



RUSD

**RIVERSIDE UNIFIED
SCHOOL DISTRICT**

**Annual Notification
of the Rights and Responsibilities of
Parents/Guardians and Students**

2025-2026

Dr. Sonia Llamas, *Superintendent*

BOARD OF EDUCATION

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Dr. Jesse Tweed, *Member*

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RIVERSIDE UNIFIED SCHOOL DISTRICT
Standard School Calendar
2025-2026

<p align="center">S M T W T F S</p> <p align="center">JULY</p> <p>1 2 3 4 5</p> <p>6 7 8 9 10 11 12</p> <p>13 14 15 16 17 18 19</p> <p>20 21 22 23 24 25 26</p> <p>27 28 29 30 31</p>	<p align="center">S M T W T F S</p> <p align="center">AUGUST</p> <p>1 2</p> <p>3 4 5 6 7 8 9</p> <p>10 11 12 13 14 15 16</p> <p>17 18 19 20 21 22 23</p> <p>24 25 26 27 28 29 30</p> <p>31</p>	<p align="center">S M T W T F S</p> <p align="center">SEPTEMBER</p> <p>1 2 3 4 5 6</p> <p>7 8 9 10 11 12 13</p> <p>14 15 16 17 18 19 20</p> <p>21 22 23 24 25 26 27</p> <p>28 29 30</p>	<p align="center">S M T W T F S</p> <p align="center">OCTOBER</p> <p>1 2 3 4</p> <p>5 6 7 8 9 10 11</p> <p>12 13 14 15 16 17 18</p> <p>19 20 21 22 23 24 25</p> <p>26 27 28 29 30 31</p>
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LEGAL & LOCAL HOLIDAYS 























JUL	4	- Independence Day
SEP	1	- Labor Day
NOV	11	- Veteran's Day
	27	- Thanksgiving Day
	28	- All Facilities Closed
DEC	25	- Christmas Holiday Observed
	26	- All Facilities Closed
	31	- (In Lieu of Admissions Day)
JAN	1	- New Year's Holiday Observed
	19	- Martin Luther King's Day
FEB	13	- Lincoln's Day Observed
	16	- Presidents' Day Observed
MAY	25	- Memorial Day
JUN	19	- Juneteenth Day

November 24 - 28 All Facilities Closed

December 22 - 26 All Facilities Closed

December 29 - January 2 All Facilities Closed

IMPORTANT DATES

AUG	6	- New Employee Welcome	
	7-8	- All Teachers on Duty	
	8	- First Day for 7 th Grade	
	11	- Classes Begin	
SEP	12	- Non Student Day	
OCT	10	- End of First MS/HS Quarter (MS not in session)	
	31	- Elementary Minimum Day	
NOV	6-7	- Parent/Teacher Conferences (ES not in session)	
	7	- End of First Trimester (ES sites only)	
	24-28	- Thanksgiving Recess	
DEC	19	- End of First MS/HS Semester (MS/HS not in session)	
	22-Jan 2	- Winter Recess	
JAN	5	- Classes Resume	
FEB	20	- Elementary Minimum Day	
	27	- End of Second Trimester (ES sites only)	
MAR	13	- End of Third MS/HS Quarter (MS not in session)	
	23-27	- Spring Recess	
	30	- Classes Resume	
MAY	15	- Elementary Minimum Day	
	28	- End of High School & 7 th Grade	
	29	- End of Elementary & 8 th Grade	
	29	- Last Day for ES/MS/HS Teachers	

Board Approved 04/07/22
 Revised 01/13/23

INTRODUCTION

In compliance with the requirements of Education Code (EC) section 48980, this Annual Notification contains important information regarding state and federal laws and policies and procedures of the Riverside Unified School District that will assist parents (which include legal guardians and other individuals holding educational rights) in navigating through the school system and that promote school and family partnership to positively impact students' educational outcomes. In addition to the information provided in this document, parents may access the District website at www.riversideunified.org to address specific concerns and questions.

Please take the time to review the information provided in this document and keep it for reference during the school year. You will be asked to **sign** and **return** the individual **Mandatory Parent Notification Receipt** as required by EC 48982, and any other pertinent forms to your student's school. If you have any questions, or if you would like to review specific documents mentioned in the notice, please contact an administrator at your child's school for assistance. Again, you may also visit our website for current updates and valuable information at www.riversideunified.org.

KEY TO ACRONYMS

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

The Riverside Unified School District prohibits, at any district program, activity, or employment setting, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, against an individual or group based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; age; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability, medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; 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 and provides equal access to the Boy Scouts of America and other designated youth groups.

For questions or complaints, contact Equity Compliance Officer: Raúl Ayala, Director of Pupil Services, 5700 Arlington Avenue Riverside, CA 92504, (951) 352-1200 ex. 83030, rayala@riversideunified.org and/or David Marshall, Resolution Officer, 3380 14th Street Riverside, CA 92501, (951)788-7135 ex. 80426, drmmarshall@riversideunified.org, Title IX Coordinator: Bethany Scott, Coordinator of Title IX and Compliance, 3380 14th Street Riverside, CA 92501, (951)788-7135 ex. 80135, bscott@riversideunified.org, and Section 504 Coordinator: Gerardo Arenas, Administrator - Program Coordinator, Pupil Services, 5700 Arlington Ave. Riverside, CA 92504, (951) 352-1200 ex. 83301, garenas@riversideunified.org, Title II Coordinator: Raúl Ayala, Director of Pupil Services, 5700 Arlington Avenue Riverside, CA 92504, (951) 352-1200 ex. 83030, rayala@riversideunified.org, and CCR Title 5: Mr. Timothy Walker, Deputy Superintendent, Pupil Services & SELPA, 5700 Arlington Ave Riverside, CA 92504, (951) 352-1200 ex. 83501, twalker@riversideunified.org.

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CURRICULUM & INSTRUCTION

COURSE PROSPECTUS

EC 49063(k), 49091.14; Course Catalog

The curriculum, including titles, descriptions and instructional aims of every course offered by the RUSD are compiled and reviewed at least once annually in a prospectus (course catalog). For courses offered at the high school level, the catalog also indicates, where applicable, the targeted/recommended grade level, length, prerequisite, A-G approval, career technical education level, area of graduation credit earned, and the maximum number of credits that can be earned. A copy of the course catalog can be made available upon request at each school. Visit the RUSD webpage to view the most current course catalog online.

COURSE OF STUDY: ELEMENTARY EDUCATION

EC 51210; (BP 6143)

In accordance with state law, the RUSD provides instruction in the following areas of study:

1. **Language Arts.** The core curriculum in language arts covers grade-level content standards in the following strands (a) reading foundational skills, (b) reading comprehension of literature text, (c) reading comprehension of informational text, (d) speaking and listening, (e) language, and (f) writing. Teachers use Board adopted materials to accelerate the literacy development of students and meet their targeted skill needs. Assessments are utilized to plan instruction, target the skill needs of students, and monitor student learning and progress. English Learners: Students who are English learners receive access to core language arts instruction and grade level standards, as well as daily protected English Language Development instruction time at their language level. English Language Development standards are utilized to design and deliver instruction. Assessments are utilized to monitor student progress and inform instructional design.
2. **Mathematics.** The core curriculum in mathematics for grades K-5 covers grade-level content standards in the following domains: (a) Counting and Cardinality (K only), (b) Operations and Algebraic Thinking, (c) Number and Operations in Base Ten, (d) Number and Operations – Fractions (grades 3-5), (e) Measurement and Data, and (f) Geometry. The core curriculum in mathematics for grades 6-8 covers grade-level content standards in the following domains: (a) Ratios and Proportional Relationships, (b) The Number System, (c) Expressions and Equations, (d) Geometry, and (e) Statistics and Probability. The core curricula for grades K-5 and 6-8 also address the Standards for Mathematical Practice. Teachers use Board adopted materials to plan lessons that develop conceptual understanding, procedural skills, and problem-solving skills.
3. **Social Sciences.** The core curriculum in history and social science uses inquiry methods to help students access the grade-level content standards across the four disciplines of civics and government, economics, geography, and history in the following areas: (a) disciplinary thinking and analysis, (b) disciplinary literacy, (c) engaging in research, and (d) citizenship. Teachers use Board of Education adopted materials in the context of lessons that develop students' abilities to pose and investigate questions, read primary and secondary sources closely for context, audience, and purpose, analyze evidence, and build a valid argument.
4. **Science.** The core curriculum in science covers grade-level performance expectations (standards) in the following areas: (a) physical science, (b) life science, and (c) earth and space sciences. Teachers use district-adopted materials in the context of lessons that allow students to make sense of phenomena through the use of the science and engineering practices and cross-cutting concepts.
5. **Visual and Performing Arts.** A comprehensive general music program is offered districtwide in transitional kindergarten through grade 4. Additionally, a band instrumental program is offered district wide at grades 5 and 6, and a strings program at select sites beginning in 4th grade. In visual arts, all elementary school classrooms, TK through grade 6, are offered six Art-to-Go lessons annually through the Riverside Art Museum. To support our in-school music programs, the District partners with the Riverside Arts Academy to provide intensive music instruction for students in grades 3 through 6 on Saturdays, as well as afterschool at select elementary sites. Additionally, numerous district-wide initiatives throughout the year support students TK-12 through partnerships and special arts projects that connect with the state standards for arts education.
6. **Health.** Elementary sites will provide Family Life instruction in grades 4 through 6 on how bodies change as adolescence approaches. In order to create a safe, supportive, and inclusive environment, students will be instructed in their classrooms. Students will not be separated by gender to receive the instruction.
7. **Physical Education.** The core curriculum in physical education follows the California State standards that address the essential skills and knowledge that all students need to maintain a physically active, healthy lifestyle. For grades 1 through 6, state law mandates 200 minutes of physical education every 10 school days, exclusive of recesses and the lunch period. Parents who have questions regarding physical education instruction should contact their student's teacher or principal. If you are not satisfied with the response at the site level, please

contact the Director of Curriculum and Assessment at the District office. Parents that wish to file a complaint may do so through the District's Uniform Complaint Procedures.

The RUSD Board of Education may also prescribe additional studies that meet the needs of students.

PROMOTION & RETENTION

EC 48070, 48070.5, 51101; (BP 5123)

The Board of Education expects students to progress through each grade level within one school year. Toward this end, instruction shall be designed to accommodate the variety of ways that students learn and provide strategies for addressing academic deficiencies as needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

When high academic achievement is evident, the teacher may recommend a student study team be convened to determine a student's readiness for enrichment or acceleration to a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

Teachers shall identify students who should be retained or who are at risk of being retained at their current grade level as early as possible in the school year and as early in their school careers as practicable. Such students shall be identified at the following grade levels:

- Between grades 2 and 3
- Between grades 3 and 4
- Between grades 4 and 5
- Between grades 5 and 6
- Between the end of the intermediate grades and the beginning of the middle school grades
- Between the end of the middle school grades and the beginning of the high school grades

Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by grades/marks and the following additional indicators of academic achievement: including but not limited to, district and state assessments and student study team recommendation.

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts, and mathematics shall be the basis for identifying students between grades 4 and 5 and grades 5 and 6, between intermediate and middle school grades, and between middle school grades and high school grades.

If a student does not have a single regular classroom teacher, the Superintendent or designee shall specify the teacher(s) responsible for the decision to promote or retain the student.

The teacher's decision to promote or retain a student may be appealed in accordance with AR 5123 - Promotion/Acceleration/Retention.

When any student in grades 2-9 is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall offer an appropriate program of remedial instruction to assist the student in meeting grade-level expectations.

MIDDLE SCHOOL PROMOTION CEREMONY

(BP 5127)

In order to participate in the middle school promotion ceremony, middle school students must meet the following criteria, which includes passing a specific number of classes:

1. The 7th grade class promoting in the following school year is required to pass 20 out of the possible 24 semester classes, or 100 out of 120 credits, attempted.
2. Passing a class is defined as earning a semester grade of "A", "B", "C", or "D".
3. Students receiving a semester grade of "F" will be allowed the opportunity to remain eligible for the promotion ceremony by passing the failed class with a "C" or better grade the following semester, if feasible.
4. A 7th grade student who earned a grade of "F" in math or language arts may remain eligible for participation in the promotion ceremony by earning a proficient or advanced score on assessments in math or language arts. This option is available only to 7th graders because state assessment scores are not reported until August.
5. Students entering a middle school after the start of the school year will be required to pass five out of six possible classes taken for the full semester(s) they attend the RUSD middle school to participate in the promotion ceremony.

6. If a student is considered in jeopardy of not participating in the promotion ceremony, an Individual Promotion Plan (IPP) may be completed by a designated school representative, student, and parent. The goal of the IPP is to identify a plan of action that will be taken by all stakeholders to assure the student's participation in the promotion ceremony.

HIGH SCHOOL GRADUATION CEREMONIES & ACTIVITIES

EC 35183.1, 35183.3; (BP 5127)

High school graduation ceremonies are held to recognize those students who have earned a diploma by successfully completing the required course of study (as described in the notification on “High School Graduation Requirements”). The Board of Education believes that these students deserve the privilege of a public celebration that recognizes the significance of their achievement and encourages them to continue the pursuit of learning throughout their lives. (*Note:* High school students who have passed a high school equivalency test or the California High School Proficiency Examination must also meet district graduation requirements in order to participate in graduation ceremonies.)

The Superintendent or designee will identify the school-sponsored honors and awards which may be given during graduation exercises. A separate awards program may be held to recognize graduating students receiving all other school or non-school awards. Invocations, prayers, or benedictions cannot be included in graduation ceremonies, and the District or schools will not sponsor other ceremonies or programs for graduates that include prayer.

Graduation Attire

The Superintendent or designee may require graduating students to wear ceremonial attire, such as cap and gown, at the ceremony. However, the following special circumstances apply:

1. Any graduating student who has completed basic training and is an active member of any branch of the United States Armed Forces may, at the student's option, wear a military dress uniform at the ceremony.
2. Students are permitted to wear tribal regalia or recognized objects of religious or cultural significance as an adornment to the customary ceremonial attire, as long as the adornment does not cause a substantial disruption of, or material interference with, the graduation ceremony. Students who desire to wear such adornments must seek permission from the Superintendent or designee at least 14 days before the graduation ceremony.

Disciplinary Considerations

Students are expected to comply with district and school policies, regulations, and rules throughout the school session, including during graduation and related events. Students will not be denied the privilege of participating in graduation ceremonies and activities except as discipline in cases of serious misconduct. In no event will a student be denied participation in graduation ceremonies unless the principal or designee has informed the student and the student's parents of the misconduct and has given them an opportunity to respond.

During the graduation ceremony, a student may be removed from the ceremony for conduct that is disruptive or that poses a risk to safety.

Acknowledgement of Receipt

High school seniors will again be notified of the District's policies, regulations, and rules related to graduation ceremonies and activities at the beginning of their graduating year. Students will be required to acknowledge receipt of the information through the procedures set forth by the principal or designee.

HIGH SCHOOL GRADUATION REQUIREMENTS

EC 48980(l), 51225.3, 51225.31; (BP 6146.1)

RUSD students should, upon graduation, have opportunities that prepare them for postsecondary education and career success. To that end, requirements have been designed to promote choices, whether career or academic, to give every student a springboard to a successful life. Please review the course catalog for a complete list of courses.

