PERRIS UNION
HIGH SCHOOL DISTRICT

ANNUAL NOTIFICATION OF PARENT RIGHTS & RESPONSIBILITIES 2025-2026

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Key to Acronyms

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

The Perris Union High School District does not discriminate on the basis of race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, political beliefs, marital or parental status, pregnancy, medical information, physical or mental disability, genetic information, 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.

For any questions, concerns, or to file a complaint regarding discrimination, intimidation, harassment (including sexual harassment), bullying, contact Assistant Superintendent of Human Resources at 951-943-6369 Ext. 80302 who serves as the Equity Compliance Officer. For anything related to Title IX or Section 504, contact Dr. Esmeralda Chalfant, Director of Pupil Services at esmeralda.chalfant@puhsd.org or 951-943-6369 Ext. 81202.

Note: The term "parent", as used in the following notifications, means the natural or adoptive parent, legal guardian, the person having legal custody, or other education rights holder; the term also includes a student 18 years of age or older. Additionally, the pronouns used in the notifications are meant to be gender-free.

Equity & Access

Nondiscrimination in District Programs and Activities

EC 200-262.4; (BP 0410)
This policy shall apply to all acts related to a school activity or school attendance and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the District.

The Perris Union High School District is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, military or veteran status, marital or parental status, pregnancy, reproductive health decisionmaking, physical or mental disability, medical condition, genetic information, sex, sexual orientation, gender, gender identity, or gender expression; a 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.

All individuals shall be treated equitably in the receipt of district and school services. District programs and activities shall be free of any discriminatory use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources, and shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames. The District assures that lack of English language skills will not be a barrier to admission or participation in district programs.

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. The Superintendent or designee shall ensure that the District provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies, or other modifications to increase accessibility to district and school websites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Superintendent or designee if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

Complaints of unlawful discrimination are investigated and resolved through the Uniform Complaint Procedures, as described in this section. For a complaint form or additional information, contact the Human Resources Department at 951-943-6369 ext. 80302.

Nondiscrimination/Harassment

EC 200-262.4; (BP 5145.3)
This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the District.

The Board desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, of any student by anyone, based on the student’s actual or perceived race; color; ancestry; nationality; national origin; immigration status; ethnic group identification; ethnicity; age; religion; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; parental, marital, and family status; physical or mental disability; medical condition; sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; or genetic information; or, association with a person or group with one or more of these actual or perceived characteristics.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student’s ability to

participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

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

Because unlawful discrimination could occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently and in a non-discriminatory manner, as specified in BP/AR 5144 - Discipline, BP/AR 5144.1 - Suspension and Expulsion/Due Process, and AR 5144.2 - Suspension and Expulsion/Due Process (Students With Disabilities).

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates, participates, or refuses to participate in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the District's nondiscrimination policy and related complaint procedures to students, parents, and employees. In addition, the Superintendent or designee shall post the District's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the District's website in a manner that is easily accessible to parents and students, in accordance with law and the accompanying administrative regulation.

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

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

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

When a student has been suspended, or other means of correction have been implemented against the student for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents of victims and perpetrators and may contact law enforcement.

Allegations of unlawful discrimination in district programs and activities shall be brought, investigated, and resolved in accordance with BP 1312.3 - Uniform Complaint Procedures, when required by law. However, complaints alleging sex

discrimination, including sex-based harassment, under Title IX shall be investigated and resolved in accordance with the procedures specified in 34 CFR 106.44 and 106.45 and AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.

Record-Keeping. The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

Safe Place to Learn Act

EC 234, 234.1; (BP 5131.2)
This policy shall apply to all acts constituting bullying related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a welcoming, safe, and supportive school environment that protects students from physical, mental, and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in Administrative Regulation 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

For a list of statewide resources, including community-based organizations, that provide support to youth, and their families, who have been subjected to school-based discrimination, harassment, intimidation, or bullying (including cyberbullying), and information on the trainings available to staff, please visit the following CDE webpages: https://www.cde.ca.gov/ls/ss/se/bullyingprev.asp and https://www.cde.ca.gov/ls/ss/se/bullyres.asp.

Title IX

20 USC 1681-1688; EC 221.61, 221.8
Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including sexual harassment. California law further provides that all students (as well as other persons) are protected by Title IX – regardless of their sex, gender, gender expression, gender identity, sexual orientation, disability, race, or national origin – in all aspects of the educational programs and activities in the Perris Union High School District. It also provides that

students may not be discriminated against based on their parental, family, or marital status, and pregnant and parenting students may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify. The essence of Title IX is to ensure that students (as well as other persons) are not excluded, separated, denied benefits to, or otherwise treated differently on the basis of sex unless expressly authorized to do so under state or federal law in areas including, but not limited to: recruitment, admissions, and counseling; financial assistance; athletics; sex-based harassment; treatment of pregnant and parenting students; discipline; single-sex education; and employment.

Under Title IX, students in the District have the right to:

1. Fair and equitable treatment that is free from discrimination based on sex
2. Be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics
3. Inquire of the school's athletic director as to the athletic opportunities offered by the school
4. Apply for athletic scholarships
5. Receive equitable treatment and benefits in the provision of all of the following: equipment and supplies; scheduling of games and practices; transportation and daily allowances; access to tutoring; coaching; locker rooms; practice and competitive facilities; medical and training facilities and services; and publicity
6. Access to the District's compliance officer to answer questions regarding gender equity laws
7. Contact the California Department of Education (CDE) and the California Interscholastic Federation (CIF) to access information on gender equity laws
8. File a confidential discrimination complaint with the United States Office of Civil Rights (OCR) or CDE if discrimination, or unequal treatment, on the basis of sex has occurred
9. Pursue civil remedies as a result of discrimination
10. Be protected against retaliation for filing a discrimination complaint

The District has designated the following personnel to address questions and complaints regarding its nondiscrimination policies specific to Title IX: Dr. Esmeralda Chalfant., Director of Pupil Services at esmeralda.chalfant@puhsd.org or 951-943-6369 Ext. 81202. Any complaint alleging noncompliance with Title IX will be investigated and resolved through the Uniform Complaint Procedures. For more information regarding Title IX, please visit https://www.puhsd.org/sexual-harassment. Additional resources can be found at:

United States Department of Education, Office for Civil Rights
Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: (800) 421-3481
Fax: (202) 453-6012
TDD: (800) 877-8339
Email: OCR@ed.gov
OCR Complaint Form:
https://www2.ed.gov/about/offices/list/ocr/complaintintro.html

California Department of Education
Office of Equal Opportunity
1430 N Street, Room 4206
Sacramento, CA 95814
Telephone: (916) 445-9174
Fax: (916) 324-9818
Email: oeoinfo@cde.ca.gov
Complaint Procedures:
https://www.cde.ca.gov/re/di/eo/complaint.asp

California Interscholastic Federation
4658 Duckhorn Drive
Sacramento, CA 95834
Telephone: (916) 239-4477
Fax (916) 239-4478
Website on Equity:
https://www.cifstate.org/governance/equity/index

Sexual Harassment

5 CCR 4917; 34 CFR 106.8; EC 212.5, 231.5, 231.6, 48900.2, 48980(f); (BP 5145.7, AR 5145.71)
The Perris Union High School District does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations.

The Governing Board is committed to maintaining a welcoming, safe, and supportive school environment that is free from discrimination and harassment. The Board prohibits at district or at district-sponsored or district-related activities, sexual harassment, as defined in AR 5145.7 - Sexual Harassment, targeted at any student.

Additionally, the Board prohibits retaliatory behavior or action against any person who reports, files a complaint, testifies about, assists with, or otherwise supports a complainant in alleging sexual harassment,

or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy.

The District strongly encourages students who feel that they are being or have experienced sexual harassment on district grounds or at a district-sponsored or district-related activity, or off-campus when the conduct has a continuing effect on campus, to immediately contact their teacher, the principal, the District's Title IX Coordinator, or any other available school employee.

Any employee who receives a report or observes an incident of sexual harassment by or against a student in a district education program or activity shall report the incident to the Title IX Coordinator within one workday.

Once notified, the Title IX Coordinator shall ensure that the complaint alleging sexual harassment is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Additionally, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

The Title IX Coordinator shall offer and coordinate supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents of this policy in the manner specified in AR 5145.7.

The Superintendent or designee shall ensure that all district staff are trained regarding this policy, and that employees required to receive training related to their duties under Title IX receive training as specified in AR 4119.11/4219.11/4319.11 - Sexual Harassment.

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

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

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

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

Record-Keeping. The Superintendent or designee shall maintain records in accordance with law, including in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures, and district policies and regulations, of all reported cases of sexual harassment to enable the District to

monitor, address, and prevent repetitive harassing behavior in district schools.

Married, Pregnant and Parenting Students

34 CFR 106.40; EC 221.51, 222, 222.5, 46015, 48205, 48980(a); (BP 5146)

The Governing Board recognizes that responsibilities pertaining to marriage, pregnancy, or parenting, including related obligations, conditions, or recovery, may disrupt a student's education and increase the chance of a student dropping out of school. The Board desires to minimize interruption to such students' educational progress by supporting married, pregnant, and parenting students in their continued education, assisting them to attain strong academic and parenting skills, and promoting the healthy development of their child(ren).

The District shall not exclude or deny any student from any educational program or activity, including any class or extracurricular activity, solely on the basis of the student's actual or potential pregnancy, childbirth, false pregnancy, termination of pregnancy, or related conditions or recovery. In addition, the District shall not adopt any rule concerning a student's actual or potential parental, family, or marital status that treats a student differently on the basis of sex.

The Superintendent or designee shall annually notify parents at the beginning of the school year of the rights and options available to pregnant and parenting students under the law. In addition, pregnant and parenting students shall be notified of the rights and options available under the law through annual school year welcome packets and through independent study packets.

For district-related purposes, a student under 18 years of age who enters into a valid marriage is an emancipated minor who shall have all the rights and privileges of students who are 18 years of age or older, even if the marriage has been dissolved.

Such rights include, but are not limited to, those related to the verification of student absences as specified in AR 5113 - Absences and Excuses, application for a work permit as specified in AR 5113.2 - Work Permits, and access to student records as specified in AR 5125 - Student Records.

Education and Support Services for Pregnant and Parenting Students. Pregnant and parenting students shall retain the right to participate in the regular education program or an alternative education program. The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the student and/or the student's child.

Any alternative education program, activity, or course that is offered separately to students who are pregnant or parenting, including any class or extracurricular activity, shall be equal to that offered to other district students. A student's participation in such programs shall be voluntary.

If required for students with any other temporary disabling condition, the Superintendent or designee may require a student, based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or related conditions or recovery, to obtain certification from a physician or nurse practitioner indicating that the student is physically and emotionally able to continue participation in the education program or activity.

To the extent feasible, the District shall provide educational and related support services, either directly or in collaboration with community agencies and organizations, to meet the needs of pregnant and parenting students and their children. Such services may include, but are not limited to:

1. Child care and development services for the children of parenting students on or near school site(s) during the school day and during district-sponsored activities
2. Parenting education and life skills instruction
3. Special school nutrition supplements for pregnant and lactating students pursuant to EC 49553, 42 USC 1786, and 7 CFR 246.1-246.28
4. Health care services, including prenatal care
5. Tobacco, alcohol, and/or drug prevention and intervention services
6. Academic and personal counseling
7. Supplemental instruction to assist students in achieving grade-level academic standards and progressing toward graduation

As appropriate, teachers, administrators, and/or other personnel who work with pregnant and parenting students shall receive related professional development.

Absences. Students who are pregnant or parenting may be excused for absences for medical appointments and other purposes specified in BP/AR 5113 - Absences and Excuses.

A student shall be excused for absences to care for a sick child for whom the student is the custodial parent. A note from a physician shall not be required for such an absence.

Parental Leave. A student who is pregnant or parenting shall be entitled to parental leave as permitted by law. The period of the leave shall be the greater of eight weeks, or the length of time deemed medically necessary by the student's healthcare provider. Such leave may be taken before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction.

The student, if 18 years of age or older, or the student's educational rights holder shall notify the District of the student's intent to take parental leave, although failure to do so does not abridge any of the rights provided to the student under this policy.

No student shall be required to take all or part of the parental leave.

When a student takes parental leave, the attendance supervisor shall ensure that absences from the regular school program are excused until the student is able to return to the regular school program or an alternative education program. A student who is pregnant or parenting, or has related conditions, shall not be required to complete academic work or other school requirements during the period of the parental leave.

Following the leave, a student who is pregnant or parenting, or has related conditions, may elect to return to the school and the course of study in which the student was enrolled before taking parental leave or to an alternative education option provided by the District.

Upon return to school, a student who is pregnant or parenting shall have opportunities to make up work missed during the leave, including, but not limited to, makeup work plans and reenrollment in courses.

When necessary to complete high school graduation requirements, the student may remain enrolled in school for a fifth year of instruction, unless the Superintendent or designee makes a finding that the student is reasonably able to complete district graduation requirements in time to graduate by the end of the fourth year of high school.

Accommodations. When necessary, the District shall provide accommodations to enable a student who is pregnant or parenting to access the educational program.

Additionally, a student who is pregnant, experiences a false pregnancy, or terminates a pregnancy, or who must recover from any of these, shall have access to any services available to other students with temporary medical conditions.

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

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

Complaints. Any complaint alleging discrimination on the basis of a student's actual or potential pregnancy, marital, or parental status; district noncompliance with the requirements of EC 46015; or district noncompliance with the requirement to provide reasonable accommodations for lactating students shall be investigated and resolved in accordance with BP/AR 1312.3 - Uniform Complaint Procedures.

Program Evaluation. The Superintendent or designee shall periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on student participation in district programs and services, academic achievement, attendance, graduation rate, and/or student feedback on district programs and services.

Career Counseling & Course Selection

EC 221.5(d); (BP 6164.2)

A school counselor, teacher, instructor, administrator, or aide will not offer vocational or school program guidance to a student or, in counseling a student, differentiate career, vocational, or higher education opportunities, on the basis of the student's sex. Any school personnel acting in a career counseling or course selection capacity to a student will affirmatively explore with the student the possibility

of careers, or courses leading to careers, that are nontraditional for that student's sex. Parents of students in grades 7-12 are encouraged to participate in such counseling sessions and decisions.

