appropriate time
- Early Release/Late Start: Only seniors are eligible for enrollment in the Early Release or Late Start program. Senior students may take up to 2 periods of Early Release and/or Late Start (Senior students may be eligible for one period of early release or late start. Only students who are on track and have shown that they are college/career ready are eligible for 2 skip periods.). Students with Early Release or Late Start are **NOT permitted on campus during their release time**. Students must be current on graduation credits in order to be eligible for Early Release and/or Late Start. Students must maintain a 2.0 GPA each semester, good behavior, and acceptable attendance to remain eligible for Early Release and/or Late Start.

305.0 Work Permits

Work permits are necessary for all minors under eighteen years of age. Students may obtain further information concerning work permits in the College & Career Center.

306.0 Change of Program Procedures

Changes in a student's program may only be made through the student's counselor and after parent approval. Teachers are not to change students from one class to another. This is an administrative responsibility. Students identified with an IEP meeting must have a change of placement meeting. Students requesting to drop from a course of study that would make them ineligible for A-G designation must attend a meeting with the counselor, parent, and administrator and complete the [A-G waiver](#). A student who drops a course during the first six weeks of the grading period may do so without any entry on his/her permanent record card. A student who drops a course after the first six weeks of the grading period shall receive an 'F' grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances ([AR 5121](#)).

307.0 New Students

Teachers and students are asked to make every effort to get acquainted with new students and make them feel welcome. The teacher can help a new student make a smoother transition to the class by introducing him or her to other students. Every effort should be made to encourage a friendly relationship between students.

308.0 Student Withdrawals from School

Before a student may withdraw from school, written authorization from the parent or guardian must be given to the school. Students must report to the Counseling and Attendance Office for checkout.

SECTION IV DISCIPLINE AND BEHAVIORAL EXPECTATIONS

401.0 Discipline - An Educational Program

The Perris Union High School District strives to provide a safe and caring culture where student accountability is emphasized in collaboration with support and intervention practices to assist both students and adults in recognizing, owning and repairing the harm incurred from the incident (Ed Code Violation). Site and district expectations for all translate into positive outcomes for the campus culture. When individuals within the campus community are aware of harm incurred from the incident, identify practices to repair the harm incurred from the incident, and have provided appropriate guidance and support, the result is our commitment to all stakeholders: ***"Equity is Caring in Action"***.

All unauthorized items brought to school may be confiscated by staff. Items not held in evidence may be recovered by the parent(s)/guardian at the school's discretion in a reasonable period of time, as defined by the school site. The school will not be responsible for any item not recovered in a responsible period of time, as defined by the school. The Perris Union High School District or any individual employee is not liable for damage or loss to confiscated items or those items damaged accidentally by other students if it is deemed the item should not have been on campus. The primary objective of requiring students not to bring restricted materials to school is to prevent the loss or damage of private property, to ensure a focus on education, and to promote a safe and secure school environment.

402.0 Need for an Accountability Matrix

The Accountability Matrix was developed for all schools within the Perris Union High School District and outlines the accountability for inappropriate student actions that have been referred to the Principal or Assistant Principal. Infractions, possible corrective actions, or interventions may not be limited to those found in the Accountability Matrix as this serves as a guide rather than a mandate. It should be noted that although the Accountability Matrix affords a framework for dealing with inappropriate student actions in a comprehensive and consistent manner, each disciplinary issue will be reviewed within the context of its unique circumstances and the educational needs of the student. Each administrator must use his/her judgment in applying its provisions, within the limits stated. Situations not specifically addressed in this plan or unusual or extreme cases will be dealt with in accordance with District policy and the California Education Code. Any exception to the Corrective Action stated in the Accountability Matrix will be documented by the school site and a copy sent to Child Welfare and Attendance. Some schools may use other site-based corrective action and the appropriate intervention.

"All students and staff of public, primary, elementary, junior high and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful."

It shall be the duty of each employee of the school to enforce the rules and procedures on school discipline adopted under this section. ([EC 35291.5](#))

Suspension Form Code	Examples of Student Behavior	Possible 1 st Intervention	Possible 2 nd Intervention	Possible 3 rd Intervention
		Possible Corrective Action	Possible Corrective Action	Possible Corrective Action
Caused, attempted to cause or threatened to cause physical injury (EC 48900 A1)				
A1	<ul style="list-style-type: none">Attempted to, threatened to, or caused assault or battery on student or school personnel without injury or with very minor injury<ul style="list-style-type: none">Attempt: Example but not limited to:<ul style="list-style-type: none">Attempting to fight or harm a personThreatened: Example but not limited to:<ul style="list-style-type: none">Threatened harmCaused: Example but not limited to:<ul style="list-style-type: none">Sharing of a vape that causes great bodily harmPre-fight or inciting to fight behaviorFighting: mutual combatInitiating threatening calls, messages to school, including those by electronic means; i.e, bomb threats etc.	<ul style="list-style-type: none">Restorative PracticeCounseling InterventionBehavior ContractBehavior Support PlanReflection ActivityParent Contact <ul style="list-style-type: none">Refer to ATS- Alternative to SuspensionSuspension 1-5 daysMay contact Law EnforcementAdministrative removal from one or more school activitiesCitation/arrestContact Director of Pupil Service prior to making a recommendation for expulsion	<ul style="list-style-type: none">Restorative PracticeCounseling InterventionBehavior ContractBehavior Support PlanReflection ActivityParent Contact <ul style="list-style-type: none">Suspension 1-5 daysMay contact Law EnforcementAdministrative removal from one or more school activitiesCitation/arrestMay recommend for expulsionContact Director of Pupil Service prior to making a recommendation for expulsion	<ul style="list-style-type: none">Restorative PracticeCounseling InterventionBehavior ContractBehavior Support PlanReflection ActivityParent Contact <ul style="list-style-type: none">Suspension 1-5 daysMay contact Law EnforcementAdministrative removal from one or more school activitiesCitation/arrestMay recommend for expulsionContact Director of Pupil Service prior to making a recommendation for expulsion
Willful use of force or violence upon another, except in self-defense (EC48900 A2)				
A2	<ul style="list-style-type: none">Willful use of force, not in self-defense, or one sided acts of violence toward anotherAssault or battery on school personnelAiming or point a laser scope at another person in a threatening manner, with the specific intent to cause a reasonable apprehension or fear bodily harmSpitting at or on a personDirecting the beam of a laser pointer directly or indirectly into the eyes of another person or into a moving vehicle with the intent to harass or annoy	<ul style="list-style-type: none">Restorative PracticeCounseling InterventionBehavior ContractBehavior Support PlanReflection ActivityCheck & ConnectParent Contact <ul style="list-style-type: none">Refer to ATS- Alternative to SuspensionSuspension 1-5 daysAdministrative removal from one or more school activitiesCitation/arrestContact Director of Pupil Service prior to making a recommendation for expulsion	<ul style="list-style-type: none">Restorative PracticeCounseling InterventionBehavior ContractBehavior Support PlanReflection ActivityCheck & ConnectParent Contact <ul style="list-style-type: none">Suspension 1-5 daysAdministrative removal from one or more school activitiesCitation/arrestContact Director of Pupil Service prior to making a recommendation for expulsion	<ul style="list-style-type: none">Restorative PracticeCounseling InterventionBehavior ContractBehavior Support PlanReflection ActivityCheck & ConnectParent Contact <ul style="list-style-type: none">Suspension 1-5 daysAdministrative removal from one or more school activitiesCitation/arrestContact Director of Pupil Service prior to making a recommendation for expulsion
Suspension Form Code	Examples of Student Behavior	Possible 1 st Intervention	Possible 2 nd Intervention	Possible 3 rd Intervention
		Possible Corrective Action	Possible Corrective Action	Possible Corrective Action

Possessed, sold or furnished a knife, explosive or other dangerous object of no reasonable use (EC 48900 B)				
B	<p>Possessed, sold, used, or furnished any firearm, knife (fixed blade at least 3 ½" in length or locking blade), explosive or dangerous object having no reasonable use. Includes brass knuckles, M-80 or equivalent, butterfly knife or switchblade</p> <p>Brandish any knife <i>Mandatory Expulsion 48915 (c) (2)</i></p> <p>Possession of an explosive <i>Mandatory Expulsion 48915 (c) (5)</i></p> <p><i>Possessing , selling or otherwise furnishing a firearm</i> <i>Mandatory Expulsion 48915 (c) (1)</i></p> <p>Possession of dangerous objects of no reasonable use including, but not limited to, fixed or locking blade knife where student is deemed not to present a danger, firecrackers, razor blades, pepper spray, laser pens, poppers*, lighter**, bomb bags, stink bombs, paint guns, airsoft or other BB type-gun (if presented as real)***, novelty shock items, projectiles, or other items of no reasonable use that do not pose an immediate and significant danger to others. All objects will be assessed based on number, size, and potential to do harm and if they were used</p> <p>* Poppers containing gunpowder</p> <p>** If lighter is activated without causing harm or injury. If it is used, see (A1) or (A2)</p> <p>*** If airsoft/BB type gun is used to shoot at a person, see (A1) or (A2). If used to shoot at object to do damage, see (F)</p>	<ul style="list-style-type: none">• Restorative Practice• Counseling Intervention• Behavior Contract• Behavior Support Plan• Reflection Activity• Check & Connect• Parent Contact	<ul style="list-style-type: none">• Restorative Practice• Counseling Intervention• Behavior Contract• Behavior Support Plan• Reflection Activity• Check & Connect• Parent Contact	<ul style="list-style-type: none">• Restorative Practice• Counseling Intervention• Behavior Contract• Behavior Support Plan• Reflection Activity• Check & Connect• Parent Contact
		<ul style="list-style-type: none">• Refer to <i>ATS- Alternative to Suspension</i> (for non mandatory expulsions.)• Notify Police/SRO if possession of a firearm or if brandishing a weapon• Search of person & property• Suspension 1-5 days• Retain weapon/object• Administrative removal from one or more school activities• Contact Director of Pupil Service prior to making a recommendation for expulsion	<ul style="list-style-type: none">• May contact Law Enforcement if in possession of a firearm or if brandishing a weapon• Search of person & property• Suspension 1-5 days• Retain weapon/object• Administrative removal from one or more school activities• Contact Director of Pupil Service prior to making a recommendation for expulsion	<ul style="list-style-type: none">• May contact Law Enforcement if in possession of a firearm or if brandishing a weapon• Search of person & property• Suspension 1-5 days• Retain weapon/object• Administrative removal from one or more school activities• Contact Director of Pupil Service prior to making a recommendation for expulsion
Suspension Form Code	Examples of Student Behavior	Possible 1 st Intervention	Possible 2 nd Intervention	Possible 3 rd Intervention
		Possible Corrective Action	Possible Corrective Action	Possible Corrective Action
Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or intoxicant or any kind (EC 48900 C)				
C	<p>Possession or use of a controlled substance, intoxicant, or caustic of any kind (including prescription medication, spice, bath salts, inhalants, super glue, toluene or mixture) if brought or used as a controlled substance</p>	<ul style="list-style-type: none">• Restorative Practice• Counseling Intervention• Behavior Contract• Behavior Support Plan• Reflection Activity• Check & Connect• Parent Contact	<ul style="list-style-type: none">• Restorative Practice• Counseling Intervention• Behavior Contract• Behavior Support Plan• Reflection Activity• Check & Connect• Parent Contact	<ul style="list-style-type: none">• Restorative Practice• Counseling Intervention• Behavior Contract• Behavior Support Plan• Reflection Activity• Check & Connect• Parent Contact

	<p>* Includes edibles and vape products with THC or cannabis</p> <p>Sale of alcohol or a controlled substance, intoxicant or caustic of any kind (includes prescription medication, spice, bath salts, super glue, etc.) *Edibles, THC/cannabis Mandatory Expulsion 48915 (c) (3): Must have the following:</p> <ol style="list-style-type: none">1. Seller2. Buyer3. Money (Cash App , Venmo, etc.) <p>Providing alcohol or other controlled substance, intoxicant or any kind (includes prescription medication, spice, bath salts, inhalants, etc.). *Edibles, THC/cannabis</p> <p>Possession of a prescription medication, in the student's name</p>	<p>Refer to ATS- Alternative to Suspension (if the possession is not in conjunction with sales.)</p> <ul style="list-style-type: none">• Suspension 1-5 days• Search of person & property• Retain possessed substance and/or item• Citation/arrest• Administrative removal from one or more school activities	<ul style="list-style-type: none">• Suspension 1-5 days• Search of person & property• Retain possessed substance and/or item• Citation/arrest• Administrative removal from one or more school activities	<ul style="list-style-type: none">• Suspension 1-5 days• Search of person & property• Retain possessed substance and/or item• Administrative removal from one or more school activities• Citation/arrest• Contact Director of PS prior to making a recommendation for expulsion
		<p>Refer to ATS- Alternative to Suspension (if sales can't be proven.)</p> <ul style="list-style-type: none">• Suspension 1-5 days• Search of person & property• Retain possessed substance and/or item• Citation/arrest• Contact Director of Pupil Service prior to making a recommendation for expulsion	<ul style="list-style-type: none">• Suspension 1-5 days• Search of person & property• Retain possessed substance and/or item• Citation/arrest• Contact Director of Pupil Service prior to making a recommendation for expulsion	<ul style="list-style-type: none">• Suspension 1-5 days• Search of person & property• Retain possessed substance and/or item• Citation/arrest• Contact Director of Pupil Service prior to making a recommendation for expulsion
		<p>Refer to ATS- Alternative to Suspension (if sales can't be proven.)</p> <ul style="list-style-type: none">• Suspension 1-5 days• Search of person & property• Retain possessed substance and/or item• Citation/arrest• Contact Director of Pupil Service prior to making a recommendation for expulsion	<ul style="list-style-type: none">• Suspension 1-5 days• Search of person & property• Retain possessed substance and/or item• Citation/arrest• Contact Director of Pupil Service prior to making a recommendation for expulsion	<ul style="list-style-type: none">• Suspension 1-5 days• Search of person & property• Retain possessed substance and/or item• Citation/arrest• Contact Director of Pupil Service prior to making a recommendation for expulsion
		<ul style="list-style-type: none">• Referral to school nurse for counsel/guidance on district policies	<ul style="list-style-type: none">• Referral to school nurse for counsel/guidance on district policies	<ul style="list-style-type: none">• Referral to school nurse for counsel/guidance on district policies
Suspension Form Code	Examples of Student Behavior	Possible 1 st Intervention	Possible 2 nd Intervention	Possible 3 rd Intervention
		Possible Corrective Action	Possible Corrective Action	Possible Corrective Action
Unlawfully offered, arranged, or negotiated to sell a controlled substance, 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 (EC 48900 D)				

D	Offer, arrange to sell, or sell a controlled substance, alcoholic beverage or intoxicant of any kind, and then either sold or delivered in lieu of and representing it as a controlled substance (placebo)	<ul style="list-style-type: none">• Restorative Practice• Counseling Intervention• Behavior Contract• Behavior Support Plan• Reflection Activity• Check & Connect• Parent Contact	<ul style="list-style-type: none">• Restorative Practice• Counseling Intervention• Behavior Contract• Behavior Support Plan• Reflection Activity• Check & Connect• Parent Contact	<ul style="list-style-type: none">• Restorative Practice• Counseling Intervention• Behavior Contract• Behavior Support Plan• Reflection Activity• Check & Connect• Parent Contact
		<p>Refer to ATS- <i>Alternative to Suspension (if sales can't be proven.)</i></p> <ul style="list-style-type: none">• Suspension 1-5 days• Search of person & property• Retain possessed substance and/or item• Contact Director of Pupil Service prior to making a recommendation for expulsion	<ul style="list-style-type: none">• Suspension 1-5 days• Search of person & property• Retain possessed substance and/or item• Contact Director of Pupil Service prior to making a recommendation for expulsion	<ul style="list-style-type: none">• Suspension 1-5 days• Search of person & property• Retain possessed substance and/or item• Contact Director of Pupil Service prior to making a recommendation for expulsion
Committed or attempted to commit robbery or extortion (EC 48900 E)				
E	Robbery – taking property by the use of force Extortion – using threats to obtain money or property from others	<ul style="list-style-type: none">• Restorative Practice• Counseling Intervention• Behavior Contract• Behavior Support Plan• Reflection Activity• Check & Connect• Parent Contact	<ul style="list-style-type: none">• Restorative Practice• Counseling Intervention• Behavior Contract• Behavior Support Plan• Reflection Activity• Check & Connect• Parent Contact	<ul style="list-style-type: none">• Restorative Practice• Counseling Intervention• Behavior Contract• Behavior Support Plan• Reflection Activity• Check & Connect• Parent Contact
		<ul style="list-style-type: none">• Refer to ATS- <i>Alternative to Suspension</i>• Suspension 1-5 days• Search of person & property• Administrative removal from one or more school activities• Contact Director of Pupil Service prior to making a recommendation for expulsion	<ul style="list-style-type: none">• Suspension 1-5 days• Search of person & property• Administrative removal from one or more school activities• Contact Director of Pupil Service prior to making a recommendation for expulsion	<ul style="list-style-type: none">• Suspension 1-5 days• Search of person & property• Administrative removal from one or more school activities• Contact Director of Pupil Service prior to making a recommendation for expulsion

Suspension Form Code	Examples of Student Behavior	Possible 1 st Intervention	Possible 2 nd Intervention	Possible 3 rd Intervention
		Possible Corrective Action	Possible Corrective Action	Possible Corrective Action
Stolen or attempted to steal school property or private property (EC 48900 G)				
G	<ul style="list-style-type: none">Stole or attempt to stealSchool property <u>includes</u> but not limited to, electronic files, databases and district issued Chrome bookPrivate property, including knowingly used or attempting to use counterfeit money	<ul style="list-style-type: none">Restorative PracticeCounseling InterventionBehavior ContractBehavior Support PlanReflection ActivityCheck & ConnectParent Contact	<ul style="list-style-type: none">Restorative PracticeCounseling InterventionBehavior ContractBehavior Support PlanReflection ActivityCheck & ConnectParent Contact	<ul style="list-style-type: none">Restorative PracticeCounseling InterventionBehavior ContractBehavior Support PlanReflection ActivityCheck & ConnectParent Contact
		<ul style="list-style-type: none">Refer to ATS- <i>Alternative to Suspension</i>Search of person & propertyAdministrative removal from one or more school activitiesContact Director of Pupil Service prior to making a recommendation for expulsion	<ul style="list-style-type: none">Suspension 1-5 daysSearch of person & propertyAdministrative removal from one or more school activitiesContact Director of Pupil Service prior to making a recommendation for expulsion	<ul style="list-style-type: none">Suspension 1-5 daysSearch of person & propertyAdministrative removal from one or more school activitiesContact Director of Pupil Service prior to making a recommendation for expulsion
Possessed or used tobacco, or products containing tobacco or nicotine products (EC 48900 H)				
H	<ul style="list-style-type: none">Smoking, use or possession of:<ul style="list-style-type: none">tobaccoplaceboe-cigaretteshookah pensvapor pensIf vape/hookah products contain cannabis or THC see “C” (controlled substance) or “J” (paraphernalia)	<ul style="list-style-type: none">Restorative PracticeCounseling InterventionBehavior ContractBehavior Support PlanReflection ActivityCheck & ConnectParent Contact	<ul style="list-style-type: none">Restorative PracticeCounseling InterventionBehavior ContractBehavior Support PlanReflection ActivityCheck & ConnectParent Contact	<ul style="list-style-type: none">Restorative PracticeCounseling InterventionBehavior ContractBehavior Support PlanReflection ActivityCheck & ConnectParent Contact
		<ul style="list-style-type: none">Refer to ATS- <i>Alternative to Suspension (if the possession is not in conjunction with sales.)</i>Search of person & propertyRetain possessed substance and/or itemAdministrative removal from one or more school activities	<ul style="list-style-type: none">Suspension 1-5 daysSearch of person & propertyRetain possessed substance and/or itemAdministrative removal from one or more school activities	<ul style="list-style-type: none">Suspension 1-5 daysSearch of person & propertyRetain possessed substance and/or itemAdministrative removal from one or more school activitiesContact Director of Pupil Service prior to making a recommendation for expulsion

Suspension Form Code	Examples of Student Behavior	Possible 1 st Intervention	Possible 2 nd Intervention	Possible 3 rd Intervention
		Possible Corrective Action	Possible Corrective Action	Possible Corrective Action
Committed an obscene act or engaged in habitual profanity or vulgarity (EC 48900 I)				
I	<ul style="list-style-type: none">• Possession of pornography or pornographic materials• Profanity (directed toward the staff)• Written, verbal or physical acts(s) that are viewed as obscene• Habitual profanity or vulgarity	<ul style="list-style-type: none">• Restorative Practice• Counseling Intervention• Behavior Contract• Behavior Support Plan• Reflection Activity• Check & Connect• Parent Contact	<ul style="list-style-type: none">• Restorative Practice• Counseling Intervention• Behavior Contract• Behavior Support Plan• Reflection Activity• Check & Connect• Parent Contact	<ul style="list-style-type: none">• Restorative Practice• Counseling Intervention• Behavior Contract• Behavior Support Plan• Reflection Activity• Check & Connect• Parent Contact
		<ul style="list-style-type: none">• Refer to ATS- Alternative to Suspension• Search of person & property• Administrative removal from one or more school activities• Limited Chromebook Access	<ul style="list-style-type: none">• Suspension 1-5 days• Search of person & property• Administrative removal from one or more school activities• Limited Chromebook Access	<ul style="list-style-type: none">• Suspension 1-5 days• Search of person & property• Administrative removal from one or more school activities• Limited Chromebook Access

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia. (EC 48900 J)				
J	<ul style="list-style-type: none"> • Arranged, negotiates or offer the sale of the drug paraphernalia • Possession of drug paraphernalia 	<ul style="list-style-type: none"> • Restorative Practice • Counseling Intervention • Behavior Contract • Behavior Support Plan • Reflection Activity • Check & Connect • Parent Contact 	<ul style="list-style-type: none"> • Restorative Practice • Counseling Intervention • Behavior Contract • Behavior Support Plan • Reflection Activity • Check & Connect • Parent Contact 	<ul style="list-style-type: none"> • Restorative Practice • Counseling Intervention • Behavior Contract • Behavior Support Plan • Reflection Activity • Check & Connect • Parent Contact
		<ul style="list-style-type: none"> • Refer to ATS- Alternative to Suspension (if sales can't be proven.) • Suspension 1-5 days • Search of person & property • Retain possessed substance and/or item • Administrative removal from one or more school activities • Contact Director of Pupil Service prior to making a recommendation for expulsion 	<ul style="list-style-type: none"> • Suspension 1-5 days • Search of person & property • Retain possessed substance and/or item • Administrative removal from one or more school activities • Contact Director of Pupil Service prior to making a recommendation for expulsion 	<ul style="list-style-type: none"> • Suspension 1-5 days • Search of person & property • Retain possessed substance and/or item • Administrative removal from one or more school activities • Contact Director of Pupil Service prior to making a recommendation for expulsion

Suspension Form Code	Examples of Student Behavior	Possible 1 st Intervention Possible Corrective Action	Possible 2 nd Intervention Possible Corrective Action	Possible 3 rd Intervention Possible Corrective Action
K	<u>Defiance/Disruption</u> <ul style="list-style-type: none">Habitual disruptionDefiance of authorityInappropriate cell phone use	<ul style="list-style-type: none">Restorative PracticeCounseling InterventionBehavior ContractBehavior Support PlanReflection ActivityCheck & ConnectParent Contact	<ul style="list-style-type: none">Restorative PracticeCounseling InterventionBehavior ContractBehavior Support PlanReflection ActivityCheck & ConnectParent Contact	<ul style="list-style-type: none">Restorative PracticeCounseling InterventionBehavior ContractBehavior Support PlanReflection ActivityCheck & ConnectParent Contact
		<ul style="list-style-type: none">Refer to ATS- <i>Alternative to Suspension</i>WarningDetention(s)Saturday SchoolAdministrative removal from one or more class periodsAdministrative removal from one or more school activitiesConfiscate item (if appropriate)	<ul style="list-style-type: none">Refer to ATS- <i>Alternative to Suspension</i>Detention(s)Saturday SchoolAdministrative removal from one or more class periodsAdministrative removal from one or more school activitiesMay suspend 1-2 daysConfiscate item (if appropriate)	<ul style="list-style-type: none">Refer to ATS- <i>Alternative to Suspension</i>Detention(s)Saturday SchoolAdministrative removal from one or more class periodsAdministrative removal from one or more school activitiesMay suspend 3-5 daysConfiscate item (if appropriate)
Knowingly received stolen school property or private property (EC 48900 L)				
L	<ul style="list-style-type: none">Knowingly received stolen school or private property	<ul style="list-style-type: none">Restorative PracticeCounseling InterventionBehavior ContractBehavior Support PlanReflection ActivityCheck & ConnectParent Contact	<ul style="list-style-type: none">Restorative PracticeCounseling InterventionBehavior ContractBehavior Support PlanReflection ActivityCheck & ConnectParent Contact	<ul style="list-style-type: none">Restorative PracticeCounseling InterventionBehavior ContractBehavior Support PlanReflection ActivityCheck & ConnectParent Contact

		<ul style="list-style-type: none">• Refer to ATS- Alternative to Suspension• Search of person & property• Retain possessed substance and/or item• Administrative removal from one or more school activities• Contact Director of Pupil Service prior to making a recommendation for expulsion	<ul style="list-style-type: none">• Suspension 1-5 days• Search of person & property• Retain possessed substance and/or item• Administrative removal from one or more school activities• Contact Director of Pupil Service prior to making a recommendation for expulsion	<ul style="list-style-type: none">• Suspension 1-5 days• Search of person & property• Retain possessed substance and/or item• Administrative removal from one or more school activities• Contact Director of Pupil Service prior to making a recommendation for expulsion
Suspension Form Code	Examples of Student Behavior	Possible 1 st Intervention	Possible 2 nd Intervention	Possible 3 rd Intervention
		Possible Corrective Action	Possible Corrective Action	Possible Corrective Action
Possessed an imitation firearm. “Imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (EC 48900 M)				
M	<ul style="list-style-type: none">• Imitation firearm. Must resemble a real firearm or the item used must have been portrayed as real * If tip is altered to resemble a real firearm, see 48900 (b)• May recommend for expulsion if combined with 48900 (a1), and brandished or represented as real, contact the Director of PS prior	<ul style="list-style-type: none">• Restorative Practice• Counseling Intervention• Behavior Contract• Behavior Support Plan• Reflection Activity• Check & Connect• Parent Contact	<ul style="list-style-type: none">• Restorative Practice• Counseling Intervention• Behavior Contract• Behavior Support Plan• Reflection Activity• Check & Connect• Parent Contact	<ul style="list-style-type: none">• Restorative Practice• Counseling Intervention• Behavior Contract• Behavior Support Plan• Reflection Activity• Check & Connect• Parent Contact
		<ul style="list-style-type: none">• Refer to ATS- Alternative to Suspension• Search of person & property• Retain item• Administrative removal from one or more school activities	<ul style="list-style-type: none">• Suspension 1-5 days• Search of person & property• Retain item• Administrative removal from one or more school activities	<ul style="list-style-type: none">• Suspension 1-5 days• Search of person & property• Retain item• Administrative removal from one or more school activities
Committed or attempted to commit a sexual assault or committed a sexual battery (EC 48900 N)				
N	<ul style="list-style-type: none">• Committed or attempted to commit a sexual assault (includes restraint against victim’s will for purpose of sexual arousal)• Committed, or attempted to commit, sexual battery <p>Mandatory Expulsion 48915 (c) (4)</p> <p>ALWAYS contact the Title IX Director first to review Title IX Requirements</p>	<ul style="list-style-type: none">• Contact Director of Pupil Service• Suspension 1-5 days• May notify police, if advised • May recommend for expulsion	<ul style="list-style-type: none">• Contact Director of Pupil Service• Suspension 1-5 days• May notify police, if advised • May recommend for expulsion	<ul style="list-style-type: none">• Contact Director of Pupil Service• Suspension 1-5 days• May notify police, if advised • May recommend for expulsion

	The site administrator shall review with the Title IX Director the facts to determine if the actions were severe and pervasive and for the purpose of sexual gratification, arousal or abuse. The jurisdiction and emotional impact will also be reviewed. If not, the administrator may suspend under guidelines of 48900.2, 48900.4 or 48900(r)			
Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both (EC 48900 O)				
O	• Harassing, threatening or intimidating a witness	• Restorative Practice • Counseling Intervention • Behavior Contract • Behavior Support Plan • Reflection Activity • Check & Connect • Parent Contact	• Restorative Practice • Counseling Intervention • Behavior Contract • Behavior Support Plan • Reflection Activity • Check & Connect • Parent Contact	• Restorative Practice • Counseling Intervention • Behavior Contract • Behavior Support Plan • Reflection Activity • Check & Connect • Parent Contact
		• • Suspension 1-5 days • Contact Director of Pupil Service • Administrative removal from one or more school activities	• Suspension 3-5 days • Contact Director of Pupil Service • Administrative removal from one or more school activities	• Suspension 5 days • Contact Director of Pupil Service • Administrative removal from one or more school activities
Suspension Form Code	Examples of Student Behavior	Possible 1 st Intervention	Possible 2 nd Intervention	Possible 3 rd Intervention
		Possible Corrective Action	Possible Corrective Action	Possible Corrective Action
Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug SOMA (EC 48900 P)				
P	Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug SOMA. If sales, see 48900 (c)	• Restorative Practice • Counseling Intervention • Behavior Contract • Behavior Support Plan • Reflection Activity • Check & Connect • Parent Contact	• Restorative Practice • Counseling Intervention • Behavior Contract • Behavior Support Plan • Reflection Activity • Check & Connect • Parent Contact	• Restorative Practice • Counseling Intervention • Behavior Contract • Behavior Support Plan • Reflection Activity • Check & Connect • Parent Contact
		• Refer to ATS- Alternative to Suspension (if sales can't be proven.) • Suspension 1-5 days • Search of person & property • Retain possessed substance and/or item • Contact Director of Pupil Service prior to making a recommendation for expulsion	• Suspension 1-5 days • Search of person & property • Retain possessed substance and/or item • Contact Director of Pupil Service prior to making a recommendation for expulsion	• Suspension 1-5 days • Search of person & property • Retain possessed substance and/or item • Contact Director of Pupil Service prior to making a recommendation for expulsion