To obtain a diploma of graduation from the RUSD, students must complete the course of study with the minimum credit requirement at the high school where they are enrolled, as described in the following chart:

SUBJECT	<i>Schools:</i> Arlington, North, King, Poly, Ramona, Riverside Virtual School, and Riverside STEM Academy	<i>Schools:</i> Abraham Lincoln, Raincross, and Summit View
<i>English</i>	40 Credits	
<i>Science</i>	10 Credits in Life Science 10 Credits in Physical Science	

SUBJECT	<u>Schools:</u> Arlington, North, King, Poly, Ramona, Riverside Virtual School, and Riverside STEM Academy	<u>Schools:</u> Abraham Lincoln, Raincross, and Summit View
Social Sciences	10 Credits in World History, Culture and Geography 10 Credits in US History and Geography 10 Credits in American Government/Economics	
Mathematics	30 Credits	20 Credits
Visual & Performing Arts, World Language, Career Technical Education	30 Credits (Can be any combination of the three content areas)	10 Credits (Can be any combination of the three content areas)
Physical Education	20 Credits (A student who has been exempted from P.E. will have fulfilled this requirement but still must meet the total graduation requirements of 220 credits)	20 Credits (A student who has been exempted from P.E. will have fulfilled this requirement but still must meet the total graduation requirements of 180 credits)
Electives	50 Credits	40 Credits
Total Credits Required	220 Credits	180 Credits

Ethnic Studies Requirement

All RUSD students must complete a one-semester course in ethnic studies.

Mathematics Requirements

All RUSD students must satisfactorily complete at least one course (or a combination of two courses) which meet or exceed the State Board of Education’s Algebra 1/Mathematics 1 course standards.

Physical Education

The state also mandates at least 400 minutes every 10 school days of physical education in grades 7-8 and for all four years of high school.

High School Classes Taken Prior to 9th Grade

A passing grade in a World Language and math (Algebra 1/Mathematics 1 course or higher), completed prior to 9th grade, will earn subject area credit on the high school transcript and will count towards the 220-credit graduation requirement. Credits earned prior to 9th grade will not count in the high school grade point average (GPA).

TRANSFER OF COURSEWORK & CREDITS; EXEMPTIONS

EC 49069.5, 51225.1, 51225.2, 51225.31

For the purpose of this notification, an “eligible student” is a student in foster care, student experiencing homelessness, student formerly in Juvenile Court now enrolled in a school district, student from a military family, student who is migratory, or a newcomer student.

Coursework and Credits

Eligible students transferring out of a school will 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 must contact the prior school within two business days to request that the full or partial credits be issued. The prior school must then issue appropriate credits and provide all academic and other records to the new school within two business days of the request.

Schools are to 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 cannot 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 must be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

An eligible student may 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.

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 who transfers into the District or between schools any time after completing the second year of high school, or newcomer student who is in the third or fourth year of high school will 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 will be reevaluated for eligibility the following academic year based on the student's course completion status at that time.

Eligible students will 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 will 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's graduation requirements.

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.

ALTERNATIVE MEANS OF PRESCRIBED COURSE OF STUDY

EC 51225.3

Alternative means for students to complete the prescribed course of study may include practical demonstration of skills and competencies, supervised work experience or other outside school experience, career technical education classes offered in high schools, courses offered by regional occupational centers or programs, interdisciplinary study, independent study, and credit earned at a postsecondary institution. Requirements for graduation and specified alternative modes for completing the prescribed course of study should be discussed with the school principal or student's counselor.

MINIMUM COURSE REQUIREMENTS FOR UC/CSU ADMISSION

EC 48980(k), 51229

The following are the minimum course requirements (e.g., A-G requirements) to gain admission into the University of California (UC) or California State University (CSU) systems:

SUBJECT	CSU	UC
A History/Social Science	2 years/4 semesters of history/social science, including one year of U.S. history OR one semester of U.S. history and one semester of American government, AND	
	1 year of history/social science from either the A or G subject area	1 year of world history, cultures, or historical geography (including European History) from the A subject area
B English	4 years/8 semesters of college preparatory English composition/literature (including no more than 1 year of Advanced ESL/ELD)	
	Advanced ESL may be substituted for one of the 4 years of English	ESL/ELD cannot meet the senior year of English

SUBJECT	CSU	UC
C Mathematics	3 years (4 years strongly recommended) including/integrating topics covered in the foundational subjects of elementary algebra, two- and three-dimensional geometry, and advanced algebra;* geometry course (or integrated math courses with geometry content)	
D Laboratory Science	2 years (3 years recommended)	
	At least 1 year/2 semesters of physical science and 1 year/2 semesters of biological science, one year must be from the D subject area and the second year may be from the D or G area	Must include at least two of the three foundational subjects of biology, chemistry, and physics; or 2 years of a 3-year NGSS integrated science model; or 1 year of biology, chemistry or physics and 1 year of an approved science chosen from the earth & space sciences or interdisciplinary sciences disciplines
E Language Other than English	2 years (or equivalent to the 2 nd level of high school instruction) of a language other than English;* (3 years recommended; courses must be in the same language, American Sign Language allowed)	
F Visual & Performing Arts	1 year/ 2 semesters (or two one-semester courses in the same discipline) chosen from the following disciplines: Dance, Interdisciplinary Arts, Music, Theater, or Visual Arts	
G College Preparatory Elective	1 year/2 semesters of elective course work chosen from any area on approved A-G course list	

* High school-level coursework completed in 7th and/or 8th grade can be used to meet the area C and/or E requirements only.

University admission requirements frequently adjust to meet the academic demands of higher education. Students should meet with their high school counselors early in the SOPHOMORE year to plan adequately for the changes in admission requirements that may be announced for the following school year.

Information about college admission requirements and high school courses that satisfy requirements for admission to UC and CSU is available at the following websites:

- Riverside USD's [centralized hub](#) for information about Colleges, Careers, and Financial Aid
- University of California www.universityofcalifornia.edu
- University of California a-g requirements <https://hs-articulation.ucop.edu/agcourselist>
- Cal State University <https://www2.calstate.edu/>
- Early Assessment Program (EAP) <http://www.cde.ca.gov/ci/gs/hs/eapindex.asp>
- Financial Aid Information – FAFSA <https://studentaid.gov/>
- California Student Aid Commission, California Dream Act Application – <https://dream.csac.ca.gov/>
- College Board (for information including SAT, PSAT, and AP testing) www.collegeboard.org
- ACT Testing Information www.act.org

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.

CAREER TECHNICAL EDUCATION

EC 51229

A Career Technical Education (CTE) program of study 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. For more information about CTE visit: www.cde.ca.gov/ci/ct

To speak with your student's counselor about registering for classes that meet college admission requirements or to enroll your child in the RUSD CTE program, contact the Guidance Department at your child's high school (for additional information about the CTE programs at the district's high schools, visit [RUSD-CTE](#)):

Abraham Lincoln	(951) 788-7371
Arlington	(951) 352-8316
John W. North	(951) 788-7311
Martin Luther King	(951) 789-5690
Raincross	(951) 276-7670
Ramona	(951) 352-8429

Riverside Polytechnic (951) 788-7203
Riverside STEM (951) 788-7308
Riverside Virtual School (951) 778-5300

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](#). (Click the link to access the database.)

DUAL ENROLLMENT

EC 48980.6; (BP 6143)

Dual enrollment enables high school students to take college courses and earn college credit before graduation. RUSD partners with Riverside City College (RCC) to establish a College & Career Access Pathways (CCAP) agreement that provides high school students dual enrollment courses. These college courses are typically offered on the high school campus during the traditional school day or after school and serve exclusively high school students. CCAP courses are offered at each comprehensive and alternative high school through two pathways: a Transfer Pathway offered at all high schools and a Nursing Fast Track pathway offered at two high schools. These college courses can earn both high school graduation credits and college credits at the same time. Many courses can also meet A-G admission requirements and are transferable to the University of California and the Cal State University (CSU).

The Transfer Pathway allows students to complete the equivalent of the first year of general education of college while in high school. This consists of general education courses that include College Success, Sociology, Psychology, Communications, Music, Theatre, History, Ethnic Studies, Biology, and English. The Nursing Pathway is offered at Arlington HS and Ramona HS. The pathway is structured so that once participating students graduate from high school they will have one year of nursing school completed and have a guaranteed spot in the RCC Nursing Program. Then, once they complete the remaining nursing requirements with the RCC Nursing Program – typically two years – they graduate with a Registered Nursing (RN) license. RCC also has partnerships with CSU San Bernardino and CSU Fullerton where students in their nursing program are eligible to then apply for a Bachelor's degree in nursing program (BSN).

There is no cost to students. All college fees are waived, and textbooks/materials are provided for all CCAP Dual Enrolled students. Additionally, transportation to and from RCC for the Nursing students is also provided at no cost. Students who are interested in taking CCAP Dual Enrollment courses should reach out to their school counselor.

INTERNATIONAL BACCALAUREATE

EC 48980.6; (BP 6141.4)

The International Baccalaureate (IB) Program is an international academic program offered in over 160 countries world-wide that is designed to help students prepare for college by exposing them to advanced coursework with an international perspective in multiple subject areas. This program develops students' knowledge in a wide range of courses with a focus on students becoming confident, conscientious, self-motivated and resilient global citizens. Passing the end-of-course exams may allow students the ability to earn college credits.

RUSD offers the following IB diploma and certificate programs at John W. North High School with IB courses offered in the following subject areas: English, Spanish, Chinese (through class of 2027), Social Science, Mathematics, Chemistry, Biology, Theater, Vocal Music, and Instrumental Music. Students have the option to receive an IB Diploma or IB Course(s)/Certificate through the IB Program. For more information, please contact the IB Diploma Program Coordinator, Christine Schive at (951) 788-7311 ext. 63083 or cschive@riversideunified.org.

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.

In middle school, RUSD will provide this California state-mandated instruction in 7th grade science classes, using the *Positive Prevention Plus* curriculum. In high school, RUSD will provide this instruction in 9th or 10th grade physical education (PE) classes using the Riverside Community Health Foundation's *Making Proud Choices* curriculum.

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
5. Receive notice by mail or another commonly used method of notification no fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year.

EXCUSE FROM HEALTH INSTRUCTION WHICH CONFLICTS WITH RELIGIOUS OR MORAL BELIEFS

EC 51240; (AR 6142.8)

During the school year, the instructional program in some classes at some grade levels may include instruction about health. If such instruction will conflict with the religious training, beliefs, or personal and moral convictions of a student's family, please advise the principal of the student's school in writing so the student may be excused from this phase of the instructional program.

EXCUSE FROM HARMFUL OR DESTRUCTIVE USE OF ANIMALS FOR INSTRUCTIONAL PURPOSES

EC 32255 et seq., 48980(a); (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 will not be discriminated against based on their decision to exercise their rights and 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. The alternative education project must require a comparable time and effort investment by the student – it cannot be more difficult than the original education project. 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.

DRUG EDUCATION & THE EFFECTS OF OTHER DANGEROUS SUBSTANCES

EC 51203, 51260; (BP 5131.6)

The use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The RUSD will provide to all students in grades 1 through 12 science-based preventative instruction which has been proven effective in helping students avoid the use of alcohol and other drugs. The instruction will include effects of the use of tobacco, alcohol, narcotics, dangerous drugs, and other dangerous substances upon the human body, as determined by science. All instruction and related materials will consistently state that unlawful use of alcohol or other drugs is wrong and harmful. Instruction will not include the concept of responsible use when such use is illegal.

ENGLISH LEARNER & IMMIGRANT STUDENTS

20 USC 6312; EC 440; (BP 6174)

The RUSD will notify parents within 30 days after the start of the school year of the assessment of their student's English language proficiency. If the student is identified for program participation during the school year, notification will be provided within two weeks of the student's placement in a language instruction 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 allow the student to become enrolled 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.

LANGUAGE ACQUISITION PROGRAMS

5 CCR 11310; 20 USC 6312; EC 310; (BP 6174)

Parents of students enrolled in the school may choose a language acquisition program that best suits their child. A language acquisition program is an educational program designed for English learners to ensure English acquisition as rapidly and effectively as possible and provides standards-based instruction that work in tandem with English language development (ELD) standards through Integrated and Designated ELD. Information regarding the language acquisition programs offered by the RUSD, parent requests for the establishment of programs, and sufficiency of resources can be found in "Appendix A: Language Acquisition Program Options and Parent Choice".

GIFTED AND TALENTED EDUCATION

(BP 6172)

The RUSD follows guidelines approved by the Board of Education for assessing and identifying students for the Gifted and Talented Education (GATE) program. RUSD uses blanket screening of all 2nd grade students each Spring. Students in grades 3-5 continue to be assessed by referral from the parent, teacher, or principal. Students are evaluated for the GATE program using a nonverbal general ability test. The RUSD uses a multiple criteria process for equitable identification of intellectual ability or high achievement. The GATE Program offers differentiated instruction for advanced learners at the student's home school. Clustering is a common model where GATE students are grouped in regular 3rd-6th grade classrooms, ideally taught by GATE certified teachers. Instruction is tailored to engage these gifted learners.

REPORTING STUDENT PROGRESS (ELEMENTARY)

Elementary students receive a Report Card at the end of each trimester. A conference with every parent will be held at some time during the first trimester. The RUSD uses a standards-based Report Card. The evaluation of students' achievement is based on assessments of students' grade-level proficiency in the content standards and benchmarks

towards year-long standards. Students will receive performance level marks representing whether they are Thoroughly (4), Adequately (3), Partially (2), or Minimally (1) demonstrating evidence of meeting grade-level standards in language arts, mathematics, history, social science, science, and English language development for English language learners. Additionally, Report Cards give information regarding attendance, behaviors that support learning, special program participation, notification of students at risk of retention and stages of English language development, as appropriate for the student.

HOMEWORK

EC 48913, 48913.5; (BP 6154)

Homework is an important and required part of the educational program of the District as it can provide a valuable extension of student learning time and assist students in developing good study habits. Assignments are reasonable in length and appropriate to the grade level and course. Homework in the elementary years should provide practice, review, and/or enrichment of concepts or skills introduced by the classroom teacher. The number, frequency, and degree of difficulty of homework assignments will increase with the grade level and maturity of students. Teachers will provide specific information to parents regarding homework requirements. Parents are encouraged to provide an appropriate space and a quiet time conducive to the completion of homework each evening. When students do not have assigned homework, they should be encouraged to spend a block of time reading or perhaps writing letters to friends or relatives.

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 will 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 will not be included in the calculation of the student's overall grade in class.

GRADING OF STUDENTS

EC 49066

When grades are given for any course of instruction taught in the RUSD, the grade given to each student will be the grade determined by the teacher of the course. The determination of the student's grade by the teacher, in the absence of mistake, fraud, bad faith, or incompetence, is final. Prior to issuing a grade of "F", a teacher must inform the parent whenever it becomes evident to the teacher that the student is in danger of failing the course.

ACADEMIC ELIGIBILITY STANDARDS

All students who participate in extracurricular activities in grades 7-12 will be required to achieve a 2.0 grade point average (GPA). This requirement will also apply to all students who participate in performing groups. GPA will be calculated on the basis of A=4; B=3; C=2; and D=1. When a Pass/Fail or Credit/No Credit grade is given, a Pass or Credit grade will be counted as a "C" grade. New eligibility periods will begin near the beginning of each quarter. (See the "Progress Report and Report Card Calendar and Extra Curricular Activities Eligibility Schedule" available at your site for exact dates.)

TEXTBOOKS & OTHER SCHOOL PROPERTY

EC 48904; (AR 5125.2)

At the beginning of each school year, students are furnished several textbooks, eBooks, and/or an electronic device at no cost. Students are responsible for keeping these in good condition. Textbooks and electronic devices are expected to be returned to the school at the end of each school year or before leaving a school. Parents of students who willfully cut, deface, or otherwise injure any school property will be billed for the cost of their replacement. If any school or district property has been willfully cut, defaced, or otherwise injured, or has been loaned to a student and willfully not returned upon demand of a district employee, the student's grades, diploma, or transcript may be withheld until the student's parent has paid for the damages.