Educational Equity

EC 234.7; (BP 5145.13)
All students, regardless of their immigration status or religious beliefs, have the right to a free public education. As such, the Perris Union High School District: (1) prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status; (2) receives and investigates related complaints based on immigration status in accordance with its Uniform Complaint Procedures; (3) prohibits the collection of information or documents regarding the citizenship or immigration status of students or their family members unless required to administer a state or federal program; (4) requires reporting to the Governing Board any requests to gain information or access to a school site by an officer or employee of a law enforcement agency for immigration enforcement purposes; and (5) will first exhaust parents' instruction concerning a student's care in the emergency contact information in the parents' absence and to avoid contacting Child Protective Services unless the District is unable to arrange for care based on parental instruction. Please refer to the "know your rights" information sheet (Appendix A) regarding immigration-enforcement actions, provided by the California Attorney General, that is included in this notification.

Education for Foster Youth

EC 48204, 48853, 48853.5, 51215.1, 51225.2; (BP 6173.1)
Foster youth means any of the following:

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

The District's educational liaison for foster youth is the Director of Pupil Services at 951-943-6369 Ext. 81200 or esmeralda.chalfant@puhsd.org whose role is to: (1) ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of foster children; and (2) assist foster children when transferring from one school/district to another school/district in ensuring proper transfer of credits, records, and grades; and (3) address any disputes over school selection or enrollment.

The California Department of Education, in consultation with the California Foster Youth Education Task Force, has developed and posted on its Internet Web site a standardized notice of the educational rights of foster children. The notice includes the following rights:

1. Stable school placements in the least restrictive education programs, with access to the academic resources, services, and extracurricular activities that are available to all students. This includes the right to remain in the school of origin and the right to matriculate with the foster youth's peers.
2. Immediate enrollment in the school of origin or school where the foster youth is currently residing, whether in a licensed children's institution, licensed foster home, or a family home following a commitment or placement under the Welfare and Institutions Code.
3. Proper and timely transfer between schools. This includes the coordination between the local educational agency and the county placing agency, and the transfer of educational information and records of the foster youth to the next educational placement.
4. No lowering of grades if the foster youth is absent from school due to a decision by a court or placing agency to change of placement, or due to a verified court appearance or related court ordered activity.
5. Priority access to an intersession program. If the foster youth moves during the intersession period, the foster youth's educational rights holder determines which intersession program to attend.
6. Issuance and acceptance of partial credits for courses that have been satisfactorily completed by the foster youth. The foster youth shall not be required to retake the portion of the course already completed unless it has been determined that the foster youth is reasonably able to complete the requirements in time to graduate from high school.
7. Not be required to retake a course the foster youth has satisfactorily completed.
8. Notified of the possibility of graduating within four years by meeting the state minimum

requirements, if the foster youth transferred after the second year of high school, is credit deficient, and will not be able to graduate on time with local district requirements.

9. Notification to a foster youth's attorney, county social worker, and educational rights holder when the foster youth is undergoing any expulsion or other disciplinary proceeding, including a manifestation determination review, when the foster youth is a student with a disability
10. File a complaint of noncompliance with the local educational agency under the Uniform Complaint Procedures.

A copy of the standardized notice can be obtained by clicking the following link:
https://www.cde.ca.gov/ls/pf/fy/fyedrights.asp

Education of Homeless Youth

42 US 11432; EC 48853, 49069, 51225.1, 51225.2; (BP 6173)

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students. A homeless youth is defined as a child who lacks a fixed, regular, and adequate nighttime residence and includes children and youth who: are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; may be living in motels, hotels, trailer parkers, or shelters; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces abandoned buildings, substandard housing, bus or train stations, or similar settings; or are migratory children who qualify as homeless because of similar living circumstances.

The District's educational liaison for homeless youth is the Director of Pupil Services at 951-943-6369 Ext. 81202 or esmeralda.chalfant@puhsd.org whose role is to (1) ensure that homeless students are identified so that they have access to and receive educational services for which they are eligible; (2) assist homeless students when transferring from one school or school district to another school or school district in ensuring proper transfer of records and grades; (3) ensure that homeless families and students receive referrals for services, such as health care, dental, mental health, and housing; (4) assist, facilitate, or represent a homeless student who is undergoing disciplinary proceeding that could result in expulsion from the District; (5) participate in an individualized education program or Section 504 team meeting to make a manifestation determination regarding the behavior of a student with disability; and (6) address any disputes over school selection or enrollment.

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

1. Right to attend either the "school of origin" or the current school of residence, and not be required to attend a separate school for homeless children or youth. The school of origin can be the school attended when the student had permanent housing, the school most recently attended, or any school the homeless youth attended in the last 15 months. Transportation may be provided.
2. Right to immediate enrollment even if the homeless youth is unable to produce records normally required for enrollment (*e.g.,* proof of residency, birth certificate, transcript, immunization), does not have clothing normally required by the school (*e.g.,* school uniforms), or has outstanding fees, fines, textbooks, or other monies due to the school last attended.
3. Right to automatically qualify for child nutrition programs.
4. Right to be referred to all programs and services for which the student is eligible – such as special education services, tutoring, English learner programs, before and after school services, or any other program offered by the school or District.
5. Right to priority access to an intersession program. If the homeless youth moves during the intersession period, the student's educational rights holder determines which intersession program to attend.
6. Right to be notified of the possibility of graduating within four years by meeting the state minimum requirements, if the student transferred after the second year of high school, is credit deficient, and will not be able to complete the District's graduation requirements in time for graduation.
7. Right to have the District accept partial credits for courses that have been satisfactorily completed.
8. Right to not be stigmatized by school personnel.
9. Right to file a complaint through the Uniform Complaint Procedures if there is allegation that the District has not complied with requirements regarding the education of homeless youth.

Unaccompanied youth who meet the definition of homeless youth are also eligible for rights and services under the McKinney-Vento Act. An

unaccompanied youth is defined as a minor who is not in the physical custody of a parent.

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

Section 504

29 USC 794; 34 CFR 104.32; (BP 6164.6)
Section 504 of the Rehabilitation Act of 1973 is a federal law which prohibits discrimination against persons with a disability. The Perris Union High School District provides a free and appropriate public education (FAPE) to all students regardless of the nature or severity of their disability. In addition, qualified students with disabilities are provided an equal opportunity to participate in programs and activities that are integral components of the District's basic education program, including, but not limited to, extracurricular athletics, interscholastic sports, and/or other nonacademic activities.

The District has a responsibility to identify, evaluate, and if eligible, provide students with disabilities the same opportunity to benefit from education programs, services, or activities as provided to their non-disabled peers. To qualify for Section 504 protections, the student must have a mental or physical impairment which substantially limits one or more major life activities. For additional information about the rights of parents of eligible students, or questions regarding the identification, evaluation, and eligibility of Section 504 protections, please contact the Section 504 Coordinator, Director of Pupil Services at 951-943-6369 Ext. 81202.

Special Education

34 CFR 300.111; EC 56026, 56300, 56301; (BP 6164.4)
Special education programs and services are provided to students with identified disabilities which adversely impact the students' educational program. The Individuals with Disabilities Education Act (IDEA) defines "children with disabilities" to mean children with intellectual disabilities, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments or specific learning disabilities, and who by reason thereof, need special education and related services. Eligible students are provided a free and appropriate public education (FAPE) in the "least restrictive environment" (LRE).

The Perris Union High School District actively seeks out and evaluates residents from birth through the age of 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law. Additionally, a parent, teachers, and appropriate professionals may refer a student who is believed to have a disabling condition that may require special education programs or services by contacting the PUHSD's Special Education Department at 951-943-6369 Ext. 81302.

Student Fees

5 CCR 4622; EC 48904, 49010 et seq.; (BP 3260)
It is the responsibility of the Perris Union High School District to ensure that books, materials, equipment, supplies, and other resources necessary for students' participation in the District's educational program are made available to them at no cost. Students will not be required to pay a fee, deposit, or other charge for their participation in an educational activity that is an essential basic part of the District's educational program, including curricular and extracurricular activities.

As necessary, the Governing Board may approve and impose fees, deposits and other charges which are specifically authorized by law – such as, eye safety devices worn in courses or activities involving the use of hazardous substances likely to cause injury to the eyes, food sold at school, or reimbursement for the direct cost of materials provided by the District to a student for the fabrication of nonperishable personal property the student will take home for their own possession and use. In determining whether waivers or exceptions should be granted, the Board will consider relevant data, including the socioeconomic conditions of students' families and their ability to pay.

The District will recover any debt owed as a result of unpaid fees lawfully imposed by the Board, but will

not bill a current or former student for accumulated debt, nor take negative action (*e.g.,* limiting or denying participation in any classroom activity, extracurricular activity, field trip, or ceremony; denying or withholding grades or transcripts) against a student or former student because of such debt. The District may withhold grades or transcripts only for debt owed as a result of vandalism or loss of District property loaned to the student. Before pursuing payment of any debt that has accumulated from unpaid permissible fees, the District will provide an itemized invoice, referencing applicable policies, for any amount owed by the parent on behalf of a student or former student. For each payment received, a receipt will be provided to the parent. The District will not sell debt owed by a parent.

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

Advanced Placement Examination Fees

EC 48980(j), 52242; (BP 6141.5)
Any economically disadvantaged student who is enrolled in an Advanced Placement course may apply to the Superintendent or designee to cover the costs of Advanced Placement examination fees minus five dollars which is to be paid by the student.

Uniform Complaint Procedures

5 CCR 4600-4670; EC 33315; (BP 1312.3)
The Perris Union High School District has the primary responsibility to ensure compliance with applicable state and federal 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 Uniform Complaint Procedures (UCP). The UCP is used to investigate and resolve complaints regarding the following programs and activities, some of which are described in this document:

1. Accommodations for pregnant and parenting students
2. Adult education programs
3. After School Education and Safety programs
4. Agricultural career technical education
5. Career technical and technical education and career technical and technical training programs
6. Childcare and development programs
7. Compensatory education
8. Consolidated categorical aid programs
9. Course periods without educational content
10. Discrimination, harassment, intimidation, or bullying against any protected group as identified under EC 200 and 220 and GC 11135, including any actual or perceived characteristic as set forth in PC 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in EC 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance
11. Educational and graduation requirements for students in foster care, students who are homeless, students from military families, students formerly in Juvenile Court now enrolled in a school district, students who are migratory, and newcomer students
12. Every Student Succeeds Act
13. Instructional materials and curriculum: diversity
14. Local control and accountability plan
15. Migrant education
16. Physical education instructional minutes
17. Reasonable accommodations to a lactating student
18. Regional occupational centers and programs
19. School athletic team names, mascots, or nicknames
20. School plans for student achievement
21. School site councils
22. State preschool
23. State preschool health and safety issues in license-exempt programs
24. Student fees
25. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
26. Any other state or federal educational program the State Superintendent of Public Instruction or designee deems appropriate

These uniform procedures require the complainant to submit a written complaint no later than one year from the date the alleged violation occurred to Human Resources, 155 E. 4th Street, Perris, CA, 92570. In the case of a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, a UCP complaint must be filed no later than six months from the date of the alleged conduct or the

date the complainant first obtained knowledge of the facts of the alleged conduct. A student enrolled in a public school must not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the District's educational program, including curricular and extracurricular activities. A complaint regarding student fees or the LCAP may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

The appropriate compliance officer, who is knowledgeable about the laws and programs subject to the complaint, will coordinate an investigation and send to the complainant the investigation report within 60 calendar days of receipt of the written complaint, unless the complainant agrees in writing to extend the timeline. If the District finds merit in a complaint, the District will provide a remedy to all affected students and parents.

A complainant may appeal the District's investigation report to the California Department of Education (CDE) by filing a written appeal within 30 calendar days after receiving the District's decision. The CDE may directly intervene in the complaint without waiting for action by the District when one of the conditions listed in 5 CCR 4650 exists, including cases in which the District has not taken action within 60 calendar days of the date the complaint was filed. A complainant may also pursue 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. Additional information can be obtained from the CDE webpage at https://www.cde.ca.gov/re/cp/uc/.

The District's UCP policy and regulations are posted in all schools and offices, including staff lounges and student government meeting rooms. Written notification of the District's UCP is provided annually to students and their parents, employees, district and school advisory committee members, appropriate private school officials, and other interested parties.

The District also posts the standardized notice of the educational rights of foster youth, homeless students, students formerly in Juvenile Court students now enrolled in the District, children of military families, students who are migratory, and newcomer students, as specified in EC 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process on its website.

Visit Complaints and Procedures to obtain a copy of the complaint form and review additional UCP-related information. Copies of the UCP process are available free of charge. The following personnel has been designated as the primary compliance officer to receive and investigate complaints and to ensure District compliance with law: Assistant Superintendent of Human Resources at 951-943-6369 Ext. 80302.

Williams Complaint Procedures

5 CCR 4680-4687; EC 35186, 35292.6; (AR 1312.4)
Every school must provide sufficient textbooks and instructional materials. Every student, including English learners, must have textbooks or instructional materials, or both, to use in class and to take home. School facilities must be clean, safe, and maintained in good repair. Each school will stock, at all times, in all women's restrooms and all-gender restrooms, and in at least one men's restroom, with an adequate supply of free menstrual products, available and accessible. There should be no teacher vacancies or mis assignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by law to hold.

Complaints may be filed anonymously. However, complainants who identify themselves are entitled to having a response mailed to the mailing address indicated on the complaint if they indicate that a response is requested. Reasonable efforts will be made to investigate the problem; remedies to a valid complaint will be implemented within a reasonable time period, not to exceed thirty (30) working days from the date the complaint was received. It is highly encouraged that individuals express their concerns to

the school principal before completing the complaint forms to allow the school to respond to these concerns.

Although complainants do not need to use the District's complaint form to file a complaint, a standardized complaint form may be obtained at the Human Resources Office located at 155 East 4th Street, Perris, CA 92570, or downloaded from the following:

Perris Union High School District – Complaints and Procedures.

A complainant who is not satisfied with the resolution may describe the complaint to the governing board at a regularly scheduled board meeting. If the complainant is still dissatisfied with the Board's resolution of a facility condition that poses an emergency or urgent threat may appeal to the State Superintendent of Public Instruction at the CDE. Appeals must be filed within 15 days from the date the complainant receives the District's final resolution. The complainant should provide a copy of the complaint filed with the District and a copy of the resolution, and should specify the basis for the appeal and whether the facts are incorrect and/or the law is misapplied.

On a quarterly basis, summarized data on the nature and resolution of all complaints are reported to the governing board at a regularly scheduled board meeting. All complaints and responses are available as public records.

Residency Requirements

Residency Requirements for School Attendance

EC 48200 et seq.; (BP 5111.1)
A student complies with the residency requirements for school attendance in the Perris Union High School District if they meet any of the following criteria:

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

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

Parent Employment Related Transfer

EC 48204(b); (BP 5111.1)
The Perris Union High School District considers a student whose parent is physically employed within its attendance boundaries for a minimum of 10 hours during school week to have complied with residency requirements for school attendance. Once a student is deemed to have complied with residency requirements in this manner, the student may continue to attend school in the District through the highest grade level offered without having to reapply each school year as long as the parent continues to be physically employed within the attendance boundaries for a minimum of 10 hours during the school week. The District will not deny admission of a student on the basis of race, ethnicity, sex, family income, academic achievement, or any other arbitrary

consideration; however, the District may prohibit the transfer of a student if the District determines that the additional cost of education the student would exceed the amount of additional state aid received as a result of the transfer, or if either the District or the district of residence determines that the transfer would negatively impact its court-ordered or voluntary desegregation plan.