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, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. (EC 48900 Q)				
Q	• Hazing/initiation	<ul style="list-style-type: none">• Restorative Practice• Counseling Intervention• Behavior Contract• Behavior Support Plan• Reflection Activity• Check & Connect• Parent Contact	<ul style="list-style-type: none">• Restorative Practice• Counseling Intervention• Behavior Contract• Behavior Support Plan• Reflection Activity• Check & Connect• Parent Contact	<ul style="list-style-type: none">• Restorative Practice• Counseling Intervention• Behavior Contract• Behavior Support Plan• Reflection Activity• Check & Connect• Parent Contact
		<ul style="list-style-type: none">• Refer to ATS- <i>Alternative to Suspension (if not egregious.)</i>• Suspension 1-5 days• Administrative removal from one or more school activities• Contact Director of Pupil Service prior to making a recommendation for expulsion	<ul style="list-style-type: none">• Suspension 1-5 days• Administrative removal from one or more school activities• Contact Director of Pupil Service prior to making a recommendation for expulsion	<ul style="list-style-type: none">• Suspension 1-5 days• Administrative removal from one or more school activities• Contact Director of Pupil Service prior to making a recommendation for expulsion
Suspension Form Code	Examples of Student Behavior	Possible 1 st Intervention	Possible 2 nd Intervention	Possible 3 rd Intervention
		Possible Corrective Action	Possible Corrective Action	Possible Corrective Action
Engaged in an act of bullying (EC 48900 R)				
R	<ul style="list-style-type: none">• “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<ul style="list-style-type: none">(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	<ul style="list-style-type: none">• Restorative Practice• Counseling Intervention• Behavior Contract• Behavior Support Plan• Reflection Activity• Check & Connect• Parent Contact	<ul style="list-style-type: none">• Restorative Practice• Counseling Intervention• Behavior Contract• Behavior Support Plan• Reflection Activity• Check & Connect• Parent Contact	<ul style="list-style-type: none">• Restorative Practice• Counseling Intervention• Behavior Contract• Behavior Support Plan• Reflection Activity• Check & Connect• Parent Contact
		<ul style="list-style-type: none">• Refer to ATS- <i>Alternative to Suspension (if not egregious.)</i>• Suspension 1-5 days• Administrative removal from one or more school activities• Contact Director of Pupil Service prior to making a recommendation for expulsion	<ul style="list-style-type: none">• Suspension 1-5 days• Administrative removal from one or more school activities• Contact Director of Pupil Service prior to making a recommendation for expulsion	<ul style="list-style-type: none">• Suspension 1-5 days• Administrative removal from one or more school activities• Contact Director of Pupil Service prior to making a recommendation for expulsion

	<p>with the pupil's academic performance.</p> <p>(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 the school</p> <ul style="list-style-type: none"> • "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, or computer 			
<p>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 or serious bodily injury, shall be subject to discipline pursuant to subdivision. (EC 48900 T)</p>				
T	<ul style="list-style-type: none"> • Aiding or abetting infliction or attempted infliction (or instigating) of physical injury (cannot expel solely for this offense). May include recording a fight 	<ul style="list-style-type: none"> • Restorative Practice • Counseling Intervention • Behavior Contract • Behavior Support Plan • Reflection Activity • Check & Connect • Parent Contact 	<ul style="list-style-type: none"> • Restorative Practice • Counseling Intervention • Behavior Contract • Behavior Support Plan • Reflection Activity • Check & Connect • Parent Contact 	<ul style="list-style-type: none"> • Restorative Practice • Counseling Intervention • Behavior Contract • Behavior Support Plan • Reflection Activity • Check & Connect • Parent Contact
		<ul style="list-style-type: none"> • Refer to ATS- Alternative to Suspension • Suspension 1-5 days • Administrative removal from one or more school activities 	<ul style="list-style-type: none"> • Suspension 1-5 days • Administrative removal from one or more school activities 	<ul style="list-style-type: none"> • Suspension 1-5 days • Administrative removal from one or more school activities

Suspension Form Code	Examples of Student Behavior	Possible 1 st Intervention	Possible 2 nd Intervention	Possible 3 rd Intervention
		Possible Corrective Action	Possible Corrective Action	Possible Corrective Action
Sexual harassment - the conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. (EC 48900.2)				
.2	<ul style="list-style-type: none">Physical Sexual Harassment – intentional and/or obvious, unwelcome or offensive touching or sexual advancesDe-pantsingVerbal/Visual Sexual Harassment – offensive comments, jokes or slurs, graphic verbal comments about an individual's body and graphic, visual or verbal comments of a sexual nature <p><i>Review Title Ix requirements as well</i></p>	<ul style="list-style-type: none">Restorative PracticeCounseling InterventionBehavior ContractBehavior Support PlanReflection ActivityCheck & ConnectParent Contact	<ul style="list-style-type: none">Restorative PracticeCounseling InterventionBehavior ContractBehavior Support PlanReflection ActivityCheck & ConnectParent Contact	<ul style="list-style-type: none">Restorative PracticeCounseling InterventionBehavior ContractBehavior Support PlanReflection ActivityCheck & ConnectParent Contact
		<ul style="list-style-type: none">Refer to ATS- Alternative to Suspension (if not egregious.)Suspension 1-5 daysAdministrative removal from one or more class periods	<ul style="list-style-type: none">Suspension 1-5 daysAdministrative removal from one or more class periodsAdministrative removal from one or more school activities	<ul style="list-style-type: none">Suspension 1-5 daysAdministrative removal from one or more class periodsAdministrative removal from one or more school activities

		<ul style="list-style-type: none">Administrative removal from one or more school activitiesMay contact law enforcement	<ul style="list-style-type: none">May contact law enforcementContact Director of Pupil Service prior to making a recommendation for expulsion	<ul style="list-style-type: none">May contact law enforcementContact Director of Pupil Service prior to making a recommendation for expulsion
In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 – 12, inclusive, may be suspended from school or recommended for expulsion if the Superintendent or the Principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (EC 48900.3)				
.3	<ul style="list-style-type: none">Hate violence – use of force or threat of force to intimidate or injure a person or person's property because of that person's race/ethnicity, color, ancestry, religion, national origin, disability, gender, or sexual orientation <p>In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233</p> <p>(May combine with R, see A2 for use of force)</p>	<ul style="list-style-type: none">Restorative PracticeCounseling InterventionBehavior ContractBehavior Support PlanReflection ActivityCheck & ConnectParent Contact	<ul style="list-style-type: none">Restorative PracticeCounseling InterventionBehavior ContractBehavior Support PlanReflection ActivityCheck & ConnectParent Contact	<ul style="list-style-type: none">Restorative PracticeCounseling InterventionBehavior ContractBehavior Support PlanReflection ActivityCheck & ConnectParent Contact
		<ul style="list-style-type: none">Refer to ATS- Alternative to Suspension (if not egregious.)Suspension 1-5 daysAdministrative removal from one or more class periodsAdministrative removal from one or more school activitiesMay contact law enforcement	<ul style="list-style-type: none">Suspension 1-5 daysAdministrative removal from one or more class periodsAdministrative removal from one or more school activitiesMay contact law enforcementContact Director of Pupil Service prior to making a recommendation for expulsion	<ul style="list-style-type: none">Suspension 1-5 daysAdministrative removal from one or more class periodsAdministrative removal from one or more school activitiesMay contact law enforcementContact Director of Pupil Service prior to making a recommendation for expulsion
Suspension Form Code	Examples of Student Behavior	Possible 1 st Intervention	Possible 2 nd Intervention	Possible 3 rd Intervention
		Possible Corrective Action	Possible Corrective Action	Possible Corrective Action
A pupil in grades 4 to 12, intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. (EC 48900.4)				
.4	<ul style="list-style-type: none">Intentional threats, intimidating or menacing, creating a hostile environment, etc. of student or staff(For bullying, see R, threats see A1)	<ul style="list-style-type: none">Restorative PracticeCounseling InterventionBehavior ContractBehavior Support PlanReflection ActivityCheck & ConnectParent Contact	<ul style="list-style-type: none">Restorative PracticeCounseling InterventionBehavior ContractBehavior Support PlanReflection ActivityCheck & ConnectParent Contact	<ul style="list-style-type: none">Restorative PracticeCounseling InterventionBehavior ContractBehavior Support PlanReflection ActivityCheck & ConnectParent Contact

		<ul style="list-style-type: none"> • Refer to ATS- Alternative to Suspension (if not egregious.) • Suspension 1-5 days • Administrative removal from one or more class periods • Administrative removal from one or more school activities • May contact law enforcement 	<ul style="list-style-type: none"> • Suspension 1-5 days • Administrative removal from one or more class periods • Administrative removal from one or more school activities • May contact law enforcement • Contact Director of Pupil Service prior to making a recommendation for expulsion 	<ul style="list-style-type: none"> • Suspension 1-5 days • Administrative removal from one or more class periods • Administrative removal from one or more school activities • May contact law enforcement • Contact Director of Pupil Service prior to making a recommendation for expulsion
“Terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to be in sustained fear for his or her own safety. (EC 48900.7)				
.7	<ul style="list-style-type: none"> • Terroristic threats – any statement, written or oral, including those by electronic means <p>Must fulfill the following conditions (b):</p> <p>a. Will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000)</p> <p>b. It is specific with intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out</p> <p>c. unequivocal, unconditional, immediate, and specific</p> <p>d. as to convey to the person threatened</p> <p>e. a gravity of purpose</p> <p>f. an immediate prospect of execution of the threat,</p> <p>g. causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school, district property, or the personal property of the person threatened or his or her immediate family.</p>	<ul style="list-style-type: none"> • Restorative Practice • Counseling Intervention • Behavior Contract • Behavior Support Plan • Reflection Activity • Check & Connect • Parent Contact <ul style="list-style-type: none"> • Refer to ATS- Alternative to Suspension (if not egregious.) • Suspension 1-5 days • Administrative removal from one or more class periods • Administrative removal from one or more school activities • May contact law enforcement 	<ul style="list-style-type: none"> • Restorative Practice • Counseling Intervention • Behavior Contract • Behavior Support Plan • Reflection Activity • Check & Connect • Parent Contact <ul style="list-style-type: none"> • Refer to ATS- Alternative to Suspension (if not egregious.) • Suspension 1-5 days • Administrative removal from one or more class periods • Administrative removal from one or more school activities • May contact law enforcement 	<ul style="list-style-type: none"> • Restorative Practice • Counseling Intervention • Behavior Contract • Behavior Support Plan • Reflection Activity • Check & Connect • Parent Contact <ul style="list-style-type: none"> • Refer to ATS- Alternative to Suspension (if not egregious.) • Suspension 1-5 days • Administrative removal from one or more class periods • Administrative removal from one or more school activities • May contact law enforcement
Compulsory Education Statutes require all children between the ages of 6 and 18 to attend school				

Z01	<ul style="list-style-type: none"> • Tardy: less than 30 minutes late to school or class. • School should develop a tardy policy • Sites can utilize Site Discipline Review Committees to assist in this process • Communicate to staff, students and parents 	<ul style="list-style-type: none"> • Restorative Practice • Counseling Intervention • Behavior Contract • Behavior Support Plan • Reflection Activity • Check & Connect • Parent Contact 	<ul style="list-style-type: none"> • Restorative Practice • Counseling Intervention • Behavior Contract • Behavior Support Plan • Reflection Activity • Check & Connect • Parent Contact 	<ul style="list-style-type: none"> • Restorative Practice • Counseling Intervention • Behavior Contract • Behavior Support Plan • Reflection Activity • Check & Connect • Parent Contact
Z02	<ul style="list-style-type: none"> • Truant: more than 30 minutes late to class without a valid excuse on three separate days. <p>*A student is considered present even if they arrive after 30 minutes into the class period. The teacher of record must ensure the student's attendance is accurate.</p>	<ul style="list-style-type: none"> • Saturday School • Detention(s) • Administrative removal from one or more school activities <p>• <u>MAY NOT SUSPEND</u></p>	<ul style="list-style-type: none"> • Saturday School • Detention(s) • Administrative removal from one or more school activities <p>• <u>MAY NOT SUSPEND</u></p>	<ul style="list-style-type: none"> • Saturday School • Detention(s) • Administrative removal from one or more school activities <p>• <u>MAY NOT SUSPEND</u></p>

403.0 The Role of the Classroom Teacher

The teacher's primary responsibility is to his or her class as a whole. In the role of disciplinarian, the teacher must play a more significant part than just eliminating a problem case. Students must be taught to behave. Regardless of subject matter, student discipline, which is defined as teaching students how to appropriately behave, must be a major focus of the classroom teacher.

Honest and supportive conversations should be held with students that struggle to meet behavioral expectations. Students should be provided with direct feedback about specific behaviors that are positive and be required to identify and self reflect on their specific conduct that is inappropriate. Students should be encouraged and supported to develop a plan on specific steps they will implement that will result in improved conduct. Parents should be notified of the process before implementation and provided with updates as the student created improvement plan is implemented.

404.0 The Role of the Counselor

By means of counseling skills and techniques the counselor's primary task is to teach the student the necessary controls for good self-discipline. The counselor interprets school policies for the student and tries to provide corrective emotional experiences that will enable and encourage the student to talk out feelings and hostilities rather than act them out.

The counselor must record the results of his or her contact with the student and student's parents or guardians. These records are to be added to the cumulative folder initiated by the referring teacher.

If counseling has not benefited the student, a referral must be made to the assistant principal and all records turned over to him/her for further intervention.

405.0 The Role of the Assistant Principal/Instructional Dean

The administration's function in the disciplinary process should be focused on holding students accountable for their behavior and motivating students to change their conduct. The administration should support students to implement a behavior plan that was previously developed by the student and or encourage the student to create one. The administration has the ability to provide consequences based on student actions that violate behavioral expectations and or Education Code.

406.0 The Role of the Principal

The function of the principal is to supervise the development and implementation of teaching students how to meet behavioral expectations on his/her campus.

The principal shall, after a thorough study of the student's case, seek other available help, consider the desirability of placing the student on probation, transfer him/her to another school, have him/her withdraw from school to go to work, or recommend to the Superintendent that the student be considered for expulsion from school according to [Education Code 48904](#).

407.0 Detention

Teachers should consult the administration regarding the school's detention system. A teacher may conduct his/her own detention program in accordance with the following:

1. A pupil shall not be detained in school for disciplinary or other reasons for more than one hour after the close of the maximum school day. (Calif. Code of Regulations Title 5, Sec 353)
2. A pupil shall not be required to remain in school during the intermission at noon, or
3. The parent must be notified 24 hours (or more) in advance of assigned detention.

407.1 Saturday School

Saturday School should be implemented on campuses as a/an:

- Academic intervention
- Attendance recovery
- Consequence for students that did not meet behavioral/school wide expectations and did not appropriately implement a self created behavior improvement plan

408.0 Alternative to Suspension (ATS)

Alternative to suspension (ATS) class is intended to educate students and parent(s) or guardian(s) about the nature of certain behaviors and strategies to avoid engaging in

those behaviors in the future. While students are in ATS the behaviors are addressed through a restorative process.

Restorative Justice is an approach, originally used in the justice system that emphasizes: (1) repairing harm; (2) bringing together all affected to collaboratively figure out how to do so; and (3) giving equal attention to community safety, victims' needs, and offender accountability and growth.

Traditional Approach	Restorative Approach
School rules are broken.	People and relationships are harmed.
Justice focuses on establishing guilt.	Justice identifies needs and responsibility.
Accountability = punishment	Accountability = understanding impact and repairing harm
Justice directed at the offender; the victim is ignored.	Offender, victim, and school all have direct roles in the justice process.
Rules and intent outweigh whether outcome is positive or negative.	Offender is responsible for harmful behavior, repairing harm and working towards positive outcomes.
Limited opportunity for expressing remorse or making amends.	Opportunity given to make amends and express remorse.

Restorative Practices, which builds upon Restorative Justice and applies in the school context, is used to build a sense of school community and resolve conflict by repairing harm and restoring positive relationships through the use of regular "restorative circles" where students and educators work together to set academic goals, develop core values for the classroom community and resolve conflicts.

409.0 Grounds for Expulsion

Expulsion is the most serious disciplinary action that a school administrator may recommend and which a school district may impose on a student. Expulsion can only occur by action of the school district governing board, but administrators have an important role in recommending expulsion. Due process procedures for student expulsion are prescribed in California *Education Code (EC)* Section 48915 that categorizes the types of offenses which require an expulsion recommendation, as well as those which do not require an expulsion recommendation. If an administrator does recommend expulsion for a specified offense, a student is entitled to a hearing within 30 school days after that determination, unless the student or parents or guardians request in writing that the hearing be postponed. It is important to note that suspension for students in grades kindergarten to grade eight, inclusive, for disruption or defiance (*EC* Section 48900[k]) is prohibited, and expulsion for students in kindergarten to grade twelve, inclusive, is also prohibited.

EC sections 48900(v) and (w) encourage other means of correction, rather than suspension or expulsion, be used to bring about proper conduct as part of a Multi-Tiered System of Supports. This Multi-Tiered System of Supports includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, which 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. This also includes referral to a School Attendance Review Board for students who are habitually insubordinate or disorderly during attendance at school (*EC* Section 48263). *EC* Section 48900.5 lists many other

means of correction that may be documented prior to a suspension or expulsion recommendation.

It is also notable that *EC* Section 48917 authorizes the local governing board, at any time following voting to expel a pupil, to suspend the enforcement of the expulsion order and assign the student to a school, class, or program that is deemed appropriate for the rehabilitation of the student. During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status.

Must Recommend Expulsion (Mandatory)	Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate	May Recommend Expulsion (Discretionary)
<p><i>EC</i> 48915(c)</p> <p>Act must be committed at school or school activity.</p> <p>1. Firearm</p> <p>a. Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee.</p> <p>b. Selling or otherwise furnishing a firearm.</p> <p>2. Brandishing a knife at another person.</p> <p>3. Unlawfully selling a controlled substance listed in California <i>Health and Safety Code</i> Section 11053 et. seq.</p> <p>4. Committing or attempting to commit a sexual assault or committing sexual battery as defined in <i>EC</i> Section 48900(n).</p> <p>5. Possession of an explosive.</p> <p>Adapted from San Diego City Schools, Zero Tolerance Graduated Sanctions Student Discipline Guidelines, January 2001</p>	<p>Act must be committed at school or school activity.</p> <p><i>EC</i> Section 48915(a) states that an administrator shall recommend expulsion for the following violations (except for subsections [c] and [e]) unless the administrator finds that expulsion is inappropriate due to a particular circumstance.</p> <p>1. Causing serious physical injury to another person, except in self-defense. <i>EC</i> Section 48915(a)(1)(A)</p> <p>2. Possession of any knife or other dangerous object of no reasonable use to the pupil. <i>EC</i> Section 48915(a)(1)(B)</p> <p>3. Possession and/or use of any substance listed in the California <i>Health and Safety Code</i> commencing with Section 11053, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.</p> <p>4. Robbery or extortion. <i>EC</i> Section 48915(a)(1)(D)</p> <p>5. Assault or battery, or threat of, on a school employee. <i>EC</i> Section 48915(a)(1)(E)</p> <p>The recommendation for expulsion shall be based on one or both of the following:</p> <p>1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.</p> <p>2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others (see <i>EC</i> Section 48915[b](2)).</p>	<p>Acts committed at school or school activity or on the way to and from school or school activity.</p> <p>a. Inflicted physical injury†</p> <p>b. Possessed dangerous objects</p> <p>c. Possessed drugs or alcohol (policy determines which offense)</p> <p>d. Sold look alike substance representing drugs or alcohol</p> <p>e. Committed robbery/extortion</p> <p>f. Caused damage to property‡</p> <p>g. Committed theft</p> <p>h. Used tobacco (policy determines which offense)</p> <p>i. Committed obscenity/profanity/vulgarity</p> <p>j. Possessed or sold drug paraphernalia</p> <p>k. Disrupted or defied school staff</p> <p>l. Received stolen property</p> <p>m. Possessed imitation firearm</p> <p>n. Committed sexual harassment</p> <p>o. Harassed, threatened or intimidated a student witness</p> <p>p. Sold prescription drug Soma</p> <p>q. Committed hazing</p> <p>r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in <i>EC</i> sections 32261(f) and (g), directed specifically toward a pupil or school personnel.</p> <p>The recommendation for expulsion shall be based on one or both of the following:</p> <p>1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct (see <i>EC</i> Section 48915[b](1)).</p> <p>2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others (see <i>EC</i> Section 48915[b](2)).</p> <p>† <i>EC</i> Section 48900(t) states a pupil who aids or abets in infliction of physical injury to another, as defined in California <i>Penal Code</i> Section 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.</p> <p>‡ <i>EC</i> Section 48900(u) "school property" includes, but is not limited to, electronic files and databases.</p>

409.1 Notification to Teachers: Pupils Who Have Violated or Who Are Reasonably Suspected of Violating a Subsection of Education Code 48900

[California Education Code Section 49079](#) requires any school district or county office of education, from records maintained in the ordinary course of business or received from law enforcement agencies, identify and notify teachers of pupils who have, during the previous three years, engaged in, or are reasonably suspected to have engaged in, any

acts (except H, the possession or use of tobacco) described in the subdivision of Ed Code 48900. Also included are any acts related to Ed Code 48915.

Procedures for Teacher Notification:

1. First week of each semester the teacher will receive a list from the school secretary of students in their classes that are deemed to have violated Ed Code 48900.
2. The teacher will receive daily emails of students that have had schedule changes that come to their class that are deemed to have violated Ed Code 48900 .
3. The teacher will receive daily notification by email of students that have violated or who are reasonably suspected of violating Education Code 48900 that day.
4. The teacher will have access to a list of students who have violated Ed Code 48900 through Infinite Campus.

409.2 Suspension by Teacher (EC 48910)(BP 5144.1)

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925). A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 under "Grounds for Suspension and Expulsion: Grades K-12" or for disruption or willful defiance at any grade level, including grades K-8. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)

As soon as possible after the teacher decides to suspend the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A suspension means removal of a student from ongoing instruction for the adjustment purposes. However, suspension does not mean any of the following: (Educational Code 48925):

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed

by the Governing Board for students of the same grade level

2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910, so long as removal from a particular class does not occur more than once every five school days.

410.0 Rules for Maintaining Good Discipline

Listed below are recommended expectations to assist in supporting positive student conduct in the classroom. It is suggested that teachers become familiar with these expectations in order to support student success.

1. Communicate long and short term goals of the class to students and provide students the opportunity to develop their own goals.
2. Clearly communicate all assignments and check for understanding to ensure all students know how to successfully complete the task/s.
3. Pre plan/prep all lessons before the start of class.
4. Clearly communicate exactly when students are expected to complete assignments.
5. Be consistent, fair and calm in any and all communication with students.
6. Respectfully motivate students to remain on task.
7. Be in your room before students enter and engage students in learning as soon as class starts.
8. Engage students in learning for the entire period.
9. Establish and communicate procedures and protocols for all learning activities.
10. Praise noteworthy efforts whenever possible.
11. Be sure to grade and return all written work turned in by students in a timely manner.
12. Use a seating chart. Learn the names of your students quickly and develop an interest in every student in your class.

411.0 Campus Conduct

In addition to the supervision of positive behavior in the classroom, teachers are expected to be alert to student conduct in the halls, on the campus, and in the restrooms. Redirect any inappropriate behavior that may be observed and remind students that their safety is a district wide priority. Request that students respect this expectation by immediately changing their conduct and using the area that they are occupying in an appropriate, safe manner.

412.0 Student Supervision

State law requires the presence of a certificated person at ALL TIMES when students are in a classroom, on a field trip, or area of a school sponsored activity. The presence of teacher aides or parents **DOES NOT** suffice as a substitute for this requirement. Teachers cannot delegate their student supervisory responsibility. Teachers should never be alone with an individual student. Open doors, blinds, or move the discussion to another room where staff may be present.

413.0 Corporal Punishment

No corporal punishment will be administered by anyone employed by the Perris Union High School District.

414.0 Closed Campus

All school campuses will be closed from the hour of opening of school in the morning until closing time for the last period of the day. All students must remain on their respective campus during the lunch period, with the exception of the previously described exemptions. Teachers may never excuse a student off campus.

Note: Medical, dental appointments or emergencies that require the student to be absent from school will be processed through the Attendance Office.

415.0 Parents, Guardians and Other Visitors

1. If the parent or guardian seeks to contact their pupil by telephone, it will be permitted only in case of extreme emergency through the office.
2. If visitors who are not parents or legal guardians come to campus and attempt to *make student contact, it will be permitted only if prior parent approval is provided.*
3. Notes, telephone calls and requests in person to release students from school are permitted only in case of extreme emergency and only with authority.
4. Any person who is not a student of the public school, a parent or guardian of a student of the public school, or an officer or employee of the school district maintaining the public school, or who is not required by his/her employment to be in a public school building or on the grounds of the public school, and who has entered any public school building or the grounds of any public school during school hours, shall first obtain written permission from the principal or his/her designee to be on campus.
5. Parents must sign in upon arrival and remain in the office area.

416.0 Assemblies and Activity Periods

All teachers not on preparation time are required to assist in the supervision of all assemblies, rallies and activity periods.

417.0 Fire Drills and Emergency/Disaster Drills

Official fire drills and earthquake drills are held according to state regulations and district policy. Teachers are to maintain constant supervision of their students during such events. Classes are to leave and return in groups quietly and in an orderly manner. Students are not to linger, stop at drinking fountains, or visit washrooms during fire, earthquake, or bomb threat evacuation drills. Unless otherwise directed, teachers should see to it that doors are closed prior to leaving their room during a fire/emergency/ disaster drill. Teachers must take their class rosters with them outside the building so students can be accounted for.

418.0 Classroom Doors Are To Be Locked

Classroom doors are to be locked when a teacher leaves the room. Students are not allowed in a room unless a teacher is present. **DO NOT** lend keys to students.

419.0 Duties of a Dance Chaperone

Student dances are conducted primarily for the pleasure of high school students; all school rules and regulations are in effect. In addition, all attendants at dances are subject to the school rules and any other rules deemed necessary by the site administration.

Chaperones are asked to adhere to the following:

- Be sure to attend the dance for which you are scheduled or check with the assistant principal if for some reason you are unable to attend and wish to change places with another teacher.
- Chaperones should assist in maintaining order and should see to it that the student dance rules are enforced.
- Chaperones are on duty from the beginning of the dance until all students have left the campus.

420.0 Student Conduct To and From School

Every teacher in the public schools shall hold pupils to a strict accounting for their conduct on the way to and from school, on playgrounds, or during recess. A teacher, assistant principal, or principal shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his/her duties, of the same degree of physical control over a pupil that a responsible parent would be legally privileged to exercise; however, in no event shall it exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning. The provisions of this section are in addition and do not supersede the provisions of Education Code Section 49000, Corporal Punishment. ([EC 44807](#))

421.0 Extra Duty Assignments

As per the Teachers Contract, each teacher shall fulfill two (2) Extra Duty Assignments. Each teacher shall select his or her assignment preference within the first two (2) weeks of the school year. Teachers unable to serve duty are responsible to trade assignments with another teacher and notify assistant principal in charge of change of assignment.

422.0 Staff & Student Relationships – Guidelines for Employees

It is common for students to look up to and admire those adults who they interact with every day at the school site. However, school staff (even volunteers) need to understand that accepting or encouraging these normal feelings in any sexual way is taking advantage of students.

It is difficult to accept that sexual contact with students could happen in "our school," perpetrated by our fellow staff members. Don't be fooled, denial only adds to the risks for our students.

There are appropriate ways for adults to interact and respond to the students they supervise; the supervision of children and teens **never** includes sexual contact, sexual behavior, or flirting or innuendos.

422.1 Inappropriate Behavior by Employees

Staff should be aware that all of the following may seem innocent, but ALL of the following are inappropriate:

- Telling sexual jokes or stories
- "Making eyes at" or giving seductive looks
- Discussions on one's sex life or relationships
- Sitting too close or lying next to a student
- Finding ways to be alone with a student
- Confiding in a student about personal issues
- Giving personal gifts
- Unnecessary touching

For the most part, ignoring practices that are meant to protect students is not the sign of an incompetent or uncaring person. In fact, such individuals may be motivated to act in what they feel is in the best interests of the student, never imagining that their actions may place the student in emotional danger. Such denial of risk is common.

422.2 Prohibited Behavior by Employees

A good rule of thumb is, "If you would not do it in front of your supervisor, your spouse, or another adult, don't do it at all!" Behavior that at first may seem innocent may quickly escalate into something completely illegal. The following general guidelines are intended to help you recognize behavior that should be **absolutely avoided**, including contact through texting and social media sites:

- Engage in suggestive or sexually explicit discussions
- Wear suggestive or provocative clothing
- Favoring one student over another
- Referring to any student as "Baby", "Sweetie", "Honey", "Babe", or other intimate or suggestive names

- Engaging in any activity that may be interpreted as sexual in nature
- Talk about, joke about, or ask about anyone's sex life
- Discussing your personal life with students
- Contacting a student outside of your duties with the school district
- Touching a student on the breast, buttocks, or genitalia
- Spending your personal money for special gifts for a student
- Taking a student on personal errands (A student should **not** be in your vehicle for personal or for "business" errands.)
- Taking a student to your personal residence

Cautionary Scenarios by Employees:

The following behaviors are not outright inappropriate – but use caution. Make sure your intentions are clear and your actions could not be misunderstood before engaging in any of the following:

- One-on-one situations with a student without anyone else present (this is a special concern if you find yourself looking for ways to be alone with a student)
- Answering personal questions asked by a student
- Hugging or touching a student (best limited to touching a shoulder or a pat on the back)

Even a false allegation is difficult and potentially damaging, so protect yourself!