SCREENING FOR READING DIFFICULTIES

EC 56008

As required by law, all students in kindergarten through grade 2 are annually assessed for risk of reading difficulties. Screening results are used as a flag for potential risk of reading difficulties, not as a diagnosis of a disability. Student results from screening will be made available to parents no more than 45 calendar days from the date of

administration. Students may be exempted from the screening with prior written parent consent 15 days prior to administration. A student may be exempted if: (a) the student has a current identification or diagnosis of a reading difficulty, reading disorder, or other disability; (b) the student is eligible for special education services and has a current IEP or 504 plan to address reading difficulties; or (c) the student is in the process of being assessed for special education and related services or Section 504 services.

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) – <https://www.caaspp.org/practice-and-training/index.html>
- California Department of Education, CAASPP Information – <https://www.cde.ca.gov/ta/tg/ca/>

CALIFORNIA PROFICIENCY PROGRAM

5 CCR 11523; EC 48412

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:
 - 16 years of age or older; or
 - Enrolled in grade 10 for one school year or longer; or
 - 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:
 - Current enrollment in a California public high school; or
 - Current enrollment in a private school (registered by filing a private school affidavit with CDE, which includes students who are homeschooled); or
 - 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>.

ACCESS

Equity is accomplished when access is based on need, and every student is provided with what they individually require to learn and succeed to fulfill their academic and social advancement.

NONDISCRIMINATION/HARASSMENT

EC 200 et seq.; (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, under the jurisdiction of the District, and all acts of the Board and the Superintendent in enacting policies and procedures that govern the District.

The Board of Education desires to provide a welcoming, safe, and supportive school environment that allows all students equal access 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, harassment (including sexual harassment), intimidation, and bullying, of any student by anyone, based on the student's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sex stereotypes, sex characteristics, sexual orientation, national origin, ethnic group identification, age, medical condition, genetic information, pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery, and parental, marital, and family status, or any other legally protected status 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/guardians, 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/guardians 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 may require the perpetrator to engage in programs that promote racial justice and equity and combat racism and ignorance and 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/guardians 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 Sex Discrimination and Sex-Based 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.

NONDISCRIMINATION IN DISTRICT PROGRAMS & 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 Board of Education and the Superintendent in enacting policies and procedures that govern the District.

The RUSD 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; pregnancy, childbirth, termination of pregnancy, or lactation, including related medical conditions and recovery; parental, family, or marital status; reproductive health decision making; physical or mental disability; medical condition; sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; veteran or military status; or genetic information; 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. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the District shall not be used, directly or by others, to compile a list, registry, or database of individuals based on any of the categories identified above.

District programs and activities shall be free of any discriminatory use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources. The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the Board or District on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of EC 51204.5 and 60040, unless such study would violate EC 51501 or 60044.

Additionally, the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be adopted by the Board or District if the use would subject a student to unlawful discrimination as specified in EC 220.

District programs and activities must also be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames. Annually, the Superintendent or designee shall review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and

activities. The Superintendent or designee shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

Except for allegations of sex discrimination or sex-based harassment, allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with BP/AR 1312.3 - Uniform Complaint Procedures, for students, and AR 4030 - Nondiscrimination in Employment, for employees. Complaints alleging sex discrimination, including sex-based harassment, shall be investigated and resolved in accordance with 34 CFR 106.44 and 106.45 and as specified in AR 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures, for students, and AR 4119.12/4219.12/4319.12 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures, for employees.

District programs and facilities, viewed in their entirety, must be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing District facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

The Superintendent or designee shall ensure that the District's web and mobile applications comply with technical standards prescribed by law, and as necessary, shall provide 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 shall be given prior to a school-sponsored function, program, or meeting.

The following individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the District's response to complaints and for complying with state and federal civil rights laws is designated as the District's ADA coordinator: Director of Pupil Services at 5700 Arlington Avenue, Riverside, CA 92504, (951) 788-7135, or rayala@riversideunified.org. The compliance officer shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

TITLE IX: SEX EQUITY IN EDUCATION ACT

20 USC 1681-1688; EC 221.6, 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. 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 RUSD 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 get 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 following personnel has been designated to address questions and complaints regarding the District's non-discrimination policies specific to Title IX: Bethany Scott, Coordinator of Title IX and Compliance, at (951) 788-7135 or bscott@riversideunified.org. Any complaint alleging noncompliance with Title IX will be investigated and resolved

through either AR 1312.3 - Uniform Complaint Procedures or AR 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures, as appropriate.

Additional state and federal resources:

California Department of Education

Gender Equity/Title IX – <http://www.cde.ca.gov/re/di/eo/genequitytitleix.asp>

Office of Equal Opportunity – <https://www.cde.ca.gov/re/di/or/oeo.asp>

Uniform Complaint Procedures Contact – <http://www.cde.ca.gov/re/cp/uc/ucpcontacts.asp>

U.S. Department of Education

Office of Civil Rights, Title IX – <https://www.ed.gov/laws-and-policy/civil-rights-laws/title-ix-and-sex-discrimination>

Office of Civil Rights, Filing a Complaint – <https://www2.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt>

U.S. 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

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>

COURSE SELECTION & CAREER COUNSELING

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. Contact the principal for details.

COMPETITIVE ATHLETICS

EC 221.9; (BP 6145.2)

Schools that offer competitive athletics (e.g., sports where the activity has coaches, a governing organization, and practices, and competes during a defined season, and has competition as its primary goal) must make the following information publicly available at the end of each school year, in compliance with California's Sex Equity in Education Act:

1. The total enrollment of the school, classified by gender.
2. The number of students enrolled who participated in competitive athletics, classified by gender.
3. The number of boys' and girls' teams, classified by sport and by competition level.

To review the most current data regarding competitive athletics, please visit the applicable webpage at:

Arlington https://arlington.riversideunified.org/athletics/athletic_participation

North https://north.riversideunified.org/athletics/rusd_schools_athletic_participation_numbers

ML King https://king.riversideunified.org/athletics/athletic_participation

Poly https://poly.riversideunified.org/athletics/athletic_participation

Ramona https://ramona.riversideunified.org/athletics/athletic_participation

SEXUAL HARASSMENT

34 CFR 106.30, 106.44; EC 231.5, 48980(f); (BP 5145.7, AR 5145.71)

The RUSD Board of Education is committed to maintaining a welcoming, safe, and supportive school environment that is free of harassment and discrimination. The Board prohibits at school or at school-sponsored or school-related activities, sex discrimination and sex-based harassment, as defined in the accompanying administrative regulation,

targeted at any student, based on the student's actual or perceived sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; and, parental, marital, and family status.

Additionally, the Board prohibits retaliatory behavior or action against any person who complains or testifies about conduct that reasonably may constitute sex discrimination, including sex-based harassment, reports such conduct, 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 sex discrimination, including sex-based harassment, on school grounds or at a school-sponsored or school-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 sex discrimination, including sex-based harassment, by or against a student in a district education program or activity shall report the incident to the Title IX Coordinator as soon as practicable.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

The Title IX Coordinator shall offer and coordinate supportive measures to be provided to the complainant and, if the District has begun grievance procedures or offered an informal resolution process to the respondent, offer and coordinate supportive measures to be provided to the respondent as deemed appropriate under the circumstances.

The Superintendent or designee shall ensure that all district staff are trained regarding the District's sex discrimination and sex-based harassment policy and that all employees receive training related to their duties under Title IX as specified in AR 4119.11/4219.11/4319.11 - Sex Discrimination and Sex-Based Harassment.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sex discrimination and sex-based harassment. Such instructions and information shall include:

1. What acts and behavior constitute sex discrimination and sex-based harassment, including the fact that sex discrimination and sex-based 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 sex discrimination or sex-based harassment under any circumstance.
3. Encouragement to report observed instances of sex discrimination and sex-based harassment even when the alleged victim of the discrimination or 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 sex discrimination or sex-based harassment incident will be addressed separately and will not affect the manner in which the sex discrimination or sex-based 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 sex discrimination and sex-based harassment allegation that involves a student, whether as the complainant, respondent, or victim of the discrimination or harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students.
6. Information about the District's procedure for investigating complaints and the person(s) to whom a report of sex discrimination and/or sex-based harassment should be made.
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sex discrimination and sex-based 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 sex discrimination or sex-based harassment and/or other students during an investigation.

Definitions

Sex discrimination includes treating a student differently with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services based on the student's sex, sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy, or lactation, including related medical conditions and recovery; parental, family, or marital status; or the student's association with a person or group with one or more of these actual or perceived characteristics.

Sex discrimination, including sex-based harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct and 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.

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, sex stereotypes, sex characteristics, or other bases specified above. Conduct will constitute sex-based harassment when it takes the form of:

1. Quid pro quo harassment: A district employee, agent, or other individual authorized by the district to provide an aid, benefit, or service in the district's education program or activity conditioning the provision of district aid, benefit, or service on a student's participation in unwelcome sexual conduct
2. Hostile environment harassment: Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the district's education program or activity
Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sex-based harassment in violation of district policy if it has a continuing effect on a student's ability to participate in or benefit from district educational programs or activities.
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 34 CFR 106.2

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite sex, in the educational setting, under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Examples of Sex Discrimination and Sex-based Harassment

Examples of types of conduct which are prohibited in the District and which may constitute sex-based harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sex-based slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sex-based jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sex-based rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

Disciplinary Actions

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

Upon investigation of sex discrimination and/or sex-based harassment, any employee found to have engaged in sex discrimination against, and/or sex-based harassment or sexual violence towards 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 34 CFR 106.8 as specified in AR 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures, and district policies and regulations, of all reported cases of sex-based harassment to enable the District to monitor, address and prevent repetitive harassing behavior in its schools.

To review the RUSD policy on sexual harassment in its entirety, please review BP/AR 5145.7 from the district webpage on "[Title IX](#)". A copy of the written policy on sexual harassment is included in school and District publications and posted in the main administrative offices and other areas where rules, regulations, procedures, and standards of conduct are provided. Additionally, each school site serving students in grades 9 through 12 have the written policy posted in each bathroom and locker room. A copy of the policy, as it pertains to students, is provided as part of any orientation program conducted for new and continuing students. Staff members also receive a copy of the policy at the beginning of the school year or at the time of hire.

MARRIED, PREGNANT & PARENTING STUDENTS

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

The Board of Education recognizes that responsibilities pertaining to marriage, pregnancy, or parenting including related obligations, medical 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 following are the rights and options available to pregnant and parenting students under the law:

1. The District will not adopt any rule concerning a student's actual, potential, or past parental, family, or marital status that discriminates against and/or treats a student differently on the basis of sex.
2. The District will not exclude or deny any student from an educational program or activity, including any class or extracurricular activity, solely on the basis of the student's current, potential, or past pregnancy, childbirth, false pregnancy, termination of pregnancy, lactation, or related medical conditions or recovery.
3. For school-related purposes, a student under the age of 18 years who enters into a valid marriage has all the rights and privileges of students who are 18 years of age or older, even if the marriage has been dissolved.
4. Pregnant and parenting students have the right to participate in the regular education program and will not be required to participate in a pregnant minor program or alternative education program. Students who voluntarily participate in an alternative education program must be given educational programs, activities, and courses equal to those they would have been in if participating in the regular education program.
5. A pregnant or parenting student may remain enrolled for a fifth year of instruction to complete high school graduation requirements if the District determines that the student cannot reasonably complete those requirements in time to graduate by the end of the fourth year of high school.
6. The District may require a pregnant or parenting student to obtain the certification of a physician or nurse practitioner that they are physically and emotionally able to participate, or continue to participate, in the regular education program or activity, including extracurricular activity.
7. The school will provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. A student will not incur an academic penalty for using any of these reasonable accommodations and will be provided the opportunity to make up any work missed due to such use. Reasonable accommodations include, but are not limited to:
 - a. Access to a private and secure room, other than a restroom, that is clean, shielded from view, and free from intrusion by others to express breast milk or breastfeed an infant child
 - b. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk
 - c. Access to a power source for a breast pump or any other equipment used to express breast milk
 - d. Access to a place to store expressed breast milk safely
 - e. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child
8. A pregnant or parenting student will be excused from school when the absence is due to the illness or medical appointment of their child, including absences to care for a sick child, for which the school will not require a note from a doctor.
9. During the school year in which the birth of the student's infant takes place, a pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before childbirth if there is a medical

necessity and after childbirth to care for and bond with the infant. If deemed medically necessary by the student's physician, parental leave may be extended beyond eight weeks.

10. Specific to parental leave:

- a. No student is required to take all or part of the parental leave.
- b. A student on parental leave cannot be required to complete academic work or other school requirements but has the right to make up work missed upon return to school.
- c. The student has the right to return to the school and course of study in which they were enrolled before taking parental leave.
- d. The District's Supervisor of Attendance will ensure that absences from school, as a result of the parental leave, are excused until the student returns to school.

A student cannot be penalized for exercising the rights listed above. Any complaint alleging discrimination on the basis of a student's current, potential, or past pregnancy, family, or marital status, district noncompliance with the requirements of EC 46015 or 34 CFR 106.40, or district noncompliance with the requirement to provide reasonable accommodations for lactating students, will be investigated and resolved in accordance with the Title IX grievance procedures as specified in 34 CFR 106.44 and 106.45 and AR 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

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 RUSD: (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 Board of Education 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. The following "know your rights" information regarding immigration-enforcement actions is provided by the California Attorney General.

- All children in the United States have a Constitutional right to equal access to free public education, regardless immigration status and regardless of the immigration status of the students' parents.
- In California:
 - All children have the right to a free public education.
 - All children ages 6 to 18 years 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 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 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 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 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, (800) 952-5225, BCJ@doj.ca.gov, <https://oag.ca.gov/bcj/complaint>.

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 Christopher Sewell at csewell@riversideunified.org or (951) 352-1200. The role of the educational liaison is to: 1) ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of foster youth; and 2) assist foster youth when transferring from one school or school district to another school or school district in ensuring proper transfer of records and grades.

The California Department of Education has posted on its website a standardized notice of the rights afforded to foster youth. The notice can be obtained by visiting the following link: <https://www.cde.ca.gov/ls/pf/fy/fyedrights.asp>

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

1. Right to attend either the "school of origin" or the current school of residence. The school of origin can be the school attended when the student first entered foster care, the school most recently attended, or any school the foster youth attended in the last 15 months. If any dispute arises regarding the request of a foster youth to remain in the school of origin, the foster youth has the right to remain in the school of origin pending resolution of the dispute.
2. Right to immediate enrollment even if the foster 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 have the foster youth's educational rights holder, attorney, and county social worker notified when the foster youth is undergoing any expulsion or other disciplinary proceeding, including a manifestation determination review for a foster youth who is a student with a disability, prior to a change in the foster youth's placement.
4. Right of the foster youth not to have grades lowered for any absence from school that is due to a verified court appearance or related court-ordered activity, or to a decision by a court or placement agency to change the student's placement, in which case, the grades must be calculated as of the date the student left school.
5. Right to have full and partial credits earned to be issued and accepted.
6. Right to priority access to an intersession program. If the foster youth moves during the intersession period, the foster youth's educational rights holder shall determine which intersession program to attend.
7. 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 foster youth.

EDUCATION FOR HOMELESS YOUTH

42 US 11432, EC 48850 et seq., 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 Christopher Sewell at csewell@riversideunified.org or (951) 352-1200. The role of the educational liaison 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; 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 have full and partial credits earned to be issued and accepted.
5. Right to priority access to an intersession program. If the homeless youth moves during the intersession period, the homeless youth's educational rights holder shall determine which intersession program to attend.
6. Right to not be stigmatized by school personnel.
7. 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.

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 RUSD 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.

To qualify for Section 504 protections, the student must have a mental or physical impairment which substantially limits one or more major life activity. For the purpose of implementing Section 504, the following terms and phrases are defined below:

1. *Physical impairment* means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, hemic, lymphatic, skin, and endocrine.
2. *Mental impairment* means any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability.
3. *Substantially limits major life activities* means limiting a person's ability to perform functions, as compared to most people in the general population, such as caring for himself/herself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, writing, communicating, and working. Major life activities also include major bodily functions such as functions of the immune system, special sense organs and skin, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions, as well as the operation of an individual organ within a body system.