Proof of Residency

5 CCR 432; EC 234.7, 48204.1; (BP 5111.1)
Reasonable evidence that the student meets residency requirements for school attendance must be provided by the parent upon request by a District employee. Verification of residency is required at the time of school enrollment and annually, thereafter, to comply with California laws related to the maintenance of specified information in a student's mandatory permanent records.

The District will not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members for the purpose of determining residency within the District.

When the District reasonably believes that a student's parent has provided false or unreliable evidence of residency, the District may make reasonable efforts to determine that the student meets District residency requirements. An investigation may be initiated when the District is able to identify specific, articulable facts supporting the belief that the parent has provided false or unreliable evidence of residency. The investigation may be conducted by a trained District employee or a private investigator employed by the District, and may include the examination of records, including public records, and/or interviews of persons who may have knowledge of the student's residency. The investigation will not include the surreptitious collection of photographic or videographic images of persons or places subject to the investigation. However, the use of technology is not prohibited if done in open and public view.

Intradistrict Choice

EC 35160.5(b), 46600(d)(2); (BP 5116.1)
Residents of the Perris Union High School District may apply to other schools that serve the same grade levels within the District for their child to attend on a space available basis. Information on each school within the District and transfer request forms can be found on the District website. Admission to a particular school will not be influenced by a student's academic or athletic performance, except that existing entrance criteria for specialized schools or programs may be used provided that the criteria are uniformly applied to all applicants. Academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students. Parents of high school athletes should check on CIF sports eligibility rules before pursuing open enrollment. Transportation to any other school is the responsibility of the parent.

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

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

For further information please contact the Student Services Department at 951-943-6369 Ext. 81201. No student who currently resides in the attendance area of a school can be displaced by students transferring from outside the attendance area.

Victim of a Violent Crime

20 USC 7912; (BP 5116.1)
A student who is determined to be a victim of a violent criminal offense while on the school grounds that the student attends has the right to transfer to another school within the District, including a public charter school. If there is not another school within the area served by the District, the District is encouraged, but not required, to explore other appropriate options such as an agreement with a neighboring school district to accept students through an interdistrict transfer. The District has 14 calendar days to make the determination and offer the student

an option to transfer. Primary examples of violent criminal offenses include attempted murder, battery with serious bodily injury, assault with a deadly weapon, rape, sexual battery, robbery, extortion, or hate crimes. For more information, please contact the Student Services Department at 1151 N. A Street, Perris, CA 92570, or 951-943-6369.

Involuntary Transfer

EC 48929, 48980(m); (BP 5116.2)
A student may be transferred to another District school if the student is convicted of a violent felony, as defined in Penal Code 667.5(c), or a misdemeanor listed in Penal Code 29805, and is enrolled at the same school as the victim of a crime for which the student is convicted. Before transferring the student, the parent will be notified of the right to request a meeting with the principal or designee. The Governing Board, based on the recommendations of the principal or Superintendent or designee, shall render the final decision as to whether or not to transfer the student.

Persistently Dangerous Schools

5 CCR 11992; 20 USC 7912; (AR 5116.1)
Upon receipt of notification from the California Department of Education (CDE) that a District school has been designated as "persistently dangerous," the Superintendent or designee will, within 10 days, provide parents of students attending the school with notice of the school's designation and the option to transfer their student to another school. A list of other schools to which a student may transfer, and applicable timelines and procedures for requesting the transfer will be provided within 20 days, and at least 14 calendar days before the start of a new school year.

Parents who desire to transfer their child out of a "persistently dangerous" school will need to provide a written request to the Superintendent or designee and rank-order their preferences from among all schools identified by the Superintendent or designee as eligible to receive transfer students. A reasonable timeline, not to exceed seven school days, will be established for the submission of parent requests. The Superintendent or designee will consider the needs and preferences of students and parents before making an assignment, but is not obligated to accept the parent's preference if the assignment is not feasible due to space constraints or other considerations. The Superintendent or designee will cooperate with neighboring districts to develop an interdistrict transfer program in the event that space is not available in a District school.

If parents decline the assigned school, the student may remain in their current school. For students whose parents accept the offer, the transfer will generally be made within 30 school days of receiving the notice of the school's designation from the CDE. The transfer will remain in effect as long as the student's school of origin is identified as "persistently dangerous." The Superintendent or designee may choose to make the transfer permanent based on the educational needs of the student, parent preferences, and other factors affecting the student's ability to succeed if returned to the school of origin.

Notice of Alternative Schools

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

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

(a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
(b) Recognize that the best learning takes place when the student learns because of his desire to learn.
(c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.
(d) Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
(e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

In the event any parent, student, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the principal's office in each attendance unit have

copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district.

Interdistrict Attendance

EC 46600 et seq.; (BP 5117)
A parent may seek release from the Perris Union High School District for their student to attend a school in any other school district through an interdistrict permit for the subsequent school year. The District may consider granting a permit under the following circumstances:

1. To meet the student's special mental or physical health needs as certified by a physician, school psychologist, or other appropriate school personnel.
2. When the student has siblings attending school in the district of proposed enrollment, to avoid splitting the family's attendance.
3. To allow the student to complete a school year when their parents have moved out of the district during that year.
4. To allow the student to remain with a class graduating that year.
5. To allow a high school senior to attend the same school they attended as a junior, even if their family moved out of the district during the junior year.
6. When the parent provides written evidence that the family will be moving into the district in the immediate future and would like the student to start the year in the district.
7. When the student will be living out of the district for one year or less.
8. When recommended by the School Attendance Review Board or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence.
9. To provide a change in school environment for reasons of personal and social adjustment.

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

If the request for transfer is granted, the student will be allowed to continue to attend the school in which they are enrolled, unless reapplication standards are otherwise specified in the interdistrict attendance agreement between the two districts. A student's existing permit may not be revoked after June 30th following the completion of the student's 10th grade, or during the student's 11th or 12th grade year. Other than the circumstances described in the previous paragraph, transportation will not be provided for students attending school through an interdistrict permit.

The application and additional information to request for an interdistrict transfer from the District to attend school in another district is available at Transfer Information. For all future year requests (applications submitted up until 15 calendar days before the start of the school year for which the transfer is sought), the District has until 14 calendar days into the new school year to determine whether to approve or deny a request. For current year requests (applications submitted 15 calendar days before the start of the school year for which the transfer is sought), the District will make its final decision within 30 calendar days from the date a request was received. A denial of the request by the District may be appealed to the Riverside County Board of Education within 30 calendar days from the date of denial.

District of Choice

EC 48300 et seq.
A student may transfer to a school district that participates in the District of Choice (DOC) Program. The DOC will determine the number of transfer students it is willing to accept and will admit students until it is at maximum capacity through an unbiased

process that does not inquiry into, evaluate or consider students on their academic or athletic performance, physical condition, proficiency in English, any individual characteristics set forth in EC 200 (*i.e.,* race, gender, religion, sexual orientation, etc.), or family income. However, a DOC may use existing entrance criteria for specialized schools or programs as long as the criteria are uniformly applied to all applicants.

If there are more requests than there are spaces available, approval for transfer will be determined by a random drawing held in public at a regularly scheduled board meeting of the DOC after granting priority enrollment in the following order:

1. Siblings of children already in attendance in the DOC
2. Students eligible for free or reduced-price meals, and students who are in foster care or are experiencing homelessness
3. Children of military personnel

An application requesting transfer must be submitted to the DOC by January 1 of the school year preceding the school year for which the student is requesting the transfer – a modified application process is available for children of relocated military personnel. Once the transfer is approved, a student attending a DOC complies with residency requirements for school attendance. The transfer is applicable for one school year and is renewed automatically unless the governing board of the DOC elects to withdraw participation from the Program.

Districts electing to participate in the Program are required to register with the California Department of Education; a list of participating districts for the current school year can be found at https://www.cde.ca.gov/sp/eo/dc/. The PUHSD is not a DOC. For additional information regarding the application process, timelines, selection process, and reasons for denial of a request, please visit the website of the participating district.

Individualized Instruction for Students with Temporary Disabilities

EC 48206.3-48208, 48240; (BP 6183)
Temporary disability means a physical, mental, or emotional disability incurred while a student is enrolled and after which the student can reasonably be expected to return without special intervention. Temporary disability is not a disability for which a student is identified as an individual with exceptional needs.

A student with a temporary disability which makes attendance in the regular day classes or the alternative educational program in which the student is enrolled impossible or inadvisable may receive individualized instruction provided in the student's home for one hour a day. It is the responsibility of the parent to notify the school that the student has a temporary disability. Once notified, the school will determine within five working days whether the student should receive individual instruction. If determined that individual instruction is appropriate, the instruction will begin within five working days from the date the determination was made.

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

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

Please contact the student's counselor for further information.

Independent Study

EC 51745-51749.6; (BP 6158)
Independent study is an alternative to classroom instruction consistent with the District's course of study and is not an alternative curriculum. It is available to all eligible students, and is designed to respond to the student's unique educational needs, interests, aptitudes, and abilities within the confines

of law and board policy. Students who participate in independent study have the same course requirements as students in regular classes.

Student participation in independent study must be voluntary; the District may not require or otherwise obligate the student's participation in the program. If a student has an IEP or 504 Plan, enrollment in independent study is a placement decision and is only allowed if the student's IEP or 504 Plan specifically provides for that participation; an IEP or 504 meeting is required prior to any change of placement.

Parents who are interested in the independent study program should contact your school counselor.

School Attendance

Avoiding Absences, Written Verifications

Perris Union High School District urges parents to make sure their children attend school regularly and to schedule medical and other appointments after school or during school holidays. The District also asks that travel or other absences be avoided during the time school is in session. The higher the District's daily attendance rate, the more a student will learn and the greater the amount of funding that the District will receive from the state for classroom instruction and academic programs. The PUHSD school calendar, which indicates all the minimum days and student-free staff development days, is designed to minimize problems for families which plan vacations around traditional holiday periods, and thereby minimize student absences.

Following an absence, a student is required to bring a written note from home when returning to school to verify the absence. Absences are excused only if they meet the criteria provided under EC 46010.1, 46014, 46015, and 48205. Absences that are not excused will be marked unexcused in the student's records.

Excused Absences

EC 46014, 48205; (BP 5113)
Each person between the ages of 6 and 18 is subject to compulsory full-time education, unless exempted by law. In order for an absence to be excused, the reason(s) for such absence must meet the criteria specified under EC 48205 *(see full text below)*. It is the responsibility of the parent to notify the school office of any absences or tardies in written or verbal form within the timeframe prescribed by the school. Written notes should include the student's name, date(s) of absence, reason for absence, and parent's signature and daytime contact number.

EC 48205. (a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
(1) Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
(2) Due to quarantine under the direction of a county or city health officer.
(3) For purposes of having medical, dental, optometrical, or chiropractic services rendered.
(4) For purposes of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.
(5) For purposes of jury duty in the manner provided for by law.
(6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child, for which the school shall not require a note from a doctor.
(7) For justifiable personal reasons, including, but not limited to, an attendance or appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board of the school district.
(8) For purposes of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
(9) For purposes of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
(10) For purposes of attending the pupil's naturalization ceremony to become a United States citizen.
(11) For purposes of participating in a cultural ceremony or event.

(12) (A) For purposes of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.
(B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one schoolday-long absence per school year.
(ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.
(13) (A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident.
(i) To access services from a victim services organization or agency.
(ii) To access grief support services.
(iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.
(B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.
(14) Due to the pupil's participation in military entrance processing.
(15) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.
(b) A pupil absent from school pursuant to this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit for those assignments and tests. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
(c) For purposes of this section, attendance at religious retreats shall not exceed one school day per semester.
(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
(e) For purposes of this section, the following definitions apply:
(1) A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
(2) "Cultural" means relating to the habits, practices, beliefs, and traditions of a certain group of people.
(3) "Immediate family," as used in this section, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
(4) "Victim services organization or agency" has the same meaning as defined in paragraph (7) of subdivision (j) of Section 12945.8 of the Government Code.

Additionally, a student, with written parent consent, may be excused from school to participate in religious exercises or to receive moral and religious instruction at their place of worship or other suitable place away from school property designated by the religious group, church, or denomination. The student must attend school at least the minimum school day and cannot be excused from school for such purpose on more than four days per school month.

Confidential Medical Services

EC 46010.1; (BP 5113)
Students in grades 7-12 may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent. When excusing students for confidential medical services or verifying such appointments, staff will not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment. In accordance with a November 2004 opinion issued by the California Attorney General, staff may not notify a parent when a student leaves school to obtain confidential medical services.

Tardiness

Students should be encouraged to be prompt as part of developing good habits. They are expected to be at school on time. If a student is late, the student should bring a written verification from home to the school office. Repeated tardiness in excess of 30 minutes may lead to the student being designated as a truant.

Truancy

EC 48260-48273; (BP 5113.1)
A student is classified as a *truant* after three absences or three tardies of more than 30 minutes each time or any combination thereof and the absences or tardies are unexcused. After a student has been reported as a truant three or more times in a school year and the District has made a conscientious effort to meet with the family, the student is considered an *habitual truant*. A student who is absent from school without a valid excuse for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a *chronic truant*. Unexcused absences are all absences that do not fall within EC 48205, 46010.1, 46014, and 46015, as described previously.

Chronic Absenteeism

EC 60901; (BP 5113.1)
A student is considered a chronic absentee when they are absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused (including suspensions from school) – and is an important measure because excessive absences negatively impact academic achievement and student engagement.

Arrest of Truants/School Attendance Review Board

EC 48263, 48264; WIC 601, 601.3; (BP 5113.12)
The school attendance supervisor, administrator or designee, a peace officer, or probation officer may arrest or assume temporary custody during school hours, of any minor who is found away from their home and who is absent from school without valid excuse within the county, city, or school district. A student who is a habitual truant may be referred to a School Attendance and Review Board (SARB).

A juvenile court may adjudge a minor to be a ward of the court if the district attorney or the probation officer determines any of the following:

- That available community resources cannot resolve the minor's truancy problem.
- If the minor or the minor's parent, or both, have failed to respond to the available public or private services provided.
- If the minor or the minor's parent, or both, have failed to respond to the directives of the school, SARB, probation officer, or district attorney.