Preventive Actions for Employees:

The following behaviors/actions are appropriate and may serve to prevent a situation from getting out of hand:

- Talk to your supervisor or co-workers about any behavior of which you are unsure.
- Talk to your supervisor about any behavior that you have observed that you think may be inappropriate.
- Discourage students from relating to you in a suggestive or flirtatious manner – correct such behaviors when they occur.
- Encourage students to report any unwelcome or inappropriate behavior by employees, volunteers, or other students.
- Talk to a co-worker if you see them engaging in "prohibited behavior", they might not realize what they are doing, or how it is being perceived (this is dependent on your relationship with the co-worker).

- Talk to your supervisor/administrator if you see employees, volunteers or other students engaging in prohibited or illegal behavior.

422.3 Illegal Behavior by Employees

Although there may be some room for argument here – the following behaviors should be considered “illegal”:

- Any activity that is, or that could possibly be interpreted as sexual in nature
- Touching a student in a sexual nature, or having a student touch you
- Sexual jokes, comments of a sexual nature, kissing, sensual massages or sexual gestures.
- Revealing personal information about one’s sex life to a student
- Showing students pornographic videos, sexually explicit magazines or pictures
- Showing videos with questionable sexual content, even as part of a treatment/ counseling group

It doesn’t matter if you think the “maturity” of the student is sufficient for him or her to participate willingly. All sexual activity with a student is inappropriate and illegal. Remember, once you step over the line it is impossible to make it right.

Social Media

When using social media, the above behavioral guidelines should be followed to ensure appropriate interactions between you and students you supervise. Examples of cyberspace and social media include:

- * Texting
- * Chat Rooms
- * Facebook
- * Twitter
- * Instagram
- * Tumblr
- * Snapchat
- * WhatsApp
- * Reddit
- * Pinterest
- * Youtube
- * Schooltube
- * TikTok

422.4 The Fallout of Inappropriate Behavior with Students

What starts as something innocent can lead to something damaging and dangerous. It is up to you as the adult to take charge of your interactions with students and to make sure there are no misunderstandings of your good intentions. The fallout is simply too great when it comes to this issue. Possible outcomes for you if you engage in inappropriate behaviors include:

- Jail time for illegal offenses
- Loss of teaching credential
- Civil fines or civil lawsuits (recent awards have been over 1 million dollars)
- Loss of career
- Loss of family
- Loss of dignity

Possible outcomes for the student include:

- Emotional disturbances
- Lifelong struggles with sexuality and boundaries
- Loss of innocence
- Loss of trust for caregivers

The risks are simply too great. Be the adult. Respect the authority you have over the students, respect the trust they have given you, respect the impact you have on their lives

SECTION V STUDENT EVALUATION

501.0 Reporting Pupil Progress

It is the policy of the Board of Education that teachers make timely reports to the parents/guardians of each pupil, in readily understood terms, of the most complete and accurate information possible regarding the pupil's academic progress ([BP 5121](#) / [AR 5121](#)).

- * By the end of the first week of the beginning of a new course, the teacher will issue orally and in writing, to each pupil, a complete explanation of his/her grading policy including definitions of all grading practices to be used in evaluating the pupil's progress. This explanation shall be repeated at regular intervals throughout the course. Information shall be included in the course syllabus and provided to each student (see example model syllabus).
- * The school year is divided into six (6) week grading periods for reporting pupil progress and two (2) semesters for assigning permanent grades and credits earned.

Semester Term Grades (PUHSD & CMI)			
*Live 9 Week Grades: Semester 1: Run grades 10/04/2024 w/ notification home 10/07/2024			
*Live 9 Week Grades: Semester 2: Run grades 03/21/2025 w/ notification home 03/24/2025			
Event	Date	Instructional Days	Grades Due by
First Day of Instruction	8/9/2024	-	
6 Week S1 Progress Report	9/20/2024	30	9/25/2024
12 Week S1 Progress Report	11/1/2024	28	11/06/2024
End of Semester 1	12/19/2024	28	12/19/2024
6 Week S2 Progress Report	2/28/2025	28	3/5/2025
12 Week S2 Progress Report	4/11/2025	30	4/16/2025
End of Year/Semester 2	6/12/2025	36	6/12/2025
		180	

Quarter Term Grades-Perris Lake High School			
Event	Date	Instructional Days	Grades Due by
First Day of Instruction	8/9/2024	-	
Quarter 1	10/4/2024	40	10/9/2024
Quarter 2	12/19/2024	46	12/19/2024
Quarter 3	3/21/2025	43	3/26/2025
Quarter 4	6/12/2025	51	6/12/2025
		180	

- * Teachers will utilize Infinite Campus Gradebook (District Grading Program) to show the academic progress for each student. Grading practices and procedures will reflect consistent application of reasonable criteria including

the results of tests, the completion of daily class assignments, classroom participation, projects, and homework. Grades are to be kept current, within 10 school days, so parents and students can access student progress through their Infinite Campus accounts.

- * Grades may not be used for disciplinary purposes; they must reflect academic achievement. Therefore, a pupil may not receive a lower or a failing grade on the basis of excessive excused absences.
- * With regard to physical education classes, a pupil may not receive a lower or a failing grade on the basis of his/her failure to wear STANDARDIZED physical education attire due to circumstances beyond his/her control. The pupil may receive a lower or a failing grade if he/she fails to participate in class activities and/or wears clothing which is unsuitable for participation in athletic activity. Suitability for activity shall be determined according to safety factors and the type of clothing worn. Color, style, and/or brand of clothing shall not be among the criteria used to determine eligibility.
- * The following practices will be used to record pupils' academic grades:

A	Outstanding Achievement	4 Grade Points**
B	Above Average Achievement	3 Grade Points
C	Average Achievement	2 Grade Points
D	Below Average Achievement	1 Grade Point
F	Little or No Achievement	0 Grade Points
I	Incomplete, without final mark: to be replaced by final mark of A-F.	0 Grade Points
CR*	Credit given in lieu of a grade when the course is satisfactorily completed.	0 Grade Points
*Requires principal's approval prior to use. ** 5 Grade points for AP courses		

501.1 Incomplete Grade Policy

Teachers must have the approval of the principal, in advance, before assigning an incomplete. If an incomplete grade (I) is issued, the teacher is required to communicate this to the student BEFORE the end of the grading period. The student has six weeks from the date the incomplete grade was issued, or in case of illness, from the date of the doctor's release to complete the required make-up work. Teachers are to complete a grade change form and submit it to the principal for approval. An incomplete grade will change to an 'F' or a teacher designated grade after six weeks if no make-up is completed.

501.2 Grade Marking

The following percentages will normally be followed for marking grades:

A - 90% to 100%
B - 80% to 89%
C - 70% to 79%
D - 60% to 69%
F - Below 60%

501.3 Class Records and Grades

Grades will be submitted by the teacher using Infinite Campus. Each assignment and grade will be listed on Infinite Campus. A minimum of one grade/assignment per week is reasonable and recommended to show progress in Infinite Campus. Teachers will export progress report grades every six (6) weeks.

502.0 Progress Reports

If the pupil's grade has dropped to an 'F', or if the pupil is in danger of failing a course during the last six weeks grading period, it is the teacher's responsibility to notify the pupil and his/her parents/guardians of this circumstance as soon as possible. A failing course grade for the semester may **NOT** be issued without a timely prior parent notification ([EC 49067](#)).

503.0 Weekly Progress Reports

These reports may be used at any time so desired by the teacher, administrator, counselor or parents. These reports indicate the student's academic, attendance, and citizenship grades during a specific period of time. We encourage parents to request such reports (weekly or daily) when the progress of their child is not as good as it should be.

These report forms are kept in the counseling office. The student is responsible for obtaining the report form and taking it to his/her teacher. The Progress Report is a good device to recommend to parents when the student is failing to do homework, attend class, etc., and the parent is not aware of such until an official school notice is sent home.

504.0 Honor Rolls and Certificates of Commendation

An honor roll will be released by the principal of each school at the end of each semester. The roll will list students receiving grades of straight "A" students receiving average grades of "B" or better. In the compilation of the honor roll and the certificate, all grades will be included except physical education and pass/fail courses.

505.0 California Scholarship Federation

The California Scholarship Federation is a state-wide scholarship organization and is the official scholarship society for California high schools. Students who become Life Members in the CSF have the Federation Chapter Seal embossed upon their diplomas and indicated on their permanent office record cards and their college or university recommendations. Lamp pins are presented to Life Members at a special assembly at the end of the school year. They receive special recognition during graduation ceremonies.

Listed below are the requirements for qualifications in CSF: ([CSF By-laws](#))

1. Student must be enrolled in at least 3 courses from List 1 and 2 , of which, at least 2 of these courses must come from List 1 only.

2. First and second semester grades in freshman year will qualify a student for Associate CSF membership, but these grades do NOT count towards Lifetime Seal Bearer status. Sophomores, juniors, and seniors may qualify for full membership, in any semester.
3. Students must qualify and reapply each semester to retain membership.
4. Student must be a good citizen, as deemed by the advisor or principal.
5. Student must earn ten grade points during the semester preceding membership. In determining grade points, "A"-3 points and "B"-1 point. Seven points must come from List 1 and List 2 classes, of which four points must come from List 1 classes. . Physical education grades may not be used.
6. A "D" or "F" grade in any subject will disqualify the student from membership during the semester of application.
7. Grades changed after the marks have been recorded shall not be used in computing membership points.
8. To qualify for **LIFE MEMBERSHIP**, a student must qualify for CSF membership during four semesters as a sophomore, junior, or senior, and one semester **must be** in the senior year.

506.0 Grade Changes

Grade changes can only be made as provided by law ([EC 49066](#)). When grade changes are necessary, the following steps must be taken:

1. Completion of the Grade Change Form by the instructor including reason for the change of grade.
2. Signature of the instructor.
3. Signature of principal or administrative designee.
4. Submittal of form to school registrar or equivalent.
5. Only the registrar may change a grade in the student information system.
6. Copy of form to teacher and student file.

507.0 Withdrawal from Classes

A student may drop/change a class with parent/guardian permission during the first two weeks of the semester except if the change is requested only for the purpose of having a different teacher or a different period. All changes are contingent upon there being room in the requested class.

A student who drops a course during the first six weeks of the semester may do so without any entry on his/her permanent record. A student who drops a course after the first six weeks shall receive an "F" grade on his/her permanent record, unless otherwise decided by the principal or administrative designee because of extenuating circumstances.

Students requesting to drop from a course of study that would make them ineligible for A-G designation must attend a meeting with the counselor, parent, and administrator and complete the [A-G waiver](#). A student who drops a course during the first six weeks of the grading period may do so without any entry on his/her permanent record card. A student who drops a course after the first six weeks of the grading period shall receive an 'F'

grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances ([AR 5121](#)).

508.0 Transfer Grades

A new student entering your class by the fourth week must have a transfer grade from their previous teacher or educational institution and must be blended proportionately. Students should not be transferred into your class after the fifth week unless approved by administration or administrative designee. TRANSFER GRADES ARE TO BE WEIGHTED (when appropriate) AND BLENDED.

In the event that a student enrolls from another institution without a transfer grade, it is the teacher's discretion to provide appropriate assignments to give credit for missed material.

509.0 Alternative Credits

PUHSD only accepts 40 outside credits, 10 credits per year. Current high school students may take courses to recover credits. In addition, current high school students may accelerate in the areas of visual and performing arts, the second year of physical education, and electives. Incoming 9th-grade students may take a visual performing arts course that is UC-approved to accelerate. Please see the [PUHSD Approved Institutions List](#) for institutions approved for acceleration or remediation (note that this list is subject to change). Students MUST be simultaneously enrolled in classes at PUHSD schools while attending an off campus class. Students may NOT do part-time schedules at PUHSD schools and part-time at off campus locations. Seniors must be enrolled in a minimum of five classes at their PUHSD school site. All other students must be enrolled in all 7 classes at their PUHSD school site. Please note that the off campus course requested as a graduation requirement for PUHSD MAY NOT be accepted by the UC/CSU system, private colleges, universities, out-of-state institutions, or NCAA as fulfilling entrance requirements. Students should be sure to check with an admissions officer from each campus to which they intend to apply.

510.0 Sample Syllabus Model

Board policy requires the distribution of a grading plan, a course description and expectations. The following items are essential to a good course syllabus:

- * Course title, grade level
- * Length of course
- * Course description (this should come from the District Course of Study)
- * Course Objectives
- * Any prerequisites
- * Instructor – your name, your educational background (optional), room number, school phone with extension number, your conference period, your email address
- * Text and Supplemental readings
- * Course requirements (notebooks, special materials needed, homework expectations, etc.)
- * Classroom expectations

- * Evaluation process:
- * Grades must be based on objective criteria related directly to achievement of course objectives.
- * Describe how each assignment, quiz, test, District Benchmark and End of Level Test, project, paper, etc. will be graded (points, letter grade, credit/no credit, etc.) List the district required grading scale (90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D) and how the final grade will be determined. Be sure to clearly state policies regarding final exams. Students should be able to determine where they stand, grade wise, at any point in the term. List the penalties for late or incomplete work. Attendance (or tardies) may not be used as grading criteria. Missed class activities and participation may be used.
- * Attendance policy (Follow district guidelines. See section III)
- * Make up policy of assignments and exams
- * Cheating/Plagiarism policy
- * End syllabus on a positive, personal note (Your commitment to your students to do their best, your willingness to provide extra help, welcome to the course, etc.)
- * Consider a separate Student and Parent Contract sheet that you collect and keep for one year.

Turn in a copy of your syllabus to your principal/administrative designee for every course you teach within the first two weeks of your teaching assignment

SECTION VI STUDENT GUIDANCE

601.0 Guidance Program

The guidance program provides services to students and teachers. It is designed upon the belief that a person can be assisted to learn how to solve his/her problems wisely if he/she is provided with necessary information, an understanding listener, and a few techniques that have applications both now and in the future.

Helping the pupil to choose, prepare for, and find his/her place in vocational and social fields of endeavor, which best fits the student as an individual, is the very heart of the program. The understanding of the student by teachers, counselors, and himself/herself, is paramount in accomplishing our primary task of better self and social adjustment.

601.1 Counselors

The concern of the Counselor is to contribute directly to the general and specific purposes of the school by encouraging and assisting the students in the determination and achievement of their educational, vocational, and personal/social goals. The Counselor performs those General Duties and Responsibilities common to all teachers, as applicable. Information of a personal nature divulged by a student to a counselor is confidential.

602.0 Student Records

The records listed below are available and teachers are requested to become acquainted with such records of their students. Whenever conducting a parent conference, teachers should *always* make use of appropriate records. *Those using the records are reminded of their confidential nature.*

- Cumulative Records - Each student in school has a personal cumulative record on file in the Administration Building. Teachers may have access to these folders simply by request from the registrar. These folders should never leave the office. These records include such information as test results, academic transcripts, anecdotal descriptions of behavior or attendance incidents, citations, and any correspondence between the student's parents and the school. These records may prove very helpful to the teacher in understanding certain academic and behavior problems.
- Student Programs - Individual student programs are located in the Counseling Office and are available for teacher reference and located in various locations at the school.
- Daily Attendance Record - Kept in the attendance office and is available for teacher use on Infinite Campus.
- Health Examination Record - Kept in the health office and is available for teacher use. Teachers will be issued a confidential health report at the beginning of the school year. Teachers should keep this report in their roll book.

- A student's discipline record is confidential and not to be discussed in public, especially in front of other students. Teachers do not normally have access to discipline records. Discipline records are maintained by the assistant principals/deans. Teachers wishing to review a student's discipline record may do so with the assistance of an assistant principal/dean.

Reminder - All student records (including grades) are ***confidential*** and cannot be discussed with anyone other than the student and his/her parent/guardian, except for students that are 18 years of age and/or legally emancipated. Documentation of their emancipation is required.

602.1 Confidentiality: Student Records

The Law in Brief: State and federal laws outline requirements and limitations governing the release of pupils' information by school districts. Violations can result in the withholding of federal funds. These state and federal laws identified as Education Code 49060-49078 (NCNS), Title 5, California Administrative Code 430-450 and 10620-16029 and Government Code Sections 6250-6260 and the Privacy Rights of Parents and Students Act of 1974 govern as follows:

1. Specify that parents or guardians have the right to review and inspect the educational records of their children and prohibit the editing or withholding of such written material.
2. Provide opportunity for parents or guardians to seek removal of certain information from written pupil records.
3. Provide for procedures of challenge regarding the contents of student records.
4. Permit parent/guardian to submit written objections to information and to have them made a part of the pupil's records if the information in question is not removed.
5. Provide for a hearing panel in cases of challenge.
6. Govern classification and disposition of student records. ([BP 5125](#))

602.2 Withdraw/Fail

A student who drops a course during the first six weeks of the semester may do so without any entry on his/her permanent record card. A student who drops a course after the first six weeks of the semester shall receive an 'F' in his/her permanent record, unless otherwise decided by the principal or principal's designee because of extenuating circumstances. ([AR 5121](#))

SECTION VII STUDENT SPECIAL SERVICES

701.0 Health – Confidential Student Health List

At the beginning of the school year the nurse compiles names of students having special health problems and information pertaining thereto. Teachers and administrators are encouraged to avail themselves of this information, remembering, of course, **IT IS CONFIDENTIAL**. When indicated, the District Nurse/Health Tech will inform teachers and administrators of special health problems, particularly those requiring possible emergency aid or limitation of activity.

701.1 Aims and Objectives of the Health Office

The Health Office is charged with the responsibility of keeping the health and physical efficiency of the student body at the highest possible level. It shall, in all of its contacts with students, teach health as well as administer first aid. Its activities such as inspections, first aid and student counseling should all be means to the end of sound and effective health education.

701.2 Admission to the Health Office

Students should report to class and receive a pass from the classroom teacher before going to the Health Office. If the student is too ill to go alone, the teacher shall send another student to accompany him/her. The Health Office will admit students without such a pass only in cases of emergency. *In no instance should a student go home without contacting the Health/Attendance Office.*

701.3 Attendance Procedures for Students While in the Health Office

Students who are admitted to the Health Office without a pass from the classroom teacher, or students who remain in the Health Office through the following period, shall be reported to the attendance office.

701.4 Illness – Students Leaving School

Students who become ill while at school shall secure an off-campus permit from the Health/Attendance Office **before leaving school**. Should the health tech be away from the office, the students shall secure this permit from the attendance office, assistant principal or principal.

It is the policy of the District, in the absence of a medical emergency, that no pupil shall be released from school, during school hours, without a valid off-campus pass issued on the basis of express verbal or written permission by the pupil's parents/guardians/designees, except for the verified purpose of obtaining confidential medical services.

It is the responsibility of the pupil's parents/guardians to assist the District in ensuring pupil welfare, by providing at all times a complete and accurate "emergency contact

card" to the school of attendance. By means of this card, the parents/guardians so designate those persons who have authority to grant permission for the pupil's release from school.


In the event that there is no card on file for the pupil or that the parents/guardians/designees are all unable to be contacted by telephone and there is no medical emergency, the pupil shall remain at school for the remainder of the school day. Under no circumstances will another person, not designated by the parent/guardian in writing, be allowed to give permission for the pupil's release from school.

701.5 Accident Prevention and First Aid

The Health Office is the first aid headquarters of the school and shall care for all first aid cases that come to it. First aid kits shall be placed in classroom areas. Minor cases of first aid should be handled by those stations. The teachers can use this as a means of teaching health and safety. It is the policy of the school to render first aid only. Cases requiring medical aid are the responsibility of the parents and should be handled by the family doctor. In case of an emergency, the nurse shall notify the parents if possible. If this is not possible, then the health tech shall make the judgment in securing medical attention.

701.6 Where to Report Student Accidents

All student accidents or injuries must be reported within 24 hours to the principal on a [confidential student incident / accident form](#), which may be secured at the Principal's or Health Office or in the physical education department. Failure to report an accident places a legal and personal responsibility upon the teacher.

 CONFIDENTIAL STUDENT INCIDENT / ACCIDENT REPORT Perris Union High School District 155 East Fourth Street, Perris, CA 92570				FOR INTERNAL USE ONLY. DO NOT COPY OR DISTRIBUTE THIS REPORT. STUDENT STATUS FOLLOW-UP REQUIRED PRIOR TO SENDING COMPLETED REPORT TO RISK MANAGEMENT.	
<small>IN CASE OF SERIOUS INJURY, IMMEDIATELY REPORT INJURY TO RISK MANAGEMENT: judy.miller@perris.k12.ca.us 851.943.6368, x 80281 or 951.529.4691</small>					
DATE OF REPORT		NAME OF SCHOOL			
ADDRESS OF SCHOOL (NUMBER, STREET, CITY AND ZIP CODE)					
NAME OF INJURED PERSON (LAST, FIRST, M.I.)		AGE	GRADE	TELEPHONE NUMBER OF INJURED PERSON ()	
IS INJURED PERSON A MINOR <input type="checkbox"/> NO <input type="checkbox"/> YES		NAME OF PARENT OR LEGAL GUARDIAN			
ADDRESS OF PERSON INJURED (NUMBER, STREET, APARTMENT NUMBER, CITY, STATE AND ZIP CODE)					
WHERE DID ACCIDENT OCCUR			DATE (MONTH/DAY/YEAR)	TIME	<input type="checkbox"/> AM <input type="checkbox"/> PM
DESCRIBE HOW ACCIDENT/INCIDENT OCCURRED (USE FACTS ONLY; EXCLUDE OPINIONS AND/OR ASSUMPTIONS)					
PERSON IN CHARGE AT TIME OF ACCIDENT (LAST, FIRST, M.I.)		TITLE OF PERSON (TEACHER, VOLUNTEER, ETC.)		WAS HE/SHE PRESENT AT THE TIME? <input type="checkbox"/> NO <input type="checkbox"/> YES	INJURED VIOLATED SCHOOL RULE? <input type="checkbox"/> NO <input type="checkbox"/> YES
NAME OF WITNESS(ES)		ADDRESS		TELEPHONE NO. ()	
				()	
NATURE OF INJURY					
INJURED PART OF THE BODY <input type="checkbox"/> HEAD <input type="checkbox"/> NECK <input type="checkbox"/> EYE <input type="checkbox"/> ARM <input type="checkbox"/> HAND <input type="checkbox"/> LEG <input type="checkbox"/> ABDOMEN <input type="checkbox"/> BACK <input type="checkbox"/> FACE <input type="checkbox"/> CHEST <input type="checkbox"/> FINGER <input type="checkbox"/> FEET <input type="checkbox"/> CONCUSSION <input type="checkbox"/> OTHER (EXPLAIN)					
IF CONCUSSION OCCURRED, WAS PERSON SENT TO CONCUSSION CLINIC? <input type="checkbox"/> NO <input type="checkbox"/> YES				WHICH CONCUSSION FACILITY?	
FIRST AID PROCEDURES USED				ADMINISTERED BY	
DISPOSITION OF INJURED AFTER ACCIDENT <input type="checkbox"/> HOME <input type="checkbox"/> DOCTOR <input type="checkbox"/> HOSPITAL <input type="checkbox"/> CLASS		WHO WAS NOTIFIED		RELATIONSHIP TO INJURED	
IF INJURED PUPIL LEFT SCHOOL TO WHOM RELEASED		NAME AND ATTITUDE OF ANYONE CONTACTING SCHOOL			
STUDENT MEDICAL BENEFITS AVAILABLE <input type="checkbox"/> NO <input type="checkbox"/> YES		NAME OF COMPANY			
REMARKS					
NAME OF PERSON COMPLETING REPORT		WAS PERSON AN EYE WITNESS <input type="checkbox"/> NO <input type="checkbox"/> YES	POSITION	TELEPHONE NUMBER OF PERSON ()	
STATUS OF STUDENT AFTER INCIDENT/ACCIDENT - PLEASE FILL OUT THIS PORTION BEFORE SENDING TO RISK MANAGEMENT DEPT.					
HAS THE STUDENT RETURNED TO SCHOOL?		IF NOT PLEASE EXPLAIN:			
<input type="checkbox"/> NO <input type="checkbox"/> YES					
HAS THE PROBLEM BEEN CORRECTED?		IF NOT PLEASE EXPLAIN:			
<input type="checkbox"/> NO <input type="checkbox"/> YES					
SPECIFIC ACTIONS TAKEN TO PREVENT FUTURE ACCIDENTS					
SIGNATURE OF PERSON APPROVING REPORT				DATE SIGNED	
<small>CONFIDENTIAL - ATTORNEY/CLIENT/WORK PRODUCT PRIVILEGE This report is to be completed by Perris Union High School District employees. This form is a confidential, internal document; its contents are not to be shared or copied. REVISED 10-21-2016</small>					

701.7 Health Records and Reports

The Health Office shall keep a permanent health record of each student enrolled in school. A record of each illness shall be made. The nurse shall report to the principal at the end of each school month the number of cases of illness and shall also report specific cases to the County Health Department as required by law.

702.0 Administration of Prescription Drugs

No drugs of any kind should be given to students by district personnel unless permission is secured in writing from the parents or guardians in conjunction with orders from a licensed physician. Under no circumstances are school personnel to provide students with any over-the-counter medicines. ([BP 5141.21](#)) The dispensing of all medications and monitoring of any medical procedures (ex. Checking blood sugar levels) are done only in the health office by the designated health technicians or administrators. Under no circumstances shall a student be in possession of any medication (except for asthma inhalers with the signed permission on file in the health office).

703.0 Special Education

The Perris Union High School District offers a continuum of services for students with individualized educational plans (IEP's) in grades 5-12, instructing students in the least restrictive environment to meet their educational needs. Programs include services for students with intellectual and learning disabilities, other health impaired, speech-language impairments, autism, traumatic brain injury, emotional disturbance, orthopedically impaired, mentally retarded, deaf/hard of hearing, visual impairment, deaf-blindness and multiple disabilities.

Classes and programs serving students with special needs are located in middle schools and high schools throughout the district. Program service options include:

1. A service delivered in the general education classroom via the **Inclusion Model** provides Specialized Academic Instruction Services in which the special education teacher or paraeducator and general education teachers collaborate and co-teach. This model has proven to be highly effective in helping students with disabilities make significant growth both academically and behaviorally. Inclusion in the general education setting is the presumed starting point for placement of students with disabilities.
2. In an Inclusion Model,, the general educators bring content specialization and special education teachers bring assessment and accommodation specializations. Both teachers are responsible for co-teaching the class and both teachers bring training and experience in teaching techniques and learning processes.2. In addition to the full inclusion continuum of courses, the PUHSD offers additional courses for special education students that satisfy high school graduation requirements for a high school diploma. These courses are called specialized academic instruction (SAI) courses. SAI courses are taught by credentialed special education teachers and are self-contained with special education students only. Typically, these courses are enrolled with 5-22 students. These small, self-contained courses satisfy academic graduation requirements, however, they are not college preparatory courses. These

courses are offered in English, social science, math and science. Each year, the IEP team will determine if the student should remain in an SAI course or be transitioned to a college preparatory level course.

3. Self-contained Special Day Classes for students with severe learning disabilities and/or severe behavioral/emotional issues are on a comprehensive site and provide more intensive assistance with instructional materials adapted to students' ability levels. Opportunities for inclusion/mainstreaming students who are in Special Day Classes are offered in accordance to student abilities and their IEP. Students placed in Special Day Classes are typically focused towards earning a certificate of completion rather than a high school diploma.
4. Related services for students may include but are not limited to: transportation, speech and language therapy, occupational therapy, physical therapy, psychological services, adaptive physical education as well as health and counseling services as may be required for a child with disabilities to benefit from special education and general education offerings.
5. Students may also receive services in private, non-public day schools, residential schools, online learning, and in home/hospital settings.
6. Educationally Related Mental Health Services are mental health services that are provided to special education children in school. These children have Individualized Education Programs (IEP) stating that the child requires mental health services in order to learn and benefit from their educational setting. The child's IEP team and their parents determine if the child needs to be assessed for mental health treatment. Once this has been determined and the student has met eligibility, an IEP will be written/modified to include such services. The Perris Union High School District provides our own staff to provide these services under the direction of the Director of Special Education and Mental Health Coordinator. Treatment is provided in a tiered model and may include: school-based counseling, individual counseling, group counseling, and family counseling.

With the emphasis on students' involvement and progress in the general curriculum (IDEA Amendments of 1997), the general education teachers, along with special education teachers and related services personnel, have a critical role in implementing the program of Free and Appropriate Public Education (FAPE) for students with disabilities as described in the students' Individual Educational Plan (IEP).

The IEP is a legal document that must be implemented by all identified stakeholders and regarded with the utmost of confidentiality. Failure to meet IEP compliance can result in legal action or due process filings which can result in personal and/or district liability. Upon the conclusion of any IEP meeting, parents are provided copies of the IEP, copies are kept in a site file and official IEP copies are sent to the special education office within 5 days of the IEP's completion. Parents can request copies of IEP documents from the student's site or district IEP file.

704.0 504 Plans

Students who have a physical or mental impairment that substantially limits a major life function may be eligible for Section 504 under the Rehabilitation Act of 1973. There is a two-prong eligibility qualification.

1. Does the student have a disability under Section 504?

- a) Does the student have a physical or mental impairment?
 - b) Does the impairment impact one or more major life activities?
 - c) Is the degree of impairment substantial compared to same age, nondisabled peers in the general population and without benefit of medication or other mitigating measures?
2. If so, does the student need regular or special education under Section 504, related aids and services, or supplementary aids and services because of the disability?

The intent of Section 504 is to provide students with disabilities equal access to educational programs, services, and activities. Students with disabilities may not be denied participation in school programs and activities solely on the basis of a disability. Section 504 defines "disability" on a broader basis than does the Individuals With Disabilities Education Act (IDEA). 504 plans are the outcome of a Student Study Team (SST).

A 504 is a legal document that must be followed by all staff that outlines any accommodations/modifications that need to be made for this student in order for the student to be successful in school. This is a general education function and falls under the counseling department at each school site. *Failure on the part of a teacher to meet the requirements of the 504 plan may result in possible legal action which can be held as a personal and district liability.*

Home Hospital for General Education Students

Section 48206.3 – Pupils with Temporary Disabilities

(a) A pupil with a temporary disability that makes attendance in the regular school program in which the pupil is enrolled impossible or inadvisable shall receive either individual instruction at home provided by the school district in which the pupil is deemed to reside, or individual instruction in a hospital or other residential health facility, excluding state hospitals, provided by the school district in which the hospital or other residential health facility is located.