The RUSD 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. Additionally, a parent, teacher, other school employee, student success team, or community agency may refer a student to the principal or School Section 504 Coordinator for consideration as a student with a disability under Section 504. Upon receipt of a referral, the principal, 504 Coordinator, or other qualified individual with expertise will consider the referral and determine whether an evaluation is appropriate. This determination will be based on a review of the student's school records (academic and nonacademic); consultation with the student's teacher(s), other professionals, and the parent, as appropriate; and analysis of the student's needs. If, upon evaluation, a student is determined to be eligible for services under Section 504, the team will develop a written 504 services plan specifying the types of regular or special education services, accommodations, and supplementary aids and services necessary to ensure that the student receives FAPE.

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 Gerardo Arenas, Program Coordinator - Pupil Services, at garenas@riversideunified.org or (951) 352-1200.

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 RUSD actively seeks out and evaluates District 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 RUSD's Special Education Department at (951) 352-1200.

Before the initial provision of special education and related services to a student with a disability, the District will conduct, with the consent of the parent, a full and individual initial evaluation of the student. The evaluation will be conducted by qualified personnel who are competent to perform the assessment and will not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining the appropriate educational program for the student. If a determination is made that a student has a disability and needs special education and related services, an individualized education program (IEP) will be developed.

STUDENT SUCCESS TEAM

(BP 6164.5)

The Student Success Team (SST) is designed to offer assistance, suggestions, and ongoing support to the teachers and parents of students who are experiencing academic, attendance, social, emotional, or behavioral difficulty in school. Sometimes a student continues to struggle despite appropriate efforts by the school and family to assist them. If a student has a suspected disability, the Team, after exhausting the benefits of general education, may refer the student for testing to determine eligibility for special education services. It is solely the responsibility of an Individualized Education Plan (IEP) team, that includes the student's parents, to identify students for special education services.

STUDENT FEES, DEPOSITS, & CHARGES

5 CCR 4622; EC 48904, 49013, 49014; (BP 3260)

It is the responsibility of the RUSD 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 which constitutes an integral fundamental part of the District's educational program, including curricular and extracurricular activities.

As necessary, the Board of Education 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 District 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.

The District, its schools and programs may solicit voluntary donations or participate in fundraising activities. However, the District will not offer or award to a student any course credit or privileges related to educational activities in exchange for voluntary donations or participation in fundraising activities by or on behalf of the student. It also will not remove or threaten to remove from a student any course credit or privileges related to educational activities, or otherwise discriminate against the student, due to a lack of voluntary donations or participation in fundraising activities by or on behalf of the student.

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

EC 52242

Any economically disadvantaged student who is enrolled in an advanced placement (AP) course may apply to the Superintendent or designee to cover the costs of up to three AP examination fees.

UNIFORM COMPLAINT PROCEDURES

5 CCR 4600-4670; EC 33315; (BP 1312.3)

The Riverside Unified School District (RUSD) 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). Specifically, the UCP will be used to investigate and resolve complaints regarding the following programs and activities, some of which are described in detail in this document:

1. Accommodations for pregnant and parenting students
2. Adult education
3. After School Education and Safety
4. Agricultural career technical education
5. Career technical and technical education and career technical and technical training programs
6. Child care and development programs
7. Compensatory education
8. Consolidated categorical aid programs
9. Course periods without educational content
10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, disability, medical condition, marital status, pregnancy, parental status, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; any other characteristic identified in EC 200 or 220, GC 11135, or PC 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics
11. Educational and graduation requirements for students in foster care, students experiencing homelessness, 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 plans
15. Migrant education

16. Physical education instructional minutes
17. Reasonable accommodations to a lactating student
18. Regional occupational centers and programs
19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding
20. Schoolsite councils as required for the consolidated application for specified federal and/or state categorical funding
21. State preschool
22. State preschool health and safety issues in LEAs exempt from licensing
23. Student fees
24. 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
25. Any other state or federal educational program the State Superintendent of Public Instruction or designee deems appropriate

The following complaints are not subject to the District's UCP but will be investigated and resolved by the specified agency or through an alternative process:

1. Child abuse or neglect. Referred to the County Department of Social Services, the County Protective Services Division, or the appropriate law enforcement agency.
2. Health and safety violations by a child development program, for licensed facilities. Referred to the Department of Social Services.
3. Title IX sex discrimination, including sex-based harassment. Addressed through the federal Title IX complaint procedures specified in AR 5145.71 – Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.
4. Employment discrimination or harassment. Investigated and resolved by the District in accordance with the procedures specified in AR 4030 – Nondiscrimination in Employment, including the right to file the complaint with the California Civil Rights Department.
5. Special education. Submitted to the CDE in accordance with AR 6159.1 – Procedural Safeguards and Complaints for Special Education.
6. The District's food service program (e.g., meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses). Filed with or referred to CDE in accordance with BP 3555 – Nutrition Program Compliance.
7. Discrimination based on race, color, national origin, sex, age, or disability in the District's food service program. Filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 – Nutrition Program Compliance.
8. Sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments. Investigated and resolved in accordance with AR 1312.4 – Williams Uniform Complaint Procedures.

Notifications

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, employees, parents of District students, District and school advisory committee members, appropriate private school officials or representatives, and other interested parties.

The District also posts the standardized notice of the educational rights and graduation requirements of students in foster care, students experiencing homelessness, students from military families, students formerly in Juvenile Court now enrolled in a school district, students who are migratory, and newcomer students, as specified in EC 48645.7, 48853, 48853.5, 49069.5, 51225.1 and 51225.2. The notice includes complaint process information, as applicable.

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

Investigation and Response

These uniform procedures require the complainant to submit a written complaint no later than one year from the date the alleged violation occurred. 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.

Once a complaint is received, the compliance officer, who is knowledgeable about the laws and programs subject to the complaint, will initiate the investigation within 10 business days, and will prepare 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 adopt any appropriate corrective action permitted by law and/or provide the appropriate remedies to all affected students and parents, where applicable.

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 appeal must be accompanied by a copy of the originally filed complaint and a copy of the investigation report for that complaint. 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, if applicable. Additional information can be obtained from the CDE webpage at <https://www.cde.ca.gov/re/cp/uc/>.

Copies of the UCP are available free of charge, and can also be accessed by visiting: <https://www.riversideunified.org/departments/pupil-services/legal-notice>

The following personnel have been designated as the compliance officers to receive and investigate complaints and to ensure District compliance with law: Raul Ayala, Director of Pupil Services, Central Registration Office, 5700 Arlington Avenue, rayala@riversideunified.org, (951) 352-1200 and David Marshall, Resolution Officer, 3380 14th Street, dmarshall@riversideunified.org, (951) 788-7135.

WILLIAMS COMPLAINT

5 CCR 4600-4687; 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 serving grades 3 to 12 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 misassignments. 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.

Complaints must be filed with the principal at the school in which the complaint arises, and 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. Any complaint about problems beyond the authority of the school principal will be forwarded in a timely manner, but not to exceed 10 working days, to the appropriate District compliance officer. 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 30 working days from the date the complaint was received.

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 school office, district office, or downloaded from the following webpage: <https://www.riversideunified.org/parents/williams-complaint-procedure>

A complainant who is not satisfied with the resolution of the principal or compliance officer may describe the complaint to the Board of Education at a regularly scheduled board meeting. On a quarterly basis, summarized data on the nature and resolution of all complaints are reported to the Board at a regularly scheduled board meeting. All complaints and responses are available as public records.

TITLE I

20 USC 6312; (BP 6171)

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.

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.

STUDENT RECORDS

MAINTENANCE & DESTRUCTION OF 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 RUSD 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 District 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, 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 the records that still need to be retained and those that are appropriate for destruction. Records are destroyed in a way that assures they will not be available to possible public inspection in the process of destruction.

The Director of Pupil Services has been designated as the custodian of records at the District level, 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 234.7, 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 which 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 district 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 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 completing the [FERPA Complaint Form](#) and then either emailing the completed form to FERPA.Complaints@ed.gov, or mailing the completed form to: U.S. Department of Education, Student Privacy Policy Office, 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.

When prior written consent from a parent is required by law, the parent must provide a written, signed, and dated consent before the District discloses the student record. Such consent may be given through electronic means in those cases where it can be authenticated. The parent must specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. Upon request by the parent, the District will provide the parent a copy of the records disclosed. The written request to access or disclose a student's records must be submitted in written form to the custodian of records, who will, in turn, have 5 business days from the day of receipt of the request to fulfill the request during regular school hours. Qualified certificated personnel are available to interpret records when requested. The custodian of records will prevent the alteration, damage, or loss of records during inspection.

TRANSFER OF STUDENT RECORDS

5 CCR 438; EC 49068; (BP 5125)

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. All student records will be updated before they are transferred, and will not be withheld from a requesting school because of any charges or fees owed by the student or parent.

When a student transfers to another school district or to a private school, the District will forward a copy of the student's mandatory permanent records to the new school of enrollment. The District will permanently maintain an original or a copy of the transferred records.

Mandatory interim records will be sent upon request to other California public schools. Such records may also be sent to out-of-state or private schools requesting them. Permitted records may be sent to any public or private school.

If the student transfers into the District from another public or private school, the District will inform the parent of the parent's right to receive a copy of the records received from the former school. The parent will also be informed of their right to have a hearing in which to challenge the contents of that record.

DUPLICATION OF STUDENT RECORDS

EC 49065; (BP 5125)

Copies of student records are available to parents at a cost of 12 cents per page. Fees may be waived if it would prevent parental access to the records. Former students may receive up to two transcripts or up to two verifications of their records at no cost.

TEACHER NOTICE REGARDING STUDENT BEHAVIOR

EC 49079; (BP 0450, 4158)

State law requires that teacher(s) of each student who has engaged in, or is reasonably suspected to have engaged in, any act during the previous three school years which could constitute grounds for suspension or expulsion under EC 48900, with the exception of the possession or use of tobacco products, or EC 48900.2, 48900.3, 48900.4, or 48900.7 be informed that the student engaged in, or is reasonably suspected to have engaged in, those acts. The information is based upon District records maintained in the ordinary course of business or records received from a law enforcement agency.

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; 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.

Directory information does not include a student's social security number. Directory information also does not include the student's citizenship status, immigration status, place of birth, or any other information indicating national origin. The District will not release such information without parental consent or a court order.

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, promotion 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; school resource officers; elected officials; Department of Public Health; and companies that publish yearbooks.

No information may be released to private profit-making entity other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. 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 not be disclosed without their prior consent. A *Directory Information Opt Out* form is provided to parents in September of each school year; parents may use this form to opt out, or in the case of a homeless child or youth, opt in, of the release of directory information by the third Friday in November.

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. Written notice must be submitted to the school, as described in the notification on "Directory Information" above, if the parent wishes to deny military recruiters access to the student's information.

FINANCIAL AID APPLICATION

EC 51225.7, 51225.8

Filing financial aid applications is the first step toward college success and helps eligible students qualify for federal, state, and campus-based aid as well as some private scholarships. Under state law, schools are to ensure that students, prior to entering 12th grade, receive information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act application (CADAA) to help determine a student's eligibility for financial aid. This information will be provided in a timely manner as financial aid is awarded in order of submission according to deadlines, on a first-come, first-served basis.

Specifically, each 11th grade student will be advised to complete the grade 11 financial aid lessons on the CaliforniaColleges.edu platform that will include, but not necessarily be limited to, material related to all of the following:

1. Types of documentation and personal information required
2. Explanation of definitions used in the application
3. Eligibility requirements for student financial aid
4. Application timelines and submission deadlines
5. Importance of submitting applications early

The District will ensure that each 12th grade student completes and submits a FAFSA or CADAA to the California Student Aid Commission (CSAC). The parent or student if 18 years of age or older may opt out of the requirement by filling out and submitting an opt-out form developed by the CSAC. If the District determines that a student is unable to comply with the requirement, the District will exempt the parent or student and complete and submit an opt-out form on the student's behalf. A student who does not complete an application or submit an opt out form will not be penalized or punished, and it will not affect the student's ability to graduate.

Students should only complete one of the applications based on their citizenship and residency status. All personal information, including immigration status, of students and their families will be protected according to state and federal privacy laws and regulations.

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.

Cal Grant applicants must apply using the FAFSA or CA Dream Act application by the deadline and meet all eligibility, financial, and minimum GPA requirements of either program. In order to assist students in applying 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 a school or District official. 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 CSAC 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 school counseling office or from the District website at <https://www.riversideunified.org/important-information/cal-grant-gpa-opt-out-form>. 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 51229, 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:
 - a. Postsecondary educational institutions for purposes of admissions and academic placement.
 - b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

A parent may annually submit to the District a written request to "opt out" their student for the school year from the data reporting of the CCGI system and such a request will be granted by the Superintendent or designee. Requests for exemption can be submitted to the school site principal.

SOCIAL MEDIA & STUDENT INFORMATION

20 USC 1232g; 34 CFR 99.3; EC 49073; (BP 1113, 5125)

The Superintendent or designee will ensure that official District social media content and postings protect the privacy rights of students, parents, staff, Board members, and other individuals. Social media and networking sites and other online platforms will not be used by employees to transmit confidential information about students, employees, or other District operations. Users of District social media platforms should be aware of the public nature and accessibility of social media and that information posted may be considered a public record subject to disclosure under the Public Records Act and federal disclosure laws.

As such, phone numbers, home addresses, and email addresses of students or their parents will not be published on any school or district webpage or social media platform. Other directory information including, but not limited to, photographs of individual students with their names may be published except when a student's parent has prohibited the release of the student's directory information without prior written consent. Photographs of groups of students, such as at a school event, may be published provided that students' names are not included.

Student work may be published on district or school websites provided that both the student and their parent provide written permission, or the work is part of an existing publication such as a school newspaper.

If the District experiences a cyberattack which impacts more than 500 students or personnel, the District is required to report such cyberattack to the California Cybersecurity Integration Center.

MEASURING ENGAGEMENT, SCHOOL CLIMATE, & WELL-BEING

Each Fall, as part of the District's LCAP monitoring, all sites administer a school climate survey. This survey is a web-based (anonymous) survey given to students in grades 5 through 12. The survey gathers information on developmental supports provided to youth; school connectedness and barriers to learning; health-related behaviors

such as physical activity and nutritional habits; alcohol, tobacco and other drug use; concerns such as physical activity and nutritional habits; risk of depression and suicide; perceived sexual orientation (grades 7-12 only); and school safety. The surveys are voluntary. Students in grades 5-6 can only take the survey with parent permission and parents of students in grades 7-12 can exempt their students from participating in the survey. Parents may choose to opt out of this survey by informing the school principal in writing, using a form sent home before the survey begins. During the survey, students also may choose to answer or skip any question.

All individual responses are aggregated, or brought together, and published back to schools in the form of reports. Results are reported only when the student group size is 10 or more. At the close of the survey administration, the District administrators and each school principal will receive an electronic copy of the reports. The District will also receive overall reports by grade span (grades 5-6, 7-8, and 9-12) that detail the District's results.

REIMBURSEMENT FOR HEALTH SERVICES

The [Children and Youth Behavioral Health Initiative \(CYBHI\) Multi-Payer Fee Schedule](#) program allows RUSD to receive reimbursement from Medi-Cal and commercial health plans for eligible services provided to students for health related services. These services include but are not limited to psychoeducation, counseling services, screening and assessment, and case management.

To receive reimbursement for services, RUSD must have parent consent to disclose personally identifiable information (PII) for the purpose of processing claims for reimbursement: name, birthdate, gender and medical service (including the type, date, duration, and the name of the service provider).

Background Information

The Department of Health Care Services (DHCS), in collaboration with the Department of Managed Health Care (DMHC), has developed a multi-payer, school-linked statewide fee schedule for outpatient mental health and substance use disorder services provided to students.