Curriculum & Instruction

Course Prospectus

EC 49063(k), 49091.14
Each school must annually compile a prospectus of the curriculum to include titles, descriptions and instructional goals for every course offered by the school. Please contact our Educational Services Department at 951-943-6369 Ext. 81104 for a free copy we can also email them to you if requested of the prospectus.

Statewide Testing

5 CCR 852; EC 60615; (BP 6162.51)
California students take several mandated statewide tests. These tests provide parents, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes. A parent may annually submit to the District a written request to excuse their student from certain tests. Please refer to Appendix B in this document for more information regarding each statewide test that will be administered to applicable students.

To learn more about your child's scores from the statewide tests, visit the webpage called *Starting Smarter,* available at https://ca.startingsmarter.org/. This site includes:

- Resources to help understand results on the student score reports
- Access to sample test questions and practice tests
- No-cost resources to support learning
- A guide for parent-teacher conferences

Helpful links:

- California Assessment of Student Performance and Progress (online practice and training tests portal) – http://www.caaspp.org/practice-and-training/index.html
- California Department of Education, CAASPP Information – https://www.cde.ca.gov/ta/tg/ca/

California Healthy Youth Act

EC 51934, 51937-51939; (BP 6142.1)
The California Healthy Youth Act requires schools to offer integrated, comprehensive, accurate, and unbiased sexual health and human immunodeficiency virus (HIV) prevention education at least once in middle school and once in high school. It is intended to ensure that students in grades 7-12 are provided with the knowledge and skills necessary to protect

them from risks presented by HIV and other sexually transmitted infections, pregnancy, sexual harassment, sexual assault, sexual abuse, and human trafficking and to have healthy, positive, and safe relationships and behaviors. It also promotes students' understanding of sexuality as a normal part of human development and their development of healthy attitudes and behaviors concerning adolescent growth and development, menstrual health, body image, gender, gender identity, gender expression, sexual orientation, relationships, marriage, and family.

Parents have the right to:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
2. Request in writing that their child not receive comprehensive sexual health or HIV prevention education, or participate in research on student health behaviors and risks. When a parent does not permit their child to receive such education, the child may not be subject to disciplinary action, academic penalty or other sanction.
3. Request a copy of EC 51930-51939, the California Healthy Youth Act.
4. Be informed whether the comprehensive sexual health or HIV prevention education will be taught by District personnel or outside consultants. When the District chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of:
   a. The date of the instruction
   b. The name of the organization or affiliation of each guest speaker
   c. The right to receive a copy of EC 51933, 51934, and 51938

   If arrangements for this instruction are made after the beginning of the school year, notice will be provided by mail or another commonly used method of notification, no fewer than 14 days before the instruction is delivered.

Controversial Issues

(BP 6144)

The Governing Board recognizes that the District's educational program may sometimes include instruction related to controversial issues that may arouse strong reactions based on personal values and beliefs, political philosophy, culture, religion, or other influences. Instruction concerning such topics shall be relevant to the adopted course of study and curricular goals and should be designed to develop students' critical thinking skills, ability to discriminate between fact and opinion, respect for others, and understanding and tolerance of diverse points of view.

The Board expects administrators and teachers to exercise professional judgment when deciding whether or not a particular issue is suitable for study or discussion. They shall consult with the Superintendent or designee as necessary to determine the appropriateness of the subject matter, guest speakers, and/or related instructional materials or resources.

When providing instruction related to a controversial issue, the following guidelines shall apply:

1. The topic shall be suitable to the age and maturity of the students.
2. Instruction shall be presented in a balanced manner, addressing all sides of the issue without bias or prejudice and without promoting any particular point of view.
3. In the classroom, teachers act on behalf of the district and are expected to follow the adopted curriculum. In leading or guiding class discussions about issues that may be controversial, a teacher may not advocate their own personal opinion or viewpoint. When necessary, the Superintendent or designee may instruct teachers to refrain from sharing personal views in the classroom on controversial topics.
4. Students shall be assured of their right to form and express an opinion without jeopardizing their grades or being subject to discrimination, retaliation, or discipline, provided the viewpoint does not constitute harassment, threats, intimidation, or bullying or is otherwise unlawful.
5. Students shall be informed of conduct expected during such instruction and the importance of being courteous and respectful of the opinions of others.
6. Adequate factual information shall be provided to help students objectively analyze and evaluate the issue and draw their own conclusions.
7. The instruction shall not reflect adversely upon persons because of their race, ethnicity, national origin, sex, sexual orientation, gender identity or expression, disability, religion, or any other basis prohibited by law.
8. The subject matter of the instruction shall not otherwise be prohibited by state or federal law.

When a guest speaker is invited to make a presentation related to a controversial issue, the Superintendent or designee shall notify the guest speaker of this policy and the expectations and goals

regarding the instruction. If the guest speaker is presenting only one point of view on an issue, the teacher shall be responsible for ensuring that students also receive information on opposing viewpoints.

When required by law, such as in regards to comprehensive sexual health and HIV prevention education, parents shall be notified prior to instruction that they may request in writing that their child be excused from the instruction.

Students whose parents decline such instruction may be offered an alternative activity of similar educational value.

A student or parent with concerns regarding instruction about controversial issues may communicate directly with the teacher or principal and/or use appropriate district complaint procedures.

Comprehensive Health Education

EC 51240; (AR 6142.8)
The District's health education program is part of a coordinated school health system which supports the well-being of students and is linked to District and community services and resources. Instruction at the appropriate grade levels include the following content areas: alcohol, tobacco, and other drugs; human growth, development, and sexual health; injury prevention and safety; nutrition and physical activity; and personal and community health.

Upon written request from a parent, a student will be excused from any part of health instruction that conflicts with their religious training and beliefs, including personal personal and moral convictions of the student's parent. Students excused from such instruction will be given an alternative educational activity.

Harm or Destruction of Animals

EC 32255 et seq.; (BP 5145.8)
Any student with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform their teacher of the objection. Objections must be substantiated by a note from the student's parent.

A student who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the teacher believes that an adequate alternative education project is possible. The teacher may work with the student to develop and agree upon an alternative education project so that the student may obtain the knowledge, information, or experience required by the course of study in question. A student who chooses an alternative educational project must still pass all examinations from the course in order to receive credit; however, if the tests require the harmful or destructive use of animals, the student may, similarly, ask for alternative tests.

Language Acquisition Programs

5 CCR 11310; EC 306, 310; (BP 6174)
Language acquisition programs are educational programs designed to ensure English acquisition as rapidly and as effectively as possible, and that provide instruction to students on the state-adopted academic content standards, including the English language development (ELD) standards. For information on the types of language acquisition programs available for PUHSD students and how to request for the establishment of a program, refer to Appendix E in this document for more information.

Apprenticeship & Preapprenticeship Programs

EC 48980, 48980.5
Apprenticeships have the opportunity to offer students the chance for a steady and stable job in a number of growing fields. Many of these experiences lead to well-paying careers. Apprenticeship is a system of training in a trade or profession that combines both classroom study and on-the-job training. Registered preapprenticeship programs prepare individuals to enter and succeed in registered apprenticeship programs; they expand the participant's career pathway opportunities with industry-based training coupled with classroom instruction.

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

Notification of a Student's English Proficiency

5 CCR 11511.5; 20 USC 6312; EC 313.2, 440, 52164.1; (BP 6174)
The parent of a student participating in, or identified for participation in, a language instruction program supported by federal Title I or Title III funds will receive notification of the assessment of their child's English proficiency. Such notice will be provided not later within 30 calendar days after the beginning of the school year or, if the student is identified for

program participation during the school year, within two weeks of the student's placement in the program. The notice will include the following information:

1. The reason for the identification of the student as an English learner and the need for placement in a language acquisition program.
2. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement.
3. A description of the language acquisition program in which the student is, or will be, participating, including a description of all of the following:
   a. The methods of instruction used in the program and in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction
   b. The manner in which the program will meet the educational strengths and needs of the student
   c. The manner in which the program will help the student develop English proficiency and meet age-appropriate academic standards for grade promotion and graduation
   d. The specific exit requirements for the program, the expected rate of transition from the program into classes not tailored for English learners, and the expected rate of graduation from secondary school if applicable
   e. When the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP
4. As applicable, the identification of a student as a long-term English learner or at risk of becoming a long-term English learner, as defined in EC 313.1, and the manner in which the program for English language development instruction will meet the educational strengths and needs of such students and help such students develop English proficiency and meet age-appropriate academic standards.
5. Information about the parent's right to have the student immediately removed from a program upon the parent's request.
6. Information regarding a parent's option to decline to enroll the student in the program or to choose another program or method of instruction, if available.
7. Information designed to assist a parent in selecting among available programs, if more than one program or method is offered.

High School Graduation Requirements

EC 48980(l), 51225.3; (BP 6146.1)

To obtain a high school diploma from the Perris Union High School District, students must complete at least the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Four courses in English
2. Three courses in mathematics
   At least one mathematics course must meet or exceed state academic content standards for Algebra I or Mathematics I. Completion of such coursework prior to grade 9 can satisfy the Algebra I or Mathematics I requirement but will not exempt a student from the requirement to complete two mathematics courses in grades 9-12. Students may be awarded up to one mathematics course credit for successful completion of an approved computer science course that is classified as a "category c" course based on the "a-g" course requirements for college admission.
3. Three courses in science, including biological and physical sciences
4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics
5. One course in visual or performing arts, or career technical education
6. One course of a world language (including American Sign Language)
7. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code
8. One course in ethnic studies (beginning with students graduating in the 2029-30 school year)
9. Completion of the Free Application for Federal Student Aid (FAFSA) or California Dream Act application (a parent may opt out their student of this requirement by filling out and submitting an opt-out form to the District)

The remaining credits required for graduation will come from available elective courses.

Transfer of Coursework and Credits; Exemptions

EC 49069.5, 51225.1, 51225.2, 51225.31

For the purpose of this notification, an "eligible student" is a foster youth, student experiencing homelessness, former juvenile court school student,

child of a military family, migrant student, or newcomer student.

Coursework & Credits. Eligible students transferring out of a school shall receive an official transcript which reflects full and partial credits and grades earned by the student, including:

1. A determination of the days of enrollment and/or seat time, if applicable, for all full and partial credits earned based on any measure of full or partial coursework being satisfactorily completed.
2. Separate listings for credits and grades earned at each school attended so it is clear where credits and grades were earned.
3. A complete record of the student's seat time, including both period attendance and days of enrollment.

If the new school has knowledge that the transcript from the transferring school may not include certain credits or grades, the new school shall contact the prior school within two business days to request that the full or partial credits be issued. The prior school shall then issue appropriate credits and provide all academic and other records to the new school within two business days of the request.

Schools shall accept and issue full credit for any coursework that an eligible student has satisfactorily completed while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school. Schools shall not require an eligible student to retake any course that the student has already satisfactorily completed or to retake the portion of a course that the student partially completed unless the school, in consultation with the student's education rights holder, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the eligible student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

An eligible student shall not be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California systems.

Exemption from Board-adopted Coursework. In order to graduate from high school, all students must complete the graduation course requirements that are specified in EC 51225.3 ("statewide course requirements"), as well as any other course requirements adopted by the Board ("Board-adopted coursework"). An eligible student, other than a newcomer student, who transfers into the District or between schools any time after completing the second year of high school, or a newcomer student who is in the third or fourth year of high school shall be exempted from any Board-adopted coursework that are in addition to statewide course requirements, unless it has been determined that the student is reasonably able to complete the additional requirements in time to graduate by the end of the fourth year of high school. If not exempted, the student shall be reevaluated for eligibility the following academic year based on the student's course completion status at that time.

Eligible students shall receive notification of the availability of the exemption and whether they qualify for it. If an eligible student was not properly notified of an exemption, declined the exemption, or was not previously exempted, the student or educational rights holder may request the exemption and the student shall be exempt. Any such student who at one time qualified for the exemption may request the exemption even if the student is no longer eligible.

An eligible student also has the right to remain for a fifth year to complete either the statewide course requirements or the District-adopted coursework.

Any complaint that the District has not complied with requirements, as specified in EC 51225.1 and 51225.2, may be filed in accordance with the District's Uniform Complaint Procedures.

Additionally, for a student with a disability, eligibility for an exemption from Board-adopted coursework requires that the student's IEP provides all of the following:

1. The student's IEP team has deemed the student eligible to take the state alternate assessment as described in EC 60640(k).
2. The student is required to complete state standards aligned coursework to meet the statewide course requirements specified in EC 51225.3.

California Proficiency Program

5 CCR 11523; EC 48412; (BP 6146.2)

The California Proficiency Program (CPP), which replaced the California High School Proficiency Exam, utilizes the State Board of Education approved HiSET® subtests for language arts and mathematics to measure proficiency. Eligible students may take the CPP with paper-pencil or on a computer at a testing center, or at home, online, with live

proctoring. (*Note:* Paper-pencil tests are only available at testing centers). Tests are offered in English and Spanish.

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

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

Students must meet both of the following criteria to be eligible to take a proficiency test:

1. The student must meet one of the following:
   a. 16 years of age or older; or
   b. Enrolled in grade 10 for one school year or longer; or
   c. Will complete one school year of enrollment in grade 10 at the end of the semester during which the next regular exam will be conducted.
2. The student must be currently subject to California's compulsory education laws, which may be evidenced by one of the following:
   a. Current enrollment in a California public high school; or
   b. Current enrollment in a private school (registered by filing a private school affidavit with CDE, which includes students who are homeschooled); or
   c. Current work permit issued by the Department of Industrial Relations Division to a student currently working in California, provided that the student is either receiving tutoring or enrolled in an independent study program to accommodate the student's work schedule.

For more information, visit the CDE website at https://www.cde.ca.gov/ta/tg/cp.asp.

College Admission Requirements

EC 48980(k), 51229; (BP 6178)

To qualify for admission into a University of California or California State University (UC/CSU) school, a student must, at minimum, complete specific high school courses (referred to as the "A-G" courses, as provided under the notification of "High School Graduation Requirements") with a grade of "C" or better and must possess a high school diploma or the equivalent. Some schools have higher standards or additional admission criteria, such as a minimum grade point average (GPA) and/or scores on the SAT or ACT tests. To search for colleges within each of the educational systems and to obtain specific college admission requirements and process, including additional resources, please refer to the following websites:

- California Community College – https://www.cccco.edu/
- California State University – https://www2.calstate.edu/
- University of California – https://www.universityofcalifornia.edu/
- High school courses that are UC/CSU-approved – https://hs-articulation.ucop.edu/agcourselist
- Federal student financial aid (FAFSA) – https://studentaid.gov/
- California Student Aid Commission, California Dream Act Application – https://dream.csac.ca.gov/

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

Students may also explore career options through career technical education (CTE). CTE is a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. To learn more about CTE, visit https://www.cde.ca.gov/ci/ct/.