(b) For purposes of this section and Sections 48207, 48207.3, 48207.5, and 48208, the following terms have the following meanings:

1) "Individual instruction" means instruction provided to an individual pupil in the pupil's home, in a hospital or other residential health facility, excluding state hospitals, or under other circumstances prescribed by regulations adopted for the purpose by the state board.

2) "Temporary disability" means a physical, mental, or emotional disability incurred while a pupil is enrolled in regular day classes or an alternative education program, and after which the pupil can reasonably be expected to return to regular day classes or the alternative education program. A temporary disability shall not include a disability for which a pupil is identified as an individual with exceptional needs pursuant to Section 56026.

Home and Hospital is one of the most restrictive individualized educational placements available and by law must be viewed as the placement of last resort, to be utilized for the shortest period of time.

Note: Home and Hospital is not an alternative education option. Home and Hospital enables schools to provide limited instruction to students who are severely restricted and unable to attend school for health reasons.

The student shall receive one hour of instruction for every day of instruction offered by the District in the regular education program. No student shall be credited with more than five days of attendance per calendar week or credited with more than the total number of calendar days that regular classes are offered by the District.

Home and Hospital is not the same as everyday classroom instruction because the Home and Hospital Tutor time is limited and the teacher may not have the academic background to teach all subjects. Therefore, students may be behind the class with assignments and knowledge when he/she returns to class.

Home and Hospital Flow Chart for General Education Students

A. Parent Responsibilities:

1. Parent obtains Request for Home and Hospital packet from Counselor and/or Assistant Principal and completes forms: HH 1, HH 2, and HH 3.
2. The student's physician completes form HH 4, Physician's Statement Requesting Home and Hospital (minimum of 3 weeks required for participation with a maximum of 9 weeks unless reauthorized with an Extension of Services Home and Hospital Form).
3. Parent returns completed forms (HH 1, HH 2, HH 3, and HH 4) to the Counselor and/or Assistant Principal.

B. Site Responsibilities:

1. Counselor and/or Assistant Principal collect forms HH 1, HH 2, HH 3, and HH 4 and verify forms are completed and will then complete School Site Use Only portion of form HH 2, Request for Home and Hospital form and obtain signatures from:
 - i. Attendance Office;
 - ii. School Nurse;
 - iii. Assistant Principal;
 - iv. Counselor;
 - v. If applicable Section 504 Coordinator.
 - vi. If applicable, attach 504 Plan to request form.
2. Attendance Technician sends completed forms to the Student Services Office at the Student Services Center.
3. Receives form HH 5, Physician's Release from Home and Hospital Instruction, from parent and/or Physician at conclusion of services and sends copy to Student Services Office at the Student Services Center.

C. Home and Hospital Instruction Office Responsibilities:

1. Director completes Home and Hospital Instruction Office Use Only portion of form HH 2 of Request for Home and Hospital Instruction form and assigns Home and Hospital teacher and provides Home and Hospital Tutor with the student's class schedule, parent contact information, and IEP or 504 Plan, if applicable.
2. Send the student's school of residence Attendance Office a copy of form HH 2 Request for Home and Hospital with the name of the Home and Hospital Tutor and the start and end dates of instruction.

D. Home and Hospital Tutor Responsibilities:

1. Calls parents to arrange appointments.
2. Contacts and consults with general education teachers
3. Contacts the student's school and obtains the homework or test(s), instruct the student in their credential authorization, and return the completed homework or test(s) to the school (NOTE: The Home and Hospital Tutor is not the teacher of record and is not responsible for assessing student work or issuing grades).
4. Visits home and provides assignments; assists students in credential subjects.
5. Contacts site administrators if general education teachers are not providing homework and not cooperating with the Home and Hospital Tutor.
6. Submits attendance hours to the student's school of residence Attendance Office, weekly.
7. Verifies parent/guardian has completed form HH 5, Physician's Release from Home and Hospital when the student is ready to return to school.
8. Concluding Home and Hospital:

Physician completes form HH 5, Physician's Release from Home and Hospital and parent and/or physician submits to the student's school of residence Attendance Office. When released by the physician or at the conclusion of the medical note, the student returns to school.

705.0 Home Instruction for the Health Impaired

Home Instruction Procedures (General Education)

The District provides Home Hospital Teachers for students who are unable to attend school for a period of time in excess of 8 weeks due to documented temporary disability which makes attendance in the regular day classes or alternative education program impossible or inadvisable. A maximum of five instructional hours per week will be provided for students approved for Home Hospital. Home Hospital will be provided for the duration the physician prescribes is necessary for the student's illness. Home Hospital Packets can be picked up at:

PUHSD Special Education Center
515 East 7th Street
Perris, CA 92570

The following steps outline the process for parents wishing to request Home Hospital:

Step One	Parents will complete and submit a "Home Hospital Packet" to their child's counselor.
Step Two	Counselor will forward the completed Home Hospital packet to the Pupil Services Office.
Step Three	Pupil Services will assign one of the District Nurses to review and confirm the medical need for Home Hospital.
Step Four	Site Nurse will send "Home Hospital Request Packet" back to Pupil Services after reviewing and confirming the medical need for Home Hospital.
Step Five	Director of Pupil Services will approve the request (or deny the request in writing.) and the Pupil Services office will assign a Home Hospital Teacher .
Step Six	Home Hospital Teacher will contact the parent in order to complete the "Home Tutorial Agreement" form with the parent and the student.
Step Seven	Home Hospital Teacher will contact the student's current teachers to develop lesson plans and a sequence of study as consistent as possible with the program available in the regular school setting.
Step Eight	Home Hospital Teacher will be responsible for completing progress reports and submitting final grades for students placed on Home Hospital.

Home Hospital Guidelines for Special Education

Home Hospital (HH) instruction is a temporary placement for students with significant health issues preventing them from attending school. A maximum of five hours of instruction will be provided per week per student; no instruction will occur on weekends, student recess days or holidays. One hour of instruction equals one day of instruction and one day of regular school attendance. Home hospital teachers for special education students must be board approved and hold a special education teaching credential if the instruction requires. If the IEP team agrees instruction may be provided by a general education teacher with the collaboration or consultation of a Special Education teacher. Students on home hospital may not take classes on campus.

Procedures for placing a special education student on home hospital instruction:

1. Prior to referring a student for home hospital instruction, the Special Education Case Manager ensures that all on campus accommodation options have been exhausted to meet the student's educational needs, for example, modified school day, assistive technology, breaks as needed, late start, early release, etc.
2. With the permission of the Assistant Principal over special education, the case manager completes a 1) "Request for Home Hospital Teacher" referral form, 2) "Authorization for Use and/or Disclosure of Information" form and 3) "Physician's Recommendation" form that specifies an initial beginning and ending date for home hospital, and explaining why the student is unable to attend school. These documents are available electronically from the special ed office and are to be submitted to the district nurse by the case manager for review and approval.
3. If approved by district nurse, the nurse will notify the case manager that the student is eligible to be considered for home hospital instruction. Then, the case manager submits a referral to the Special Education office for review and approval. The case manager submits all of these documents together as a packet to the special education office.
4. If approved by the Special Education office, then the case manager is notified & case manager holds an IEP with the nurse present.
5. The IEP Team places student on Home Hospital instruction. At this IEP, the IEP Team will establish a date to review the student's academic progress while on HH, and a date indicating when the Home Hospital instruction will end. The case manager ensures documents are recorded in SEIS, (Special Education Information System) hard copies placed in site file and copies sent to special education office to be placed in district file. The original copies are to be sent to the district special education office within seven days of the conclusion of the IEP.

Procedures to follow once IEP team places a special education student on Home Hospital:

1. Once the IEP is complete and the team places the student on home hospital, the case manager notifies the secretary in the special education office; special education office assigns a home hospital teacher. The home hospital teacher

will become the new case manager until the student returns to his/her comprehensive school.

2. The home hospital teacher contacts the family to create a visitation schedule. A parent or guardian (or someone over the age of 18 that parent guardian has approved) must be present for each visit.
3. The home hospital teacher becomes the new case manager and contacts the previous case manager to obtain the student's schedule, IEP goals, "IEP at a glance," accommodations and instructional strategies. The school site is responsible to provide all necessary textbooks and supplies per student enrolled at the school site.
4. Home hospital teachers will consult with the student's core academic teachers, and previous case manager to develop appropriate lesson plans.
5. The HH Case Manager is responsible for scheduling all IEPs for the student until the student is returned to his/her school site.
6. If the family provides a new doctor's prescription during the HH placement which necessitates the student continuing beyond the original end date, the HH Case Manager schedules an IEP to review student progress and current need with the IEP team.

Procedures for transitioning student from home hospital to school site and least restrictive environment:

1. The home hospital case manager schedules an IEP with a nurse, school site counselor and all legally mandated participants present in the IEP meeting. The IEP will be held at the school site the student is planning to attend. HH case manager acquires a doctor's release from the parent which clears the student to return to school. The IEP team agrees to return student to the school site and the least restrictive environment. The Counselor provides the student a schedule and arranges the student's start date.
2. The student's IEP and special education services will be resumed at the school site by a case manager determined by the school.

Guidelines for parents of special education students placed on home hospital:

1. A parent or guardian (or someone over the age of 18 that parent guardian has approved) must be present during all instructional meetings at the home.
2. The family is to provide a desk and quiet place where the teacher and student can work together. Supplies left by the teacher should be on the table ready to use when the teacher arrives to begin instruction.
3. The student should be rested and ready for instruction; the family should notify the teacher prior to arrival of any health-related concerns that have developed. The teacher is responsible for the lesson, however, at the approval and direction of the teacher, the parent is welcome to observe and interact with the lesson so that he/she can assist the student outside the HH instructional time.
4. If your student is unable to be instructed during the scheduled time (illness, doctor appointments, etc.) you must contact the HH teacher prior to the scheduled visit. The visit will not be "made up" and the session will be counted as an "absence" on the attendance sheet.

5. The parent is to sign the HH teacher time log at each visit unless the HH services take place out of the home in which case both the student and the HH teacher will sign and the parent will sign on a monthly basis.
6. If questions or concerns arise, please contact the HH teacher or the Assistant Principal overseeing special education at your child's school of residence.
7. Upon the conclusion of HH, Parent/Guardian ensures that all textbooks and supplies have been returned to the school sites.

Home Hospital Guidelines for Teachers of Special Education Students:

1. Complete the "Home Tutorial Agreement," form and return to the special education office. This agreement will be provided by the special education office.
2. Be on time for all appointments; communicate with the family prior to any sessions when you will be absent.
3. Original "Home Teacher Time Report," (attendance form) and mileage reports are due in the special education office by the 31st of each month for PSEA members and the 22nd of each month for non-PSEA members. Both documents can be acquired in the special education office.
4. The HH teacher is expected to maintain progress reports and turn-in progress grades and end of semester grades to the registrar at the student's home school following the same timeline as the regular education students. The HH teacher assigns the student's final, end of the semester, grades unless the student returns to their comprehensive school during the semester. If the student returns to their comprehensive school during the semester, the HH teacher provides the school's teachers with the grades in progress. These grades will be the student's transfer grades to that point. The progress reports are to be maintained in the student's IEP file at the district office and uploaded to SEIS.
5. Upon completion of HH instruction, the HH teacher completes a "Report Card/Termination Report" form and submits it to the registrar of the school where the student will attend. This form can be obtained from the special education office. The HH teacher cannot be paid beyond the date stated on the doctor's prescription and / or IEP.

706.0 Student Success Team

This committee is a function of general education. The Student Success Team (SST) helps develop plans for modifications and adaptations of the general programs to meet the needs of students who are experiencing problems. These may include recommending use of site services including volunteer programs, remediation programs, Title 1 programs, core Mathematics and Language Programs, ELL services, and at-risk programs. SST reviews pertinent data and screening for possible Special Education referral after all general education interventions have been exhausted. The SST may also recommend 504 accommodations/actions.

SST participants may include the student's general education teacher and/or Special Education Specialist, Speech/Language Specialist, Counselor, Assistant Principal, School Psychologist, District Nurse/Health Practitioner, Parent and/or advocate, Student, other teacher(s), and other appropriate personnel as needed.

707.0 Long Term Independent Study

Long Term Independent Study is now available through the Scholar+ Online Learning Academy. Students wishing to attend need to begin the referral process through their school of residence counselor.

708.0 Contact information for Adaptive PE, DIS Counselor, Home Hospital Teacher,

Speech Therapists & Occupational Therapists

A number of employees in the special education department are mobile and work at multiple school sites or service students in their homes. Although their schedules are created at the start of the school year, they are subject to change during the year based on student need. These individuals' job titles include: Adapted PE, DIS Counselor, Home Hospital Teacher, Speech Therapists & Occupational Therapists. The best way to contact these individuals is via email; their contact information is listed on page 57.

2022-2023 CONTACT INFORMATION FOR ADAPTIVE PE, DIS COUNSELOR, HOME HOSPITAL TEACHER, SPEECH THERAPISTS & OCCUPATIONAL THERAPISTS	
Adaptive PE Teacher: Pamela Karg Email: pamela.karg@puhsd.org Contact #'s: 951-943-6369, Ext. 82207	Adaptive PE Teacher: Lusiza Felix Email: lusiza.felix@puhsd.org Contact #'s: 951-943-6369, Ext. 82208
Speech & Language Therapist: Lael Starika Email: lael.starika@puhsd.org Contact #'s: 951-943-6369, Ext. 82210	Speech & Language Therapist: Esterlita Baxa Email: esterlita.baxa@puhsd.org Contact #'s: 951-943-6369, Ext. 20332
Speech & Language Therapist: Lucia Barragan Email: lucia.barragan@puhsd.org Contact #'s: 951-943-6369, Ext. 82204	Speech & Language Therapist: Chelsea Long Email: chelsea.long@puhsd.org Contact #'s: 951-943-6369, Ext. 22216
Speech & Language Therapist: Garrett Sadowski Email: garrett.sadowski@puhsd.org Contact #'s: 951-943-6369, Ext. 23151	Speech & Language Therapist: Karri Vitor Email: karri.vitor@puhsd.org Contact #'s: 951-943-6369, Ext. 82205
Occupational Therapist: Harry McKoy Email: harry.mckoy@puhsd.org Contact #'s: 951-943-6369, Ext. 82212	Occupational Therapist: Jennifer Molina Email: jen.molina@puhsd.org Contact #'s: 951-943-6369, Ext. 82209
Physical Therapist: Dr. Amy Gelert Email: amy.gelert@puhsd.org Contact #'s: 951-943-6369, Ext. 82206	Home Hospital Services: Contact Pupil Services Dr. Pauline Garcia , Director of Pupil Services Email: pauline.garcia@puhsd.org

	Contact #'s: 951-943-6369, Ext. 81202
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SECTION VIII INSTRUCTIONAL RESOURCES

801.0 Checking Out Textbooks

Textbooks are processed and distributed at the time of registration or at the beginning of each semester. The textbooks are also to be returned at the completion of the course or at the time that student withdraws from the course.

802.0 Lost and Found Books

All lost and found books that belong to the school, individuals or other individuals, or other libraries should be promptly returned to the school library.

803.0 Department Audio-Visual Aids

Many departments at each school have audio-visual equipment of their own and have an audio-visual aids library. Information on such equipment and material can be gathered from department chairpersons.

803.1 Audio-Visual Selections

Audio-visual aids shown to students should be clearly supportive of the curriculum being taught in the classroom. Audio visual aids appearing in district approved and adopted curriculum are immediately approved for showing.

Additional materials gathered or produced by any teacher must be reviewed and approved for relevance to the curriculum and appropriateness for student viewing prior to their being used in the classroom.

Teachers will provide the site principal, in advance, with a list of all videos that will be used during the school year. Video permission forms are available from the principal's secretary. Videos should not be used in their entirety and only portions relevant to the day's lesson should be used.

804.0 Faculty Use of the Library

A teacher may check out books, instructional materials, magazines, pamphlets, pictures, maps, etc. All materials and equipment provided to teachers by the District are District property and must be returned to the Library.

805.0 Class Use of Library - Regulations

In order to maintain a proper "library atmosphere" teachers are asked to please adhere to the following regulations:

1. Classes must be scheduled for the use of the library.

2. Teachers who are substituting for other teachers should not take the class to the library unless that class is scheduled to use the library.
3. Teachers are responsible for the conduct of their students when a class is using the library. Teachers are to supervise and stay with their own class. If proper library conduct is not observed, the teacher will be expected to return the class to its room.
4. Teachers should enter the library and help arrange the seating of their students.
5. Students should return all reference books, magazines, etc. to their proper place, clean up the scrap papers, etc. before being excused.
6. Students should remain in their seats until the bell rings. They should not crowd around the doors waiting for the bell to ring.
7. Students should leave chairs properly placed at each table.

805.1 Library Rules/Issuance of Books:

1. Students must have their student ID to check out books.
2. Students may NOT check out a library book in another student's name.
3. Books may be renewed unless there is a reserve on them.
4. An excess number of books taken out by the same student is not advisable.
5. A student checking out a library book is responsible for the book and the condition of the book until it is returned to the library.

805.2 Passes to the Library

A few students from a class may go to the library on a pass for a portion of a period. In such cases, the teacher should obtain approval from the librarian in advance to make sure there is room in the library for the students. Only students with legitimate library work to do should be permitted to go to the library in this manner.

806.0 Selection of Textbooks

Textbooks for all courses offered are selected by a committee of teachers with the guidance of site and district administrators through the Textbook Adoption Process. (AR 6141)

807.0 Observance of Copyright Laws

It is the policy of the PUHSD to adhere to the provisions of all copyright laws. Willful infringement of any copyright laws by district employees is prohibited and will be subject to disciplinary action. This prohibition includes the acquisition and use of computer software.

SECTION IX SERVICES AND FACILITIES FOR TEACHERS

901.0 Faculty Lounge and Staff Areas

Faculty lounges and staff areas are located at each school site. Teachers should feel free to use these areas as a workroom, a place of relaxation, or a place to eat lunch. No equipment may be removed from the lounges or staff areas. Students are not permitted in faculty lounges.

902.0 Photocopy Machine

A photocopy machine is available for faculty use at each school. Copying should be limited to specific classroom use and class sets should be used whenever possible.

903.0 Miscellaneous Supplies

Pencils, pens, staplers, paper clips, etc. are available from designated site personnel. Order forms usually must be submitted one day in advance of need.

904.0 Mailboxes

Each teacher is assigned a mailbox. Teachers should check these communication links daily.

905.0 E-mail

Each teacher is assigned a district generated email account. *Teachers should check these communication links daily.* Employees shall be responsible for the appropriate use of technology and shall use the district's technological resources only for purposes related to their employment. Such use is a privilege, which may be revoked at any time. Computer files and communications over electronic networks, including email and voicemail, are not private. These technologies shall not be used to transmit confidential information about students, employees or district operations without authority. Use of email to the entire district should not be used at any time without prior permission of administration.

906.0 Telephones

Personal telephone calls are permitted on school telephones. Discretion is requested to keep personal calls as brief as possible. Personal calls should not be made during class time.

No personal long distance calls are permitted on district phones.

907.0 Copying and Lamination

Copying and laminating machines are available for teacher use.

908.0 Teacher Websites

Each teacher will be provided a web page on their school's website. Teachers are expected to use this web page for posting student homework, their class syllabus, and appropriate student resources. Teachers must adhere to [Board Policy 1113](#) with regards to posting student pictures on the Internet.

SECTION X

LAWS AND SCHOOL BOARD POLICIES OF IMPORTANCE TO TEACHERS

1001.0 Threats to Teachers

Every person who, with intent to cause, attempts to cause, or causes any officer or employee of any public or private educational institution or any public officer or employee to do, or refrain from doing, any act in the performance of his duties, by means of a threat, directly communicated to such person, to inflict an unlawful injury upon any person or property, and it reasonably appears to the recipient of the threat that such a threat could be carried out, is guilty of a public offense punishable as follows:

(Occurrences of this type must be reported to the site principal who must report the incident to the police.)

- Upon a first conviction, such person is punishable by a fine not exceeding five thousand dollars (\$5,000), or by imprisonment in the state prison or in a county jail not exceeding one year, or by both such fine and imprisonment.
- such a person has been previously convicted, he is punishable by imprisonment in the state prison for five years. ([Penal Code 71](#))

1001.1 Non Discrimination and Sexual Harassment

The Governing Board prohibits unlawful discrimination against and or harassment of district employees and job applicants on the basis of actual or perceived race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender or sexual orientation at any district site and or activity. The Board also prohibits retaliation against any district employee or job applicant who complains, testifies or in any way participates in the district's complaint procedures instituted pursuant to this policy.

Any district employee who engages or participates in unlawful discrimination, or who aids, abets, incites, compels or coerces another to discriminate, is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Any district employee who observes or has knowledge of an incident of unlawful discrimination or harassment shall report the incident to the principal, district administrator or Superintendent as soon as practical after the incident. Failure of a district employee to report discrimination or harassment may result in disciplinary action. ([BP4030](#))

The Governing Board prohibits sexual harassment in the working environment of district employees or applicants by any person in any form.

Employees who permit or engage in such harassment may be subject to disciplinary action up to and including dismissal.

Any employee or applicant for employment who feels that he/she or another individual in the district is being sexually harassed should immediately contact his/her supervisor, principal, other district administrator or the Superintendent or designee in order to obtain procedures for reporting a complaint. Complaints of harassment can be filed in accordance with [AR 4031](#). (Complaints Concerning Discrimination in Employment)

Any supervisor who receives a harassment complaint shall notify the Superintendent or designee, who shall ensure that the complaint is appropriately investigated.

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, visual or physical conduct of a sexual nature made by someone from or in the work or educational setting when:

1. Submission to the conduct is made either expressly or by implication in term or condition of any individual's employment.
2. Submission to or rejection of such conduct by an individual is used as the basis for an employment decision affecting the individual.
3. The conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or of creating an intimidating, hostile, or offensive working or educational environment or of adversely affecting the student or employee's performance, evaluation, advancement, assigned duties, or any other condition of education, employment or career development.
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs or activities available at or through the educational institution.

Other examples of sexual harassment, whether committed by a supervisor or any other employee, are:

1. Unwelcome leering, sexual flirtations or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, stories, drawings, pictures or gestures
5. Spreading sexual rumors
6. Touching an individual's body or clothes in a sexual way
7. Cornering or blocking of normal movements
8. Displaying sexually suggestive objects in the educational or work environment
9. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Each principal and supervisor has the responsibility of maintaining an educational and work environment free of sexual harassment. This responsibility includes discussing the district's sexual harassment policy with his/her students and/or employees and assuring

them that they are not required to endure sexually insulting, degrading or exploitative treatment or any other form of sexual harassment.

1002.0 Insults

Any parent, guardian, or other person who upbraids, insults or abuses any teacher in the presence of other school personnel or pupils and at a place which is on school premises or public sidewalks, streets, or other public ways adjacent to school premises or at some other place if the teacher is required to be at such other place in connection with assigned school activities is guilty of a misdemeanor, and is punishable by a fine of not less than five-hundred dollars (\$500), not exceeding one thousand dollars (\$1000). ([EC 44811](#))

1003.0 Employee Security

Notice Regarding Student Offenses Committed While Under School Jurisdiction

[Education Code 49079](#) requires the district to inform the teacher of every student in his/her class who has engaged in, or is reasonably suspected to have engaged in, any act which could constitute grounds for suspension or expulsion under [Education Code 48900](#), with the exception of subdivision (h), possession or use of tobacco products. The information provided to teachers must cover the previous three years.

The Superintendent or designee shall inform the teacher of every student in his/her class who has engaged in, or is reasonably suspected of, any act during the previous three years which could constitute grounds for suspension or expulsion under [Education Code 48900](#), with the exception of the possession or use of tobacco products. This information shall be based upon written district records or records received from a law enforcement agency. Teachers shall keep the information confidential and disseminate it no further.

1004.0 Witnessing an Assault

Whenever any employee of a school district or of the office of a county superintendent of schools is attacked, assaulted, or menaced, by any pupil, it shall be the duty of such employee, and the duty of any person under whose direction or supervision such employee is employed in the public school system who has knowledge of such incident, to promptly report the same to the appropriate law enforcement authorities of the county or city in which the same occurred. Failure to make such a report shall be a misdemeanor punishable by a fine of not more than one thousand dollars (\$1000). ([EC 44014](#))

1005.0 Non-Student Disruption

Any adult, or any minor over 16 years of age who is not a pupil of the school, including but not limited to any such minor or adult who is the parent, or guardian of a pupil of the school, who comes upon any school grounds or into any school building and there willfully interferes with the discipline, good order, lawful conduct, or administration of any school class or activity of the school, with the intent to disrupt, obstruct, or to inflict damage to property or bodily injury upon any person, is guilty of a misdemeanor. ([EC 44810](#))

1006.0 Loitering or Causing Disturbance

1. Any person who is not a member of the school staff or student body and who loiters on or about any school building or grounds without written permission or who causes disturbances is guilty of disorderly conduct and may be prosecuted according to law. It is therefore required that all visitors register in the office of the principal.
2. Any suspicious persons at or near the school are to be reported to the principal and to the police if it seems wise. All students and staff share responsibility in this matter.
3. Any person who fails to leave a public school building or grounds promptly, or who, after leaving, returns thereto within seven days, is guilty of a misdemeanor. ([EC 32211-b](#))
4. Skateboarding, bike riding, etc. are forbidden on campus before, during and after school hours.

1007.0 Offensive Substances

It shall be unlawful to manufacture or prepare, or to possess any liquid, gaseous, or solid substance or matter of any kind which is injurious to person or property, or is nauseating, sickening, irritating or offensive, to any of the senses with intent to throw, drop, pour, deposit, release, discharge, or expose the same - in, upon or about any teacher, restaurant, place of business, place of amusement, or any other place of public assemblage.

Any person violating any of the provisions hereof shall be punished by imprisonment in the county jail for not less than three months and not more than one year, or by a fine of not less than five-hundred dollars (\$500) and not more than two-thousand dollars (\$2,000), or by both such fine and imprisonment. ([Penal Code 375](#))

1008.0 Reporting Child Abuse or Neglect - MANDATED REPORTER

Certificated employees and classified employees must report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within thirty-six (36) hours. The reporting duties are individual and cannot be delegated to another individual. Contact a site administrator for assistance in reporting.

"Child Abuse", as defined by law, includes the following:

1. Physical abuse resulting in a non-accidental physical injury;
2. Physical neglect, including both severe and general neglect resulting in negligent treatment or maltreatment of a child;
3. Sexual abuse including both sexual assault and sexual exploitation;
4. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment;
5. Severe corporal punishment.

"Mandated Reporters" are those people defined by law as "child care custodians", "medical practitioners", and "non-medical practitioners" and include virtually all school employees. The following school personnel are required to report:

1. Teachers
2. Administrators
3. Supervisors of child welfare and attendance
4. Certificated pupil personnel employees
5. School psychologists
6. Licensed nurses
7. Counselors
8. Those instructional aides or other classified employees trained in child abuse reporting

Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.

A mandated reporter who fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, is guilty of a misdemeanor and is punishable by confinement in jail for a term not to exceed six (6) months or by a fine of not more than one thousand dollars (\$1,000) or both. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report.

[AB 2238](#), Chapter 136, which became effective January 1, 1979, amended Penal Code Section 11161.6 and provides immunity for those required to report child abuse from civil or criminal liability as a result of taking or causing to be taken, photographs of suspected victims of child abuse and the dissemination of such photographs with the required reports.

AB 2303 (Cromer), requires that the identity of reporting school persons be recorded by the Department of Justice whether the report be written or oral. The identity of the reporter is confidential under these new rules.

1009.0 Hazing

No student, or other person in attendance at any public, private, parochial, or military school, community college, college, or other educational institution, shall conspire to engage in hazing, participate in hazing, or commit any act that injures, degrades, or tends to injure, degrade, or disgrace any fellow student or person attending the institution.

The violation of this section is a misdemeanor, punishable by a fine of not less than fifty dollars (\$50), not more than five thousand dollars (\$5,000), or imprisonment in the county jail for not more than one year, or both. ([EC 32050](#))

1010.0 Detention After School

A pupil shall not be detained in school for disciplinary or other reasons for more than one hour after the close of the maximum school day. ([Calif. Admin. Code, Title V, Sec. 353](#)) Teachers must notify parents 24 hours in advance of such detentions.

1011.0 Detention During Noon Intermission

A pupil shall not be required to miss lunch or be assigned any duties during the intermission at noon, or during any recess. ([Calif. Admin. Code, Title V, Section 353](#))

1012.0 Treatment of Injured Student

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 of any medical treatment other than first aid. ([EC 49407](#))

Please note: The District does not provide medical coverage for students.

1013.0 Fees, Deposits, and Other Charges

[Perris Union High School District Student Fees Policy](#)

1014.0 Agents Prohibited

Outside agents or vendors (whether for profit or not-for-profit) are forbidden from soliciting or offering for sale any wares, articles, stocks, services, insurance, etc. on any school premises, without prior approval from Business Services.

1015.0 Solicitation of Funds

Funds may be solicited or materials distributed for those nonprofit, nonpartisan organizations that are properly chartered or licensed by state or federal law, when approved in advance.

1016.0 Contacting of Students by Outside Groups

No students shall be solicited or contacted on school premises by anyone to subscribe or contribute to the funds of, or become members of, or to work for any organization not directly under the control of school authorities.

The only exception is when the solicitation is for a non-partisan, charitable organization for charitable purposes by an act of Congress or the state legislature.

Solicitations on Behalf of the School: Official school-related organizations may organize fundraising events to benefit the school or student groups/clubs after first obtaining the approval of the Superintendent or designee for solicitations on behalf of the school.

1017.0 Gratuities Prohibited

Employees of the Perris Union High School District are forbidden to receive any tips, emoluments, gratuities, or compensation for work for which compensation is provided by the Board.

1018.0 Pupil Tutoring

A teacher in the employ of the district shall not:

1. Tutor his/her own pupils for pay.
2. Tutor pupils for pay during regular school hours.
3. Use school facilities, equipment and/or materials to tutor pupils for pay.