The state statute ([WIC 5961.4](#)) requires commercial health plans and the Medi-Cal delivery system, as applicable, to reimburse, at or above the published rates, these school-linked providers, regardless of network provider status, for services furnished to students pursuant to the fee schedule. Further, services provided as part of the fee schedule shall not be subject to copayment, coinsurance, deductible, or any other form of cost sharing.

Consent

A parent who consents to the District sharing their child's information for reimbursement purposes under the **CYBHI Multi-Payer Fee Schedule**, must complete the consent form provided with the **Annual Data Confirmation** process.

Consent or lack of consent to disclose will not affect school health or related services provided to students nor will parents ever be billed for these services. For further information regarding this policy, please email Dr. Claire Ramirez, Manager of Wellness and Engagement at ckramirez@riversideunified.org.

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 RUSD, 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 of 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 20202-8520.

CHALLENGING STUDENT RECORDS

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

Following an inspection and review of student records, the parent may challenge the content of the records and/or ask for records to be expunged. The parent may submit to the principal a written request to correct or remove from the student's records any information concerning the student which they allege to be 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.

Within 30 calendar days, the Superintendent or designee will meet with the parent and the certificated employee who recorded the information, if any, and if the person is still employed with the District, and sustain or deny the allegations. If the allegations are sustained, the Superintendent or designee will order the correction, removal, or destruction of the information. If the Superintendent or designee denies the allegations, the parent may appeal the decision to the Board of Education within 30 calendar days. The Board will determine whether or not to sustain or deny the allegations. If the Board sustains the allegations, it will order the Superintendent to immediately correct, remove, or destroy the information from the written records of the student.

If the final decision of the Board is unfavorable to the parents, or if the parent accepts an unfavorable decision by the Superintendent, the parent has the right to submit a written statement of objections to the information. This statement becomes a part of the student's school record until such time as the information objected is removed.

Both the Superintendent and the Board have the option of appointing a hearing panel in accordance with EC 49070-49071 to assist in the decision-making.

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.

Requests to challenge the content of a student's records, and its specific procedures, can be obtained from the school principal or the District custodian of records in the Pupil Services/SELPA Department at the District's Central Registration Center, located at 5700 Arlington Avenue, Riverside, CA 92504, or by calling (951) 352-1200.

ENROLLMENT & TRANSFER OPTIONS

MEETING RESIDENCY REQUIREMENTS FOR SCHOOL ATTENDANCE

EC 48200 et seq.; (BP 5111.1)

A student complies with the residency requirements for school attendance in the RUSD 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 their 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.

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.

The District will investigate any cases where there may be reason to believe that a student does not comply with residency requirements for school attendance, that the parent has provided false information with respect to residency, or that the information provided at the time of enrollment is no longer current or accurate. 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 OPEN ENROLLMENT

EC 35160.5, 46600; (BP 5116.1)

The parent of any student who resides within the attendance boundaries of the RUSD may apply to enroll their student in any District school, regardless of the location of their residence within the District. No student currently residing with a school's attendance area will be displaced by another student transferring from outside the attendance area. Transportation to any other school is the responsibility of the parent.

Applications to request an intradistrict transfer for the following school year are available beginning November 1 and must be submitted by the second Friday in January. If there are more requests for a particular school than there are spaces available, a random drawing will be held from the applicant pool. If a family moves into the District after the Open Enrollment period, they may submit an intradistrict transfer request upon registration. For students who have been determined to have been a victim of bullying, the District will approve an intradistrict transfer unless the requested school is at maximum capacity, in which case, the District will accept an intradistrict transfer request for a different school within the District.

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. Any complaints regarding the selection process should be submitted in writing to the Director of Pupil Services.

To obtain more information and/or to submit an application during the Open Enrollment period, visit the District's webpage on "[Transfers](#)".

INVOLUNTARY TRANSFER

EC 48929; (BP 5116.2)

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

VICTIM OF A VIOLENT CRIMINAL OFFENSE

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. The District has 14 calendar days to make the determination and offer the student an option to transfer. In making the determination that a student has been a victim of a violent criminal offense, the Superintendent or designee will consider the specific circumstances of the incident and consult with local law enforcement as appropriate. Examples of violent criminal offenses include, but are not limited to, attempted murder, battery with serious bodily injury, assault with a deadly weapon, rape, sexual battery, robbery, extortion, or hate crimes.

PERSISTENTLY DANGEROUS SCHOOLS

5 CCR 11992; 20 USC 7912; (BP 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 ten (10) days, provide parents of students attending the school with notice of the school's designation and the option to transfer their students 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 twenty (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. 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 be made as quickly as possible. 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

EC 58501

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 PERMIT

EC 46600 et seq.; (BP 5117)

At any time of the year, a parent may seek release from the RUSD 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 childcare needs of the student that cannot be met within the boundaries of the District.
2. To meet a child's special mental or physical health needs, as certified by a physician, school psychologist or other appropriate school personnel.
3. When the student has siblings attending school in the district of proposed enrollment, to avoid splitting the family's attendance.
4. When the parent is a permanent employee of the district of proposed enrollment.
5. To complete a school year when parents have moved out of the District during that year.
6. To complete the highest grade of elementary, middle or high school in order to be promoted or to graduate with their class at the school which they have attended just prior to their move to another district.
7. When the parent provides written evidence that the family will be moving to the receiving district in the immediate future and would like the student to start the year in that district.
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 any school in the District.
9. When there is valid interest in a specialized educational program not offered in the District. *Note:* One or two classes do not constitute a "program".

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 RUSD 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 RUSD, 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 their completion of the 10th grade, or during their 11th or 12th grade year. Except as 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 the Pupil Services Department located at 5700 Arlington Avenue, Riverside, or on the District website at <https://www.riversideunified.org/departments/pupil-services/transfers>. 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.

SCHOOL DISTRICT OF CHOICE

EC 48300 et seq.; (BP 5117)

The RUSD participates in the District of Choice (DOC) Program, which allows a non-resident student to transfer into a participating DOC without an interdistrict permit. As a DOC, the District 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 inquire 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, the District 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 after granting priority enrollment in the following order:

1. Siblings of children already in attendance in the RUSD
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 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. By March 1, applicants shall be notified in writing whether the application has been provisionally accepted or rejected or of the student's position on any waiting list. Vacancies may be filled from the waiting list until May 1. 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 Board 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/>. For additional information regarding the application process, timelines, selection process, and reasons for denial of a request, please visit <https://www.riversideunified.org/departments/pupil-services/transfers> or email the Transfer Desk at studenttransfers@riversideunified.org.

SCHOOL ATTENDANCE

COMPULSORY EDUCATION & THE IMPORTANCE OF GOOD ATTENDANCE

EC 48200, 48293, 48400 et seq.

California law requires full-time attendance and punctuality of every student between 6 and 18 years of age. Schools are required to enforce the law and parents are responsible to compel the attendance of their children at school. Any parent who fails to meet this obligation may be guilty of an infraction and subject to prosecution.

Regular attendance plays an important role in student achievement and is an important life skill that will help students graduate from college and keep a job. When students do not attend school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance. Preliminary data from a California study found that children who missed at least 10% or more of school days in kindergarten or first grade were far less likely to read proficiently at the end of the third grade and more likely to be held back in later grades. By sixth grade, absenteeism is one of the three signs that a student may drop out of high school. By ninth grade, regular attendance is a better predictor of graduation rates than eighth grade test scores.

Absences can be minimized by scheduling medical, dental, and other appointments after school or when school is not in session. Vacations should be planned around holidays. Parents must make school attendance a priority.

EXCLUSION FROM SCHOOL

EC 48213; (AR 5112.2)

The Superintendent or designee may exclude a student without prior notice to the parent if the student is excluded for any of the following reasons:

1. The student resides in an area subject to quarantine pursuant to HSC 120230.
2. The student is exempt from a medical examination but suffers from a contagious or infectious disease pursuant to EC 49451.
3. The Superintendent or designee determines that the presence of the student would constitute a clear and present danger to the safety or health of other students or school personnel.

However, in such cases, the Superintendent or designee will send a notice as soon as reasonably possible after the exclusion. Upon exclusion of the student, a parent may meet with the Superintendent or designee to discuss the exclusion. If the parent disagrees with the decision of the Superintendent or designee, the parent may appeal the decision to the Board of Education. The parent will have an opportunity to inspect all documents upon which the District is basing its decision, to challenge any evidence and question any witness presented by the District, to present oral and documentary evidence on the student’s behalf, and to have one or more representatives present at the meeting.

ILLNESS

EC 49451

It is important to protect the health of all students from risk posed by infectious diseases that can be transmitted within the school setting. Your child may be excluded from school in accordance with EC 49451: “whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, he or she shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.” The California Department of Public Health (CDPH) further provides that children should stay home (or go home) from school when any new illness or symptom prevents them from being able to participate meaningfully in school activities or results in a need for care that is greater than the staff can provide without compromising the health and safety of other children.

The following chart provides guidelines from the CDPH that help parents decide when to keep children at home when they are not feeling well and when children are ready to return to school.

Symptom or Illness	When should children stay home and when can they return to school?
Fever	STAY HOME IF a fever is 100.4°F (38°C) or higher. RETURN WHEN fever went away over the night and is gone in the morning without the use of medications such as Tylenol® , Advil® , or Motrin® (acetaminophen or ibuprofen).
Vomiting	STAY HOME IF vomiting has occurred 2 or more times in 24 hours. RETURN WHEN vomiting has ended overnight, and your child is able to hold down liquids and food. Recommend frequent handwashing.
Diarrhea	STAY HOME IF your child’s stool is likely to leak from the diaper, or if they are unlikely to make it to the toilet in time (if potty trained). If the stool looks bloody or black, seek medical attention. RETURN WHEN improving. Recommend frequent hand washing.

Symptom or Illness	When should children stay home and when can they return to school?
Sore throat	<p>OK TO ATTEND WITH MILD SYMPTOMS. Please consider wearing a mask if age 2 years or older.</p> <p>STAY HOME AND SEEK MEDICAL ATTENTION for difficulty breathing or swallowing, or continuous drooling.</p> <p>RETURN WHEN IMPROVING. If an antibiotic is prescribed, take the first dose at least 12 hours before returning.</p>
Cold symptoms such as cough, stuffy/runny nose, sneeze	<p>OK TO ATTEND WITH MILD SYMPTOMS. Please consider wearing a mask if age 2 years or older.</p> <p>STAY HOME AND SEEK MEDICAL ATTENTION for severe symptoms, including a bad cough, difficulty breathing or trouble catching their breath, or wheezing when not controlled by medication (like albuterol).</p> <p>RETURN WHEN IMPROVING. If your child will need medication after returning, contact the school site to request the authorization form for medication.</p>
Ear or eye irritation, including pink eye	<p>OK TO ATTEND WITH MILD SYMPTOMS. Recommend frequent handwashing.</p> <p>STAY HOME AND SEEK MEDICAL ATTENTION for difficulty seeing or hearing, an eye injury, or pain they cannot tolerate.</p>
Head lice	<p>STAY HOME AND TREAT THE STUDENT when there are live lice present.</p> <p>RETURN WHEN treated with appropriate lice shampoo and no live lice are present. Student's head will be examined for live lice by the Health Assistant.</p>
Rash or itching	<p>OK TO ATTEND WITH MILD SYMPTOMS.</p> <p>STAY HOME AND SEEK MEDICAL ATTENTION IF THE CHILD HAS ONE OF THE FOLLOWING:</p> <ul style="list-style-type: none"> ● Oozing, open wound or infection that cannot be covered and is in an area that might come in contact with others. ● Skin that looks bruised without a known injury or in an unusual location. ● Rapidly spreading dark red or purple rash (may indicate a rare but severe bacterial infection; usually accompanied by fever). ● Tender, red area of skin, rapidly increasing in size or tenderness. ● Associated symptoms of a serious allergic reaction (rash with throat closing, abdominal pain, vomiting, or wheezing). ● Fever (see Fever for return guidance) ● There is concern for a disease like chickenpox or measles. If this is the case, the child should see a healthcare provider and the local health department should be contacted. <p>RETURN WHEN IMPROVING or as guided by a health care provider. In general, for conditions such as lice, impetigo, ringworm, scabies, and pinworms, your child may return as soon as they start appropriate treatment.</p>

If a student should not be at school, as provided in the guidelines above, the parent will be called to pick the student up from school.

EXCUSED ABSENCES

EC 46014, 48205, 48980(a) and (i); (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. A doctor's note may be

requested by the principal or designee when a student has had more than 10 absences in the school year due to illness. Absences not cleared will remain unverified.

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 schoolday 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 purpose 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 practices, habits, beliefs, and traditions of a certain group of people.
 - (3) "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

(4) "Victim services organization or agency" has the same meaning as defined in 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.

It is important for parents and students to understand that writing a note verifying an absence or a tardy does not excuse an absence. Absences are excused only if they meet the criteria listed under EC 48205. Absences that are not excused shall be marked unexcused in the student's records.

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.

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 a *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.

A student who is truant will be reported to the Child Welfare and Attendance Manager assigned to the school. Parents of students who are identified as truant will receive truancy notifications that may result in a referral to the School Attendance Review Team and the School Attendance Review Board if attendance does not improve.

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 – and is an important measure because excessive absences negatively impact academic achievement and student engagement. As part of the new State accountability system, a school's performance ranking will be penalized for high rates of chronic absenteeism.

CHILD WELFARE & ATTENDANCE INVESTIGATORS

The RUSD employs Child Welfare and Attendance (CWA) Investigators who make home visits to determine why students are not in school. When a student's attendance record begins to display a pattern of unexcused absences, usually 10 days or more during the school year, and not necessarily consecutive days, a CWA Investigator may be asked to make a home visit. When a student has a legitimate reason to be absent, no further action may be taken, unless it has been determined that the student needs an alternative form of instructional services. However, when school staff determines a student is absent for unexcused reasons, the student may be required to attend Saturday School to make up the unexcused absence(s), and the student may be referred to the School Attendance Review Board.

SCHOOL ATTENDANCE REVIEW BOARD

EC 48263, 48263.5, 48321(b)(1); (BP 5113.1)

The School Attendance Review Board (SARB) is a legally constituted board, identified in the Education Code, made up of representatives from the Department of Public Social Services, the Probation Department, Law Enforcement, Department of Mental Health, other agency personnel from local government, and school staff. SARB has the authority to refer students and their parents to the Riverside County District Attorney for prosecution based on failure

to require their student to attend school. A secondary age student who demonstrates poor school attendance may have their Work Permit denied or revoked. Further, in some cases, teachers may issue a failing grade to any student who has demonstrated excessive absences.

A referral to the District Attorney is only made after the District has exhausted all other means to assist the student and the parent to improve attendance. Parents who fail to comply with mandatory attendance laws may be fined up to \$2500 for contributing to the delinquency of a minor and/or sentenced to not more than 6 months in county jail or both depending upon the decision of the court. Hence, it is important for students and parents to understand poor school attendance can have serious consequences for students as well as parents.

SHORT-TERM INDEPENDENT STUDY PROGRAM

If a student needs to be absent from school for an extended period of time due to unforeseen events such as family traveling or a student living away from home for a period of time, parents may request a Short-Term Independent Study Program for their student. Parents are expected to supervise the completion of the Independent Study Agreement.

A Short-Term Independent Study Agreement is a specific, written, legal, contract between the parent and the school that is subject to the following conditions:

1. Must be requested 5 school days prior to the beginning of the agreement; any exceptions must be approved by the Director of Pupil Services, for good cause in an emergency situation, at least 72 hours prior to beginning the agreement.
2. Must have a maximum duration of less than 16 school days .
3. Cannot be approved during the first 5 days of a school year, nor during the last 10 days of the school year.
4. Each written agreement must be signed prior to the commencement of the first day of the student's enrollment in independent study. Written agreements may be signed using an electronic signature.
5. The student must submit all completed schoolwork to the attendance office upon return to school. If assignments are completed or returned after the first day the student returns to school, academic credit will be given, however, no credit will be awarded for attendance.
6. Independent Study Agreements that are not completed will be considered as excused absences for each day of school the student missed.