Students will have the opportunity to meet with their assigned school counselor to get help with choosing courses that will meet college admission requirements and/or enroll in career technical education courses. Students may also directly contact their school counselor to schedule additional meetings.

Health & Wellness

Asbestos Management Plan

40 CFR 763.93; (BP 3514)
The Perris Union High School District maintains and annually updates its management plan for asbestos-containing material in school buildings. For a copy of the asbestos management plan, please contact the Director of Facilities Services at 951-943-6369 Ext. 80278.

Pesticide Products

EC 17612, 48980.3; (BP 3514.2)
Pesticide applications are posted at site entrances with the product and date of applications. Fields and school grounds that are to be treated in the normal rotation of maintenance work will have warning signs posted at least 24 hours prior to the application and will remain posted until 72 hours after the application. When advance posting is not possible due to an emergency condition requiring immediate use of a pesticide to protect the health and safety of students, staff, or other persons or the school site, the warning sign will be posted immediately upon application and will remain posted until 72 hours after the application. Warning signs will include the term "Warning/Pesticide Treated Area", the name of the product and manufacturer, the product's registration number, intended areas and dates of application, and reason for the pesticide application.

For a copy of the PUHSD's most current Pesticide Use List and the School Integrated Pest Management Plan, visit:
Integrated Pest Management - Perris Union High School District. Parents may also submit a request at their student's school to receive notification of individual pesticide applications. Notifications will be provided 72 hours before the application, except in emergencies, and will include the name and active ingredient(s) of the pesticide as well as the intended date of application. Information on pesticides and pesticide use reduction developed by the Department of Pesticide Regulation pursuant to California Food and Agricultural Code 13184, can do so by accessing the Department's website at www.cdpr.ca.gov.

Immunizations

17 CCR 6040; EC 48216, 49403; HSC 120325-120375, 120440; (BP 5141.31)
Students must be immunized against certain communicable diseases. Students are prohibited from attending school unless immunization requirements are met for age and grade. The District will cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The District may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student whose parents have consented in writing.

Parents of students in any school are not allowed to submit a personal beliefs exemption to a currently required vaccine. Medical exemptions can only be issued through the California Immunization Registry – Medical Exemption (CAIR-ME) website.

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

To review the immunization requirements, visit the California Department of Public Health website at https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/School/shotsforschool.aspx.

Information about personal beliefs or medical exemptions from immunizations is available in the health office at each school site. Free or low-cost immunizations for children are available at Perris Family Care Center. For more information, please call 951-955-0840.

HPV Immunization

EC 48980.4; (BP 5141.31)
Students are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices of the federal Centers for Disease Control and Prevention, the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the 8th grade of any private or public school. HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Physical Examination

EC 49451; (BP 5141.3)
A parent may file annually with the school principal a written statement, signed by the parent, withholding consent to a physical examination of the student. However, whenever there is good reason to believe that the student is suffering from a recognized contagious or infectious disease, the student will be sent home and will not be permitted to return until school authorities are satisfied that the contagious or infectious disease no longer exists.

Medication Regimen

EC 49423, 49423.1, 49480; (BP 5141.21)
The parent of any student taking medication on a regular basis must inform the school nurse or the health office of the medication being taken, the current dosage, and the name of the supervising physician/surgeon. With the consent of the parent, the school nurse may communicate with the student's health care provider and may counsel with school personnel regarding the possible effects of the medication on the student.

Any student who is required to take, during the regular school day, medication prescribed by a physician/surgeon, may be assisted by the school nurse or other designated school personnel or may carry and self-administer auto-injectable epinephrine or inhaled asthma medication if the District receives both a written statement of instructions from the physician detailing the name of the medication, method, amount and time schedules by which such mediation is to be taken and a written statement from the parent either requesting the school assist the student with prescribed medication as set forth in the physician statement or confirming that the student is able to self-administer auto-injectable epinephrine or inhaled asthma medication. A student may be subject to disciplinary action if the student uses auto-injectable epinephrine or inhaled asthma medication in a manner other than as prescribed.

All written requests must be provided on an annual basis or when the medication, dosage, frequency of administration, or reason for administration changes. For requests regarding inhaled asthma medication, the District will also accept the written statement from a physician/surgeon who is contracted with a prepaid health plan operating lawfully under the laws of Mexico that is licensed as a health care service plan in California as long as the statement is provided in both English and Spanish, and includes the name and contact information of the physician/surgeon.

Emergency Treatment of Anaphylaxis

EC 49414; (BP 5141.21)
Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours to students who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives. The District provides epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any student who may be experiencing anaphylaxis, regardless of known history.

Access to Mental Health Services

EC 49428
The District is committed to promoting the well-being of its students by ensuring that, at least twice a year, students and parents are provided with information on how to initiate access to available student mental health services at school and/or in the community. In order to initiate access to available student mental health services, please contact the following mental health service to find a provider: visit the Care Solace website or call 888-515-0595. Information is also available through Community Service Announcements via PeachJar and Parent Link.

Medical or Hospital Service

EC 49472; (BP 5143)
Although the Governing Board may, under certain conditions, provide medical and/or hospital services for injuries occurring on District premises during school-sponsored activities or when being transported to and from school-sponsored activities, such services are insured at the parent's expense. No student will be compelled to accept medical and/or hospital services without their consent, or if the student is a minor, without the consent of a parent.

Health Insurance Coverage for Athletes

EC 32221.5, 49471; (BP 5143)

Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses. Some students may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health insurance programs. Information about these programs may be obtained by calling Healthy Families at 800-880-5305 or MediCal at 800-880-5305.

Concussion and Head Injuries

EC 49475; (BP 6145.2)
A concussion is a kind of brain injury. It can be caused by a bump or hit to the head, or by a blow to another part of the body with the force that shakes the head. Concussions can appear in any sport, and can look differently in each person. Most concussions occur without being knocked out. Signs and symptoms of concussion may show up right after the injury or can take hours to appear. Although most concussions get better with rest and over 90% of athletes fully recover, all concussions should be considered serious. If not recognized and managed the right way, they may result in problems including brain damage and even death.

If an athlete reports any symptoms of concussion or if symptoms and signs appear, the athlete should seek medical evaluation from the team's athletic trainer and a physician trained in the evaluation and management of concussion. If the athlete is vomiting, has a severe headache, or is having difficulty staying awake or answering simple questions, call 911 for immediate transport to the emergency department of the local hospital. Return to play (*i.e.,* full competition) after concussion should occur only with medical clearance from a physician trained in the evaluation and management of concussions, and a stepwise progression program monitored by an athletic trainer, coach, or other identified school administrator.

On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Sudden Cardiac Arrest

EC 33479 et seq.; (BP 6145.2)
Sudden cardiac arrest (SCA) is a life-threatening emergency that occurs when the heart suddenly stops beating. It strikes people of all ages who may seem to be healthy, even children and teens. When SCA happens, the person collapses and doesn't respond or breathe normally. They may gasp or shake as if having a seizure, but their heart has stopped. SCA leads to death in minutes if the person does not get help right away. Survival depends on people nearby calling 911, starting CPR, and using an automated external defibrillator (AED) as soon as possible.

SCA occurs because of a malfunction in the heart's electrical system or structure. The malfunction is caused by an abnormality the person is born with, and may have inherited, or a condition that develops as young hearts grow. A virus in the heart or a hard blow to the chest can also cause a malfunction that can lead to SCA. While a student athlete may display no warning signs of a heart condition, studies do show that symptoms are typically present but go unrecognized, unreported, missed, or misdiagnosed. As such, an athlete who faints or exhibits other cardio-related symptoms is required to be re-cleared to play by a licensed medical practitioner.

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

Prescription Opioids

EC 49476; (AR 6145.2)
An opioid is a controlled substance that can be prescribed by a health care provider to relieve moderate-to-severe pain, after a surgery or injury, or for certain health conditions. Opioids include prescription drugs such as hydrocodone, oxycodone, morphine, and codeine. Although these medications can be an important part of treatment, they carry serious risks of addiction and overdose, especially with prolonged use. On a yearly basis, an acknowledgement of receipt of the Factsheet must be signed and returned by the athlete and the athlete's parent before the athlete initiates practice or competition. This requirement does not apply to athletic activity conducted during the regular school day or as part of a physical education course.

Type 1 Diabetes

EC 49452.6; (BP 5141.3)
Type 1 diabetes in children is an autoimmune disease that attacks the insulin-producing cells in the pancreas, destroying the body's ability to make insulin. If left untreated, type 1 diabetes can dramatically impact everyday life, and can even result in death. As the number of people diagnosed with type 1 diabetes continues to increase, it is critical that parents/guardians learn of its symptoms to help their children obtain early diagnosis and treatment when necessary. Please refer to Appendix C in this document for more information about type 1 diabetes.

Type 2 Diabetes

EC 49452.7; (BP 5141.3)
Because type 2 diabetes in children is a preventable and treatable disease, parents are encouraged to have their child screened by an authorized health care practitioner for risk factors of the disease, including excess weight, and to request tests of their child's blood glucose to determine if they have type 2 diabetes or pre-diabetes. Please refer to Appendix D in this document for more information about type 2 diabetes.

Wellness Policy

EC 49432; (BP 5030)
The wellness policy is a requirement established by the Child Nutrition and Women, Infants and Children (WIC) Reauthorization Act of 2004, and was further strengthened by the Healthy, Hunger-Free Kids Act of 2010. It is mandated that any school district participating in the National School Lunch Program and/or School Breakfast Program is to adopt a wellness policy that promotes the health of students and addresses the growing problem of childhood obesity. As a result, the District has adopted a Wellness Policy that includes goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the District determines is appropriate. Parents and staff are to follow the wellness policy and are encouraged to set an example of healthy eating habits to our students.

School Meal Program

EC 49510 et seq., 49557, 49564; (BP 3553)
Students that have access to better nutrition tend to perform better academically, have better health, and maintain better school attendance. The Perris Union High School District provides at least one nutritionally adequate meal each school day, free of charge or at a reduced price, for students whose families meet federal eligibility criteria. Visit http://terrabites.cafe/ on the District's website to access the meal application and to obtain other information under Nutrition Services. Applications for free and reduced-price meals may be submitted at any time during a school day.

Community Eligibility Provision (CEP), is a universal meal program that is part of the National School Lunch and National School Breakfast Program. CEP allows qualifying schools to offer free breakfast and free lunch at no cost to all students. Schools participating in CEP within Perris Union High School District include Pinacate Middle School, The California Military Institute, Perris Lake High School and Perris High School. Families that have students attending CEP school sites are not required to complete meal applications. However, a simple form for funding purposes is required to be completed annually by parents that have students attending CEP schools. For parents that have students attending any other school within the District, a meal application must be submitted to determine meal eligibility for Free or Reduced-Price Meals.

Complaint of Discrimination in USDA Programs

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

Persons with disabilities who require alternative means of communication for program information (*e.g.,* Braille, large print, audiotape, American Sign Language, etc.), should contact the state or local agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at How to File a Program Discrimination Complaint, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

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

(2) Fax: 202-690-7442; or

(3) Email: program.intake@usda.gov

This institution is an equal opportunity provider.

Student Records

Student Records

5 CCR 432, 437; EC 49063, 49076.7; (BP 5125)
A cumulative record must be maintained on the history of a student's development and educational progress. Student records are any items of information, whether recorded by handwriting, print, tapes, film, microfilm or other means, gathered within or outside the Perris Union High School District that are directly related to an identifiable student and maintained for the purpose of second-party review. Active records are maintained at the student's school; inactive records are maintained under the supervision of the custodian of records.

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

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

On an annual basis, records that are not designated as mandatory permanent records are reviewed to determine if any records that still need to be retained and those that are appropriate for destruction.

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

Access to Student Records

34 CFR 99.7, 99.34; EC 49063, 49064, 49069.7; (BP 5125)
Access means personal inspection and review, request and receipt, and oral description or communication of any record. A log is maintained in each student's record that lists all persons, agencies, or organizations that have requested or received information from the records and the legitimate educational interest of the requester. The log is only accessible to the parent, a student who is age 16 years or older or who has completed the 10th grade, the custodian of records, and certain state and federal officials.

School officials and employees with legitimate educational interests may access student records without parental consent as long as access to such

records is required to fulfill their duties and responsibilities, whether routine in nature or as a result of special circumstances (*e.g.,* working with the student, compiling and analyzing student data, connecting a student to education programs or services). School officials and employees also include contractors, consultants, volunteers, or other parties to whom the District has outsourced its functions and who perform services for which the District would otherwise use employees. Upon request from officials of another school, school system, or postsecondary institution in which a student seeks or intends to enroll or is already enrolled, the District is authorized to disclose educational records without parental consent as long as the disclosure is for purposes related to the student's enrollment or transfer.

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

Parents have the right to:

1. Inspect and review the student's educational record maintained by the school
2. Request that a school correct records which they believe to be inaccurate, misleading, or otherwise in violation of the student's privacy rights *(see notification on "Challenging Content of Student Records")*
3. Consent to disclosures of personally identifiable information contained in the student's records, except to the extent that State and Federal laws authorize disclosure without consent, and request a copy of the records that were disclosed
4. File a complaint with the United States Department of Education concerning an alleged failure by the District to comply with the provisions of the United States Family Educational Rights and Privacy Act (FERPA) by writing to: Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-8520

When a student turns 18 years of age, all rights regarding student records are transferred from the parent to the student. If the adult student is still claimed by the parent as a dependent for tax purposes, the parent may still access the student's records. Although noncustodial parents are not afforded the rights described above, they have the right to access their student's education records unless that right of access has been limited through a court order.

A request by a parent to access or disclose their student's educational records must be submitted in a written form to the Student Services Center at 1151 N. A Street, Perris, CA 92570. Requests for access will be fulfilled within five (5) business days from the day of receipt of the request. All written requests must indicate the specific records or information to be accessed or disclosed. If requested, qualified certificated personnel may be made available to the parent to interpret records. For requests to disclose records, the written form must also specify the person or agency to whom the records are to be released and the reason(s) for such disclosure. Copies of student records are provided to parents at no cost.

Medical Records Sharing

HSC 120440; (BP 5141.31)

Medical information may be shared with local health departments and the State Department of Health Services. Such information will be treated as confidential and will only be used to share with each other, and, upon request, with health care providers, schools, childcare facilities, family childcare homes, service providers for the California Special Supplemental Food Program for Women, Infants, and Children, county human services agencies, foster care agencies, and health care plans. The providers, agencies, and institutions will, in turn, treat the shared information as confidential, and will use it only as specified.