1019.0 Gambling, Drinking, Smoking

Gambling in any form is prohibited on school property. Employees may not possess or consume alcoholic beverages on school property. Smoking is prohibited on all school property and within all school buildings and vehicles. ([BP 3513.3](#))

1019.1 Tobacco-Free Schools

The Governing Board recognizes the health hazards associated with smoking and use of tobacco products, including the breathing of second-hand smoke, and it desires to provide a healthy environment. The Board prohibits the use of tobacco products at any time in district owned or leased buildings on district property and in district vehicles. This prohibition applies to all employees, students and visitors at any instructional program, activity or athletic event.

Any person who violates the district's policy on tobacco-free schools shall be informed of the district's policy and asked to refrain from smoking. If the person fails to comply with this request, the Superintendent or designee may: (1) Direct the person to leave school property; (2) Request local law enforcement assistance in removing the person from school premises; (3) If the person repeatedly violates the tobacco-free schools policy, prohibit him/her from entering district property for a specified period of time.

1020.0 Administration of Prescription Drugs

No drugs of any kind should be given to students by district personnel unless permission is secured in writing from the parents or guardians as well as an order from a licensed physician. Under no circumstances are school personnel to provide students with any over-the-counter medicines. (BP 5141.21)

1021.0 Violence Against School Employees

Existing law provides misdemeanor punishment for assault or battery generally, but an increased penalty for assault, and alternative felony-misdemeanor punishment for battery, is authorized when the victim is a peace officer, fireman, emergency medical technician, mobile intensive care paramedic nurse, physician, or any person who is inflicted with great bodily injury.

When an assault is committed on school property against the person of a teacher, student teacher, school security officer, or school administrator, while engaged in the performance of his or her duties, and the person committing the offense knows, or reasonably should know that the victim is a teacher, student teacher, school security officer, or school administrator engaged in the performance of his or her duties, the

assault is punishable by a fine not exceeding two thousand dollars (\$2,000), or by imprisonment in the county jail not exceeding one year, or by both such fine and imprisonment. (Penal Code 241.2)

When a battery is committed on school property against the person of a teacher, student teacher, school security officer, or school administrator, while engaged in the performance of his or her duties, and the person committing the offense knows or reasonably should know that the victim is a teacher, student teacher, school security officer, or school administrator engaged in the performance of his or her duties, the battery is punishable by a fine not exceeding one thousand dollars (\$1,000), or by imprisonment in the state prison not exceeding one year, or by both such fine and imprisonment. (Penal Code 243.1)

1022.0 Teaching of Controversial Issues

Board policy ([BP 6144](#) / [AR 6144](#)) and good teaching practice requires that teachers be sensitive to the needs of students in teaching controversial subjects, and in using materials in the classroom which may be controversial, or which may affect the beliefs or feelings of students. This is particularly true of materials that may contain derogatory racial, ethnic, or sexual expressions, or profanity. Instruction concerning such topics must be relevant to the adopted course of study and curricular goals. Instruction shall be suitable for the age / maturity of each student and present a balanced message. Care should be exercised to use the material in an appropriate and sensitive manner, remembering that teachers have an affirmative responsibility under state law to teach students to avoid the use of profanity, and to "instruct them in manners and morals." Questions about the appropriate use of materials should be referred to the principal.

1023.0 District Wellness Policies

District Wellness Policies – Excerpts from BP/AR 5030:

[BP 5030](#)
[AR 5030](#)

Health Education

Quality and Effective Health Education – helps students develop health literacy as defined in the Health Framework for California Public Schools Kindergarten through Grade Twelve.

Health Literacy – The capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways that are health-enhancing. The purpose of school-based health education is to develop health literate individuals. The four unifying ideas of health literacy are:

- Acceptance of personal responsibility for lifelong health. Health-literate individuals acknowledge that they have some control over their health, incorporate health-related knowledge into everyday behavior, and make a lifelong commitment to healthy living.
- Respect for and promotion of the health of others. Health-literate individuals understand and acknowledge the effects of personal behavior on the health and well-being of others. In addition, they understand the influence that people

have on the environment and the way in which elements within the environment affect the health of groups and individuals. They translate this understanding into concern for the health of others in the family, school, peer group, and community.

- An understanding of the process of growth and development. Health-literate individuals understand and acknowledge the aspects of physical, mental, emotional, and social growth and development common to all people as well as those aspects that are unique to individuals. They respect the dignity of all individuals and recognize that people continue to develop throughout their lives.
- Informed use of health-related information, products, and services. Health-literate individuals select and use available health-related information, products, and services carefully and wisely. Being health literate involves the ability to think critically about health-related information and be a selective consumer of health-related services and products.

Health Education includes the development, delivery, and evaluation of a planned, sequential curriculum for students in kindergarten through grade twelve and for parents and school staff and is designed to positively influence people's knowledge, attitudes, skills, and behaviors related to health. Health education addresses the four unifying ideas of health literacy and the following nine content areas: personal health; consumer and community health; injury prevention and safety; alcohol, tobacco, and other drugs; nutrition; environmental health; family living; individual growth and development; and communicable and chronic diseases.

Health Framework for California Public Schools Kindergarten Through Grade Twelve (2003) includes Expectations and Content, by Grade Level: Middle School, High School, and Scope and Sequence of Health Instruction.

The Expectations by Unifying Idea are as follows (they are specified in developmentally-appropriate format for middle school and high school in the Health Framework):

1. Acceptance of personal responsibility for lifelong health

Expectations:

- A. Students will demonstrate ways in which they can enhance and maintain their health and well-being.
- B. Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.
- C. Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.

2. Respect for and promotion of the health of others

Expectations:

- A. Students will understand and demonstrate how to play a positive, active role in promoting the health of their families.
- B. Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.

3. An understanding of the process of growth and development

Expectations:

- A. Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.
- B. Students will understand and accept individual differences in growth and development.

4. Informed use of health-related information, products, and services

Expectation:

- A. Students will identify information, products, and services that may be helpful or harmful to their health. (cf. 5131.6 – Alcohol and Other Drugs)

Physical Education

Quality Physical Education Program – exposes students to the skills necessary to perform a variety of physical activities, ensures that students participate regularly in physical activities, teaches the benefits of involvement in physical activities, and emphasizes the value of physical activity and its contributions to a healthy lifestyle.

Physical Education is a multifaceted process that teaches a wide range of skills and activities with the aim of the students becoming physically educated, physically fit, and able to enjoy a variety of physical activities and committed to lifelong health and physical wellbeing. It is a continuing process of articulated, sequential development of skills, talents, attitudes, and behaviors. (*Physical Education Framework for California Public Schools Kindergarten through Grade Twelve.*)

It is important to make Physical Education a positive experience for all students. The purpose of positive Physical Education is to guide students in the process of becoming physically active and healthy for a lifetime.

There is a distinct relationship between academic achievement and the physical fitness of California's public school students: Students achieve best when they are physically fit. The healthy, physically active student is more likely to be academically motivated, alert and successful.

Quality Physical Education

Middle School

- Introduction to many movement forms
- Emphasis on discovering personal tendencies

High School

- Development of personal physical fitness program
- Specialization in few movement forms

Physical Education: 7-12 program is designed to encourage students to be physically active by introducing them to a variety of movement forms in a positive safe environment. All students are encouraged to support their peers, practice sportsmanship and recognize the need for athletic opportunities for members of both genders. Competition equates with making the most of one's physical potential and capabilities in a positive, meaningful way.

The California Physical Fitness Test (PFT) will be administered to grades seven and nine. The PFT is designed to assess six key fitness areas that represent three broad components of fitness: (1) aerobic capacity, (2) body composition, and (3) muscular strength, endurance and flexibility. The PFT provides information that can be used by students to assess and plan personal fitness programs; teachers to design the

curriculum of physical education programs; and parents and guardians to understand their children's fitness levels.

After school sports and programs that support physical activity are to be supported at the school site and within the community. Physically active students become physically active adults because they are physically competent, enjoy physical activity, understand sport/activity protocols, understand and accept their tendencies and preferences and have participated in a plethora of activities. (cf. 6142.7 – Physical Education)

The Physical Education Model Content Standards for California Public Schools, Kindergarten through Grade Twelve represents the essential skills and knowledge that all students need to maintain a physically active, healthy lifestyle. *Education Code* section 51222 provides for 400 minutes of physical education every 10 school days for students in grades seven through twelve.

The Physical Education Model Content Standards establish specific learning goals and objectives for physical education. A sequential, developmentally appropriate curriculum should be designed and implemented to help students acquire the knowledge, skills, attitudes, and confidence needed to adopt and maintain a physically active, healthy lifestyle.

There are five overall model content standards for middle school children. They are:

Standard 1: Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.

Standard 3: Assess and maintain a level of physical fitness to improve health and performance.

Standard 4: Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Standard 5: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.

For high school youth, there are only three overall model content standards. They are:

Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies to perform a variety of physical activities.

Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. AR 5030 (g)

Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

To fulfill the requirement for high school graduation, students must take two years of physical education in high school.

Integrating Physical Activity into the Classroom Setting – For students to receive the nationally-recommended amount of daily physical activity (i.e., at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class.

Physical Activity Opportunities Before and After School – All middle and high schools will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools as appropriate, will offer interscholastic sports programs. Schools will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special healthcare needs.

Physical Activity and Punishment – Teachers and other school and community personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

1024.0 Nutrition

The Governing Board recognizes that students need adequate, nourishing food in order to grow, learn and maintain good health. Promoting nutritional integrity in school will be a cooperative effort between child nutrition professionals, teachers, staff, administrators, parents, community and students.

Schools are encouraged to:

1. Create an environment which supports healthy eating practices and allows adequate time for food consumption. To the extent possible, students should have at least 10 minutes to eat after sitting down for breakfast, and 20 minutes after sitting down for lunch.
2. Maintain dining areas that are pleasant, clean and inviting places to eat school meals.
3. Promote healthy eating patterns through classroom nutrition education coordinated with the comprehensive health education program.
4. Establish a greater collaboration between Nutrition Services Department and the classroom, including nutrition education for parents, staff and students.
5. Develop and practice good nutrition. All school activities including fundraising, classroom parties and incentive awards, should reflect the same sound nutritional education practices that are taught in the classroom and implemented by the Nutrition Services Department.
6. Comply with safety and sanitation requirements of the California Uniform Retail Food Facilities Law as set forth in Health and Safety Code 113700-114455 as outlined in Attachments A, B, & C.

7. Comply with California Education Code, State and Federal law regarding food as outlined in Attachments A, B, & C.
8. Maintain nutritional integrity. Nutritional integrity is a guaranteed level of performance that assures that foods available in schools for children are consistent with the recommended dietary allowances and dietary guidelines, and when consumed, contributes to the development of lifelong, healthy eating habits. Nutritional standards are outlined in Attachments A, B, & C.
9. Encourage all children to have breakfast, either at home or at school.
 - a. Schools will, to the extent possible, operate the School Breakfast Program.
 - b. Schools will, to the extent possible, utilize methods to serve school breakfasts that encourage participation, including promotion of service breakfast in the classroom, “grab-and-go” or “second chance” breakfast, or breakfast during morning break, recess, or passing periods.
 - c. Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program.
 - d. Schools will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.
 - e. Free and Reduced-Price Meals. Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of students who are eligible for free and reduced-price school meals. Toward this end, schools may utilize electronic identification and payment systems; provide meals at no charge to all children, regardless of income (Provision II sites); promote the availability of school meals to all students, including field trips; and/or promote nontraditional methods for serving school meals, such as “grab-and-go” or classroom breakfast.

Sharing of Foods and Beverages – Schools should discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies, disease transmission and other restrictions on some children’s diets.

Fundraising Activities – The district administration expects the sale of nutritious foods and beverages. Therefore, all fundraising activities involving the sale of food must be in conjunction with all State and Federal regulations regarding child nutrition. Student and parent organizations must plan food sales at least 30 minutes after school hours so that there is no interference with the school’s breakfast or lunch programs. Attachments A, B, & C clarify what is permissible in the district’s schools. Student and parent organizations may contract with Nutrition Services for acquisition of food to be sold on campus for the purpose of fundraising after school. (cf. 1321 – Solicitation of Funds From and By Students)

Rewards/Punishment – Schools and staff will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually, as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment. See attachments A & B.

Celebrations – Celebrations and classroom parties offering food and/or beverages may not occur more than twice per year, and must be held after the end of the lunch period. Items offered must be commercially prepared, and stable at room temperature. School staff shall ensure parents/guardians or other volunteers support the district's nutrition education program by ensuring nutritional quality and adherence to the District's Wellness Policy when selecting any snacks which they may donate for occasional class parties and by eliminating foods or beverages that do not meet nutritional standards.

Attachment A

6/30/11

Wellness Policy 5030: Food and Beverages Sold or Served in Middle Schools

Issue	Standards	Rationale
<p>General Statement: District Non-Profit Food Service Program</p>	<p>Items sold a la carte by the food service program are intended to supplement meals from school or home, and not to compete with the reimbursable meal. In addition, limited entrée items may be offered for sale for those students who choose not to participate in the meal program.</p> <p>All snack and beverage items offered outside the meal program may not exceed 200 calories.</p> <p>Beverage sales shall be only juices containing a minimum of 50% juice, milk, and unflavored water, with no beverage larger than 12 oz., except water. Beverages of either minimal nutritional value or containing artificial sweeteners may not be sold.</p> <p>Snacks offered for sale, except food served as part of the USDA meal program, shall meet the following standards: Not more than 35% of its total calories should be from fat. Not more than 10% of its calories shall be from saturated fat. Not more than 35% of its total weight shall be composed of sugar, including naturally occurring and added sugar. Exemptions are nuts, nut butters, seeds, cheese packaged for individual sale, fruits & vegetables that have not been deep fried, and legumes.</p> <p>Entrées may be offered for sale by the District food service department only. Entrées not part of the regular meal may not exceed 400 calories per serving, and contain no more than 4 gms. of fat per 100 calories.</p>	<p>Children who consume the reimbursable meal receive more nutrients than those who purchase a la carte.</p> <p>Extra food/beverages consumed may result in rejection of meal items and/or overeating.</p> <p>S.B. 965</p> <p>S.B. 12</p> <p>7 CFR</p> <p>The caloric standard for middle school students is 588 calories for breakfast and 783 calories for lunch. Caloric needs for individual students may vary.</p> <p>Snacks are intended to supplement either the school meal program, or meals brought from home.</p> <p>Nutritious entrées may be available for students choosing not to participate in the regular meal program.</p> <p>All foods made available on campus must comply with the state and local food safety and sanitation regulations. Hazard Analysis and Critical Control Points (HACCP) plans and guidelines are implemented to prevent food borne illness in schools.</p>
<p>Food and beverage sales outside the District Non-Profit Food Service Program</p>	<p>ASB's may sell up to 3 snack and/or beverage items each day, including vending, providing that: Items selected for sale must meet the nutritional standards outlined above for snacks and beverages.</p> <p>Have approval from the District prior to the sale.</p> <p>The items offered for sale are intended to supplement the meal program or meals brought from home. Not be offered for sale by the district food service program. All items offered for sale must be commercially prepared, individually packaged, and stable at room temperature.</p>	<p>Title 5</p> <p>To ensure optimum participation in the District's non-profit meal program.</p> <p>Consuming nutritious meals leads to lifelong healthy eating habits.</p> <p>Snacks are intended to supplement either the school meal program, or meals brought from home.</p> <p>S.B. 965</p> <p>S.B. 12</p> <p>Health Department Regulations</p>

	<p>Schools may select no more than 4 school days on which any number of organizations may sell any number of items, providing that: The sale is approved by the District The items selected for sale meet the nutritional requirement outlined above. The school cafeteria staff is given a minimum of two weeks notice.</p> <p>All other fundraising sales of food and beverages may only occur off campus, or ½ hour after the end of the school day.</p> <p>Sales not approved by the District may not occur at any time on school campuses.</p> <p>"Sold" is defined as any item exchanged for cash, token or voucher.</p> <p>Clubs and school sponsored organizations may not sell food and beverage products during the school unless approved by the school ASB. These sales when approved must meet the district standards for food sales.</p>	
Other food and beverages used outside District meal programs	<p>Parents and staff are strongly encouraged not to use food and beverage items for rewards and celebrations.</p> <p>Celebrations and classroom parties offering food and/or beverages shall be held after the end of the lunch period. The food and beverage items offered shall follow the same guidelines outlined above.</p> <p>Items offered must be commercially prepared, and stable at room temperature.</p>	<p>Extra calories can result in overeating. Using non-nutritious foods for rewards can lead to poor life-long habits.</p>

Attachment A: Middle Schools

Attachment B

Wellness Policy 5030: Food and Beverages Sold or Served in High Schools

Issue	Standards	Rationale
General Statement: District Non-Profit Food Service Program	<p>Items sold a la carte by the food service program are intended to supplement meals from school or home, and not to compete with the reimbursable meal. In addition, limited entrée items may be offered for sale for those students who choose not to participate in the meal program.</p> <p>All snack and beverage items offered outside the meal program may not exceed 200 calories.</p> <p>Beverage sales shall be only juices containing a minimum of 50% juice, milk, and unflavored water, and electrolyte replacement beverages containing no more than 42 gms. of added sweetener per 20 oz. serving. Beverages of either minimal nutritional value or containing artificial sweeteners may not be sold.</p> <p>Snacks offered for sale, except food served as part of the USDA meal program, shall meet the following standards: Not more than 35% of its total calories should be from fat. Not more than 10% of its calories shall be from saturated fat. Not more than 35% of its total weight shall be composed of sugar, including naturally occurring and added sugar. Exemptions are nuts, nut butters, seeds, eggs, cheese packaged for individual sale, fruits & vegetables that have not been deep fried, and legumes.</p> <p>Entrées may be offered for sale by the District food service department only. Entrées not part of the regular meal may not exceed 400 calories per serving, and contain no more than 4 gms. of fat per 100 calories.</p>	<p>Children who consume the reimbursable meal receive more nutrients than those who purchase a la carte.</p> <p>Extra food/beverages consumed may result in rejection of meal items and/or overeating.</p> <p>S.B. 965</p> <p>S.B. 12</p> <p>7 CFR</p> <p>The caloric standard for middle school students is 588 calories for breakfast and 783 calories for lunch. Caloric needs for individual students may vary.</p> <p>Snacks are intended to supplement either the school meal program, or meals brought from home.</p> <p>Nutritious entrées may be available for students choosing not to participate in the regular meal program.</p> <p>All foods made available on campus must comply with the state and local food safety and sanitation regulations. Hazard Analysis and Critical Control Points (HACCP) plans and guidelines are implemented to prevent food borne illness in schools.</p>
Food and beverage sales outside the District Non-Profit Food Service Program	<p>ASB's may sell up to 3 categories of snack and/or beverage items each day, including vending, providing that: Items selected for sale must meet the nutritional standards outlined above for snacks and beverages. Have approval from the District prior to the sale. The items offered for sale are intended to supplement the meal program or meals brought from home. Not be offered for sale by the district food service program.</p> <p>All items offered for sale must be commercially prepared, individually packaged, and stable at room temperature. Categories may include eligible fruit drinks, isotonic, waters, grain products, confections, dairy, and nuts & seeds.</p>	<p>Title 5</p> <p>To ensure optimum participation in the District's non-profit meal program.</p> <p>Consuming nutritious meals leads to lifelong healthy eating habits.</p> <p>Snacks are intended to supplement either the school meal program, or meals brought from home.</p> <p>S.B. 965</p> <p>S.B. 12</p> <p>Health Department Regulations</p>

	<p>Schools may select no more than 4 school days on which any number of organizations may sell any number of items, providing that: The sale is approved by the District. The items selected for sale meet the nutritional requirement outlined above. The school cafeteria staff is given a minimum of two weeks notice.</p> <p>All other fundraising sales of food and beverages may only occur off campus, or ½ hour after the end of the school day.</p> <p>Sales not approved by the District may not occur at any time on school campuses.</p> <p>"Sold" is defined as any item exchanged for cash, token or voucher.</p>	
Other food and beverages used outside District meal programs	<p>Parents and staff are strongly encouraged not to use food and beverage items for rewards and celebrations.</p> <p>Celebrations and classroom parties offering food and/or beverages shall be held after the end of the lunch period. The food and beverage items offered should follow the same guidelines outlined above.</p> <p>Items offered must be commercially prepared, and stable at room temperature.</p>	<p>Extra calories can result in overeating. Using non-nutritious foods for rewards can lead to poor life-long habits.</p>

Attachment B: High Schools

SECTION XI GENERAL INFORMATION

1101.0 Student Organizations

In order to be recognized as an official student organization and operate on campus, clubs must be chartered by the Associated Student Body (ASB) organization, and approved by the site principal, and then forwarded to the District office for approval. Clubs must follow the rules for a club established by ASB. Forms for organizing a club may be obtained in the ASB Office. The District's ASB Operating Manual must be followed by every club advisor and coach who must also sign and return the last page of this manual in order to be able to have transactions processed in their ASB account.

1101.1 Club Sponsors

Every school club must have a certificated sponsor, constitution, application and projected budget on file with the ASB and the District.

1101.2 Initiations

Initiations involving any form of student hazing or special dress are forbidden. Other types of initiation must have the approval of the principal.

1102.0 Extracurricular Activities

Any event that a student participates in and is sponsored by members of the faculty, is a school activity and, therefore, all district and school rules apply.

- Calendar: In order to avoid conflicts, it is essential that each extracurricular activity be scheduled by the sponsor on the master calendar maintained in the school office.
- Events scheduled during school holidays and on Sundays are to be discouraged, and may only be held by pre-arrangement and approval of the site principal and the District Office.
- School sponsored dances are to be held on campus or at school approved off campus sites.
- Regular Scheduled Athletic Events and Field Trips: All coaches, teachers and advisors are required to distribute to the faculty AT LEAST TWO (2) days PRIOR to the first scheduled sport activity of the season or field trip a MASTER STUDENT EXCUSE LIST. It is the teacher's responsibility to communicate without delay to the faculty any name changes that occur on the Master Student Excuse List.
- A Weekly Activity Calendar will list ALL forthcoming events.

NOTE: Failure to follow this procedure may result in cancellation of the event.

All athletic and social activities of pupils, wherever held, if conducted under the name or auspices of a public school or of any class or organization thereof, shall be under the

direct supervision of certificated employees of the district. (Calif. Admin. Code, Title V, Sec. 553)

1103.0 Conferences with Parents

Parent-teacher conferences are encouraged. Teachers should meet parents in the lobby of the administration building. The conference can then be conducted in a prearranged school location. The teachers' lounges may not be used for conferences. Conferences also may not be held during a regularly assigned class period. State Education Code 48910 requires that anytime a student is suspended from class, the teacher shall, as soon as possible, ask the parent or guardian to attend a parent conference. Whenever practicable, a counselor or a school psychologist shall attend this conference. A school administrator may be invited to attend this conference either by the teacher or the parent. It is recommended that teachers do not meet alone with a parent in their classroom.

The teacher should always review a student's work and/or grades prior to a parent conference and take his/her grade book, or a copy of a computer printout from Infinite Campus, to the conference. It is recommended that all conferences be held in the counseling / Administration building.

Results of all conferences shall be documented by the staff member initiating the conference in Infinite Campus. .

1104.0 Conferences with Students

Nothing can strengthen the position of the classroom teacher more than the "extra" time devoted to the helping of individual pupils with their school problems. Students should be made to realize that the teacher is available to interested, sincere students needing help.

1105.0 Care of Examination

A great amount of criticism may rise from students and/or parents when a test or tests "get-out" before or during a term or final examination week. Tests should be kept confidential and secure. Students are not allowed to type, prepare or grade examinations.

1106.0 The Pledge of Allegiance

The Pledge of Allegiance is to be conducted daily. (Ed Code 52720)

1107.0 Assignments for Class Work

Class assignments should be clear and intentional. Students are recommended to record assignments in a planner that clearly indicates the date the assignment is given, the pages to be read, the problems to be solved, the collateral reading work to be covered, and the date the assignments are due. This serves as an effective tool for parent notification and negates the parent's criticism that the child has no homework. It is particularly essential for use by substitute teachers. Teachers should use the

available technology (i.e. CANVAS) to post all assignments so that students and parents may be able to locate this information as needed.

1108.0 Homework

The Governing Board ([BP 6154](#)) recognizes that meaningful homework assignments can be a valuable extension of student learning time and assist students in developing good study habits. Homework shall be assigned when necessary to support classroom lessons, enable students to complete unfinished assignments, or review and apply academic content for better understanding.

The Superintendent or designee shall collaborate with school administrators and teachers to develop and regularly review guidelines for the assignment of homework and the related responsibilities of students, staff, and parents/guardians.

Homework assignments shall be reasonable in length and appropriate to the grade level and course. The Board expects that the number, frequency, and degree of difficulty of homework assignments will increase with the grade level and the maturity of students. Although students are encouraged to complete these assignments independently, parents/guardians may serve as a valuable resource. Teachers shall assign homework only as necessary to fulfill academic goals and reinforce current instruction.

Teachers are expected to post homework assignments using the available technology (i.e. CANVAS).

1109.0 Makeup Work

Students who are absent from school shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time. Students' grades shall be based on academic work and mastery of content; attendance, conduct, and work habits shall not be factored in a student's academic grade but may be reported separately ([BP 5121](#)).

The Superintendent or designee shall notify parents/guardians that no student may have a grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205 ([BP 6154](#)).

Homework assignments must be provided upon the request of the parent, guardian, or student during a suspension of two or more school days. If a homework assignment that is requested pursuant and turned into the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that the assignment not be included in the calculation of the pupil's overall grade in the class (AB 982; EC 47602.2; EC 48913. 5).

1110.0 Co-Curricular Activities

All faculty members are encouraged to attend athletic and social events of the school. Students appreciate an interest shown in all of their activities. Such interest will improve

faculty-student relationships. By contract, all teachers will provide 2 supervision assignments during the school year.

1111.0 Changing Classrooms

Teachers are to notify the Principal's Secretary and the Attendance Office of any change, even for one period, from the regular classroom and where the class is meeting. Notice should also be posted on the door of the regular room, indicating where the class is to be found. This is necessary in order to locate teachers and students in case of emergencies.

1112.0 Forms

School forms are not to be left available where students may have access to them. Students are also not allowed access to the teacher's desk.

1113.0 Requests by Community Groups

Requests made by community groups for art work, mimeograph work, musical groups, speech groups, etc. must be referred to the principal prior to any commitments.

1114.0 Punctuality

Teachers are expected to be in their classroom on time and remain there while students are in the room except in an emergency. Many problems are avoided by being in the classroom before the students arrive. Teachers have been sued and damages collected when they failed to provide proper supervision in the classroom.

1115.0 School Faculty Meetings (Monthly)

These meetings are planned by the principal and staff for the specific purpose of administrative and curriculum coordination within the individual high school. All certificated employees are expected to attend unless excused by the principal. The principal will chair these meetings.

Principals will determine the necessity of meetings and actual dates.

1115.1 Professional Learning Community (PLC) & Collaborative Meetings (weekly)

PLC meetings are important meetings where department members are provided time during the school day to work together to improve student learning. This time is provided as part of teachers' work day and, therefore, all teachers are expected to attend and participate in the PLC's and Collaborative Meetings .

1115.2 Subject Area Council Meetings

The department chairpersons at the individual schools are members of this committee. Curriculum development, articulation, and coordination at the individual school level are addressed during this time.

1115.3 Board of Trustee Meetings

The Board of Trustees holds its regular meeting monthly – usually on the third Wednesday evening at 5:00 p.m. – in open (public) session in the Perris Union High School District Office Board Room at 155 East Fourth Street, Perris, California. Special meetings are scheduled on an "as-needed" basis.

1116.0 Employee Safety

PUHSD EMPLOYEE SAFETY

More information is available on the District or School Site Webpage from the Staff Tab at the top of each page. Under the pulldown menu go to Employee Benefits and Safety.

Emergency Response Plan: Hour-Zero



Hour-Zero is the district's Emergency Response web-based tool that provides staff and supporting first responders with all the training, tools, and protocols needed to prepare for and respond to an emergency.

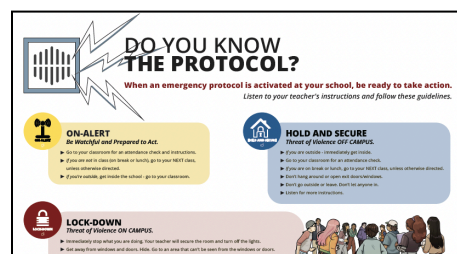
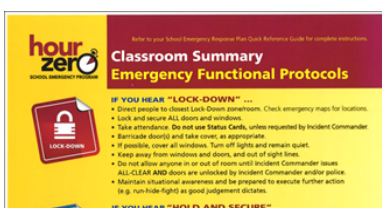
At the beginning of each school year all staff are encouraged to log in to Hour- Zero and:

- ✓ Update their personal contact information (not district or school site number)
- ✓ Update emergency contact information
- ✓ Complete the staff skills assessment.
- ✓ Complete assigned training modules
- ✓ **Please Note:** Entering emergency medical information is strictly voluntary and includes an email notification system that alerts the employee if/when anyone accesses their emergency medical information.

To make sure you can be contacted in an emergency please update your Primary Phone Number in Hour-Zero to a personal or work cell number, or other personal phone number (not a district or school site number.)

If you need your password reset in Hour-Zero, please contact your site Secretary or Risk Management x 80282 or riskmanagement@puhsd.org.

Each classroom should have the Hour-Zero Classroom Summary Emergency Functional Protocols, the Emergency Response Plan Quick Reference Guide (August 2013), and multiple sets of the Emergency Response Status Cards. Teachers are asked and expected to follow the protocols and use the Status Cards during Emergency Drills, and Evacuations.



PUHSD Emergency Preparedness

The District Safety Committee determined that all classrooms should have basic emergency supplies because disasters or lockdown situations can happen at any moment. Emergency preparedness kits are a large portion of our emergency readiness and response systems. The kits have been provided to schools to use in the event staff and students are in an extended “lock-down” and unable to leave the classroom/area and/or if they are trapped due to an earthquake or explosion. **EMERGENCY USE ONLY!**



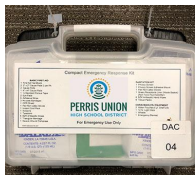
Classroom Emergency Kits

Classroom kits are mounted on wall brackets inside of each classroom. Each kit contains essential emergency supplies (water, sanitation supplies, basic first aid, duct tape, and emergency blankets).