INDIVIDUAL INSTRUCTION FOR STUDENTS WITH TEMPORARY DISABILITIES

EC 48206.3, 48207, 48207.3, 48207.5, 48208, 48240, 48980(a)-(b); (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 enrolled in regular day classes who has a "temporary disability" may receive individualized instruction for one hour a day, following the same calendar as regular school – meaning, vacations and holidays are observed on the same schedule. Individualized instruction is only provided to students who will be unable to attend school for longer than four weeks, and the need for individualized instruction is substantiated by a physician licensed to practice medicine in the State of California.

It is the responsibility of the parent to notify the District's Health Services Department at (951) 274-4213. When Health Services is notified that a student has a temporary disability, the District must 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. Students who cannot attend regular school for less than 16 school days may participate in the Short-Term Independent Study Program, as described above.

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.

Every effort will be made for students to continue with those courses that are necessary for the student to maintain their academic status, but in some cases, this will not be possible due to various constraints. High school students who are not able to complete courses in progress at the time they are receiving individualized instruction may need

to complete the course in either summer school or through some other venue. In some cases, a student's high school graduation may be delayed due to the restrictions of this program. District staff may not be able to replicate certain highly specialized courses or a given course in the individualized instruction setting. For example, Honors or Advanced Placement classes, world languages, PE, laboratory sciences, higher-level mathematics classes, and most electives cannot be replicated.

The RUSD 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.

HEALTH & WELLNESS

IMMUNIZATION

EC 49403, 48216; HSC 120325-120375; (BP 5141.3)

To protect the health of all students and staff and to curtail the spread of infectious diseases, students must be immunized against certain communicable diseases. Students may not be admitted into any District school for the first time nor admitted or advanced into grade 7 unless they have met the immunization requirement. The District will cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. For that purpose, the District may use any funds, property, or personnel and may permit any person licensed as a physician and surgeon, or a health care practitioner acting under the direction of a supervising physician and surgeon, 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. A medical exemption filed at the school before January 1, 2020 will remain valid until the earliest of:

- When the student enrolls in the next grade span (TK/K-6th grade or 7th-12th grade).
- The expiration date on the temporary medical exemption.
- Revocation of the exemption because the issuing physician has been subject to disciplinary action from the physician's licensing entity.

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 immunization 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.

If an enrolled student who was previously believed to be in compliance with immunization requirements is subsequently discovered to not be in compliance with requirements for unconditional or conditional admission, the student's parent will receive notice that evidence of proper immunization or an appropriate exemption must be provided within 10 school days. A student not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases listed in "Appendix C", a Parent's Guide to Immunizations.

HPV IMMUNIZATION

EC 48980.4

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. Please refer to "Appendix D" in this document for more information on the HPV vaccination.

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, child care facilities, family child care homes, service providers, 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.

HEALTH EXAMINATIONS

EC 49451; (BP 5141.3)

The RUSD conducts vision and hearing testing at specific grade levels. The screenings are done by a credentialed school nurse. Students may be exempt if the parent notifies the school principal in writing that such appraisal is in conflict with their religious beliefs.

ORAL HEALTH ASSESSMENT

EC 49452.8; (AR 5141.32)

Even though they fall out, baby teeth are very important. Children need healthy baby teeth to eat, talk, smile, and feel good about themselves. Children with cavities may have pain, difficulty eating, stop smiling, and have problems paying attention and learning at school. To help children stay healthy, parents are advised of the following:

- Children need to be taken to the dentist. Dental check-ups can help keep a child's mouth healthy and pain free.
- Healthy foods, like fresh fruits and vegetables, should be chosen for the entire family.
- Teeth need to be brushed at least twice a day with toothpaste that contains fluoride.
- Candy and sweet drinks like punch, juice, or soda should be limited. Sweet drinks and candy contain a lot of sugar, which causes cavities and leaves less room for a child to have healthy foods and drinks. Sweet drinks and candy can also cause weight problems, which may lead to other diseases, such as diabetes. Give a child healthy choices like water, milk, and fruit instead.

Having a healthy mouth helps children do well in school. So, to make sure children are ready for school, state law requires that children have an oral health assessment (dental check-up) by May 31 in either transitional kindergarten, kindergarten, or first grade, whichever is their first year in public school. Assessments that have happened within the 12 months before the child enters school also meet this requirement. The law specifies that the assessment must be done by a licensed dentist or other licensed or registered dental health professional. The school and District will maintain the privacy of all students' health information. A student's identity will not be associated with any report produced as a result of this requirement.

A parent who is unable to obtain the oral health assessment must complete a Waiver of Oral Health Assessment Requirement form and submit that to the school.

To help find a dentist, visit <https://dental.dhcs.ca.gov/> or call the Medi-Cal Telephone Service Center at (800) 322-6384. To find a low, or no-cost clinic in the community, visit www.californiahealthplus.org or www.211.org, or call 2-1-1.

ADMINISTRATION OF PRESCRIPTION MEDICATION TO STUDENTS AT SCHOOL

EC 49423, 49423.1; (BP 5141.21)

The school nurse or other designated school employees may assist students who need to take prescribed medication during school hours only upon written request of both the physician/surgeon and the parent. The written request from the physician/surgeon must include details as to the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent indicating the desire that the District assist the student in matters set forth in the statement of the physician/surgeon.

Due to safety concerns, students are not permitted to carry any kind or type of medication, including over-the-counter medication, on their person while at school or school sponsored events. Only under certain conditions, when immediate administration of a medication is required and prior authorization has been granted by school officials,

may a student carry and self-administer a medication on their person. Abuse of this privilege will be cause for revocation.

Under guidelines developed by the California Department of Education, and with the endorsement of the Riverside County Medical Association, over-the-counter medication may be administered during regular school hours if the school receives a written statement from the physician/surgeon and the parent. Medication must be brought to the school by a parent in a container labeled by a pharmacist licensed in the United States. The container must list the student's name, doctor's name, name of the medication, method, amount, and time schedules by which the medication is to be taken.

CONTINUING MEDICATION REGIMEN

EC 49480; (BP 5141.21)

It is the responsibility of the parent of a student on a continuing medication regimen for a non episodic condition to inform the school nurse or other designated school employees of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent, the school nurse may communicate with the physician and may counsel with school personnel regarding the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

EMERGENCY TREATMENT FOR 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. As such, the District provides emergency epinephrine auto-injectors to school nurses and trained personnel who may use the epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from an anaphylactic reaction, regardless of known history. Parents who do not wish their student to receive this emergency treatment must object, in writing, to the principal of the school, within two (2) weeks of the opening of the school year or within two (2) weeks of enrollment into the school, or receipt of this document.

EMERGENCY MEDICAL ASSISTANCE AT SCHOOL

EC 49407, 49472; FC 6550; (BP 5141)

Whenever a student requires emergency or urgent medical treatment while at school or a school-sponsored activity, the principal or designee will contact the parent or other person identified on the emergency card in order to obtain consent for the medical treatment. If the student's parent or other contact person cannot be reached to provide consent, the principal may seek reasonable medical treatment for the student as needed. The District, District employee, physician or hospital treating a student will not be held liable for such reasonable medical treatment without parent consent when the student is ill or injured during regular school hours, requires reasonable medical treatment, and no responsible adult can be reached, unless the parent has previously filed with the District a written objection to any medical treatment other than first aid.

Any person 18 years of age and older who files with the District a completed caregiver's authorization affidavit for a minor student has the right to consent to or refuse school-related medical care on behalf of the student. The caregiver's authorization is invalid if the District receives notice from the caregiver that the minor student is no longer living with the caregiver. The caregiver's consent to medical care will be superseded by any contravening decision of the parent or other person having legal custody of the student, provided that this contravening decision does not jeopardize the student's life, health, or safety.

Parents are responsible for updating their student's emergency card as information changes during the school year. It is also important to include and update all information regarding the student's health needs (health conditions and/or medications). Any confidential health information provided to the school will only be disclosed at the discretion of the principal to staff who have legitimate educational interest.

SEIZURE SAFE SCHOOLS ACT

EC 49468 et seq.; (BP 5141)

If the parent of a student diagnosed with seizures, a seizure disorder, or epilepsy submits a request to the school, a school nurse or a trained employee volunteer may administer emergency anti-seizure medication prescribed by the student's health care provider to the student if the student is suffering from a seizure. A parent who submits such a request will be notified that the student may qualify for services or accommodations pursuant to Section 504 or an individualized education program (IEP), and the District will assist the parent with the exploration of that option. The parent will be asked to sign a notice verifying that they received the notification and understand their right to request a Section 504 plan or an IEP at any time.

Emergency anti-seizure medication or medication prescribed to a student to treat the student's seizures, a seizure disorder, or epilepsy symptoms must be provided to the school with the label affixed by the dispensing pharmacy intact.

Before administering emergency anti-seizure medication or therapy prescribed to treat seizures in a student diagnosed with seizures, seizure disorder, or epilepsy, the District must obtain a seizure action plan from the parent which is a written, individualized health plan designed to acknowledge and prepare for the health care needs of the student. With written consent from the parent, the plan must be distributed to any staff responsible for the supervision or care of that student. All related documents must be maintained on file in the school nurse's office or that of an administrator, in compliance with all applicable state and federal privacy laws.

INSURANCE FOR MEDICAL & HOSPITAL SERVICES FOR STUDENTS

EC 49472; (BP 5143)

The medical costs of student accidents are the responsibility of the parent. Student accident insurance solves many problems in advance. Every year the District provides parents with applications for school time accident insurance. The contract is made between the parent and the insurance company. The District only supplies the application forms. This low-cost accident insurance helps pay for the medical costs if a student is injured while under the jurisdiction of the school. Parents are advised to use this option to protect their family in case of an accident.

INSURANCE FOR ATHLETIC TEAMS

EC 32221.5; (BP 6145.2)

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. "Members of school athletic teams" include members of school bands, orchestras, cheerleaders and their assistants, pom and dance team, team managers and their assistants, and any student selected by the school or student body organization to directly assist in the conduct of the athletic event. 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 1-800-880-5305
- Medi-Cal at 1-800-880-5305
- Pacific Educators (low-cost local program) at 1-800-722-3365

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 learn of its symptoms to help their children obtain early diagnosis and treatment when necessary. Please refer to "Appendix E" in this document for more information about type 1 diabetes. Contact the school nurse or administrator, or the student's health care provider if there are any questions.

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 F" in this document for more information about type 2 diabetes. Contact the school nurse or

administrator, or the student's health care provider if there are any questions.

CONCUSSION & 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. Please refer to "Appendix G" in this document for more information about concussions and head injuries.

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. This requirement does not apply to athletic activity conducted during the regular schoolday or as part of a physical education course. Please refer to "Appendix H" in this document for more information about SCA. 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 Fact 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 athletic activity conducted during the regular schoolday or as part of a physical education course. Please refer to "Appendix I" in this document for more information about prescription opioids.

METHICILLIN-RESISTANT STAPHYLOCOCCUS AUREUS

With the heightened media attention about methicillin-resistant *Staphylococcus aureus* (MRSA), the District recognizes that it is a potentially serious community acquired infection. *Staphylococcus aureus* (staph) are bacteria that many healthy people carry on their skin or in their nose. About 25% to 30% of people in the United States carry

staph in their nose, but it does not make them sick. Staph can also be carried in the armpit, groin, rectum, or genital area. Most staph infections are minor and can be treated without antibiotics. However, staph can sometimes cause serious infections like pneumonia, blood or joint infections and deep skin infections. MRSA is a type of staph that is not killed by penicillin and similar antibiotics.

Schools do not need to close to “disinfect” because a student has a MRSA infection. MRSA is spread mostly by direct skin-to-skin contact with an infected person or from touching surfaces that have staph on them from someone else’s infection. If the student’s infection has been covered, then no special cleaning is needed. Cleaning and disinfection should be done on surfaces that are likely to contact uncovered or poorly covered infections.

The easiest way to prevent MRSA and staph infections is by washing your hands, especially:

- Whenever the skin comes in contact with other people or with shared surfaces or equipment.
- Before and after athletic practice, games or working out.
- After sneezing, coughing, blowing, or touching the nose.
- Before and after touching the eyes, nose or mouth, or skin that has open sores, boils, and skin rashes.
- After using the toilet or urinal.
- After touching any item soiled with wound fluids, such as bandages, dressings, or bedding.
- After cleaning the bathroom, changing your bedding, or doing laundry.
- Before preparing food, eating, or drinking.

Please refer to “Appendix J” of this document for more information about MRSA.

ACCESS TO STUDENT MENTAL HEALTH SERVICES

EC 49428

A child’s mental health is essential to their social and cognitive development, and to learning healthy social skills and how to cope when there are problems. Mentally healthy children have a positive quality of life and can function well at home, in school, and in their communities. Mental health problems that are not recognized and treated in childhood can lead to severe consequences, including exhibiting serious behavior problems, at higher risk of dropping out of school, and increased risk of engaging in substance abuse, criminal behavior, and other risk-taking behaviors. As such, 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 the following information on how to initiate access to available student mental health services at school and/or in the community:

Student Assistance Program

RUSD’s Student Assistance Program (SAP) supports students’ social, emotional, and behavioral needs by providing individualized school-based services. Students are identified and referred for assessment and intervention. SAP team members work with school staff, students, and families to identify the most appropriate intervention which may include SAP services and/or referrals to other school-based services and community providers.

SAP Counseling Services

The SAP Counselors are licensed clinicians, and each school has an assigned SAP Counselor. Students are referred by staff, parents, or other concerned parties. Students may also self-refer. Referrals can be obtained at schools and on schools’ websites. Once the referral is received, the SAP Counselor will contact the caregiver to schedule a Family Interview. In some cases, minors over 12 may consent to working with their school’s SAP Counselor.

Access to community resources can be obtained by visiting the following webpage:

<https://sites.google.com/riversideunified.org/rusdvirtualwellnesscenter>

Care Solace

Care Solace is an online resource meant to assist individuals in finding local counseling-related services. To use Care Solace, individuals answer ten basic questions in order to receive an extensive list of referrals to applicable care providers. Care Solace takes into account all types of private insurance, as well as Medi-Cal, Medicaid, and Medicare when generating its list of referrals. If uninsured, Care Solace will also identify nearby care providers that allow individuals to pay out-of-pocket for services.

Care Solace is available for use by District students, staff, and families at no cost. Please note, this service does not replace the District’s existing employee assistance program. Care Solace is an optional resource available by choice and is not mandatory in any way. Care Solace does not require a user’s name, address, phone number, or date of birth.

Individuals interested in seeking counseling-related services at this time may visit:

<https://www.riversideunified.org/departments/pupil-services/care-solace>

or contact Care Solace at weserve@caresolace.org, (888) 515-0595.

ASBESTOS MANAGEMENT PLAN

40 CFR 763.93; (BP 3514)

Parents, teachers, and employee organizations have the right to a copy of a complete, updated management plan for asbestos-containing material in school buildings. For further information, please contact Maintenance, Operations and Transportation at (951) 788-7496 x84001.

PESTICIDE PRODUCTS

EC 17612, 48980.3; (BP 3514.2)

RUSD complies with all California laws and the Department of Pesticide Regulations' Integrated Pest Management Program limiting the use of harmful chemicals and using the least impactful pest management practices. 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.

Parents can complete an application 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.

Parents seeking access to 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. Additional information on the RUSD [Integrated Pest Management](#) disclosure can be viewed on the District's website, or obtained by contacting Maintenance, Operations and Transportation at (951) 788-7496 x84001.