The student or parent has the right to examine any immunization-related information shared in this manner and to correct any errors in it. The student or the parent may refuse to allow this information to be shared, or to receive immunization reminder notifications at any time, or both. After refusal, a physician may maintain access to this information for the purposes of patient care or protecting the public health, and the local health department and the State Department of Health Services may maintain access to this information for the purpose of protecting the public health.

Juvenile Court Records

WIC 827, 831

Juvenile court records should be confidential regardless of the juvenile's immigration status. Only if a court order is provided, will any student information be disseminated, attached or provided to federal officials. The court order must indicate prior approval of the presiding judge of the juvenile court. Otherwise, juvenile information is protected from distribution and remains private without a court order.

Whenever a student has been found by a court to have committed any felony or misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense, assault or battery, larceny, vandalism, or graffiti, the court will provide a written notice to the superintendent of the school district of attendance. The superintendent will then provide the information to the principal at the school of attendance, who will disseminate the information to any administrator, teacher, or counselor directly supervising or reporting on the behavior or progress of the student, allowing them to work with the student in an appropriate manner. Any information received by a teacher, counselor, or administrator will be received in confidence for the limited purpose of rehabilitating the student and protecting students and staff; the information will not be further disseminated except when communication with the student, the student's parents, law enforcement personnel, and the student's probation officer is necessary to support the student's rehabilitation or to protect students and staff.

Directory Information

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

"Directory information" means information contained in a student record that would not generally be considered harmful or an invasion of privacy if disclosed. Such student information includes the student's name, address, telephone number, email address, date of birth, major field of study, participation record in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards received, and most recent previous school attended. Directory information may include a student identification number, user identification, or other personal identifier used by the student for purposes of accessing or communicating in electronic systems as long as the identifier cannot be used to gain access to education records except when used in conjunction with a personal identification number, password, or other factor known or possessed only by the authorized user.

The primary purpose of directory information is to allow the school and the District to include this type of information from the student's education records in certain school and/or District publications (*e.g.,* a playbill showing the student's role in a drama production, honor roll or other recognition lists, annual yearbook, graduation programs, sports activity sheets showing weight and height of team members). Additionally, the District has determined that the following individuals, officials, or organizations may receive directory information: any school or District parent organization; postsecondary institutions; military service recruiters, elected officials; Department of Public Health; and companies that publish yearbooks.

No information may be released to private profit-making entities other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. No directory information of a student identified as a homeless child or youth will be released unless the parent has provided written consent that directory information may be released. For all other students, directory information will not be released if their parent notifies the school principal in writing that such information should not be disclosed without their prior consent.

Additionally, the District will not include the directory information or the personal information of a student or the parent of a student in the minutes of a meeting of the Board of Education, except as required by judicial order or federal law, if the parent has provided a written request to the secretary or clerk of the Board to exclude their personal information or the name of their minor child from the minutes of a Board meeting.

Access by Military Recruiters

20 USC 7908; (BP 5125.1)

Federal law requires school districts to provide military recruiters the same access to secondary school students as is provided to post-secondary educational institutions or to prospective employers. Parents may request that the District not release their student's name, address and telephone number without prior written consent. During the enrollment or registration/data confirmation process, all parents of students enrolled will be able to select whether they allow the District to release their student's information to military recruiters.

Cal Grant Program

EC 69432.9; (BP 5125)

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

Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students apply for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted by the October 1 deadline to the California Student Aid Commission (CSAC) electronically by either the school or the District. Upon implementation of transcript-informed accounts for students in grades 9-12 on the CaliforniaColleges.edu platform, any GPA data required for eligibility for financial aid programs will be submitted through the California College Guidance Initiative.

A student, or the parent of a student under 18 years of age, may complete a form to indicate that they do not wish for the school to electronically send CSAC the student's GPA. Until a student turns 18 years of age, only the parent may opt out the student. Once a student turns 18 years of age, only the student may opt themselves out, and can opt in if the parent had previously decided to opt out the student. Notification regarding CASC and the opportunity to opt out of being automatically deemed a Cal Grant applicant will be provided to all students and their parents by January 1 of the students' 11th grade year.

To opt out of the Cal Grant Program, complete and submit the form obtained from the Student Services Department. If the opt out form is not received by March 1 of the student's 11th grade year, the student's GPA will be submitted to CSAC beginning September of the student's 12th grade year.

California College Guidance Initiative

EC 60900.5
The California College Guidance Initiative (CCGI) works to smooth the path to college for California students and unify the efforts of the institutions that serve them. Combining data-driven tools and infrastructure with capacity building and student-focused curricula, CCGI helps close the gaps between systems and ensure that all California students, especially those who have been underrepresented in higher education, can move seamlessly from K-12 to college and career. CCGI manages CaliforniaColleges.edu, which is the state's official college and career planning platform and is free to all California students in grades 6-12 and their families.

To facilitate this, data for all students enrolled in grades 6-12 public schools will:

1. Be shared with the CCGI.
2. Be used to provide students and families with direct access to online tools and resources.
3. Enable a student to transmit information shared with the CCGI to both of the following:
    - Postsecondary educational institutions for purposes of admissions and academic placement.
    - The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Protection of Pupil Rights Amendment

20 USC 1232h; EC 51513; (BP 5022)
The Protection of Pupil Rights Amendment (PPRA) affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

1. Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–
    a. Political affiliations or beliefs of the student or student's parent;
    b. Mental or psychological problems of the student or student's family;
    c. Sex behavior or attitudes;
    d. Illegal, anti-social, self-incriminating, or demeaning behavior;
    e. Critical appraisals of others with whom respondents have close family relationships;
    f. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
    g. Religious practices, affiliations, or beliefs of the student or student's parent; or
    h. Income, other than as required by law to determine program eligibility.
2. Receive notice and an opportunity to opt a student out of—
    a. Any other protected information survey, regardless of funding;
    b. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and

c. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

3. Inspect, upon request and before administration or use—
   a. Protected information surveys of students and surveys created by a third party;
   b. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
   c. Instructional material used as part of the educational curriculum.

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

The Perris Union High School District, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District directly notifies parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt their child out of participation in the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

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

Parents who believe their rights have been violated may file a complaint by completing the PPRA Complaint Form and then either emailing the completed form to PPRA.Complaints@ed.gov or mailing it to: Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW Washington, DC 20202.

Challenging Content of Student Records

34 CFR 99.7, 99.20; EC 49063(g), 49066, 49070; (AR 5125.3)

The parent may submit to the Student Services Center at 1151 N. A Street, Perris, CA 92570 a written request to correct or remove from the student's records any information concerning the student. The request must allege that the record is any of the following: inaccurate, an unsubstantiated personal conclusion or inference, a conclusion or inference outside the observer's area of competence, not based on the personal observation of a named person with the time and place of the observation noted, misleading, or in violation of the privacy or other rights of the student. If the challenge involves a student's grade, the teacher who gave the grade will be given an opportunity to state, orally and/or in writing, the reasons for which the grade was given. To the extent practicable, the teacher will be included in all discussions related to any grade change. In the absence of clerical or mechanical error, fraud, bad faith, or incompetency, a student's grade as determined by the teacher is final.

If the parent's challenge is ultimately denied, the parent has the right to submit a written statement of objections. The statement becomes part of the student's record until the information objected to is corrected or removed.

School Safety & Student Discipline

Civility on School Grounds

CC 1708.9; EC 32210, 44811; PC 626.7; (BP 3515.2)

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

It is unlawful for any person, except a parent acting toward their minor child, to intentionally or to

attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public or private school grounds.

Custody Issues

Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent access to their child and/or school records. The only exception is when signed restraining orders or proper divorce papers, specifically stating visitation limitations, are on file in the school office. Any student release situation which leaves the student's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted and an officer requested to intervene. Parents are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent when a parent or any other person not listed on the emergency card attempts to pick up a child.

Child Abuse and Neglect Reporting

PC 11164 et seq.; (BP 5141.4)
Perris Union High School District is committed to protecting all students in its care. All employees of the District are considered mandated reporters, required by law to report cases of child abuse and neglect whenever there is reasonable suspicion abuse or neglect has occurred. District employees may not investigate to confirm a suspicion.

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

Parents of students also have a right to file a complaint against a school employee or other person that they suspect has engaged in abuse of a child at a school site.

Child abuse or neglect includes the following:
1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation
3. Neglect of a child
4. Willful harming or injuring of a child or the endangerment of the person or health of a child
5. Unlawful corporal punishment or injury

Child abuse does not include:
1. A mutual fight between minors
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of their employment
3. An injury caused by any force that is reasonable and necessary for a person employed by or engaged in a school:
   - To stop a disturbance threatening physical injury to people or damage to property
   - For purposes of self-defense
   - To obtain possession of weapons or other dangerous objects within control of a student
   - To exercise the degree of control reasonably necessary to maintain order, protect property, protect the health and safety of students, and maintain proper and appropriate conditions conducive to learning
4. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student
5. Homelessness or classification as an unaccompanied minor

Whenever a representative of a local law enforcement agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child will be given the choice of being interviewed in private or in the presence of any school employee or volunteer aide selected by the child. If a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the principal will not notify the parent, but rather will provide the peace officer with the address and telephone number of the child's parent. It is the responsibility of the peace officer or agent to notify the parent of the situation.

Visit the California Department of Education webpage at https://www.cde.ca.gov/ls/ss/ap/ for additional information.

Sex Offender Notification/Megan's Law

PC 290 et seq.; (BP 3515.5)
When law enforcement has determined that parents should be notified regarding the presence of a sex offender in the community, the Superintendent or District liaison will collaborate with law enforcement

in order to determine an appropriate response. Whenever the principal has granted permission to a person who is required to register as a sex offender pursuant to PC 290 to come upon school grounds to volunteer at the school, the parent of each student at that school, will be notified at least 14 days in advance that a registered sex offender has been granted such permission, the date(s) and times for which permission has been granted, and the parent's right to obtain information regarding the person from a designated law enforcement agency.

Information about registered sex offenders in California can be found on the California Department of Justice's website, http://meganslaw.ca.gov/. The website also provides information on how to protect yourself and your family, facts about sex offenders, frequently asked questions, and sex offender registration requirements in California.

Maintaining Appropriate Adult-Student Interactions

EC 44050; (BP 4119.24, 4219.24, 4319.24)

The Governing Board desires to provide a positive school environment that protects the safety and well-being of District students. The Board expects all adults with whom students may interact at school or in school-related activities, including employees, independent contractors, and volunteers, to maintain the highest professional and ethical standards in their interactions with students both within and outside the educational setting. Such adults must not engage in unlawful or inappropriate interactions with students and must avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety.

In fulfillment of the obligation to ensuring the safety of all students, an employee will not:

1. Initiate inappropriate physical contact.
2. Be alone with a student outside of the view of others.
3. Visit a student's home or invite a student to visit the employee's home without parent consent.
4. Maintain personal contact with a student that has no legitimate educational purpose, by phone, letter, electronic communications, or other means, without including the student's parent or the principal. Employees are to use available District-issued equipment or technological resources when communicating electronically with students. Employees must not communicate with students through any medium that is designed to eliminate records of the communications.
5. Create or participate in social networking sites for communication with students, other than those created by the District, without the prior written approval of the principal or designee.
6. Invite or accept requests from students, or former students who are minors, to connect on personal social networking sites (*e.g.,* "friending" or "following" on social media), unless the site is dedicated to school business.
7. Single out a particular student for personal attention and friendship, including giving gifts and/or nicknames to individual students.
8. Address a student in an overly familiar manner, such as by using a term of endearment.
9. Socialize or spend time with students outside of school-sponsored events, except as participants in community activities.
10. Send or accompany students on personal errands unrelated to any legitimate educational purpose.
11. Transport a student in a personal vehicle without prior authorization.
12. Encourage students to confide their personal or family problems and/or relationships.
13. Disclose personal, family, or other private matters to students or share personal secrets with students.
14. Enter into or attempt to form a romantic or sexual relationship with any student.
15. Engage in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature.
16. Intrude on a student's physical or emotional boundaries unless necessary in an emergency or to serve a legitimate purpose related to instruction, counseling, student health, or student or staff safety.
17. Engage in harassing or discriminatory behavior towards students, or fail or refuse to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed.
18. Use profane, obscene, or abusive language against students.
19. Physically abuse, sexually abuse, neglect, or otherwise willfully harm or injure a student.

An employee who observes or has knowledge of another employee's inappropriate conduct must immediately report such conduct to the Superintendent or designee or appropriate agency for investigation pursuant to the applicable complaint procedures. Other adults with knowledge of any violation to District policy are encouraged to report

the violation to the Superintendent or designee. The Superintendent or designee will protect anyone who reports a violation from retaliation. Immediate intervention will be implemented when necessary to protect student safety or the integrity of the investigation.

Employees who engage in any conduct in violation of District policy, including retaliation against a person who reports the violation or participates in the complaint process, is subject to discipline, up to and including dismissal. Any other adult who violates this policy may be barred from school grounds and activities in accordance with law. The Superintendent or designee may also notify law enforcement as appropriate.

Off-Campus Lunch

EC 44808.5; (BP 5112.5)
The Governing Board of the Perris Union High School District permits students enrolled at high schools within the District to leave the school grounds during the lunch period. Neither the District nor any officer or employee thereof will be liable for the conduct or safety of any student during such time as the student has left the school grounds.

Riding a Bike to School

VC 21212
No person under 18 years of age may operate a bicycle, non motorized scooter, skateboard or wear inline or roller skates, nor ride as a passenger on a bicycle, non motorized scooter, or skateboard upon a street, bikeway, or any other public bicycle path or trail unless that person is wearing a properly fitted and fastened bicycle helmet that meets specified standards.

Gun-Free School Zone

PC 626.9, 30310; (BP 5131.7)
California prohibits any person from possessing a firearm on, or within 1,000 feet from, the grounds of a public or private school. This does not apply to:

1. Law enforcement officers, any active or honorably retired peace officers, members of the military forces of California or the United States, or armored vehicle guards engaged in the performance of, or acting in the scope of, their duties.
2. Activities of a program involving shooting sports or activities, including, but not limited to, trap shooting, skeet shooting, sporting clays, and pistol shooting, that are sanctioned by a school, school district, college, university, or other governing body of the institution, that occur on the grounds of a public or private school or university or college campus.
3. Activities of a state-certified hunter education program pursuant to Section 3051 of the Fish and Game Code if all firearms are unloaded and participants do not possess live ammunition in a school building.

A violation of this law is punishable by imprisonment in a county jail for up to six months, a fine of up to $1,000, or both imprisonment and fine.