Large Emergency Kits

Large Emergency kits have been installed in larger areas and classrooms on campus (libraries, locker rooms, multipurpose rooms, etc.) Each kit contains twice the amount of essential emergency supplies as the Classroom Emergency Kits (water, sanitation supplies, basic first aid, duct tape, and emergency blankets).



Compact Emergency Response Kits

The Compact Emergency Response Kits include **emergency supplies** for offices and workstations. These kits have been installed at each workstation or desk in administrative areas and contain basic first aid, sanitation supplies, a whistle, etc.



Bleeding Control Paks

Bleeding Control Paks have been installed next to most Automated External Defibrillators (AED) throughout the District. Each kit contains tourniquets, pressure dressings, QuikClot gauze, and other materials to help respond to critical injuries.



Incident Command Post Kits

As part of our Emergency Preparedness Program, Incident Command Post (ICP) kits have been created and issued to each school and administration site. The Incident Command Kit contains the basic items needed to set up an ICP. A video with a description of the contents is available for all School Emergency Response Team members (SERT) that may be assigned to assist with the ICP.



Emergency Response Kits

Emergency Response Kits have been issued to each school and administrative site to ensure there are basic tools and supplies needed in the event students and staff are trapped in areas that are still safe to enter. The kit includes tools for forcible entry and light search and rescue. A video with a description of the contents is available for all SERT members that may be assigned to a search and rescue team.



Emergency Food

Emergency food bars have been provided for each school site. Each vacuum sealed foil package contains 12 individually wrapped 200 calorie bars which are peanut product free. The bars have high energy value and are ready to eat. Each bar also has a 5 year shelf life, even in the harshest environments.



Evacuation Chairs

Evac Chairs are provided for second story buildings to ensure the safe evacuation of students and staff who may be unable to use the stairs in the event of an emergency.

Emergencies! When in Doubt Call 9-1-1

Assess the situation, if there is any doubt whether you need help don't wait, CALL 911. **ALL STAFF HAVE THE AUTHORITY TO CALL 911.** If possible let the front office, your supervisor or your administrator know as soon as possible that 911 has been called.

Please note: When 911 is dialed from a site phone (classroom, office, etc.), an e-911 Alert email is generated and automatically sent to administration.

Emergencies! Where Are You?

To make sure staff, students or guests know where they are in an emergency, signs have been posted above the inside door of all classrooms. It is important to let first responders know what room you are in.



Situational Awareness: It is critical that you know your campus.

Be aware of all exit routes and meeting locations in the event of emergency that requires that you leave your classroom or work area.

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Disaster Service Workers Government Code §3100

As California State Employees, school personnel are designated as Disaster Service Workers subject to service as may be assigned to them by their supervisors or by law. Should a disaster strike during school hours, all employees and volunteers are to remain at their assignment unless officially released by the Superintendent or Site Administrator.

Should a disaster take place in the middle of the night, employees must report to work at their regular work time, if reasonably possible, for assignment as a Disaster Service Worker, unless otherwise instructed by their supervisor.

Classroom Emergency Communication Protocol

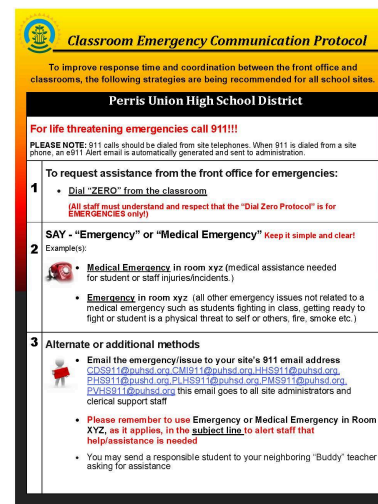
To improve response time and coordination between the front office and classrooms, the following strategies are being recommended for all school sites.

For life threatening emergencies Call 9-1-1

PLEASE NOTE: 9-1-1 calls should be dialed from site telephones. When 9-1-1 is dialed from a site phone, an e911 Alert email is automatically generated and sent to administration.

To request assistance from the front office for emergencies:

1. Dial "ZERO" from the classroom
(All staff must understand and respect that the "Dial Zero Protocol" is for EMERGENCIES only!)
2. SAY- Emergency or Medical Emergency!
Keep it simple and clear!
Example(s):
 - a. **Medical Emergency in room xyz** (medical assistance needed for student or staff injuries/incidents).
 - b. **Emergency in room xyz** (all other emergency issues not related to a medical emergency such as students fighting in class, getting ready to fight or student is a physical threat to self or others, fire, smoke etc.).
3. Alternate or additional methods
 - a. Email the emergency/issue to your site's 911 email address (XYZ911@puhsd.org). This email goes to all site administrators and their clerical support staff.
Examples: CMI-911@puhsd.org, HHS-911@puhsd.org, LHS-911@puhsd.org, PALS-911@puhsd.org, PHS-911@puhsd.org, PLHS-911@puhsd.org, PMS-911@puhsd.org, PVHS-911@puhsd.org, etc.
 - b. Please remember to **use the Emergency or Medical Emergency in Room XYZ, as it applies, in the email subject line** to alert staff that help or assistance is needed.
 - c. May send a responsible student to a neighboring classroom or office to get help.



Crisis Notification Network

Communication is one of the most important functions of managing an emergency. To keep stakeholders informed during a crisis, beyond email messages, the following has been implemented.

For the latest information pertaining to an emergency the District has the following Hotlines: Please note the hotline is NOT monitored, please do not leave a message.

- Staff Hotline: 951-92-ALERT (922-5378)
- Staff/Community members can also follow us on Twitter, @PUHSD_911

Employee Assistance Program

The Employee Assistance Program (EAP) is a confidential service available to you and your family and is a program designed to help with emotional health issues and everyday challenges. All employees are eligible for the EAP benefit. It is easy to use, paid for by the District, and includes:

- Consultation and counseling sessions with an emotional health provider by phone, in-person and online
- Programs, tools, tips, and resources for healthy living
- Information and assistance with relationship issues including marital or partner, parent-child, and work relationships

To access this service call toll-free 24 hours a day, 7 days a week: (800) 999-7222 or on the web at anthemEAP.com and provide the PUHSD district code: REEP

Includes access to mystrength, a free digital resource to support emotional health and wellness; accessible online or through the myStrength app available for both Android and Apple.

Eligible members are entitled to as many telephone or web-video consultations as needed or five (5) office consultations per incident, per calendar year.

What to do When a Work Related Injury Occurs

“Call 911 for any life threatening emergency”

Immediately report all injuries, no matter how minor, to your Site Secretary and ask for a DWC (Dept. of Worker's Comp) claim form and “Employee Incident Report.” The Perris Union High School District is self-insured for Workers Compensation, which means that coverage for an injured employee comes out of the General Fund. To protect employees and the District, it is important that injuries are reported whether or not medical attention is needed, for three reasons:

1. Protects employees by documenting an injury that occurred at work
2. Protects the District by documenting an injury that occurred at work
3. May identify an unsafe condition

The site secretary will report the “who, what, when, where, and how” information by email to Risk Management. Risk Management will review the information and work with your supervisor or administrator on a Supervisor's Investigation Report to determine the root cause(s) of the incident so that the injury does not happen again to you or another employee.

If medical attention is needed, the site secretary has the location of local physicians that will treat employees right away, without an appointment.

If medical attention is not needed, the “Treatment Declination” form should be completed. If symptoms persist, call Risk Management for authorization to seek

medical treatment at a later date. (951) 943-6369 x 80284, 80283 or (951) 529-4691 cell.

Report all “close calls” to your supervisor. A close call this time might be an injury the next time. “Close Calls” will also be investigated to find out what steps need to be taken to protect staff, students and property in the future.

Always follow-up with Risk Management after being treated for a work injury Call or Email:

- (951) 943-6369 x 80283, or (951) 529-4691 cell
- workcomp@puhsd.org

Return to Work Program

The Perris Union High School District has implemented a transitional Return to Work program to benefit all employees as well as the District. Employees that are injured in the course and scope of their employment may be assigned to a temporary modified/light duty assignment that is within the medical abilities and limitations outlined by their treating physician; or they may be instructed to modify their current position if able to perform the essential job function(s).

This is a temporary assignment that is not intended to create a new position. The work assignment is subject to change and generally will not exceed 45 working days, with an option to extend an additional 30 working days if there is medical improvement or other relevant factors. The employee will receive their regular pay provided they work their assigned number of hours. No overtime or extra duty is authorized while working in a modified or light duty Return to Work assignment.

Dial “7” For An Outside Phone Line

To eliminate 911 misdialled calls, all District phones are programmed to use 7 instead of 9 to get an outside line. *When placing a 911 call, you **do not** have to dial another number to access an outside line.* The phone system will put the call through by simply dialing 911.

Employee Safety Programs

The District has designed and implemented several employee safety programs for the purpose of providing a safe and healthful workplace. Employees have rights and responsibilities relative to these programs and receive detailed information about them during the District hiring process and annual trainings. Your supervisor will provide you with information about safety programs (other than those below) that may apply specifically to your job or task. The following is an overview of employee safety programs that apply to all employees.

Injury and Illness Prevention Program (IIPP) – (C.C.R., Title 8, Section 3203)

The Governing Board believes that District students and employees have the right to learn and work in a safe and peaceful school environment (BP 3630). The object of every safety program is to provide this safe environment through prevention. By achieving this objective, employee and student injuries, damage to materials or equipment, and the related costs both direct and indirect are eliminated or reduced. The Program

Coordinator is Adam Estrada, Director of Risk Management and Environmental Safety, (951) 943-6369 x 80281.

This program includes:

1. A system for identifying and evaluating workplace hazards
2. Methods and procedures for correcting unsafe and unhealthful conditions and work practices
3. A system designed to encourage employees to report hazards at the workplace without fear of reprisal
4. A system for ensuring employees compliance with safe and healthful work practices that include disciplinary actions
5. A procedure to investigate workplace injuries and illnesses
6. Identification of a person responsible for implementing the program
7. An employee safety training program

EMPLOYEES HAVE THE RIGHT TO:

1. Receive training specific to the tasks they are required to perform and the equipment/tools they are required to use
2. Report, anonymously if they choose, unsafe working conditions and unsafe work practices without fear of reprisal (see Report of Unsafe Conditions below)
3. Have access to the District's written IIPP (on District's website, and all district locations). Refuse hazardous work that they believe might lead to death or serious injury (L.C. § 6311)

EMPLOYEES HAVE THE RESPONSIBILITY TO:

1. Work safely
2. Not create unsafe conditions
3. Follow all safety policies/safe practices
4. Report unsafe conditions

Reporting Unsafe Conditions

Pursuant to the Injury Illness Prevention Plan (IIPP), employees have a right and the responsibility to report unsafe conditions with the option to report anonymously. The first method available to report an unsafe condition is through the Maintenance & Operations Work Order System. Find out who at your site enters Work Orders and report your concerns to them. In addition to the Work Order System, the [Report of Unsafe Conditions](#) can be accessed from Risk Management on the District's or each school's website. Go to the **"Staff"** tab at the top of the website, then from the pull down menu go to Employee Benefits & Safety, then to Employee Safety (on left of page), to Report of Unsafe Conditions. www.puhsd.org

Environmental Health Management Program / Indoor Air Quality

The indoor air quality in a classroom or office depends largely on each of us. Because of increased rodent populations and asthma problems in students and/or staff, it is in everyone's best interest not to allow eating or drinking (other than water) in a classroom. Train students to pick up after themselves and practice good housekeeping. In addition, **DO NOT** bring products from home including air fresheners, candles or aerosols of any kind that could create an airborne exposure for those with respiratory or allergy related

conditions. It will make everyone's job easier. Please also be mindful about using/wearing strong scents/perfumes that may be offensive(too strong) for those with respiratory or allergy related conditions.

If you have concerns related to smells, ventilation or other conditions please notify your administrator who will start the process by having you complete an occupant survey and/or log, which will also initiate site and District level inspections. A lack of fresh air, poor ventilation, spores, dust and dander can all reduce air quality in schools.

If the issue/concern is not resolved, Risk Management will work with a Certified Industrial Hygienist (CIH) to collect and analyze air and/or surface samples to determine the appropriate response.

If you notice any leaks or water damage, immediately report them to Maintenance & Operations.

Bloodborne Pathogens Exposure Control Plan (BBP ECP) – (C.C.R., Title 8, Section 5193)

This program includes:

1. A written plan
2. Determination of employee potential occupational exposure to bloodborne pathogens
3. Procedures for control of exposure to bloodborne pathogens
4. An employee training program
5. Procedures to offer Hepatitis B vaccinations and post-exposure follow-up, at no cost to the employee

EMPLOYEES HAVE THE RIGHT TO:

1. Receive training specific to the control of exposure to bloodborne pathogens
2. Receive, at no cost, Hepatitis B vaccinations and post-exposure follow-up
3. Privacy in regards to medical examination reports, testing and other post-exposure follow-up

EMPLOYEES ARE RESPONSIBLE FOR:

1. Complying with instructions and procedures provided during BPP ECP Training
2. Reporting potential exposure incidents immediately
3. Using personal protective equipment provided
4. Maintaining confidentiality regarding all information about a source individual
5. (Refer also to [PUHSD Bloodborne Pathogens Exposure Control Plan Overview](#) on the District's website, and all district locations)

Hazard Communications: Right to Understand (GHS) Program – (C.C.R., Title 8, Section 5194)

The Hazard Communication Program, also known as the “**Right to Understand**” law says you have a right to know what chemical hazards you face in the workplace and how to protect yourself against them.

The District wants to protect staff and students from both types of Chemical Health Hazards:

- Acute - Sudden, short term health effects

- Chronic – Persistent, long term health effects

Exposure to chemical substances may occur through the following routes of entry:

- Absorption – Skin contact
- Inhalation – Airborne contact (nose/mouth)
- Ingestion – Absorbed into the bloodstream (stomach)
- Injection – Skin puncture

Employees have the right to:

- Have access to the written plan (on District’s website, and all District locations)
- Receive information about specific hazardous substances to which they may be exposed
- Receive emergency information relative to the release of hazardous substances
- Have access to SDS, formerly called MSDS

Employees should review Safety Data Sheets (SDS) prior to using a chemical and take precautions based on information contained on the SDS label.

SDS Labels include:

- Signal word – “Danger” for most severe and “warning” for less severe
- Symbols/pictograms
- Product name or identifiers
- Hazard statements
- Precautionary statements
- Manufacturer information



Employees are responsible for:

1. Reading and complying with the instructions on container labels and the SDS
2. Only using substances as directed by container labels and SDS
3. Only storing substances as directed by container labels and SDS
4. Properly labeling all substance containers that are not labeled by the substance manufacturer
5. Not introducing to the workplace a substance that is not purchased and authorized for use by the District (bringing items, chemicals from home, etc.)
6. Using personal protective gear provided

Safety Data Sheets (SDS) are required for all chemicals or products that contain hazardous materials. The SDS provides important information regarding the health effects of the chemical, routes of entry into the body, appropriate personal protective equipment to use, and first aid treatment if an exposure occurs.



Perris Union High School District has provided printed copies of SDSs, as well as electronic copies that can be accessed through the internet, as described below:



1. **Printed Copies – Red and Yellow Binders** containing copies of SDSs for chemicals, or for products that contain a hazardous material, have been installed at each school or district location.
2. **Electronic Files – School SDS** is an internet-based tool for viewing SDSs, for keeping track of chemical inventories, and for adding SDSs when a new chemical or product is purchased or is brought to a PUHSD school or district location.

Access the electronic SDS files on the District's or each school's website. Click on "Employee Safety" under the "Staff" heading at www.puhsd.org, or go to <http://puhsd.ca.safeschoolssds.com/>

Mandatory Online Annual Training

The District uses two online platforms, Keenan SafeSchools and Hour Zero, to provide mandated training in the areas of safety, emergency preparedness and other related employment topics. Courses are assigned based on job classification and completion is required by all employees within the first six weeks of employment or annually at the beginning of each school year. Each course is, on average, 10 - 20 minutes in length.

If you have any questions or are unable to login to the online training systems, please contact your site secretary or Risk Management at x80283

	
<p><u>To Access Keenan SafeSchools Online Training:</u></p> <p>Using your web browser go to the District or school site's webpage, click "Staff" - click "Employee Safety":</p> <ul style="list-style-type: none"> • Select Keenan SafeSchools, and login with your Employee ID #. • Courses assigned by classification. • Click on a course title to start • You must complete each section of the course and pass any associated assessment to receive full credit. • The courses have audio, so be sure to turnup your speakers. 	<p><u>To Access Hour Zero Online Training Courses:</u></p> <p>Using your web browser go to the District or school site's webpage, click "Staff" - click "Hour Zero":</p> <ul style="list-style-type: none"> • Input your username (PUHSD Email/FirstName.LastName@puhsd.org) and password into their respective fields and click "Login" • Click Training, then Click "START" next to the desired training module. Once the training module opens, follow the instructions. <p>Please take all courses showing "September" under the Month Due column. These are the MANDATORY training courses that need to be completed each school year.</p>

"Universal Waste" Wastes Banned From the Trash

Regulations to protect public health and the environment have been changing. This is because some common items that have traditionally been thrown in the trash cannot be safely disposed of in landfills. These common items are referred to as "universal waste" (u-waste) and are banned from the trash.

Universal Waste items banned from the trash:

- Fluorescent lamps and tubes
- Batteries (AAA, AA, C, D, button cell, 9-volt etc.)
- Computer and television monitors
- Variety of other electronic devices may no longer be thrown in the trash.

For more information on specific items from your home and where to take those for disposal go to: <https://calrecycle.ca.gov/>.

At your site or department there are buckets to collect old batteries used in the course of your work. Once the buckets are full, follow the [PUHSD Battery Disposal Procedure](#) for disposal. Site custodians will collect used fluorescent tubes for appropriate disposal through the Maintenance & Operations Department.

Any other electronic equipment that has been purchased by the District and is no longer working should be collected by your site and reported to the Purchasing Department for removal.

Integrated Pest Management; Healthy Schools Act of 2000

The California Healthy Schools Act (HSA) of 2000 is a right-to-know law about pesticide use in public schools. The HSA requires the adoption of an Integrated Pest Management Plan (IPM) that addresses health and environmental concerns related to the use of pesticides at schools. The HSA is enforced by the California Department of Pesticide Regulation (DPR)

The Healthy Schools Act limits what schools can use to control pests, weeds, rodents and germs. Per the State of California, disinfectants and disinfectant wipes are considered **registered pesticides**.

Effective July 1, 2016 anyone who may apply a **pesticide** at a school must take a Department of Pesticide Regulation approved training. This includes using **Disinfecting wipes or hard surface wipes used to kill germs**.

This means if you use or plan to use disinfectant or disinfectant wipes (any hard surface wipe) in your classroom or work area you are required to take the Integrated Pest Management course for California, in Keenan SafeSchools.



The law also includes posting/notification requirements, and records that must be kept at school sites for four years.

Keep Pesticides Out of the Classroom. Report all pests using the District's work order system.

Help prevent a pest invasion:

1. Keep surfaces clean and dry
2. Use soapy water to clean up ant trails
3. Store food in tight-fitting containers
4. Reduce clutter, like cardboard boxes and old files
5. Make sure trash cans are emptied at the end of each day.
6. **DO NOT BRING PESTICIDES FROM HOME!**

REMEMBER: Sanitation is the key to eliminating pests.
SAFE PRACTICES – TEACHERS/AIDES

General Classroom Safety Rules

1. Wipe up or isolate and report spills promptly.
2. Report all accidents and injuries to your administrator, supervisor or Risk Management.

3. Be aware of where you are walking. Trip and slip hazards – stacks of paper or boxes, for example, or recently polished and slick floors, or extension cords – are common in the classroom.
4. Means of egress/exits shall be kept clear of obstructions, well lighted and unlocked during work hours.
5. Aisles must be kept clear of items that can be tripped over and all areas under stairways that are egress routes should not be used to store combustibles.
6. Be aware of the location of the nearest fire extinguisher. Read the instructions on the extinguisher now, before you need to use it.
7. Maintain a minimum 36" clearance in front of fire extinguishers, electrical panels, water heaters, emergency dredge showers, and eyewash stations. Access must be maintained at all times.
8. Familiarize yourself with the emergency exit procedures. An emergency evacuation plan must be posted near the classroom exit to notify all employees and students of how to exit the room, the evacuation route and where they are to assemble.
9. Chairs are not step stools. Don't use them for that purpose. Use a step stool or ladder when reaching for elevated supplies and materials.
10. Don't climb on tables, counters or furniture. Use a step stool or ladder when reaching for elevated supplies and materials or to an elevated surface (shelves, files etc.).
11. Extension cords cannot be used for permanent wiring. Extension cords should be unplugged, rolled up and stored immediately after use. Improper use of electricity is the second most common cause of fires in schools.
12. Multi-plug adapters cannot be used without surge protection.
13. Surge protectors cannot be "piggy backed" into each other.
14. Only UL recognized, three pronged plugs should be used to ensure proper grounding.
15. All cords running into walk areas must be taped down or inserted through rubber protectors to preclude them from becoming tripping hazards.
16. Portable heaters are discouraged. However, only heaters with an emergency shut off switch, that activates if tipped over, can be used on district property.
17. Appliances such as coffee pots, warmers, microwave ovens, refrigerators, toaster ovens etc. are discouraged in the classrooms. However, when used, staff will be responsible to inspect for signs of wear, heat or fraying cords.
18. Lit Candles are not allowed in classrooms or at school sites.
19. Aerosol sprays (air fresheners, cleaners, etc.) should not be used in classrooms or around students/staff with respiratory illness/concerns. If there are air quality concerns/issues, they should be reported to your administrator, supervisor, Maintenance & Operations or Risk Management and not covered up with air fresheners (aerosol, solids, melting pots, plug-ins etc.).
20. Plug-in air fresheners are not allowed in classrooms or any district buildings.
21. Flammable and combustible liquids may not be stored in classrooms. These liquids are the third most common cause of school fires.
22. Be cautious with flammable materials; including paper products on walls. They may not be attached to windows and doors and no more than 20% of all the wall space may be covered with flammable materials. Window coverings, drapes and curtains may not be installed unless they meet the Fire Marshal's fireproofing requirements. Keep decorations for holidays only.
23. Do not store combustibles (paper, boxes, etc.) within 24" of the ceiling.

24. Don't bring products from home unless you have a Safety Data Sheet (SDS) that can be reviewed for hazards and stored on-site (staff lounge, work room etc.) ensuring access to all staff. Contact your administrator, supervisor or Risk Management with questions.
25. Don't bring pesticides from home. Pesticides can only be applied by a licensed or certified applicator. Report all insect, pests or vermin concerns to your administrator, supervisor, Maintenance and Operations or Risk Management; keep work areas free from food and sweet liquids.

Office Ergonomic Safety Rules

Teachers and Teacher Assistants don't spend the majority of time at their desks using the computer, but they still need to be aware of Repetitive Motion Injuries (RMI) and should take the following steps to reduce the chance of such an injury:

1. **Complete a workstation ergonomic evaluation.** If available, utilize an in-house resource to complete the evaluation (Risk Management) or complete a self-evaluation.
2. **Make the necessary adjustments to your chair.** Most chairs will have at least two or three adjustment levers to use to change the height and tilt of the seat and backrest. Adjust the chair so you can achieve the most comfortable typing position.
3. **Take the weight on your feet.** Ensure that your feet rest on the floor so that all the weight is not on your lower back. If your feet do not reach the floor, use a footrest.
4. **Type with your wrist at a neutral position.** Adjust the height of the chair and keyboard to ensure that, when typing, the shoulders are relaxed, there is a 90-degree angle at the elbow, and the wrist is in a flat position (i.e. no raising or lowering of the wrist from the forearm in order to reach the keys).
5. **Avoid neck and eye strain.** Position the monitor directly in front of you at a distance with its top at eye level. Keep the monitor between 18" and 24" from the eye, and place it at a right angle to the window. If you are entering data from a document, prop the document up or, better still, place it at eye level with the use of a document holder.
6. **Keep the mouse close.** Avoid having to reach either up or out to use the mouse. If possible, it should be kept next to and at the same height as the keyboard. Hold the mouse gently and move it with the arm rather than the wrist.
7. **Contact Technology Helpdesk,** helpdesk@puhsd.org, to request an external keyboard, mouse, and monitor if needed to use with your laptop.
8. **Take your breaks.** Take micro-breaks from typing for 2-3 minutes every half-hour and stop typing for ten minutes after typing uninterrupted for 2 hours.

If possible, get outside during breaks for some valuable fresh air and, during the day, regularly stretch the hands, arms and back.

Office Equipment Safety Rules

1. **Electric Powered Equipment can be a shock hazard.** Periodically, check the equipment for frayed cords and defective plugs. Never clean or service electric powered equipment with the power on; always disconnect the equipment from the power source. Don't use the equipment with wet hands or while on a damp floor.
2. **Shut off electrical equipment.** Before leaving the classroom, be sure electrical equipment, like audio visual equipment are shut off and unplugged.
3. **Be careful with paper cutters.** Cutters should only be used on a level, unobstructed and clear surface. The finger guard must be in place before using the cutter. The lever should be put down and in the locked position when it is not being used.
4. **Photocopy machines could be harmful to the eyes.** These machines emit an extremely bright light. Always make sure the machine cover is down when operating it.
5. **Close file cabinet and desk drawers when not in use.** File cabinets are unstable with the drawers open and a co-worker or student could walk into an open drawer.
6. **Do not change a burnt out projection bulb when the projector is still hot.** Disconnect the projector and wait for it to cool before changing the bulb.

Materials Storage Safety Rules

1. **Store materials in an organized way.** Do not overload shelves/drawers. Do not store materials on top of cabinets. Materials may not be stored within 24" (or 18" in rooms with ceiling sprinklers) of the ceiling.
2. **Weight can be a safety hazard.** Heavier items should be stored on the lower shelves at about chest height or lower.
3. **Place cabinets and shelves away from room exits.** They could fall over and block the exit.
4. **Keep aisles and passageways free of materials.** As well as being a trip and fall hazard, they could also impede a quick exit in an emergency.
5. **Keep the storeroom neat.** Everything should have its place in the storeroom. Avoid placing old files in there on a permanent basis and keep clutter to a minimum.

Lifting Rules

It is just as important to keep your body in shape for the task as it is any other tool you use for other jobs. You can injure yourself just as easily lifting light objects as you can when lifting heavier ones if you don't lift properly and your "tool" is not in shape for the job. Lifting is a thinking person's job.

1. **Before you lift something, prepare yourself and plan the move.** Make sure you are limber and physically fit enough to do the task safely. Daily exercises will keep your body ready for lifting and help you feel better. Size up the load to make sure you can handle it safely. If you think the load is too bulky or too heavy, ask someone to help you or try to break it up into smaller, more manageable loads. Use a hand truck or dolly if necessary. Plan your route and make sure the path is clear of trip, slip, and fall hazards.
2. **Use proper body mechanics when lifting.** Stand close to the object with your feet about shoulder width apart. Squat down, bending at the hips and knees. Keep your back straight. As you grip the load, arch your lower back inward by pulling your shoulders back and sticking your chest out with your chin tucked in. Be sure to keep the load close to your body. When you set the load down, squat down, bending at the hips and knees, keeping your lower back arched in.
3. **Turn, don't twist.** Twisting is not the thing to do. Instead of twisting, turn your whole body in the direction that you want to go. Twisting when carrying a load puts a lot of undo stress on your back.
4. **Push, don't pull.** Whenever you have to move something that is on a cart, dolly, or a hand truck, push the load. Pushing puts less strain on your back.
5. **Don't store heavy objects higher than your waist.** If heavy objects aren't stored higher than your waist then you won't have to lift them higher than your waist. Lifting objects overhead puts a lot of undue stress on your back. It's one of the surest ways to injure your back.
6. **Lift like a pro and avoid the pain.** Learning how to lift and carry safely is one of the most important things you can do for your back. It's not hard to put these suggestions to use, and the payoffs will be well worth the time and effort you put into it.

Classroom Environment Safety Standards

Teachers are responsible for the safety of students during classroom and instructional periods. While every classroom is designed to be a place for learning, there are a number of potential hazards that can be avoided to make a classroom a safer environment.

If the following standards are followed as a classroom is set up at the beginning of the year, or bulletin boards are changed during the year, the learning environment will be safe from fire and other hazards.

Classroom hazards addressed here fall into five categories:

- Fire & Electrical Hazards
- Earthquake Hazards
- Trip Hazards
- Indoor Air Quality Hazards
- Energy Conservation

These standards are designed to proactively address those hazards.