The RUSD Maintenance, Operations and Transportation Department intends to use the following pesticides:

Pesticide/Herbicide Name	Used for Control of	Active Ingredient	EPA #
GARLON 4 ULTRA	HERBICIDE	TRICLOPYR	62719-527
LIFELINE	HERBICIDE	GLUFOSINATE-AMMONIUM	70506-310
FUSILADEII	HERBICIDE	FLUASIPOP-P- BUTYLBUTY	100-1084
DIMENSION 270G	HERBICIDE	DITHIOPYR	7001-375
ALLIGARE MSO GOLD	HERBICIDE	ALKYLPHENOL-EXHOXYLATE	81927-66
SLEDGEHAMMER	HERBICIDE	HALOSULFURONMETHYL	81880-24
PENDULUM	HERBICIDE	PENDIMETHALIN	241-416
SPEED ZONE SOUTHERN	HERBICIDE	CARFETRAZONEETHY L	2217-835
D-FOAM	INSECTICIDE	DELTAMETHRIN	9444-227
ADVION FIRE ANT BAIT	FIRE ANTS	INDOXACARB	352-627
ADVION ROACH GEL BAIT	ROACHES	INDOXACARB	352-652
TEMPO ULTRA WSP	INSECTICIDE	B-CYFLUTHRIN, CYANO	432-1377
565 PLUS XLO	INSECTICIDE	PYRETHRINS, PIPERONYLBUTOXIDE	499-290
MAXFORCEGRANULES	INSECTICIDE	HYDROMETHYLNON	432-1262
WASP FREEZE	WASPS, BEES, HORNETS	D-TRANSALLETHRIN, PHENOTHRIN	499-362
OPTIGUARD	ANT BAIT GEL	THIAMETHOXAM 0.010%	100-1260
TRANSPORT	INSECTICIDE	BIFENTHRIN, ACETAMIPRID	8033-96-279
DELTADUST	SEVERAL INSECTS	DELTAMETHRIN	432-772
TERMIDOR SC	TERMITICIDE INSECTICIDE	FIPRONIL	7969-210
ADVION GRANUAL	INSECTICIDE	INDOXACARB	100-1483
SUSPEND SC	INSECTICIDE	DELTAMETHRIN 4.75%	432-763
AUDIBLE 90	SURFACTANT	GLYCERIN, DIETHYLENE GLYCOL, ALKYL POLYGLUCOSIDE	N/A

FUMITOXIN	BURROWING PESTS	ALUMINUM PHOSPHIDE	72959-1 72959-2
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NUTRITION SERVICES

WELLNESS POLICY

EC 49432; (BP 3050)

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 adopt a wellness policy that promotes the health of students and addresses the growing problem of childhood obesity. As a result, the District has 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 for our students.

For more information about the District's Wellness Policy and other wellness initiatives of the District, please visit <https://sites.google.com/riversideunified.org/localschoolwellnesspolicy/home>.

MEALS AT SCHOOL

A complete breakfast and complete lunch are served in the school cafeteria daily. Students will receive breakfast and lunch at no cost. All students must enter their Student Identification Number at the cafeteria keypad or scan their school identification card before obtaining a meal.

Students bringing lunches may purchase 8 oz. milk or a 4 oz. juice.

COMMUNITY ELIGIBILITY PROVISION SCHOOL SITES

EC 49564; (BP 3553)

Riverside Unified School District is a Community Eligibility Provision (CEP) district. Based on enrollment and percentage of Directly Certified students, all schools at RUSD qualify for the CEP provision.

All meals, including breakfast and lunch, are provided at NO COST to every student enrolled at a RUSD CEP site.

Direct Certification is the federally mandated process that the RUSD Nutrition Services program must use to certify school-age recipients of CalFresh (SNAP), CalWORKs (TANF) and MediCAL benefits as eligible for free school meals without further application.

Students who are recipients of CALFRESH, CALWORKS, and MediCAL are not automatically Directly Certified. Students are matched through a database by name and address. Students who are Directly Certified at any time during the current school year will remain eligible throughout the school year and for a 30-day grace period of the next school year. If you have received a Direct Certification letter from Nutrition Services and you have any additional RUSD students who are not listed, please contact Nutrition Services.

SCHOOL FUNDING FORM

The California Department of Education (CDE) has changed the way it funds public education. The funding system is called the Local Control Funding Formula (LCFF). A Local Control and Accountability Plan (LCAP) is developed using the LCFF funds based on the needs of students and families in our schools. Additional funding is allocated to districts who have students that meet the criteria of being an English learner, foster youth, and/or socio-economically disadvantaged. To receive these additional funds, the District must be able to identify students that meet one or more of the above criteria. These funds are used to provide additional support to RUSD schools for things such as promoting safer schools, offering students increased opportunities to be college and career ready, as well as increased parent-training opportunities.

Completing the School Funding Form will not affect whether a student can participate in the meal program. The information collected in these forms is 100% confidential and will not be used for any other purpose. The information a parent provides will allow the State to determine the funding provided to RUSD. The School Funding form will be completed by all households and is a required form. Students enrolled with RUSD do NOT need to complete a School Funding Form for the 2025-2026 school year. Newly enrolled students, enrolling at RUSD, must complete a [School Funding Form](#).

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, employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, 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 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 discrimination complaint, 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, Mail Stop 9410
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 CONDUCT & SCHOOL SAFETY

SCHOOL SAFETY PLAN

EC 32280; (BP 0450)

The school safety planning committee of each RUSD school has developed, in consultation with representatives from a local law enforcement agency, fire department, and other first responder entities, a comprehensive school safety plan, which takes into account the school's staffing, available resources, and building design, as well as other factors unique to the site. The plan includes an assessment of the current status of any crime committed on campus and at school-related functions, and an instructional continuity plan to establish communication with students and their families and provide instruction to students when a specified emergency disrupts in-person instruction. It also, at minimum, identifies appropriate strategies and programs that will provide or maintain a high level of school safety and addresses the school's procedures for complying with existing laws related to school safety, including, but not limited to, all of the following:

1. Child abuse reporting procedures
2. Routine and emergency disaster procedures, including adaptations for students with disabilities, an earthquake emergency procedure system, and a procedure to allow public agencies (e.g., American Red Cross) to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare
3. Policies for students who commit acts which would lead to suspension or expulsion recommendations
4. Procedures to notify teachers of dangerous students
5. Policies prohibiting discrimination, harassment, intimidation, and bullying
6. Provision of a schoolwide dress code, which defines and prohibits "gang-related apparel"
7. Procedures for safe ingress and egress of students, parents, and employees to and from school
8. Policies enacted to maintain a safe and orderly environment conducive to learning
9. Rules and procedures on school discipline
10. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions
11. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
12. Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds

13. A protocol in the event a student is suffering or is reasonably believed to be suffering from an opioid overdose (grades 7-12 only)

The school safety plans are reviewed and updated by March 1 of each year and forwarded to the Board of Education for approval at a regularly scheduled meeting. Prior to Board approval, specified persons and entities are notified of a public meeting that provides members of the public an opportunity to express an opinion about the plan. Specified persons or entities include: the mayor; a representative of the local school employee organization; a representative of parent organizations including the parent teacher organization and parent teacher clubs; a representative of the student body government; and all other persons that ask to be notified.

Each school's most current safety plan, except for the section on tactical responses to criminal incidents, is readily available for inspection by the public upon request at the principal's office. A description of key elements and the status of the school safety plan is also included in the School Accountability Report Card.

EMERGENCY DISASTER PROCEDURES/DRILLS

EC 32001, 32282; (BP 3516, 3516.1, 3516.3)

Included in the routine and emergency disaster procedures portion of the school safety plan includes procedures for addressing major disasters and intruders on campus, including lockdown, evacuation, means of communication, and reunification of students with their parents. In the continued interest of student safety, the Board of Education believes it is important that students, parents and staff be aware of, and practice, appropriate emergency and disaster procedures. Each school in the District conducts monthly emergency and/or disaster drills in order to familiarize students, parents and staff with proper procedures.

Emergency plans and maps are displayed in each classroom, as well as the proper classroom evacuation route. Each teacher has an emergency bag with disaster supplies to be used should a disaster occur. In the event of a disaster, standard response and student release procedures will be used. Parents should address any concerns about their child participating in site disaster drills with the school principal.

Parents are encouraged to review the safety educational materials provided on the California Department of Education webpage at <https://www.cde.ca.gov/ls/ep/schoolemergencyres.asp>. The materials are available in multiple languages and can be used to help families prepare for different types of emergencies and crisis.

LOCK DOWN PROCEDURES

Lock down procedures will be implemented when the threat of danger, violence or gunfire is identified and/or site administration is directed by law enforcement that it is necessary to prevent perpetrator(s) from entering occupied areas. During a lock down, students are to remain in the classrooms or designated locations at all times. If inside, teachers or staff will lock the doors and close any shades or blinds if it appears safe to do so. Students and staff will implement duck-and-cover procedures when necessary. If standing outside, students will proceed to their classrooms if no danger is present. If not, teachers or staff will direct students into the closest classrooms or school buildings (e.g., auditorium, library, cafeteria, or gymnasium). Teachers and students will remain in the classroom or secured area until further instructions are given by the principal or law enforcement. The front entrance will be locked and no visitors, other than appropriate law enforcement or emergency personnel with proper identification, will be allowed on campus during lock down. This means that students will not be released to parents until law enforcement, emergency personnel, or district administration determines that the situation leading to a lockdown is clear and it is safe to reunify students with their parents.

In such situations, parents will not be permitted entrance into the affected school or access to their children and may be directed to a location away from the school until authorities determine that it is safe to release the students. As it is safe to do so, District and/or law enforcement officials will provide parents and the community with information updates as they are available. It is important that parents and the community follow the directions of school and law enforcement authorities in emergency situations to help ensure the safety of all students and staff. For additional information, visit the RUSD webpage on [safety and security](#).

DUTY CONCERNING STUDENT CONDUCT

5 CCR 300; EC 44807, 35291,35291.5; (BP 5131)

Each school site and each classroom teacher has established behavior expectations for their students that are consistent with Board policy and applicable state and federal laws. It is the responsibility of the teachers and administrators to see that rules are carried out in a fair and reasonable manner. Every teacher, administrator and other designated employee will hold students to a strict account for their conduct on the way to and from school, in the classroom and other school buildings, on school grounds, and on the school bus. Students must conform to

school regulations, obey all directions, be diligent in study and respectful to teachers and others in authority, and refrain from the use of profane and vulgar language.

ANTI-BULLYING POLICY

EC 234.1, 234.4; (BP 5131.2)

The Board of Education 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 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. This policy applies 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 Board and the Superintendent in enacting policies and procedures that govern the District. Any student who engages in bullying may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal. Students and staff are expected to immediately report incidents of bullying to the principal or designee. 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 AR 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 take all necessary actions to resolve the complaint.

Generally, bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotion or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. However, acts of bullying that constitute grounds for suspension or expulsion, and the right for a victim of an act of bullying to transfer to another school through the intradistrict or interdistrict process, must meet the criteria specified under EC 48900(r). Under EC 48900(r), "bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students as defined in EC 48900.2, 48900.3, or 48900.4, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student(s) in fear of harm to their person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
3. Causing a reasonable student to experience substantial interference with their academic performance.
4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by a school.

Examples of the types of conduct that may constitute bullying and are prohibited by the District include, but are not limited to:

1. *Physical bullying*: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. *Verbal bullying*: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. *Social/relational bullying*: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. *Cyberbullying*: An act that occurs on electronic devices such as computers, tablet or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles

Annual training will be provided to all staff who work with students to prevent bullying and cyberbullying. A list of education web pages describing the staff training, as well as 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 can be found on the California Department of Education webpage <https://www.cde.ca.gov/ls/ss/se/bullyres.asp>. A copy of the *Parent/Student Form for Reporting Possible Bullying Behavior* can be found in "Appendix K" of this document.

CLOSED CAMPUS

EC 44808.5; (BP 5112.5)

In the interest of student safety and supervision, all RUSD schools (K-12) are “closed” to students leaving during the school day. Once students arrive on the school grounds, they must remain on campus until the end of their last regularly scheduled class unless they have received permission from school authorities to leave for a specific purpose. Students who leave campus without proper authorization of school authorities are subject to disciplinary action.

STUDENT SUPERVISION

Students are under the supervision of school authorities from the time they arrive on school premises until they leave the school premises. When students are provided transportation to and from school by the District, they are under the supervision of school authorities from the time they board the school bus until the time they leave the school bus. Students are also under the school’s supervision at all school-sponsored functions such as athletic events, class parties, etc. School rules apply to student conduct on the bus. Students are accountable for misconduct that occurs on the way to and from school or at any other school inside or outside of the District.

TEACHER-ORGANIZED STUDENT TRIPS

District staff at their own discretion and outside of contracted work hours may organize trips in which students may want to participate. These trips are not District sponsored, are not taken during the days in which the students are required to be in class and are organized by the teachers entirely independent of the District on their own time. It is the District’s intent to inform parents that such trips are not in any way sponsored or organized by the RUSD. Because these trips are not sponsored by the District, the District does not undertake any activities to screen chaperones, purchase insurance or otherwise undertake activities to ensure the safety of your student.

USE OF SURVEILLANCE/VIDEO CAMERAS

EC 32280, 49061; (BP 3515)

In order to maximize the safety of students, staff, and school property, surveillance/video cameras are used in a variety of areas on school campuses. The cameras are not placed in areas where students, staff, or community members have a reasonable expectation of privacy (such as bathrooms, locker rooms, or private offices). Rather, cameras are placed in common areas such as hallways, stairwells, playgrounds, parking lots, and entryways. Any audio capability on the District’s surveillance equipment is disabled so that sounds are not recorded.

These cameras are not actively monitored by District personnel nor are the recordings saved. However, evidence of vandalism, graffiti, or criminal activity recorded on the cameras will be downloaded and forwarded to law enforcement for possible arrest and prosecution. Recorded events from the surveillance/video camera systems may be downloaded and used as evidence in specific student discipline matters. To the extent that any images from the District’s surveillance system create a student or personnel record, the Superintendent or designee will ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreements.

ELECTRONIC NICOTINE DELIVERY SYSTEMS

PC 308; (BP 5131.62)

The 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.

PC 308 prohibits the sale or furnishing of ENDS to minors, which means that students should not be in possession of any such devices. Students using, in possession of, or offering, arranging or negotiating to sell ENDS may be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by HSC 11014.5.

TOBACCO FREE ENVIRONMENT

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. Smoking a cigarette, cigar, or other tobacco-related product and disposal of cigarette butts, cigar butts, or any other tobacco-related waste within 25 feet of any playground or tot lot sandbox area is also prohibited. Tobacco product includes, but is 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. Any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited. Any person who violates this provision of law is guilty of an infraction and will be punished by a fine of two hundred fifty dollars (\$250) for each violation.

DANGERS OF SYNTHETIC DRUGS

EC 48985.5

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 pupillary 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.

USE OF DETECTION CANINE FOR SEARCHES OF DRUGS & OTHER CONTRABAND

(BP 5145.12)

In an effort to keep schools free of drugs, the District contracts with a vendor to provide specially trained, non-aggressive canines and handlers to assist in determining the presence of substances prohibited by law or District policy. The dogs may sniff the air around lockers, desks, or vehicles on district property or at district-sponsored events; they will not sniff within the close proximity of students or other persons nor sniff any personal items on those persons without their consent. These inspections are random and unannounced. The inspections will be implemented in compliance with all applicable laws and under the provisions of District policy and administrative regulations. Evidence from inspections will be used in student discipline matters and will be forwarded to law enforcement.

LASER POINTERS

PC 417.27

Students may not possess a laser pointer on any elementary or secondary premise, unless possession is for valid instruction. Also, directing the beam of a laser pointer into the eyes of another or into a moving vehicle or into the eyes of a guide dog is prohibited. Students in violation of this section will be subject to school discipline including suspension and/or expulsion.