Safe Storage of Firearms

EC 48986, 49392
Seventy-four percent of children know where their parents' firearms are stored, and 60 percent report that they have handled them. Sadly, over 80 percent of teens who have died by suicide used a firearm that belonged to someone in their home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

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

With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others. (PC 25100-25125, 25200-25220)

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

With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a

location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm. (PC 25100(c))

In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years. A parent may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward. (PC 29805, CC 1714.3)

The easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Dangerous Objects

EC 48902, 49331, 49393; (BP 5131.7)
Often, students like to bring objects, such as a collector's item, to school to show their friends. Examples of these objects include, but are not limited to, laser pointers, mini baseball bats, martial arts weapons (*e.g.*, nunchucks, throwing stars), or any other sharp, pointy objects. Students should refrain from bringing objects that have the potential to inflict serious bodily injury to others.

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

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

Tobacco-free Campus

BPC 22950.5; EC 48901; HSC 104420, 104495, 104559; (BP 3513.3)
The use of tobacco and nicotine products is prohibited on school or District grounds, buildings, and vehicles, and within 250 feet of a youth sports event. Tobacco products include, but are not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, or an electronic device (*e.g.,* electronic cigarette, cigar, pipe, or hookah) that delivers nicotine or other vaporized liquids.

Electronic Nicotine Delivery Systems

BPC 22950.5; HSC 11014.5; (BP 5131.62)
Perris Union High School District prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all District property and in District vehicles at all times. ENDS are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin.

Students using, in possession of, or offering, arranging or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by HSC 11014.5.

Dangers of Synthetic Drugs

EC 48985.5; (BP 5131.6)
Fentanyl is a major contributor to drug overdoses in California, including among youth. Fentanyl is an extremely potent and dangerous synthetic opioid, like heroin and morphine, and is laboratory engineered to be about 50 times stronger than heroin and 100 times stronger than morphine. This means even small amounts can lead to a fatal overdose. Fentanyl is powerful and difficult to detect. People who make or sell drugs sometimes add small amounts of fentanyl – in ways that are not noticeable to the user – to other substances because of its extreme potency, making

the drugs cheaper, more powerful, more addictive, and more dangerous.

The U.S. Department of Justice Drug Enforcement Administration has directly connected social media drug sales to overdose deaths. Drug traffickers have turned smartphones into a one-stop shop to market, sell, buy, and deliver deadly, fake prescription pills and other dangerous drugs. These deadly drugs can be purchased and delivered to anyone's home just like any other good or service. Drug traffickers advertise on social media platforms like Facebook, Instagram, Snapchat, TikTok, Twitter and YouTube. These advertisements are in disappearing, 24-hour stories and in posts, which are promptly posted and removed. Posts and stories are often accompanied by known code words and emojis that are used to market and sell illicit and deadly drugs on social media. These code words and emojis are designed to evade detection by law enforcement and by the preset algorithms used by social media platforms. Social media drug trafficking impacts all age groups, but adolescents and young adults are particularly susceptible given their high rates of social media usage.

Fentanyl misuse may result in an intense, short-term high; temporary feelings of euphoria; slowed respiration and reduced blood pressure, nausea, fainting; seizures or death. Methamphetamine misuse may result in agitation; increased heart rate and blood pressure; increased respiration and body temperature; anxiety and paranoia. High doses can cause convulsions, cardiovascular collapse, stroke, or death. Overdose may result in stupor, changes in papillary size, cold and clammy skin, cyanosis, coma, and respiratory failure leading to death. The presence of a triad of symptoms such as coma, pinpoint pupils, and respiratory depression are strongly suggestive of opioid poisoning.

With a fentanyl-poisoned drug supply, avoiding drug use is the surest way to prevent an overdose. The only safe medications are ones that come from licensed and accredited medical professionals. For more information, review the Facts About Fentanyl on the California Department of Public Health website.

Electronic Listening or Recording Device

EC 51512; (BP 1250)
The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the student, willfully in violation is guilty of a misdemeanor. Any student in violation will be subject to appropriate disciplinary action.

Smartphones and Other Electronic Signaling Devices

EC 48901.5, 48901.7; (BP 5131, 5131.8)
Students may possess or use on school campus personal electronic signaling devices including, but not limited to, pagers, beepers, and cellular/digital telephones, as well as other mobile communications devices including, but not limited to, digital media players, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, and laptop computers, provided that such devices do not disrupt the educational program or school activity and are not used for illegal or unethical activities such as cheating on assignments or tests.

No student will be prohibited from possessing or using a smartphone or other electronic signaling device under the following circumstances:

- In case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator grants permission to the student, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines it is necessary for the student's health or well-being.
- When it is required in a student's individualized education program or Section 504 plan.

Neither Perris Union High School District nor the school site will be responsible for any personal items damaged, lost or stolen while on school grounds.

Acceptable Use of Technology

(BP 6163.4)
One of the adopted goals of Perris Union High School District is to assist in advancing the use of technology to enhance student learning. Access to District technology is a privilege, not a right, and students enrolled in District programs or activities must follow District guidelines and procedures regarding acceptable use of technology. All PUHSD students and their parents must sign the Acceptable Use of Technology Agreement prior to using District technological resources. The District will make a

diligent effort to filter the inappropriate or harmful matter accessible through the Internet, and students must also take responsibility not to initiate access to inappropriate or harmful matter while using District technology. Violation of this policy may result in disciplinary action and the loss of the privilege to use the technology and/or civil or criminal liability.

Grounds for Suspension and Expulsion

EC 48900 et seq., 48980(a); (BP 5144.1)
Suspension from school means removal of a student from ongoing instruction for adjustment purposes. Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. A student will not be suspended or expelled for any acts listed below unless that act is related to school activity or school attendance that occur at any time, including, but not limited to, any of the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.
4. During, or while going to or coming from, a school sponsored activity.

The following are grounds for which a student may be suspended or expelled:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon another person, except in self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
4. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as such controlled substance, alcoholic beverage, or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco, or products containing tobacco or nicotine products.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia.
12. Knowingly received stolen school property or private property.
13. 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.
14. Committed or attempted to commit a sexual assault or committed a sexual battery.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation into a student 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 student.
18. Engaged in an act of bullying. Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to themselves or their property; cause the student to experience a substantially detrimental effect on their physical or mental health; or cause the student to experience substantial interferences with their academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or

more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

19. Aided or abetted the infliction or attempted infliction of physical injury on another person.
20. Made terrorist threats against school officials and/or school property. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.
21. Committed sexual harassment. Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment.
22. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. Hate violence includes injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics.
23. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment.

No student may be recommended for expulsion for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties; however, only a teacher may suspend a student from class for such acts. All other school employees may refer a student who has committed these acts to a school administrator for appropriate and timely in-school interventions or supports.

Requirement of Parent School Attendance

EC 48900.1; (BP 5144.1)
Teachers may require the parent of a student who has been suspended by a teacher to attend a portion of that school day in their student's classroom. The attendance of the parent will be limited to the class from which the student was suspended. A written notice will be sent to the parent regarding implementation of this requirement. Per LC 230.7, employers are not allowed to apply sanctions against the parent for complying with this requirement if the parent has given reasonable notice to their employer.

Limitations on Imposing Suspension

EC 48900.5, 48911; (BP 5144.1)
Suspension, including supervised suspension, will be imposed only when other means of correction fail to bring about proper conduct. A student may not be suspended from school for more than five consecutive school days unless the suspension is extended pending expulsion proceedings. A suspension by the principal or designee will be preceded by an informal conference where the student is informed of the reason for the disciplinary action, including the other means of correction that were attempted, and the evidence against them, and is given the opportunity to present their version and evidence in their defense.

Assignments and Tests during Suspension

EC 48913, 48913.5; (BP 6154)
The teacher of any class from which a student is suspended may require the suspended student to complete any assignments and tests missed during the suspension. However, a teacher must provide a student that has been suspended from school for two or more days the homework that the student would otherwise have been assigned if the student or the student's parent or other person holding educational rights makes a request to the teacher. Whenever homework assignment that is requested and turned into the teacher either upon the student's return to school from suspension or by the deadline prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment cannot be included in the calculation of the student's overall grade in class.

Expulsion Recommendations and Decisions

EC 48915, 48918; (BP 5144.1)
A student who is found to have committed any of the following acts must immediately be suspended from school and recommended for expulsion:

1. Possessed, sold, or otherwise furnished a firearm.
2. Brandished a knife at another person.
3. Unlawfully sold a controlled substance.
4. Committed or attempted to commit a sexual assault or committed a sexual battery.
5. Possession of an explosive.

For all other acts, a decision to recommend a student for expulsion must be based upon a finding of either or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the student causes a continuing danger to the physical safety of the student or others.

Involvement of Law Enforcement

EC 48902; (BP 5144.1)
The principal or designee must notify the appropriate law enforcement authorities, within specified timelines, of any acts committed by students occurring on school grounds that involve:

1. Assault with a deadly weapon or instrument
2. Sexual battery or sexual assault
3. Controlled substances, alcoholic beverages, or intoxicants
4. Firearms or explosives
5. Any dirk, dagger, ice pick, knife having a blade longer than 2½ inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun (as defined in PC 244.5(a)), any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, CO2 pressure, or spring action, or any spot marker gun

Whenever the principal or designee reports a criminal act committed by a student with exceptional needs, the principal or designee will ensure that copies of the student's special education and disciplinary records are provided to law enforcement authorities for consideration.

Dress and Grooming

EC 32282, 35183, 35183.5; (BP 5132) Perris Union High School District believes that appropriate dress contributes to a productive learning environment. Student attire and accessories must permit the student to participate in learning without posing a risk to the health or safety of any student or school district personnel. The District is responsible for seeing that student attire does not disrupt school activity or contribute to a hostile or intimidating atmosphere for any student.

1. Students must wear clothing and footwear suitable for the school activity in which they are participating.
2. Basic Principle: Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that genitals, buttocks, and breasts (inclusive of nipples, areola, side and under breast) are fully covered with opaque fabric. Clothing, jewelry, and personal items shall be free of and may not display or represent images that are violent and/or depict drugs, drug paraphernalia, alcohol, or promote any unlawful act. Additionally, attire may not contain imagery, words or acronyms associated with hate speech, profanity, pornography, or any promotion and/or endorsement of violence, alcohol or drug use.

Students are allowed to wear sun-protective clothing. The dress code will be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes. However, no grade of a student participating in a physical education class will be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. The principal, staff, students and parents at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents participating in the development of the school safety plan will define "gang-related apparel" and limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus.

The District will ensure that dress code enforcement is equitable and does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, politics, cultural observance, household income, national origin,

immigration status, or body type/size. In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists.

Property Damage

EC 48900(u), 48904; (BP 3515.4, 6161.2)
Parents may be held financially liable if their student willfully cuts, defaces, or otherwise injures any property, real or personal, of the District or school employee, or willfully does not return District property loaned to the student upon demand of an authorized school employee. School property includes, but is not limited to, electronic files and databases. The school may further withhold the grades, diploma, and transcript of the student until restitution is paid.

Search of School Lockers

(BP 5145.12)
School lockers remain the property of the Perris Union High School District even when assigned to students. The lockers are subject to search whenever the District finds a need to do so. The use of the school locker for other than school-related purposes is prohibited.

School Safety Plan

EC 32280; (BP 0450)
Each school site at Perris Union High School District has a Comprehensive School Safety Plan, which includes a disaster preparedness plan and emergency procedures. Copies are available to read at each school office. Fire and emergency drills are held periodically at each school.

Disaster Preparedness Educational Materials

EC 32282.5
Natural and human-caused disasters affect everyone which is why it is important to be prepared at home, at school, at work, and in the community. Parents are encouraged to review the safety educational materials provided on the California Department of Education Web page at
https://www.cde.ca.gov/ls/ep/schoolemergencyres.asp

Parent & Family Involvement

Basic Rights of Parents

EC 51101; (BP 5020)
Parents have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children, to be informed by the school, and to participate in the education of their children, as follows:

1. Within a reasonable period of time after making the request, to observe their child's classroom(s).
2. Within a reasonable time of their request, to meet with their child's teacher(s) and the principal.
3. To volunteer their time and resources for the improvement of school facilities and school programs under the supervision of district employees, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher.
4. To be notified on a timely basis if their child is absent from school without permission.
5. To receive the results of their child's performance on standardized tests and statewide tests and information on the performance of their child's school on standardized statewide tests.
6. To request a particular school for their child, and to receive a response from the school district.
7. To have a school environment for their child that is safe and supportive of learning.
8. To examine the curriculum materials of their child's class(es).
9. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.
10. To have access to the school records of their child.
11. To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.
12. To be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes, and procedures for visiting the school.
13. To receive information about any psychological testing the school does involving their child and to deny permission to give the test.
14. To participate as a member of a parent advisory committee, school site council, or site-based management leadership team.
15. To question anything in their child's record that the parent feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.
16. To be notified, as early in the school year as practicable, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to

promote or retain their child and to appeal a decision to retain or promote their child.

Title I Schools

20 USC 6311.34; 34 CFR 200.61; (BP 4222, 6171)
The Title I program provides services from federal monies for identified students to strengthen the academic program and provide support to students at risk of failing to achieve academic standards. These services are in addition to the basic program supplied to all students in the Perris Union High School District. Parents of students who attend a school receiving Title I funds may request information regarding the professional qualifications of their students' classroom teachers, including, at a minimum, the following:

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

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

Parent & Family Engagement Policy

EC 11500 et seq.; (BP 6020)
Research states that children are more successful in school when parents are involved in their children's education. The goal of the Perris Union High School District is to continue to strengthen communication between school staff and parents to improve students' academic achievement; build capacity for increased parental involvement; and provide opportunities for parents to become involved.

The Title I LEA-level parental involvement policy is developed jointly with Title I parents, agreed on by the Title I parents, and distributed to Title I parents. It describes how the District:

1. Involves parents in the joint development of the District plan and in the process of school review and improvement;
2. Provides coordination, technical assistance, and other support necessary for effective parental involvement at schools to improve student achievement and school performance;
3. Builds school and parent capacity for strong parental involvement;
4. Coordinates and integrates Title I, Part A parental involvement strategies with parental involvement strategies of other programs;
5. Conducts, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy;
6. Involves parents in activities of schools served by Title I.

The District conducts, with the involvement of Title I parents, an annual evaluation of the content and effectiveness of the Title I LEA-level parental involvement policy in improving the academic quality of Title I schools. This is achieved through the Annual Parent Planning Night which is usually held in October. If you have any questions or comments regarding the District Title I Policies or are interested in receiving more information on how to become involved please contact: Lindsay Chavez, Coordinator of Educational Services at 951-943-6369 Ext. 81113 or for Spanish contact Azucena Navarette at 951-943-6369 Ext. 81219.