Fire & Electrical Hazards

Extension cords cannot be used as permanent wiring. Unplug and roll up after daily use, if needed. Zip cords (extension cords with 2-3 plug-in places at the end) are not allowed at all. (CFC 605.5)

1. No “piggybacked” surge protectors. Make sure surge protectors can handle the equipment plugged into them. (CFC 605.4)
2. Do NOT place electrical cords under carpet or tape. If needed, use UL approved cord cover (reduces friction that can damage wire and create fire danger). (CFC 605.5)
3. Portable heaters need to have an auto shut-off.
4. Do NOT bring or use “plug-in” air fresheners (fire hazard).
5. Do NOT cover small windows on doors. No paper on internal doors or windows other than a class list (heat transfer risk).
6. No items should be posted on exit doors. (CFC 1028.4)
7. No more than 50% of vertical surfaces or walls should be covered with paper, including designated bulletin boards. (CSFM IB -9-1-2009)
8. Leave 18” (if ceiling sprinklers are in the room) or 24” (for rooms with no sprinklers) of clearance from ceiling and floor of continuous paper (isolated laminated items in that space are OK as long as they fall at least 6” below the ceiling line).
9. The tops of items on high shelves should not be within 24” of the ceiling in rooms without ceiling sprinklers and 18” in rooms with ceiling sprinklers. (CFC 315.3.1)
10. All fabric on windows, walls, or furniture needs documentation that it has been treated with a fire retardant. This includes decorative pillows, stuffed toys, bean bag chairs, natural and artificial vegetation. (Title 19, 3.08)
11. No “three-dimensional” paper items on walls or freestanding three-dimensional paper creations.
12. Keep fire extinguishers and fire pulls clear of any distracting paper or notices (approximately 36” clearance). Make sure access to fire extinguisher, fire pulls or safety shower/eye wash is not hampered by furniture.
13. If anything hangs from the ceiling, it must hang by a fish line, not yarn. Keep hanging items to a minimum (no more than 5-6). Items hanging from ceilings must be laminated or treated with a fire retardant (with documentation). (CFC 807.1)

Earthquake Hazards

1. Evaluate stored items and placement of files and mobile cabinets as to what type of hazard it would pose should an earthquake cause an item to fall from the shelf or project across the room and injure you or a student.
2. Rearrange file cabinets and stored items accordingly.
3. Have all file cabinets, bookshelves or other pieces of furniture over 4 ft. in height, anchored to the wall.
4. Ensure all items placed on shelves or on top of cabinets are secured with museum putty (knick-knacks, plants, pictures, pots etc.).

5. Remove all loose items from shelves that could fall and injure you or a student.
6. Keep the area under your desk clear for “Drop, Cover, Hold” drill or incident.

Trip Hazards

1. Design your room in such a way that chairs, backpacks and electrical cords do not pose a trip hazard to you or others.
2. Aisles should be clearly established and be at least 24” wide.

Indoor Air Quality

1. **Do NOT** bring candles to your classroom (or office) for decorating purposes or to burn for “aroma” purposes.
2. **Do NOT** bring items/products from home. PUHSD is required to have a Materials Safety Data Sheet on file for every substance or product.
3. **Do NOT** bring or use aerosols, example: cleaners, air fresheners, sanitizers, fragrance, etc. (respiratory hazard).
4. **Do NOT** bring or use any form of pesticides. Report any pest concerns to the administration for appropriate action.
5. **Keep all** plants free of dead leaves, wilted flowers, etc.
6. **Report all** signs of water intrusion immediately (leaks, unusual condensation in windows, wet ceiling tiles, etc).

Energy Conservation

1. **Setup** power strips so that they can be easily accessed and available to turn off when you leave your classroom at the end of the day.
2. **Always** turn off the HVAC system at the end of the day if it is still running.
3. **Turn off** lights, air purifiers and computers when you leave the classroom at the end of the day.

SECTION XII

TRANSPORTATION AND FIELD TRIPS

1201.0 Field Trip Approval

All trips involving out-of-state or overnight travel shall require the **PRIOR** approval of the Board of Education. Please allow **six (6) weeks** for processing.

Requests for out-of-state or overnight field trips are to be submitted to the District Office at least eight (8) weeks in advance of the trip for approval **PRIOR TO THE DATE OF THE FIELD TRIP**.

Other trips may be approved by the Superintendent or designee after receiving approval from the site principal or designee. Requests for field trips are to be submitted to the District Office at least three weeks in advance of the trip for approval **PRIOR TO THE DATE OF THE FIELD TRIP**. This includes non-CIF athletic events. (BP 6153). Funding sources must be identified for each request.

1201.1 Requests for Bus

Requests for buses are to be submitted to the business office (after site approval) with the field trip requests if applicable. Request forms are available in the school's office. Please allow eight (8) weeks for processing.

1201.2 Parental Permission

Parental permission forms must be obtained for all students participating in all field trips/off-campus activities (other than athletics). Check with the principal for school policy on parent permission forms.

1201.3 Faculty Supervision

On all field trips and extracurricular trips, a certificated person must be present to be responsible for the welfare and conduct of the students and to enforce all school rules and regulations during the trip. (EC 35330)

1201.4 Delivery of Students on Return from Extracurricular Activities

If the bus arrives at the school after the regular transportation runs have been completed, all students will be discharged at the school and transportation home will have to be furnished by their parents. Timely parent notification is the responsibility of the supervising staff member. Students must be supervised until picked up by parents after school hours. The use of private vehicles is discouraged.

1201.5 General Rules Governing Field Trips

1. All students must go and return by bus unless permission is granted to the students in writing to ride with their parents. Students must obtain such permission from the faculty sponsor of the trip in advance, prior to departure.

2. The use of private vehicles is discouraged.
3. Student groups should be ready on time to board the bus and depart.
4. Caution students about conduct on field trips; they represent our school. Discuss appropriate dress.
5. All district school rules apply on field trips.
6. Students must obey stated safety regulations.
7. Be sure students know where the bus will pick them up and the exact time.
8. Check the roll when students board the bus for the return trip home. Verify the count of students with the bus driver.
9. Write a thank-you note to those who arranged for the trip.
10. It is the responsibility of the teacher to notify the assistant principal and Hemet Unified School District Transportation Department (951-765-5100 x 5880 of any cancellation or changes in the proposed field trip as well as student violation of rules. Failure to cancel transportation prior to the requested date will result in a fee that will be charged to the sponsoring organization.
11. Obtain telephone information card from the driver of the school bus.

For further information, consult AR 6153.

1201.6 Instructions for Adult Drivers Using Private Vehicles

All drivers must be approved in advance to transport students.

When using your vehicle to transport students on field trips or other school activity trips:

1. Be sure that you have registered with the district for such purposes and have a valid driver's license and current liability insurance as listed in Administrative Regulation 3541.1 (currently \$100,000 Bodily Injury and/\$300,000 Property Damage). Contact the business office with questions regarding insurance requirements.
2. Be sure that the students' parents/guardians have signed the appropriate waivers in order to transport their student(s).
3. Check the safety of your vehicle: tires, brakes, lights, horn, suspension, etc.
4. Carry only the number of passengers for which your vehicle was designed. If you have a pickup truck, carry only as many as can safely sit in the passenger compartment with a seatbelt.
5. Require each passenger to use an appropriate child passenger restraint system (child car seat or booster seat) or safety belt in accordance with law.
6. Do not smoke a pipe, cigar, or cigarette or any kind while there are minors in the vehicle, as required by law. This includes water vapor products.
7. Obey all traffic laws.
8. Take the most direct route to the destination or event without unnecessary stops.

In case of emergency, keep all students together and call 911 and the District Office at 951.943.6369. (AR 3541.1)

SECTION XIII EQUIPMENT AND SUPPLIES

1301.0 Purchasing and Contracting

All business operations are under the general supervision of the district office.

Purchasing is the responsibility of the Governing Board. All purchases and formal contracts must be approved by the Governing Board with specific approvals indicated in the official board minutes. All purchase requests must be in accordance with all legal and internal procedures, which govern the District's authority to purchase and contract for goods and services. All purchases must be approved and encumbered against an operating budget before the order is submitted to a vendor. The following is a brief summary of the procedure to be followed when completing a purchase request.

NOTE: Reimbursements will NOT be processed for purchases made without prior authorized approval.

Procedure for making a purchase request:

1. Obtain department chairperson approval of the purchase request using the site-designated form.
2. Submit the approved request to the principal for approval and electronic purchase requisition processing by designated site personnel. Purchase requisitions must include a valid funding line(s), complete item description, quantities, unit price, vendor name, address, phone, and fax.
3. Upon approval of the purchase requisition and PO assignment, the Purchasing department will fax or mail the order to the vendor. Teachers may contact site-designated staff regarding questions related to an order.

Procedure for Employee Reimbursement Claims

1. Employee Reimbursements are issued for district related out-of-pocket expenditures resulting from immediate or unplanned needs such as inexpensive supplies or materials, refreshments for a meeting, or items that are deemed emergency in nature and approved by the principal.
2. A "Pre-Authorization" form must be submitted before purchases are made. This procedure must not be used as a method to bypass the Purchasing system. District funds are never to be obligated without authorized approval. Reimbursement to employees is not guaranteed if the purchase is not in accordance with Education Code, Board Policy and/or it has not been previously authorized.
3. To be reimbursed for pre-authorized purchases, the employee must submit an "Employee Reimbursement Claim". The completed claim must include the date of purchase, the vendor name, a description of what was purchased, the reason and the amount of the purchase, and an original itemized store receipt. Tape receipts to 8 ½" x 11" sheets of paper. Do not highlight or write on receipts

as this will cause the receipts to deteriorate over time. Also, attach a copy of the approved "Pre-Authorization" form.

4. Employee reimbursements will be sent to the employee's mailing address unless otherwise indicated. Forms are available on the District's website under Business Services.

1302.0 Payroll Accounting

The Business office is responsible for payroll. No one will be placed on the payroll until he/she is properly authorized by Human Resources and approved by the Board. Payroll warrants and direct deposit stubs will be distributed according to the published payroll schedules. The payroll schedule is available on the District's website under Business Services.

Any pay warrants and direct deposit stubs not picked up by the deadlines according to the published payroll schedules will be mailed to the address of record. Employees who wish to change their mailing address should do so through the Human Resources Department.

1303.0 Borrowing of Equipment

The law prohibits district or school equipment use for personal reasons. Employees are not authorized to remove or borrow equipment, supplies, etc. for personal or home use. **Any personal property brought to school is at the risk of the owner.**

1304.0 Cash Deposits to Student Accounts

All deposits are to be made with the account clerk or designated employee in the administration office. If a teacher is collecting cash or checks from students, a triplicate receipt book supplied by the site accountant or ASB accountant must be used and a receipt must be written to each student for all monies collected. The remaining two receipts must be submitted with the money and the account clerk or designated employee will issue a receipt for the total of all monies to the teacher submitting the money.

1305.0 Associated Student Body (ASB) Activities

ASB adheres to the appropriate rules and regulations as outlined in the [ASB manual](#), the [FCMAT - ASB Accounting Manual, Fraud Prevention Guide and Desk Reference](#), and according to ASB training.

1306.0 Conference and Travel Procedures

Use the PUHSD Conference/Workshop Request & Approval form to attend workshops, trainings, or other Staff Development activities. Please allow at least 15 working days to process once received in the Business office. These forms are available through your site secretary and/or account clerk. It is imperative that you follow the instructions and timelines outlined on the form to avoid unnecessary delays in the processing of your paperwork. Expense reimbursements are to be submitted on the Conference/Workshop

Expense Claim form. Forms are available on the District's website under Business Services. Samples are below.

The Board of Trustees must approve all out-of-state conferences/workshops. These require additional time so be sure to submit these requests in plenty of time (minimum of 12 weeks prior).

SECTION XIV MAINTENANCE AND OPERATIONS

1401.0 Requests for Repairs

It is expected that all staff report broken equipment or hazardous situations to the site administration immediately. Requests for repair of facilities equipment should be in writing on work order forms and submitted to the Principal's Office for approval. In cases of emergency, contact the Principal's Office immediately.

1402.0 Defacing or Destroying of School Property

Teachers are urged to be especially alert to students defacing or damaging school property and report such action to the principal. Students who willfully destroy or damage school property will be asked to make restitution for such damage.

1403.0 Campus, Restrooms and Halls

Teachers are requested to assist in keeping a clean and orderly campus by being alert to students who are in any way failing to do their part in this regard. A gentle but firm reminder is usually all that is necessary. Flagrant violations should be reported to the principal.

1404.0 Classroom Maintenance

Students and teachers are asked to help keep the buildings clean. A clean and warm friendly atmosphere in a classroom helps to promote good study habits.

To prevent destruction of property and theft, teachers are to keep their rooms locked at all times when they are not directly supervised by a teacher.

Teachers using classrooms such as laboratories, art, shops, physical education, etc. are requested to keep the stockrooms under control at all times. Students should not have free access to stockrooms. Teachers need to adhere to fire department regulations concerning fire safety issues.

1405.0 Keys

School keys are issued to teachers for the school year and are to be properly labeled and turned in at the end of the year. Keys are to be issued through the Principal's Office only. If keys are lost, it should be reported to the office immediately. Teachers must lock and secure doors whenever leaving the classroom.

KEYS ARE NOT TO BE LOANED TO STUDENTS.

IT IS A MISDEMEANOR IN CALIFORNIA TO DUPLICATE A SCHOOL KEY. (Penal Code 469)

1406.0 Lights and Computers

Teachers are asked to always turn out the lights, log off and shut down any computers, and lock all windows before leaving for the night. Computers and computer labs should be completely shut down during weekends.

SECTION XV CONTACT INFORMATION

1501.0 ADMINISTRATIVE ASSIGNMENTS

SUPERINTENDENT'S OFFICE 155 East Fourth Street - Perris, CA 92570		
	District Superintendent	(951) 943-6369, Ext. 80101
John Hannon	Director - Security	(951) 943-6369, Ext. 80285 john.hannon@puhsd.org
BUSINESS SERVICES 155 East Fourth Street - Perris, CA 92570		
Candace Reines	Deputy Superintendent - Business Services	(951) 943-6369, Ext. 80201 candace.reines@puhsd.org
Mimi Capistrano	Director - Fiscal Services	(951) 943-6369, Ext. 80211 mimi.capistrano@puhsd.org
Sylvia Hinojosa	Director - Purchasing	(951) 943-6369, Ext. 80231 sylvia.hinojosa@puhsd.org
Nathan Camara	Accounting Supervisor	(951) 943-6360, Ext. 80212 nathan.camara@puhsd.org
Audrey Mitchell	Director - Nutrition Services	(951) 943-6369, Ext. 80241 audrey.mitchell@puhsd.org
Rick Linsalato	Field Supervisor	(951) 943-6369, Ext. 80245 rick.linsalato@puhsd.org
Adam Estrada	Director - Risk Management	(951) 943-6369, Ext. 80281 adam.estrada@puhsd.org
VACANT	Risk Management Supervisor	(951) 943-6369, Ext. 80286
Hector Gonzalez	Director - Facilities	(951) 943-6369, Ext. 80274 hector.gonzalez@puhsd.org
Chad Goodwin	Facilities Supervisor	(951) 943-6369, Ext. 80275 chad.goodwin@puhsd.org
Jesse Gonzalez	Assistant Director - Maintenance & Operations	(951) 943-6369, Ext. 80277 jesse.gonzalez@puhsd.org
David Aguilera	Plant Supervisor (PVHS)	(951) 943-6369, Ext. 80280 david.aguilera@puhsd.org

Chris Genton	Plant Supervisor (PHS)	(951) 943-6369, Ext. 80279 chris.genton@puhsd.org
Daniel Natividad	Plant Supervisor (LHS)	(951) 943-6369, Ext. 80280 daniel.natividad@puhsd.org
Jose Ramirez	Plant Supervisor (HHS)	(951) 943-6369, Ext. 80279 jesus.ramirez@puhsd.org

EDUCATIONAL SERVICES

1151 North A Street - Perris, CA 92570

Kindy Mackamul	Interim Assistant Superintendent - Educational Services	(951) 943-6369, Ext. 81101 kindy.mackamul@puhsd.org
Amil Alzubaidi	Director - Special Education	(951) 943-6369, Ext. 81301 amil.alzubaidi@puhsd.org
Marvin Atkins, Jr.	Director - Pupil Services	(951) 943-6369, Ext. 81201 marvin.atkins@puhsd.org
Dian Martin	Director - Learning Support Services	(951) 943-6369, Ext. 81106 dian.martin@puhsd.org
Charles Tippie	Director - Learning Support Services	(951) 943-6369, Ext. 81108 charles.tippie@puhsd.org
Dr. Shannyn Cahoon	Director - Curriculum & Instruction	(951) 943-6369, Ext. 81105 shannyn.cahoon@puhsd.org
Dr. Esmeralda Chalfant	Coordinator - Special Education	(951) 943-6369, Ext. 82110 esmeralda.chalfant@puhsd.org
Bevy Escobar	District Nursing Coordinator	(951) 943-6369, Ext. 81207 bevy.escobar@puhsd.org
Erika Heiliger-Garcia	Coordinator - Special Education	(951) 943-6369, Ext. 82110 erika.hgarcia@puhsd.org
Jeremy Stevens	Coordinator - Mental Health Services	(951) 943-6369, Ext. 82200 jeremy.stevens@puhsd.org
Mark Synnott	Coordinator - Educational Services	(951) 943-6369, Ext. 81115 mark.synnott@puhsd.org
James Holmes III	Program Specialist - Special Education	(951) 943-6369, Ext. 81308 james.holmes@puhsd.org
Chad Shaner	Program Specialist - Special Education	(951) 943-6369, Ext. 81306 chad.shaner@puhsd.org

HUMAN RESOURCES

155 East Fourth Street - Perris, CA 92570

	Assistant Superintendent - Human Resources	(951) 943-6369, Ext. 80302
Maribel Escobar	Director - Human Resources	(951) 943-6369, Ext. 80304 maribel.escobar@puhsd.org

TECHNOLOGY

155 East Fourth Street - Perris, CA 92570

Joseph Williams	Assistant Superintendent - Innovation and Technology Services	(951) 943-6369, Ext. 80261 joseph.williams@puhsd.org
James Heckman	Assistant Director - Technology	(951) 943-6369, Ext. 80256 james.heckman@puhsd.org
Egriselda Elliott	Coordinator - Student Information Systems	

HERITAGE HIGH SCHOOL

26001 Briggs Road - Menifee, CA 92585

Lindsay Chavez	Principal	(951) 940-5447, Ext. 2100 lindsay.chavez@puhsd.org
Eric Martin	Assistant Principal	(951) 940-5447, Ext. 20104 eric.martin@puhsd.org
Lourdes Medrano	Assistant Principal	(951) 940-5447, Ext. 20102 lourdes.medrano@puhsd.org
Jose Topete	Assistant Principal	(951) 940-5447, Ext. 20103 jose.topete@puhsd.org
Lourdes Medrano	Assistant Principal	(951) 940-5447, Ext. 20102 lourdes.medrano@puhsd.org
Brandon Jones	Athletic Director/Dean	(951) 940-5447, Ext. 20105 brandon.jones@puhsd.org

LIBERTY HIGH SCHOOL

32255 Leon Road - Winchester, CA 92596

Dr. Erika Tejeda	Principal	(951) 940-5700, Ext. 23100 erika.tejeda@puhsd.org
Thomas LaRoche	Assistant Principal	(951) 940-5700, Ext. 23102 thomas.larochelle@puhsd.org
Cindy Ramos	Assistant Principal	(951) 940-5700, Ext. 23140 cindy.ramos@puhsd.org
Scott Moore	Athletic Director/Dean	(951) 940-5700, Ext. 23105 scott.moore@puhsd.org

PALOMA VALLEY HIGH SCHOOL

31375 Bradley Road - Menifee, CA 92584

Dr. Jennifer Thomasian	Principal	(951) 672-6030, Ext. 22100 jennifer.thomasian@puhsd.org
Antoinette Miles	Assistant Principal	(951) 672-6030, Ext. 22102 antoinette.miles@puhsd.org
Claire Reis	Assistant Principal	(951) 672-6030, Ext. 22153 claire.reis@puhsd.org
James Wrede	Assistant Principal	(951) 672-6030, Ext. 22112 james.wrede@puhsd.org
Julie Blied	Athletic Director/Dean	(951) 672-6030, Ext. 22105 julie.blied@puhsd.org

PERRIS HIGH SCHOOL**175 East Nuevo Road - Perris, CA 92571**

Juan Santos	Principal	(951) 657-2171, Ext. 21100 juan.santos@puhsd.org
Douglas Cousins	Assistant Principal	(951) 657-2171, Ext. 21104 douglas.cousins@puhsd.org
David Na'il	Assistant Principal	(951) 657-2171, Ext. 21103 david.nail@puhsd.org
Gypsi Perez	Assistant Principal	(951) 657-2171, Ext. 21106 gypsi.perez@puhsd.org
Michael Overton	Athletic Director/Dean	(951) 657-2171, Ext. 21105 michael.overton@puhsd.org

PINACATE MIDDLE SCHOOL**1990 South A Street - Perris, CA 92570**

Deidra Johnson	Principal	(951) 943-6441, Ext. 40100 deidra.johnson@puhsd.org
Victor Murillo	Assistant Principal	(951) 943-6441, Ext. 40125 victor.murillo@puhsd.org
Shameeka McKenzie	Assistant Principal	(951) 943-6441, Ext. 40103 shameeka.mckenzie@puhsd.org

ALTERNATIVE EDUCATION (Perris Lake High School, Scholar+ Online Learning Academy, Perris Community Adult School)**418 Ellis Avenue - Perris, CA 92570**

Lee Alfred	Principal	(951) 657-7357, Ext. 30100 lee.alfred@puhsd.org
Amy Hall	Assistant Principal	(951) 657-7357, Ext. 30210 amy.hall@puhsd.org

PATHWAYS FOR ADULT LEARNING SKILLS**515 East 7th Street - Perris, CA 92570**

Erika Helieger-Garcia	Coordinator - Special Education	(951) 943-6369, Ext. 82100 erika.hgarcia@puhsd.org
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CALIFORNIA MILITARY INSTITUTE**755 North A Street - Perris, CA 92570**

Dr. Igor "Nicholas" Milosavljevic	Principal	(951) 443-2731, Ext. 35100 nicholas.milosavljevic@puhsd.org
Dr. Rebecca Beigle	Assistant Principal	(951) 443-2731, Ext. 35113 rebecca.beigle@puhsd.org
Miles Henderson	Assistant Principal	(951) 443-2731, Ext. 35102 miles.henderson@puhsd.org



2023-2025 EXECUTIVE BOARD			
Jason Miller	President	Paloma Valley High School	Ext. 22215 jason.miller@puhsd.org
Debbie Georgiana	Vice President	Perris High School	Ext. 21354 debbie.georgiana@puhsd.org
Kimberly Frieberg	2nd Vice President	Paloma Valley High school	Ext. 22305 kimberly.frieberg@puhsd.org
Melinda McCulloch	Treasurer	Paloma Valley High School	Ext. 22234 melinda.mcculloch@puhsd.org
Melanie Yates	Secretary	Perris High School	Ext. 21347 melanie.yates@puhsd.org
Donna Goode	Director of Ethnic Minority/LGBTQ	Perris High School	Ext. 21270 donna.goode@puhsd.org
2023-2025 SITE REPRESENTATIVES			
Adam Cyhan	Site Representative	Heritage High School	(951) 940-5447, Ext. 20257 adam.cyhan@puhsd.org
Joshua Lepley	Site Representative	Heritage High School	(951) 940-5447, Ext. 20263 joshua.lepley@puhsd.org
Mario Moreno	Site Representative	Heritage High School	(951) 940-5447, Ext. 20221 mario.moreno@puhsd.org
Jedidiah Butler	Site Representative	Liberty High School	(951) 940-5700, Ext. 83134 jedidiah.butler@puhsd.org
Miko Montgomery	Site Representative	Liberty High School	(951) 940-5700, Ext. 83134 jedidiah.butler@puhsd.org
Diana Pales	Site Representative	Liberty High School	(951) 940-5700, Ext. 23248 diana.pales@puhsd.org
Joe Ellett	Site Representative	Paloma Valley High School	(951) 672-6030, Ext. 22261 joe.ellet@puhsd.org
Stephanie Fomby	Site Representative	Paloma Valley High School	(951) 672-6030, Ext. 22201 stephanie.fomby@puhsd.org
Stephen Kass	Site Representative	Paloma Valley High School	(951) 672-6030, Ext. 22259 stephan.kass@puhsd.org
Tara Noonan	Site Representative	Paloma Valley High School	(951) 672-6030, Ext. 22275 tara.noonan@puhsd.org

Shelby Purcell	Site Representative	Paloma Valley High School	(951) 672-6030, Ext. 22270 shelby.purcell@puhsd.org
Elizabeth Smith	Site Representative	Paloma Valley High School	(951) 672-6030, Ext. 22337 elizabeth.smith@puhsd.org
Sheridan Mayordeleon	Site Representative	Pathways for Adult Life Skills	(951) 943-6369, Ext. 82220 sheridan.mayordeleon@puhsd.org
Donna Goode	Site Representative	Perris High School	(951) 657-2171, Ext. 21270 donna.foode@puhsd.org
Gabriela Lopez	Site Representative	Perris High School	(951) 657-2171, Ext. 21113 gabriela.lopez@puhsd.org
Matt McDonagh	Site Representative	Perris High School	(951) 657-2171, Ext. 21283 matt.mcdonagh@puhsd.org
Matt Schmidt	Site Representative	Perris High School	(951) 657-2171, Ext. 21227 matt.schmidt@puhsd.org
Charles Manning	Site Representative	Pinacate Middle School	(951) 943-6441, Ext. 40254 charles.manning@puhsd.org
Natalie Priester	Site Representative	Pinacate Middle School	(951) 943-6441, Ext. 40230 natalie.priester@puhsd.org
Kelly Warner	Site Representative	Pinacate Middle School	(951) 943-6441, Ext. 40204 kelly.warner@puhsd.org
Joe Rossi	Site Representative	Perris Lake High School	(951) 657-7357, Ext. 30213 joe.rossi@puhsd.org

1503.0 District and Student Service Center Office Telephone Extensions

DISTRICT ADMINISTRATIVE CENTER

2022-23 DIRECTORY

155 East Fourth Street, Perris, CA 92570 - (951) 943-6369

SUPERINTENDENT'S OFFICE		
Joseph Williams	Interim Superintendent	80101
Anna Fetzner	Executive Assistant	80102
John Hannon	Director - Security	80285
Sarah Rico	Assistant to the Superintendent	80103
BUSINESS SERVICES		
Candace Reines	Deputy Superintendent	80201
Janet Rodriguez	Administrative Assistant	80202
Lupe Lopez	Confidential Secretary	80234
FACILITIES		
Hector Gonzalez	Director - Facilities	80271
Jesse Gonzalez	Assistant Director of M&O	80277
Chad Goodwin	Facilities Supervisor	80275
Adrienne Bridges	Secretary II	80278
Xochitl Molina	Accountant	80273
Martha Gonzalez	Account Clerk	80272
Veronica Ruan	Account Clerk	80276
FISCAL SERVICES		
Mimi Capistrano	Director - Fiscal Services	80211
Jennifer Prince	Accountant	80214
Stephanie Termer	Accountant	80223
Brianna Camarillo	Accounting Technician	80221
Nancy Ulloa	Accounting Technician	80215
Natalie Vasquez	Accounting Technician	80216
Sherry Lima	Account Clerk	80220

NUTRITION SERVICES		
Audrey Mitchell	Director - Nutrition Services	80241
Rick Linsalato	Field Supervisor	80245
Juanita Nava	Secretary IV	80243
Veronica Rangel	Accounting Technician	80242
PURCHASING		
Sylvia Hinojosa	Director - Purchasing	80231
Elizabeth Carvajal	Buyer	80233
David Ramirez	Purchasing Clerk	80232
RISK MANAGEMENT		
Adam Estrada	Director - Risk Management	80281
VACANT	Risk Management Supervisor	80286
Arie Lizarraga	Risk Management Specialist	80283
Tim Hall	Risk Management Specialist	80284
VACANT	Risk Management Specialist	80282
TECHNOLOGY		
	HELP DESK	80250
Joseph Williams	Executive Director	80261
James Heckman	Assistant Director - Technology	80256
Xochitl Trujillo	Administrative Assistant	80252
Justin Brecht	Programmer Analyst	80258
Tom Hong	Network Engineer	80253
Ken Womack	System Analyst	80257

Audrey Parada	Payroll Technician (P-Z)	80218
HUMAN RESOURCES		
Leslie Ventuleth,	Interim Assistant Superintendent	80302
Mayra Chavez	Administrative Assistant	80302
Maribel Escobar	Director - Human Resources	80303
Monica Orozco, Interim	Confidential Secretary	80304
Berenice Flores	Personnel Specialist	80308
Delisa Provost	Personnel Specialist	80307
Karyna Solis	Personnel Specialist	80316
Patricia Martinez	Receptionist	80319
Anjanette Barjas	Senior Clerk	80306
Brenda Uriostegui	Senior Clerk	80309
Genesis Robles	Senior Clerk	80310

Brandon Baker	Information Technology Technician I	80254
IMPORTANT NUMBERS		
Absence Management	800-942-3767	
Animal Control	951-210-1000 or 951-358-7387	
Child Protective Services	800-442-4918 or 951-413-5000	
Emergencies	911	
Menifee Fire Dept.	951- 679-5163	
Menifee Police Dept.	800-950-2444 #5 or 951- 776-1099	
Perris Fire Dept.	951-940-6900	
Perris Police Dept.	800-950-2444 #5 or 951-210-1000	
Poison Control	800-222-1222	
Riverside Sheriffs Dept.	800-950-2444 #5 or 951- 696-3000	
Transportation	951-943-6640	

EDUCATIONAL SERVICES (SSC) 2022-23 DIRECTORY

STUDENT SERVICES CENTER: 1151 North A Street, Perris, CA 92570
SPECIAL EDUCATION OFFICE: 515 East 7th Street, Perris, CA 92570

STUDENT SERVICES CENTER			SPECIAL EDUCATION		
Evelyn Quiroz	Receptionist	81110	Amil Alzubaidi	Director I Special Education	81301
Anabell Arreola	Custodian	81110	Dr. Esmeralda Chalfant	Coordinator Special Education	82110
EDUCATIONAL SERVICES			James Holmes III	Program Specialist	81308
Kindy Mackamul	Interim Assistant Superintendent	81101	Chad Shaner	Program Specialist	81306
Brenda Arenas	Administrative Assistant	81102	Deanna Fritz	Secretary II	81302
CURRICULUM & INSTRUCTION			PATHWAYS FOR ADULT LIFE SKILLS (PALS)		