Visit the Parent Engagement Website to review the PUHSD Parent Involvement Plan and the applicable board policy and administrative regulation addressing parent involvement; to obtain a copy of the Title Parental Involvement Brochure; and/or to learn more about the Parent University. Please also review the Parent-Student Compact provided in Appendix F.

School Accountability Report Card

EC 33126, 35256, 35258, 41409.3; (BP 0510)
The school accountability report card (SARC) is designed to inform parents and the community about the conditions, needs and progress at each school and to help provide data by which parents can make meaningful comparisons between schools. A copy of each school's SARC is available at https://www.puhsd.org/community/sarc by February 1 of each year. Parents may also contact the principal of the school or the District Administration Office for

a hard copy of the most recently completed accountability report card.

School Visiting Procedures

PC 627.2, 627.3; (BP 1250)
Any person who is not a student or staff member must register immediately upon entering any school building or grounds when school is in session. Instructions are posted at each entrance directing visitors to proceed directly to the location for visitor registration. During the registration process, visitors will be informed of the District policy relating to visitors which may include providing school officials with the following:

1. Name, address, and occupation
2. Age, if less than 21
3. Purpose in entering school grounds
4. Proof of identity

Investing for Future Education

EC 48980(d)
Receiving a college or university education can lead to many benefits: increased opportunities, a prosperous career, financial security, and improved quality of life. To ensure that students can afford going to college and not be weighed down by student loan debt, parents are highly encouraged to start saving for college as soon as they can. As with any investment, the earlier money is saved, the more time it has to grow. Investment options include, but are not limited to, a savings account, 529 college plan, Roth IRA, Uniform Gift to Minors Act (UGMA) or Uniform Transfer to Minors Act (UTMA), trusts, or United States savings bonds. Students can also contribute by applying for scholarships, taking Advanced Placement (AP) classes, getting a full-time job in the summer or a part-time job during the school year, and opening a savings account.

APPENDICES

Appendix A **Immigration-Enforcement Actions: Know Your Rights**
Provides important information from the April 2018 California Attorney General's brochure, "Immigration-Enforcement Actions at California Schools: Guide for Students and Families."

Appendix B **Statewide Testing**
Provides detailed information regarding each of the statewide tests that are administered to students in specified grade levels. The test results may be used for local, state, and federal accountability purposes.

Appendix C **Type 1 Diabetes Information**
Fact sheet for parents and students to raise awareness about Type 1 diabetes in children.

Appendix D **Type 2 Diabetes Information**
Fact sheet for parents of incoming seventh grade students to raise awareness about Type 2 diabetes in children.

Appendix E **Available Language Programs and Language Acquisition Programs**
Provides description of the language programs and language acquisition programs offered in the District.

Appendix F **Title I, Part A Parent-Student Compact**
Outlines how the school, parents, and students will share responsibility for improved academic achievement. It also describes how the school and families will partner to help students meet or exceed California's challenging academic standards.

Appendix A. Immigration-Enforcement Actions: Know Your Rights

Your Child has the Right to a Free Public Education

- All children in the United States have a Constitutional right to equal access to free public education, regardless of ~~their or their parents'/guardians'~~ immigration status and regardless of the immigration status of the students' parents/guardians.
- In California:
  - All children have the right to a free public education.
  - All children ages 6 to 18 must be enrolled in school.
  - All students and staff have the right to attend safe, secure, and peaceful schools.
  - All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
  - All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other characteristics.

Information Required for School Enrollment

- When enrolling a child, schools must accept a variety of documents from the student's parent/guardian to demonstrate proof of child's age or residency.
- You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents/guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school district must provide parents/guardians with written notice of the school's directory information policy, and let you know of your option to refuse release of your child's information in the directory.

Family Safety Plans if You Are Detained or Deported

- You have the option to provide your child's school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child if you are detained or deported.
- You have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may give a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

- Your child has the right to report a hate crime or file a complaint to the school district if your child is discriminated against, harassed, intimidated or bullied on the basis of their actual or perceived nationality, ethnicity, or immigration status.

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

Appendix B. Statewide Testing

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) is a system that includes a number of assessments that are administered each spring to students in specified grade levels. These tests were created specifically to gauge each student's performance and progress in English language arts, mathematics, and science. The assessments measure the skills called for by the standards, including the ability to write clearly, think critically and solve problems. CAASPP tests are given statewide and therefore provide an opportunity to measure the skills of all students against the same academic standards.

The CAASPP system consists of the following assessments:

- **Smarter Balanced Assessments (SBA)**
  The SBA computer-based assessments are aligned with the California State Standards (CCSS) in English Language Arts (ELA) and Mathematics and are administered in grades 3 through 8 and grade 11 to measure whether students are on track to college and career readiness.

  The California State University (CSU) and participating California Community Colleges (CCC) can use student results as a student's Early Assessment Program (EAP) status. The EAP is designed to provide students, their families, and high schools with early signals about students' readiness for college-level English and mathematics. With parent consent, the District may release a student's test results to a postsecondary educational institution for the purposes of credit, placement, determination of readiness for college-level coursework, or admission. The release of the results does not affect the student's application for admission; results are only used to determine placement of students after they have been admitted to the university.

- **California Science Tests (CAST)**
  The computer-based CAST measures student acquisition of the Next Generation Science Standards (NGSS) and is administered in grades 5 and 8, and once in high school.

- **California Alternate Assessments (CAA)**
  The computer-based CAA for ELA and CAA for mathematics are administered to students with the most significant cognitive disabilities in grades 3 through 8 and grade 11. Students are eligible only if an alternate assessment is indicated in their active individualized education program (IEP) by the IEP team. Test items are aligned with the CCSS and based on the Core Content Connectors. The instructionally embedded CAA for Science is administered in grades 5 and 8, and once in high school.

- **English Language Proficiency Assessment for California (ELPAC)**
  The ELPAC is aligned with the new California English Language Development Standards. It consists of two separate English Language Proficiency assessments: one for the initial identification of students as English learners and the other for the annual summative assessment to identify students' English language proficiency level and to measure their progress in learning English.

- **Physical Fitness Test (PFT)**
  The PFT for students in California schools is administered in the spring. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades 5, 7 and 9 take the fitness test which consists of five areas of fitness: aerobic capacity, abdominal strength and endurance, trunk extensor strength and flexibility, upper body strength and endurance, and flexibility.

A parent may annually submit to the District a written request to excuse their student from any or all parts of the CAASPP assessments or PFT for the school year, and such a request will be granted by the Superintendent or designee. If a parent submits an exemption request after testing has begun, any test(s) completed before the request is submitted will be scored and the results reported to the parent and included in the student's records. Requests are valid only for the current school year. Please note that there is no opt-out for the ELPAC testing. For more information or questions regarding the right to excuse a student from any or all part of the assessments administered, please contact the school testing coordinator.

Appendix C. Type 1 Diabetes Information Sheet

Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated, and the guidance provided in this information sheet is intended to raise awareness about this disease.

Description

Type 1 diabetes usually develops in children and young adults but can occur at any age

- According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively.
- The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.

Type 1 diabetes affects insulin production

- As a normal function, the body turns the carbohydrates in food into glucose (blood sugar), the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood into the cells.
- In type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise.
- Over time, glucose can reach dangerously high levels in the blood, which is called hyperglycemia.
- Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes.

Risk Factors Associated with Type 1 Diabetes

It is recommended that students displaying warning signs associated with type 1 diabetes, which are described below, should be screened (tested) for the disease by their health care provider.

Risk Factors

Researchers do not completely understand why some people develop type 1 diabetes and others do not; however, having a family history of type 1 diabetes can increase the likelihood of developing type 1 diabetes. Other factors may play a role in developing type 1 diabetes, including environmental triggers such as viruses. Type 1 diabetes is not caused by diet or lifestyle choices.

Warning Signs and Symptoms Associated with Type 1 Diabetes and Diabetic Ketoacidosis

Warning signs and symptoms of type 1 diabetes in children develop quickly, in a few weeks or months, and can be severe. If your child displays the warning signs below, contact your child's primary health care provider or pediatrician for a consultation to determine if screening your child for type 1 diabetes is appropriate:

- Increased thirst
- Increased urination, including bed-wetting after toilet training
- Increased hunger, even after eating
- Unexplained weight loss
- Feeling very tired
- Blurred vision
- Very dry skin
- Slow healing of sores or cuts
- Moodiness, restlessness, irritability, or behavior changes

DKA is a complication of untreated type 1 diabetes. DKA is a medical emergency. Symptoms include:

- Fruity breath
- Dry/flushed skin
- Nausea
- Vomiting
- Stomach pains
- Trouble breathing
- Confusion

Types of Diabetes Screening Tests That Are Available

- Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- Random (non-fasting) blood sugar test. A blood sample is taken any time without fasting. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes.
- Fasting blood sugar test. A blood sample is taken after an overnight fast. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 1 Diabetes Treatments

There are no known ways to prevent type 1 diabetes. Once type 1 diabetes develops, medication is the only treatment. If your child is diagnosed with type 1 diabetes, their health care provider will be able to help develop a treatment plan. Your child's health care provider may refer your child to an endocrinologist, a doctor specializing in the endocrine system and its disorders, such as diabetes.

Appendix D. Type 2 Diabetes Information Sheet

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

Type 2 diabetes is the most common form of diabetes in adults.

- Until a few years ago, type 2 diabetes was rare in children but it is becoming more common especially for overweight teens.
- According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.

- The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.
- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.
- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

Risk Factors

It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

- ***Being overweight***. The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- ***Family history of diabetes***. Many affected children have at least one parent with diabetes or have a significant family history of the disease.
- ***Inactivity***. Being inactive further reduces the body's ability to respond to insulin.
- ***Specific racial/ethnic groups***. Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- ***Puberty***. Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms

Warning signs and symptoms of type 2 diabetes in children develop slowly and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs and not everyone who has these symptoms necessarily has type 2 diabetes.

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fat levels

Prevention Methods and Treatments

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

- ***Eat healthy foods***. Make wise food choices. Eat foods low in fat and calories.
- ***Get more physical activity***. Increase physical activity to at least 60 minutes every day.
- ***Take medication***. If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

Types of Diabetes Screening Tests That Are Available

- ***Glycated hemoglobin (A1C) test***. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- ***Random (non-fasting) blood sugar test***. A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- ***Fasting blood sugar test***. A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- ***Oral glucose tolerance test***. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease.

Appendix E. Available Language Programs and Language Acquisition Programs

The Perris Union High School District offers the following language and language acquisition program for student enrollment. Parents/Guardians may choose a language acquisition program that best suits their child.

- **Structured English Immersion (SEI) Program:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD. Some assistance may be provided in the primary language when available.
- **Dual-language Immersion (DLI) Program.** A language acquisition program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding
- **Transitional or Developmental Program.** language acquisition program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards

How to Enroll Your Child in a Language Acquisition Program
When a student enrolls for the first time in a California school, parents complete the Home Language Survey. If a language other than English is noted on a student's Home Language Survey, the law requires districts to assess the student and notify the parent of their child's proficiency level in English. Districts are required to inform parents of the language acquisition program options from which parents may choose the one that best suits their child. Parents must also be informed of the criteria for a student to exit the English learner (EL) status. Parents are provided this information via U.S. mail. At that time, parents may choose a language acquisition program that best suits their child. Parents may also choose a language acquisition program at their school by informing the front office staff or calling the English Learner Office at (951) 943-6369 ext. 81108.
*Waivers are no longer required.

How to Request the Establishment of a New Program at a School
Schools in which the parents or legal guardians of 30 pupils or more per school or the parents of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible.

PUHSD's Process to Request a New Language Acquisition Program
Parents may also choose a language acquisition program at their school by informing counseling office staff or calling the English Learner Office at (951) 943-6369 ext. 81108.

About Language Acquisition Programs and Language Programs
The California Code of Regulations section 11309 requires that any language acquisition program provided by a school, district, or county shall:

- Be designed using evidence-based research and include both Designated and Integrated English Language Development;
- Be allocated sufficient resources by the district to be effectively implemented, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals;
- And within a reasonable period of time, lead to:
  - Grade-level proficiency in English, and, when the program model includes instruction in another language, proficiency in that other language; and

- Achievement of the state-adopted academic content standards in English, and, when the program model includes instruction in another language, achievement of the state adopted academic content standards in that other language.

Language Program (non-English Learners)
Language programs offer students who are not English learners opportunities to be instructed in languages other than English. Language Programs lead to proficiency in languages other than English.

PUHSD Offers the Following Language Program (non-English Learners)
Native Speakers Courses: A course of language study designed for native speakers of the target language. High school curriculum is aligned with University of California/California State University A–G requirements and courses are comparable with Advanced Placement Language classes.

Parent and Community Engagement
Parents may provide input regarding language and language acquisition programs in the district or to be considered in the district during the development of the Local Control and Accountability Plan . If interested in a different program from those listed above, please contact the English Learner Support Services Department at (951) 943-6369 ext 81108 to ask about the process.

Appendix F. Title I, Part A Parent-Student Compact

The Perris Union High School District and the parents/guardians of students participating in Title I, Part A programs agree that this compact outlines how the school, parents, and students will share responsibility for improved academic achievement. It also describes how the school and families will partner to help students meet or exceed California's challenging academic standards.

School Responsibilities

The school will:

- Provide **high-quality curriculum and instruction** in a supportive and effective learning environment that enables students to meet state academic standards.
- Offer standards-based programs designed to ensure access and equity for all students, including English Learners, students with disabilities, and students experiencing homelessness or foster care.
- Implement interventions and academic supports to address individual student needs.
- Maintain a safe, respectful, and inclusive learning environment.
- Engage families in school decision-making and leadership opportunities through School Site Council, ELAC, and parent advisory groups.
- Provide meaningful, **two-way communication** in families' home language, including:
    - Regular updates on student progress through report cards, progress reports, and parent portals.
    - Annual Title I parent meetings and parent-teacher conferences to review student achievement and the compact.
    - Opportunities to observe classrooms, volunteer, or participate in school events and decision-making.

Parent/Guardian Responsibilities

We, as parents/guardians, will support our student's learning by:

- Ensuring regular school attendance and punctuality.
- Monitoring academic progress and school communication.
- Communicating with teachers and staff to stay informed of student performance.
- Participating, as appropriate, in decisions relating to our child's education.
- Supporting learning at home through positive study habits, routines, and limited screen time.
- Engaging in school activities, meetings, and advisory groups when possible.

Student Responsibilities

I, as a student, will take responsibility for my learning by:

- Attending school every day, on time, and prepared to learn.
- Completing all assignments and homework to the best of my ability.
- Seeking help when I need it and using available academic supports.
- Showing respect for myself, my peers, and school staff.
- Following school rules and demonstrating positive behavior.

The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before the students' first full day of school as part of our online registration process.