Dr. Shannyn Cahoon	Director - Curr. & Instruction	81105	Erika Heiliger-Garcia	Coordinator - Special Education	82100
Mark Synnott	Coordinator - Ed. Services	81115	Heliezer Espinoza	School Secretary	82112
Beth Heyden	Secretary II - Inst. Data Support	81114	MENTAL HEALTH SERVICES		
Andrew Cruz	Librarian (PHS)	40115	Sandra Ruiz	Coordinator Mental Health Svs.	82200
Julie Harris	Academic Coach (ELA)	81129	Heather Hopkins	ERMHS Therapist	82202
Matthew Thomas	Academic Coach (ELD)	81128	SPECIAL EDUCATION SERVICES		
ASSESSMENT & ACCOUNTABILITY			Lucia Barragan	Speech Therapist	82204
Charles Tippie	Director - Learning Support Services	81108	Esterlita Baxa	Speech Therapist	20332
Sofia Rubio	Secretary II	81118	Chelsea Long	Speech Therapist	22216
PROJECTS & CATEGORICALS			Garrett Sadowski	Speech Therapist	23151
Dian Martin	Director - Learning Support Services	81106	Lael Starika	Speech Therapist	82210
Susan Hudson	Secretary II	81113	Karri Vitor	Speech Therapist	82205
Susan Smyth	Account Clerk	81109	Harry McKoy	Occupational Therapist	82212
Alejandra Garcia	Job Development Specialist	81123	Jennifer Molina	Occupational Therapist	82209
Viviana Carrillo	Professional Dev. Technician	81103	Dr. Amy Gelert	Physical Therapist	82206
COMMUNITY & FAMILY ENGAGEMENT			Lusiza Felix	Adapted PE Specialist	82208
Azucena Navarrete	Community Engmt. Specialist	81209	Pamela Karg	Adapted PE Specialist	82207
Marielana Curiel	Community Liaison - Bilingual	81119	DISTRICT NURSES @ PALS		
Maria Cruz-Smith	Community Liaison - Bilingual	81124	Bevy Escobar	District Nursing Coordinator	81207
Marisol Gonzalez	Community Liaison - Bilingual	81116	Amanda Horta	District Nurse	81205
Teresa Gonzalez	Community Liaison - Bilingual	81131	Sarah Young	District Nurse	81122
Azucena Navarette	Community Liaison - Bilingual	81130	SCHOOL PSYCHOLOGISTS (SITE BASED)		
PUPIL SERVICES			Dr. Antoinette Armijo	Heritage High School	
Marvin Atkins	Director - Pupil Services	81201	Joseph Jones	Heritage High School	
Liliana Orozco	Secretary I	81202	Kevin Lam	Perris High School	
Jamelia Adams Berry	Secretary I		Amin Skaf	Paloma Valley High School	
			Kathryn Carpenter	Paloma Valley High School	
DISTRICT ATTENDANCE OFFICE			Dolores Gonzalez	Liberty High School	
Marlene Hernandez	Attendance Specialist	81212	Martha Samaniego	PALS, NPS, RTC	
Elizabeth Chavarria	Attendance Specialist	81213	Tonya Jenkins	Pinacate MS, Perris Lake HS, CMI	
Janie McWilliams	Senior Clerk/SARB	81203	SCHOOL SOCIAL WORKERS (SITE BASED)		
Alice Kelly	Community Liaison - Bilingual	81111	Porsche Calhoun	Student Services Center (DO)	81207
Gloria Webster	Community Liaison - Bilingual	81120	Marina Cunningham	California Military Institute	35242
DISTRICT SPANISH TRANSLATION			Nanci Garcia	Perris High School	21324
Analuisa (Ana) Ruiz	Translator (PHS, CMI, PVHS, PALS)	81204	Charis Washington	Heritage High School	20219
Mariela Chaidez	Translator (HHS, PMS, PLHS, PALS)	81210	Maria Betancourth	Paloma Valley High School	
Claudia Prevost	Temporary Translator (DO, SSC)	81120	Sylvia Gudino	Liberty High School	
STUDENT SERVICES CENTER - TRAINING ROOMS			Cynthia Castro	Perris Lake High School	
	Training Room #1	81402	VACANT	Pinacate Middle School	
	Staff Lounge	81406			

PERRIS UNION HIGH SCHOOL DISTRICT SITES

District Administrative Office	155 East 4th Street - Perris, CA 92570 / (951) 943-6369	80319
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Student Services Center (Ed Services)	1151 North A Street - Perris, CA 92570 / (951) 943-6369	81110
Special Education Office (Ed Services)	515 East 7th Street - Perris, CA 92570 / (951) 943-6369	81302
Heritage High School	26001 Briggs Road - Menifee, CA 92585 / (951) 940-5477	20126
Liberty High School	32255 Leon Road - Winchester, CA 92596 / (951) 940-5700	23110
Paloma Valley High School	31375 Bradley Road - Menifee, CA 92584 / (951) 672-6030	22123
Perris High School	175 East Nuevo Road - Perris, CA 92570 / (951) 657-2171	21127
Pinacate Middle School	1990 South A Street - Perris, CA 92570 / (951) 943-6441	40112
California Military Institute	755 North A Street - Perris, CA 92570 / (951) 943-6441	35110
Perris Lake High School / Scholar+ Online Learning Academy	418 Ellis Avenue - Perris, CA 92570 / (951) 657-7357	30107
Pathways for Adult Education	515 East 7th Street - Perris, CA 92570 / (951) 943-6369	81300

EDUCATIONALLY RELATED MENTAL HEALTH SERVICES (ERMHS) THERAPISTS

Jennifer Navarro	Ed. Related Mental Health Svs (ERMHS) Therapist	(951) 943-6369, Ext. 82211 jennifer.navarro@puhsd.org
Karna Humbert	Ed. Related Mental Health Svs (ERMHS) Therapist	(951) 943-6369, Ext. 82203 karna.humbert@puhsd.org
Amanda Lazo	Ed. Related Mental Health Svs (ERMHS) Therapist	(951) 943-6369, Ext. 82201 amanda.lazo@puhsd.org
Heather Hopkins	Ed. Related Mental Health Svs (ERMHS) Therapist	(951) 943-6369, Ext. 82201 heather.hopkins@puhsd.org

SCHOOL SOCIAL WORKERS (SITE BASED)

Porsche Calhoun	Social Worker (Student Services Center)	(951) 943-6369, Ext. 81207 porsche.calhoun@puhsd.org
Monique Martin	Social Worker (Pinacate Middle School)	(951) 943-6441, Ext. 40227 monique.martin@puhsd.org
Charis Washington	Social Worker (Heritage High School)	(951) 940-5447, Ext. 20219 charis.washington@puhsd.org
Silvia Gudino	Social Worker (Liberty High School)	(951) 672-6030, Ext. 23288 silvia.gudino@puhsd.org
Maria Betancourth	Social Worker (Paloma Valley High School)	(951) 672-6030, Ext. 22210 maria.betancourth@puhsd.org
Nanci Garcia	Social Worker (Perris High School)	(951) 657-2171, Ext. 21324 nanci.garcia@puhsd.org
Cynthia Castro	Social Worker (Perris Lake High School)	(951) 657-7357, Ext. 30222 cynthia.castro@puhsd.org
Marina Cunningham	Social Worker (California Military Institute)	(951) 443-2731, Ext. 35242 marina.cunningham@puhsd.org

SECTION XVI INSTRUCTIONAL PRACTICES

1601.0 Fidelity of Implementation

Administrators will observe classroom instruction regularly as a best practice to understand day-to-day operations, validate curriculum implementation, and provide constructive feedback to improve instructional practices. Test data will be reviewed by the site teachers, site and district administration, and district coaches consistently throughout the course of an academic year.

1602.0 Master Schedule

The master schedules will be designed to be inclusive and address the needs of the diverse learner population across the district. The master schedule should balance the need of various support course offerings during the school day. Counselors will use data from assessments to move students as needed. District administration, coaches, and case managers will assist counselors and site administrators in master schedule offerings and placement of individual students. Teachers with obligations that remove them from the classroom on a regular basis should not be teaching Reading Intervention during class periods they are chronically absent from (i.e., coaches who are regularly absent during 5th, 6th, and 7th periods for games should not have Reading Intervention scheduled during those periods).

1603.0 District Adopted, Research Based Instructional Strategies

The Perris Union High School District has adopted the following Research Based instructional strategies for the purpose of increasing student achievement.

1. Knowledge objectives are clearly and explicitly stated for every exercise for both teacher and students.
 - a. Standard and Objective is accessible and observable to students
 - b. Used interactively throughout the lesson
2. Continuous and intensive interaction and communication between teacher and students.
 - a. Varied and frequent communication styles
 - b. T-S, S-T, T-G, G-T, S-S (T=Teacher; S=Student; G=Group)
 - c. Instruction should be student centered
3. Instructional Communication is predetermined.
 - a. Classroom communication norms are consistent and automatic.
 - b. Clear visual and verbal protocols
4. During the structured/scripted dialogue, teachers wording and demonstrations are clearly defined
 - a. Teacher knows who, what, when, where, why, and how of lesson
 - b. Teacher questions and Student responses are explicit

- c. Use of Instructional Material
 - d. Completed examples of all student work
- 5. Students participate in a sequence of short, quick-paced interactive exercises.
 - a. Explicit and purposeful use of time (min/sec)
 - b. Structured student interaction
 - c. Chunked, short periods of time
 - d. Participation is inclusive of all students
- 6. Teacher reinforces student learning with explicit procedures,
 - a. Total physical response (TPR)
 - b. Constant checking for understanding (e.g. choral response)
 - c. Teacher capitalizes on opportunities to learn from the incorrect answer
 - d. Model Example
- 7. Students receive timely and specific feedback from teachers.
 - a. Motor, Memory, Discrimination, Process
 - b. Targeted, immediate, and reinforcing feedback
- 8. Throughout the lesson, there is a high level of rigor and student engagement for success.
 - a. Students aware of what they are learning
 - b. Work directly correlated to content and cognition of standard/objective
 - c. Active learning environment

1703.0 Credit Recovery

Purpose of the Program

The Credit Recovery program allows students to complete previously failed courses in a timely manner, with the intent of allowing them to graduate on time.

Administration of Program

Site administration is charged with ensuring that the program is being administered as designated by District regulations.

Questions and/or administrative approvals must be sought through the District's designated program administrator.

Enrollment Rules

1. Students are recommended for program participation by their counselor, after failing a course.
2. Students may not be concurrently enrolled in both direct instruction (classroom) and Credit Recovery for the same course.
3. Students may not be placed into a course that was not previously failed without specific administrative approval.

4. Students may not take the Lifetime Fitness course in lieu of the PE requirement without specific administrative approval.

SECTION XVII STANDARDS-BASED INSTRUCTION AND ASSESSMENT

1700.0 Board Approved Curriculum

Teachers will provide instruction utilizing the Board approved curriculum. The curriculum is based on the Common Core State Standards and the California Frameworks for specific content areas.

1700.1 District / State Assessments

Teachers will administer the district / state assessments that provide leading and lagging data in addition to common formative and summative assessments created within the PLC Teams by teachers. Assessments shall follow the district pacing guides established by teachers through the PLC process.

APPENDIX #1

HEAT ILLNESS PREVENTION STAFF AND STUDENTS

Below are PUHSD's guidelines for responding to high heat conditions. These Guidelines are not exhaustive. Reason and good judgment must be used at each site to protect students and staff from heat illnesses and unhealthy air conditions.

The Superintendent's Office will make the determination, when it is appropriate, to cancel competitive sporting events and other school functions. Athletic Coaching staff shall be in contact with their Athletic Director when air quality/temperature conditions cause concern.

PUHSD through the Earth Networks weather stations generates:

- [Employee Heat Index Protocol](#) - email alerts to remind supervisors/administrators of heat conditions and protocols to follow for employees that work outdoors
- [Athletic Heat Index Protocol](#) - email alerts sent to site administrators, athletic directors, and coaches for protocols to follow for student athletes

Staff and students need to **stay hydrated, take frequent breaks if outside, and watch for any of the following signs or symptoms:**

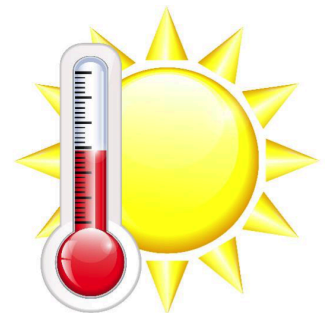
- Headache
- Dizziness
- Weakness or muscle pains
- Nausea and vomiting

If any symptoms are present, they should get to and remain in a cool place and drink water to prevent dehydration.

Call 911 if sweating stops, any signs of confusion, loss of consciousness, irrational behavior, unusually hot & dry skin with a high body temperature - Heat Stroke: THIS IS A MEDICAL EMERGENCY!

Heat illness is a serious medical condition resulting from the body's inability to cope with a particular heat load and can include:

- **Heat Cramps** - Painful spasms of muscles caused by the body's loss of salt and lack of water replenishment.
- **Heat Exhaustion** - Cool, moist, pale, flushed skin, heavy sweating, headache, nausea or vomiting, dizziness or weakness caused by the body's loss of fluids.
- **Heat Syncope** - A person standing erect and immobile may faint; caused by blood vessels in the lower extremities that dilate causing blood to pool rather than return to the heart to be pumped to the brain (dizziness or fainting).



- **Heat Stroke** - Sweating stops, confusion, loss of consciousness, irrational behavior, unusually hot & dry skin with a high body temperature.
THIS IS A MEDICAL EMERGENCY!! Survival depends on how quickly the individual can be cooled down.

Before help arrives, it is necessary to:

1. Have the victim lie down in a shady area or get them indoors.
2. Soak clothing in cool water or remove clothing, apply cool water to skin followed by fanning to stimulate sweating.
3. Apply ice packs to the groin and armpits.

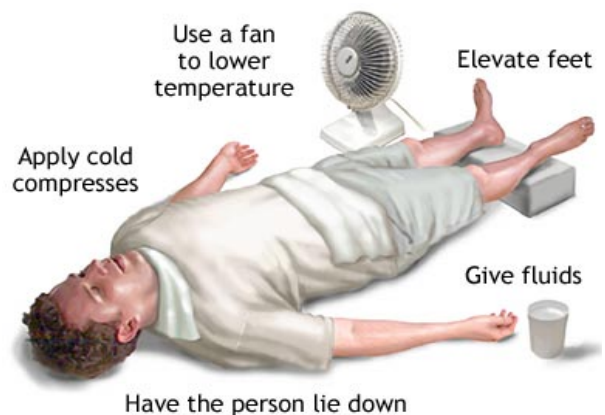
Risk factors can be environmental or personal.

Environmental Risk Factors:

- Air temperature
- Relative humidity
- Radiant heat from the sun & other sources
- Conductive heat sources (the ground)
- Air movement
- Workload severity & duration
- Protective clothing

Personal Risk Factors:

- Age
- Weight
- Physical fitness
- Metabolism
- Water consumption
- Prescription drugs
- Alcohol consumption
- Caffeine consumption
- Level of acclimatization
- Any other factors that alter one's ability to retain water or respond to heat



It is important for you to understand:

- How the body handles heat
- How to recognize the symptoms
- The risk factors, both personal and environmental
- How to prevent heat illness by staying hydrated, using shade, acclimatization, and taking rest breaks
-

APPENDIX #2

UTILITY CART/VEHICLE SAFETY POLICY AND PROCEDURES

What are Utility Vehicles?

Motorized vehicles including utility carts and other 3 or 4-wheeled vehicles that are powered by electric or internal combustion motors. NOTE: Does not apply to tractors or other machinery.

Who is authorized to operate?

“Only drivers who have been authorized by the employer and trained in the safe operations of industrial trucks shall be permitted to operate such vehicles.”

Per CCR Title 8, Section 3203 and CCR Title 8, Art 25, Section 3664

Authorization to operate is contingent on:

- Must be at least 18 years old and have a valid driver's license. Employees shall immediately notify their supervisor if and when their driver's license is suspended or revoked.
- Successfully completing utility vehicle training.
- Signing the “Acknowledgement & Certification” form and returning to their supervisor.
- Demonstrate a working knowledge of the utility vehicle policy.

Authorized Personnel include:

Custodians, Campus Supervisors, Coaches, PE Teachers, Administrators, Band Teachers, any other personnel who have received pre-authorization from their administrator or supervisor, and pre-authorized board approved adult volunteers.

Authorized Use:

- Transporting equipment/supplies for events on PUHSD Property.
- Transporting equipment/supplies.
- Delivering products and goods.
- Transporting **injured students** or staff (with Administration or medical authorization)

Student use of utility vehicles is prohibited!

Pre-Operation Inspection

CAUTION! Before operating any utility vehicle, inspect the vehicle for safe working conditions. Take the vehicle out of service if any safety malfunctions are identified. Do not operate the utility vehicle until the problem/issue is resolved. Always check, at a minimum, the following:

1. Ignition is only operational using a key (**this is the number one safety concern**).
2. Brakes; check to assure presence of a firm pedal with minimal travel. Check parking brake engagement and release.
3. Battery; check to assure that the batteries are fully charged and that the cord is disconnected from the vehicle.
4. Tire pressure/inflation; check for proper inflation.
5. Horn (if available): check for proper operation.
6. Steering; check for responsiveness and absence of excessive play.
7. Vehicle damage; visually check for any damage or vandalism.
8. Cargo; secure all cargo/equipment.

Operation

Your safety and the safety of others depend on the safe operation and maintenance of District utility vehicles. Prior to operating any utility vehicle, you, the operator, must be thoroughly familiar with the specific vehicle as they are all unique.

General:

- Always operate utility vehicles with consideration for the safety of pedestrians. Pedestrians shall always be given the right-of-way.
- Always keep a clear view of the path of travel, slowing down (sound horn, if available) at turns, blind corners and intersections where vision is impaired.
- Do not impede or interfere with normal pedestrian or vehicular traffic flow on roadways, ramps or sidewalks.
- All occupants must remain seated when the vehicle is in motion.
- Keep arms, legs, knees, and feet inside the cart at all times when the cart is moving.
- Utility vehicles shall only be driven on District property and not driven on public streets or right-of-ways except under the following circumstances:
 - ◆ Police or medical emergencies.
 - ◆ District approved functions/events. (i.e. Band competition, sporting events)
 - ◆ If on public streets vehicle traffic laws apply.
- Operators of utility vehicles shall be responsible for the security of ignition keys for the time period the vehicle is assigned to them.
- If the vehicle has no headlights, do not use the utility vehicle in the dark. Utility vehicles must only be used in well-lit areas.
- Keep vehicles clear of hazardous locations.
- Drive slowly and travel straight up and down on all slopes (do not make any turns when driving on any slope or incline).
- Maintain a safe distance from the edge of ramps and platforms.
- Modifications of campus vehicles are prohibited.
- Horseplay or other careless operation of the vehicle is prohibited.

Parking:

- When parked the ignition **key must be removed** from the vehicle and the emergency brake engaged. Parking is allowed only on hard covered surfaces (e.g., asphalt, concrete, and brick). Parking is prohibited on soft services, including but not limited to: landscaping, unpaved surfaces, tanbark-covered areas, etc.
- Do not block entrances to buildings, stairways, disability ramps, or main thoroughfares.
- Do not park on a sharp incline or slope unless the parking brake is set, front wheels of the vehicle turned to the right (or into the curb or parking stop, where applicable).

Passenger Limit/Load Capacity:

- Allow only one occupant per seat. Do not carry any other persons on the vehicle.
- CAUTION! Do not overload the utility vehicle. Operators must ensure that all cargo or equipment is secured.

Restricted areas:

- Do not drive utility vehicles through buildings or walk-through gates.
- When driving down walkways, stay outside of painted door lines.

Speed Limits:

- The operating speed of a utility vehicle should equal a fast walk (5-10 mph).
- Operators must reduce speed on walkways and in pedestrian areas. In crowded pedestrian areas, operators must park or proceed at a slow walking pace.

Using the Utility Vehicle

- Insert key in switch – turn to “ON” position.
- Position directional selector for the direction of desired travel.
- Release the parking brake.
- Slowly depress the accelerator pedal to obtain desired utility vehicle speed.
- To slow down or stop a utility vehicle, release foot from accelerator and depress the brake pedal.
- Utility vehicles must be at a complete stop before placing in forward or reverse.
- Never rest your foot on the brake pedal while operating. This creates drag, causes excess battery discharge, and may lead to motor overheating and damage and brake failure
- When parking the utility vehicle, move the directional selector to neutral “OFF,” position, engage the parking brake, and remove the key from the key switch.
- Never leave the utility vehicle until you are fully stopped, have set the parking brake, positioned the direction lever to “Neutral”, turned the key switch to “OFF” and have removed the key.
- When parking downhill, turn the front wheel(s) into the curb or toward the side of the road, and engage the parking brake. If a curb is not available, you must block the wheels.
- When parking uphill, turn the front wheel(s) away from the curb and let the utility vehicle roll back a few inches until the rear of one front wheel gently touches the curb and engage the parking brake. If a curb is not available, you must block the wheels.
- Double parking or blocking any street or walkway is prohibited.
- Always lock and secure the utility vehicle when not being used, such as when storing overnight.

Refueling internal combustion vehicles:

- Fueling will be done outdoors at locations designated for such activities.

Recharging (Batteries) in Electric Vehicles:

Charging (lead acid) batteries for utility vehicles can be dangerous because of the development of hydrogen gas, which is explosive. To eliminate and reduce the risk of danger, the following procedures must be observed when recharging batteries:

- Do not recharge near an open flame or source of ignition (no smoking).
- Recharge in a well ventilated area.
- Only an approved battery charger will be used to recharge the batteries (e.g., using a properly grounded 3-prong outlet and a charger designed to shut off automatically when the batteries are fully charged).
- Only recharge at locations designated for such use. Use of extension cords from inside buildings to vehicles is prohibited.
- Disconnect all battery charger cords before using the utility vehicle.
- Cover any spilled battery acid with baking soda before reporting the spill.
- Wash your skin thoroughly with cold water if it comes in contact with battery acid.

Regular Inspections, Maintenance & Repairs:

Regular inspections shall include and document the following:

- Check the electrolyte levels, and fill as needed using the appropriate protective equipment (gloves, safety goggles).
- Check battery cables for corrosion, and clean as needed. Employees shall wear appropriate protective equipment when cleaning corrosion from battery cables (gloves, safety goggles).
 - ◆ Battery cables can be washed/cleaned with water by using a hose or pressure washer on asphalt or grass (concrete surfaces will stain).
 - ◆ Check battery cables for loose terminals or connections.
- Maintenance and/or needed repairs must be completed through purchase agreements with outside vendors or coordinated through the PUHSD Maintenance & Operations Department.

Reporting Accidents/Injuries

Promptly report all vehicle accidents to an immediate supervisor. For serious injuries, contact Risk Management at (951) 943-6369 Ext. 80282 or adam.estrada@puhsd.org

Supervisors/Administrators:

- Supervisors shall assure that employees authorized to operate utility vehicles receive the required initial training in the safe operations of utility vehicles as well as the annual policy refresher and conduct on-going training, as needed.
 - ◆ If Supervisor conducts staff training, send completed Utility Vehicle Exam and Acknowledgement & Certification for each trained employee to Risk Management.
 - ◆ Utility Vehicle Policy, Exam, Acknowledgement and Inspection documents can be found on the district website under Risk Management/Employee Safety.
- Supervisors shall ensure that employees who have been trained are issued and carry the current PUHSD Utility Vehicle Operator's License, which will be color coded by school year.
- Supervisors shall assure that each utility vehicle is inspected on a regular basis and documentation of inspections submitted to Maintenance & Operations.
- Supervisors shall consider comments and concerns, observed or reported, regarding each operator's compliance with the District's utility vehicle safety policy at the time of employee performance evaluations.

Purchased/Donated Utility Vehicles:

- Any utility vehicle that is purchased or accepted as a gift must meet the minimum safety requirements. The minimum safety equipment required must include, but not limited to:
 - ◆ Key operation
 - ◆ Deadman switch
 - ◆ Reverse alarm
- If the cart does not come with such equipment, the manufacturer should be contacted to see if it can be modified to add the missing equipment.
- A utility vehicle must be certified in writing as meeting cart manufacturer safety requirements before it is purchased or accepted as a donation.
- **Please note: All donated carts must be inspected and approved by the Transportation Department before the board will accept the donation.**
- District utility vehicles must be added to the liability coverage policy by contacting the Risk Management Office (951) 943-6369 Ext. 80282.

Please contact your Site Administrator for the policy and procedure of accepting donations.

APPENDIX #3 DISTRICT COMPLAINT PROCEDURES AND TIMELINE

**PERRIS UNION HIGH SCHOOL DISTRICT
DISTRICT COMPLAINT PROCEDURES AND TIMELINES
For use with BP 4119.11, 4219.11, 4319.11 (Sexual Harassment) and
BP/AR 4144, 4244, and 4344 (Complaints)**



STEP 1: INFORMAL COMPLAINT

Within seven (7) working days of the offense and prior to instituting a formal written complaint, the complainant shall first discuss the complaint with his/her supervisor or the principal of the school where the alleged act took place. Formal complaint procedures shall not be initiated until the complainant has first attempted to resolve the complaint informally. If the complaint is against the complainant's immediate supervisor, the complainant may proceed to Step 3 in the complaint process.

STEP 2: SITE LEVEL FORMAL COMPLAINT PROCESS

If the complaint has not been satisfactorily resolved through the informal process in Step 1, the complainant may file a written complaint (using the "District Complaint Form") with his/her immediate supervisor or principal within twenty(20) working days of the offense. If the complaint is against the complainant's immediate supervisor, the complainant may proceed to Step 3 in the complaint process. If the complainant fails to file a written complaint within twenty (20) working days, the complaint shall be considered settled.

The written complaint shall include the nature of the problem, names, dates, locations, witnesses, and the remedy sought by the complainant. Within fifteen (15) working days of receiving the complaint, the immediate supervisor or principal shall conduct any necessary investigation and meet with the complainant to resolve the complaint. Within ten (10) working days after the meeting, he/she shall prepare and send a written response to the complainant.

STEP 3: DISTRICT LEVEL APPEAL

If the complaint has not been satisfactorily resolved at Step 2, the complainant may submit the written complaint to the Superintendent or designee within five (5) working days of receipt of Step 2 response. Complaint shall include all information presented at Step 2.

Within fifteen (15) working days of receiving the complaint, the Superintendent or designee shall conduct any necessary investigation and meet with the complainant to resolve the complaint.

Within ten (10) working days after the meeting, he/she shall prepare and send a written response to the complainant.

STEP 4: APPEAL TO THE GOVERNING BOARD

If the complaint has not been satisfactorily resolved at Step 3, the complainant may submit a written appeal to the Board within five (5) working days of receiving the Superintendent or designee's response. The written appeal shall include all information presented at Step 2 and Step 3.

The Board may uphold the findings by the Superintendent or designee without hearing the complaint or may hear the complaint at a regular or special Board meeting.

The Board shall make its decision within thirty (30) working days of the hearing and shall send its decision to all concerned parties. The Board's decision will be final.

For questions or clarification, you may contact the Human Resources Department at (951) 943-6369 x80304.



PERRIS UNION HIGH SCHOOL DISTRICT DISTRICT COMPLAINT FORM

For use with BP 4119.11, 4219.11, 4319.11 (Sexual Harassment) and
BP/AR 4144, 4244, and 4344 (Complaints)
(Refer to appropriate Board Policy and Administrative Regulation for timelines)

☐ Check here if this is a Sexual Harassment complaint

☐ Step 2 (Immediate Supervisor)

☐ Step 3 (Superintendent/Designee)

☐ Step 4 (Governing

Board)

Complainant Name:

Home Address:

Home Telephone: _____ **Work Telephone:**

Date of Alleged Incident: _____

Location of Alleged

Incident: _____

Narrative Summary of Alleged Incident include time, place, participants and witnesses to the alleged

violation (If more space is needed, please attach additional sheets):

Desired Outcome of Investigation:

Date

Complainants may, in some circumstances, have the right to appeal decisions to the California Department of Education, or to seek review by the U.S. Department of Education, Office of Civil Rights, or may seek civil remedies for allegations of employment discrimination through the U.S. Equal Employment Opportunity Commission and the California Dept. of Fair Employment and Housing.

*For questions or clarification, you may contact the Human Resources Department at
(951) 943-6369, Ext. 80304.*

APPENDIX #4
PERRIS UNION HIGH SCHOOL DISTRICT EDUCATIONAL EQUITY

Nondiscrimination/Harassment/Intimidation/Bullying Policy

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, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. School personnel must take immediate steps to intervene when safe to do so when he or she witnesses an act of discrimination, harassment, intimidation or bullying. ([BP 5145.3](#))

Sexual Harassment Policy

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in district complaint processes. ([BP 5145.7](#))

Sexual Harassment Policy (Personnel)

The Governing Board desires to provide a positive work environment where employees and job applicants are assured of equal access and opportunities and are free from harassment in accordance with law. The Board prohibits district employees from discriminating against or harassing any other district employee or job applicant on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, or sexual orientation. ([BP 4030](#) Personnel)

To report complaints, please contact:



Kirk Skorpanich
Assistant Superintendent, Human Resources
155 East 4th Street
Perris, CA 92590
(951) 943-6369, Ext. 80302
kirk.skorpanich@puhsd.org
<http://www.puhsd.org/pages/haveacomplaint>

APPENDIX #5 PERRIS UNION HIGH SCHOOL DISTRICT 2022-2023 UNIFORM COMPLAINT PROCEDURES (UCP) ANNUAL NOTICE



Provided By The California Department of Education
Categorical Programs Complaints Management Office
1430 N Street, Suite 6308, Sacramento, CA 95814-5901
916-319-0929

July 2022

The Perris Union High School District annually notifies its students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of the Uniform Complaint Procedures (UCP) process. The Perris Union High School District is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities subject to the UCP:

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

Pupil Fees

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

A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity. A pupil fees complaint may be filed with the principal of a school or our superintendent or his or her designee. A pupil fee and/or an LCAP complaint may be filed anonymously, however, the complainant must provide evidence or information leading to evidence to support the complaint. A pupil enrolled in a school in our district shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

Filing a UCP Complaint

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

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

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

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

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

Additional Information

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

Contact Information

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

Kirk Skorpanich
Assistant Superintendent - Human Resources
155 East 4th St.
(951) 943-6369 Ext 80302
kirk.skorpanich@puhsd.org

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

The complainant has a right to appeal our Decision of complaints regarding specific programs and activities subject to the UCP, pupil fees and the LCAP to CDE by filing a

written appeal within 15 days of receiving our Decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our Decision.

We advise any complainant of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

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

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