SMARTPHONES & OTHER ELECTRONIC SIGNALING DEVICES

EC 48901.5, 48901.7

The District has established policies, rules and regulations concerning the possession or use of cell phones, smart

phones by students while on or near school property, in school vehicles and buses, at school-sponsored activities, or while students are under the supervision or control of school district employees, as well as using District technology resources via off-campus remote access. Students may bring smartphones or other electronic signaling devices to school provided that such technology is used for instructional purposes. Students must abide by the instructions provided by teachers and other school staff in the use of such personal technologies.

If the use of cell phones or smartphones is abused and the use violates District policy or rules and regulations, the principal or designee has the right to revoke the privilege and prohibit a student from possessing such device(s) at school or school-related activities as defined above. Misuse of personal technology resources on or near school property, in school vehicles and buses, at school-sponsored activities may result in disciplinary action up to and including expulsion from the District.

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.

The District assumes no liability for personal technology, including computers, cell phones, smartphones, or other electronic signaling devices, if such devices are damaged, lost or stolen.

STUDENT USE OF TECHNOLOGY

(BP 6163.4)

The Board of Education believes that effective use of technology is integral to the education and development of students. In order to promote digital citizenship, the Board recognizes that students must have access to the latest digital tools and receive instruction that allows students to positively engage with technology in ways that respect human rights and avoid Internet dangers. Technological resources provided to students, including technology based on artificial intelligence (AI), shall be aligned to district goals, objectives, and academic standards. The use of technology shall augment the use of Board adopted instructional materials.

The Board intends that technological resources provided by the district be used in a safe and responsible manner in support of the instructional program and for the advancement of student learning. Students shall be allowed to use such technology, including AI technology, in accordance with district policies, including, but not limited to, policies on academic honesty, data privacy, nondiscrimination, and copyright protections. All students using these resources shall receive instruction in the proper and appropriate use of technology. Such instruction shall incorporate students' responsibilities regarding academic honesty, honoring copyright provisions, assessing the reliability and accuracy of information, protecting personal data, and the potential for biases and errors in artificially generated content.

Teachers, administrators, and/or appropriate staff are expected to review the technological resources and online sites that will be used in the classroom or assigned to students in order to ensure that they are appropriate for the intended purpose and the age of the students.

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

District technology includes, but is not limited to, computers, the district's computer network including servers and wireless computer networking technology (Wi-Fi), the Internet, email, software accounts, applications (apps), including AI apps, USB drives, cloud based storage and resources (e.g., Google Classroom), wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, any wireless communication device including radios, any software, including cloud-based software and artificial intelligence software, accessed via a District device or network, and/or future technological innovations, whether accessed on or off site or through district- owned or personally owned equipment or devices.

Before a student is authorized to use district technology, the student and their parent/guardian shall sign and return the Acceptable Use Agreement. In that agreement, the student and parent/guardian shall agree not to hold the district or any district staff responsible for the failure of any technology protection measures or user mistakes or negligence and shall agree to indemnify and hold harmless the district and district staff for any damages or costs incurred.

The district reserves the right to monitor student use of technology within the jurisdiction of the district without advance notice or consent. Students shall be informed that their use of district technology, as defined above, is not private and may be accessed by the district for the purpose of ensuring proper use.

Students have no reasonable expectation of privacy in use of the district technology. A student's personal electronic device may be searched in compliance with the California Electronic Communications Privacy Act and in accordance with RUSD Board Policy 5145.12 and Board Policy 5131.8.

The Superintendent or designee may gather and maintain information pertaining directly to school safety or student safety from the social media activity of any district student in accordance with Education Code 49073.6 and Board Policy/Administrative Regulation 5125 – Student Records.

Whenever a student is found to have violated Board policy or the district's Acceptable Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the district's equipment and other technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and Board policy.

The Superintendent or designee, with input from students and appropriate staff, shall regularly review and update procedures to enhance the safety and security of students using district technology and to help ensure that the district adapts to changing technologies and circumstances.

Internet Safety

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that protects against access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced.

To reinforce these measures, the Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities.

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors.

The district's Acceptable Use Agreement shall establish expectations for appropriate student conduct when using the Internet or other forms of electronic communication, including, but not limited to, prohibitions against:

1. Accessing, creating, posting, submitting, publishing, or displaying harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs
2. Intentionally uploading, downloading, or creating computer viruses and/or maliciously attempting to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking"
3. Distributing personal identification information, including the name, address, telephone number, Social Security number, or other personally identifiable information, of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person

The Superintendent or designee shall regularly review current guidance regarding cybersecurity, data privacy, and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, the monitoring and response to cyberattacks, ensuring data privacy, and monitoring suspicious and/or threatening digital media content, in accordance with Board Policy 5125 – Student Records.

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

Use of Artificial Intelligence

Artificial Intelligence (AI) is a system of machine learning that is capable of performing complex and original tasks such as problem-solving, learning, reasoning, understanding natural language, and recognizing patterns in data. AI systems use algorithms, data, and computational power to simulate cognitive functions and make autonomous decisions, enabling them to perform a wide range of tasks and improve their performance over time through learning and adaptation.

RUSD recognizes that the use of AI can, when used appropriately, enhance student learning by improving the efficiency of education, providing new and creative ways to support learning, and encouraging independent research, curiosity, critical thinking, and problem-solving.

RUSD authorizes staff members to utilize and permit students to utilize ethical and legal use of AI as a supplemental tool to support and expand on classroom instruction, facilitate personalized learning opportunities, and increase educational and learning opportunities, in accordance with the terms of this policy.

Guidelines for Use

RUSD has developed the following guidelines and protocols for the use of AI:

1. When applicable, the District shall attain parental consent before offering certain open generative AI services to students. Open generative AI are systems that use knowledge it collects from users to enhance its knowledge base and generate content.
2. Evaluation of an AI tool may include whether it
 - a. is an open or closed environment for purposes of data collection;
 - b. has a privacy setting where data resharing can be limited or blocked;
 - c. meets current student data privacy standards;
 - d. can be offered in an equitable manner;
 - e. any inherent bias can be minimized or eliminated; and
 - f. has safeguards in place to confirm that accurate and factually correct information can be provided.
3. Any use of AI in the classroom or on class assignments must align with the teachers' instructions and use expectations. Teachers will clarify whether students are prohibited from using AI in an assignment. Teachers will guide and monitor student use of AI, ensuring that it aligns with the District's guidelines and policies, including the District's Acceptable Use Policy.
4. Use of an AI system must comply with the Family Educational Rights and Privacy Act (FERPA).
5. Any student use of AI on schoolwork must be cited to as any other source and may not be submitted as the student's original work.
6. Users shall not solely rely on AI as a fact-checker to confirm their work or research as it may not always provide accurate or up-to-date information.

Users are prohibited from:

1. Using any AI system to access, create, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation or interact with the AI in a manner that supports any of the above.
2. Sharing confidential information or personally identifiable information with the AI system of another student, staff member, or other person unless the proper consent under the Family Educational Rights and Privacy Act (FERPA) is received. AI information should not be shared with the intent to threaten, intimidate, harass, or ridicule that person. Personally identifiable information includes, but is not limited to, a person's name, address, email address, telephone number, Social Security number, or other personally identifiable information.

Whenever a user is found to have violated District Board Policy, Administrative Regulation, or the District's Acceptable Use Agreement, the manager or designee may cancel or limit a user's privileges with respect to their use of AI, as appropriate. Inappropriate use may also result in disciplinary action and/or legal action in accordance with law and Board policy.

The Superintendent or designee, with input from students and appropriate staff, shall regularly review and update procedures to enhance the safety and security of students using AI and to help ensure that the District adapts to changing technologies and circumstances.

DRESS & GROOMING POLICY

EC 35183; (BP 5132)

Purpose

This districtwide policy provides guidance to school sites to maintain safe, healthy, and effective learning environments.

Position

The Board of Education believes that:

1. Students and parents/guardians shall be informed about the school dress code at the beginning of the year and whenever the dress code is revised. A student who violates this dress code shall be subject to progressive interventions.
2. Interventions and/or other means of correction should minimize the impacts on learning time and participation in school events.
3. Student's dress code should be free from stereotypes based on body maturity, body size, race, gender, ethnicity, religion, sexual orientation, socioeconomic status, gender identity, or cultural observance

Requirements

Basic Principle:

The student dress code provides expectations to students, staff, and families regarding appropriate attire for school. When students come to school, they will dress in accordance with the following guidelines:

Students must wear:

- Shirt/Top/Dress (must have at least one strap to secure over the shoulder or neck during school)
- Pants/Sweatpants/Shorts/Skirt/Dress (that cover undergarments; straps on undergarments and visible waistbands are acceptable)
- Shoes: activity-specific shoes are required for physical education (PE), outdoor and co-curricular activities
- Attire for activities as part of a specific curriculum (for example, job/career readiness, Junior Reserve Officers' Training Corps [JROTC])

Students shall be allowed to wear sun-protective clothing, including school-appropriate hats and sunglasses for outdoor use during the school day, without a physician's note or prescription. School sites are authorized to establish a policy regarding the use of sunscreen. (EC 35183.5)

Students cannot wear:

- Clothing or accessories with images or language that:
 - Is violent
 - Depicts drugs or alcohol (or any illegal item or activity) or their use
 - Include hate speech, profanity, or pornography (including symbols)
 - Is likely to create a hostile or intimidating environment based on any protected class
- Undergarments, sheer materials, and swimwear of similar design worn as outerwear.
- Headwear or clothing that obscures the face (except as a religious observance or health/safety-related guidelines, including health and safety facial coverings)

In consultation with law enforcement or other gang experts, the school administration may limit clothing or apparel where there is a reasonable basis for identifying such clothing or apparel where a gang is affiliated. Limitations and prohibitions will be applied equally to all students. In no instance will a student's clothing or apparel be identified as gang-related based on the student's race, national origin, or ancestry.

Uniforms

In order to promote student safety and discourage theft, peer rivalry, and/or gang activity, the principal, staff, and families at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide.

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

Parent Notification of Student Dress Code

The Site Parent/Student Handbook shall be provided to each student at the beginning of the school year and to any student upon enrollment at any point after the beginning of the school year. The school may choose to separately notify parents/guardians of the school's student dress code. This notification should include the following:

1. A copy of the student dress code.
2. Designated contacts should the parent/guardian need economic assistance to comply.
3. Any consequences for failure to follow the student dress code.
4. The complaint procedure and contact person(s) at the school.

Progressive Interventions

The primary responsibility for a student's attire resides with the student and the student's parent/guardian. The District and individual schools are responsible for ensuring that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating environment for any student.

A student who violates the dress code shall be subject to progressive interventions. Dress code violations should be resolved quickly to reduce loss of instructional time and addressed privately with individual students. No academic grade of a student shall be adversely affected based on non-compliance with the dress code, except Physical Education when failure to wear appropriate apparel arises from circumstances within the student's control. (See EC Section 49066(c)).

School sites will implement progressive interventions for dress code violations:

- Warning and self-correct dress code violation
- Offer students a change of nondescript and/or school-specific clothing
- Offer parent/guardian the opportunity to bring a change of clothes
- Repeated violations may result in a parent-school conference and/or other means of correction

GROUNDINGS FOR SUSPENSION & EXPULSION

EC 48900 et seq., 48980(a); (BP 5144.1)

The Board of Education believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff will use preventative measures and positive conflict resolution techniques whenever possible. In addition, discipline will be used in a manner that corrects student behavior without intentionally creating an adverse effect on student learning or health. At all times, the safety of students and staff and the maintenance of an orderly school environment serve as priorities in determining appropriate discipline. When misconduct occurs, staff will attempt to identify the causes of the student's behavior and implement appropriate discipline in a fair and consistent manner, in accordance with the District's nondiscrimination policies. Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation.

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 in kindergarten through grade 12 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 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.

Additional grounds for suspension and expulsion for students in grades 4 through 12 include:

1. 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.
2. 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.
3. 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.

SUSPENSION FROM CLASS BY A TEACHER

EC 48910; (BP 5144.1)

After other means of correction have failed to bring about proper conduct, a teacher may suspend a student from their class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above. A teacher also may refer a student to the principal or designee for consideration of suspension from school.

As soon as possible, the teacher will ask the student's parent to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator will attend if either the parent or teacher so requests.

A student suspended from class may not be returned to class during the period of suspension without approval of the teacher of the class and the principal. During this period of suspension, the student will not be placed in another regular class; however, if the student is assigned to more than one class per day, they may be placed in any other regular classes except those held at the same time as the class from which the student was suspended. The teacher may require the student to complete any assignments and tests missed during the suspension.

REQUIREMENT OF PARENT SCHOOL ATTENDANCE

EC 48900.1; (BP 5144.1)

The parent of a student suspended by a teacher for any of the following reasons, may be required by the teacher to attend a portion of a school day in the classroom from which the student was suspended:

- EC 48900(i) – committed an obscene act or engaged in habitual profanity or vulgarity
- EC 48900(k) – disrupted school activities or willful defiance

If the teacher imposes this requirement, the principal will send a written notice to the parent stating that attendance by the parent, who is actually living with the student, is pursuant to law. The notice will also ask the parent to meet with the principal after the visit and before leaving the school campus. 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.

SUSPENSION FROM SCHOOL

EC 48911; (BP 5144.1)

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. This conference may be omitted if the principal or designee determines that an emergency exists, involving a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent and student will be notified of the student's right to return to school for the purpose of a conference. The conference will be held within two school days unless the student waives their right to it or is physically unable to attend for any reason. In such cases, the conference will be held as soon as the student is physically able to return to school.

At the time of the suspension, a school employee will make a reasonable effort to contact the parent by telephone or in person. The parent will also be notified in writing of the suspension. The notice will state the specific offense committed by the student and may include the date and time when the student may return to school. School officials may request a meeting with the parent to discuss the causes and duration of the suspension, the school policy involved and any other pertinent matter. A parent of a student suspended must respond without delay to the request for a meeting; however, the student may not be denied readmission solely because the parent failed to attend the meeting.

If a student is also being recommended for expulsion, the Superintendent or designee may extend the period of suspension beyond the five consecutive days if they determine, following a meeting in which the student and the student's parent were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process.

EXPULSION RECOMMENDATIONS & 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.

DANGEROUS OBJECTS

EC 48902, 49331, 49393; (BP 5131.7)

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.

INVOLVEMENT OF LAW ENFORCEMENT

EC 44014, 48902; (BP 5144.1)

Whenever any district employee is attacked, assaulted, or physically threatened by a student, the incident must be promptly reported to the appropriate law enforcement authorities. Additionally, 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.

LIABILITY FOR MINOR CHILD'S ACTS

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 liability of the parent will not exceed ten thousand dollars (\$10,000), adjusted annually for inflation. The school may further withhold the grades, diploma, and transcript of the student until restitution is paid.

WITHHOLDING PARTICIPATION IN GRADUATION/PROMOTION & END-OF-YEAR ACTIVITIES

The principal of a school may deny a student's participation in end of the year student activities including: participation in graduation or promotion activities, participation in graduation ceremonies, and any other end of the year student activities for students who owe money for fines or damages to school district property. In addition, the principal may deny a student's participation in end of the year activities due to inappropriate behavior or misconduct.

APPEAL OF SUSPENSIONS

Parents have the right to appeal a student's suspension to the Director of Pupil Services after having reviewed the matter with the school principal. If the parent feels, after discussing the matter with the principal, that they wish to continue their appeal, they may contact the Director of Pupil Services in writing. Suspension appeals are only accepted during the actual days of the suspension or within 5 days after the period of suspension is completed.

If a parent is not in agreement with the decision of the Director of Pupil Services, the parent may write a letter of rebuttal and ask that it be attached to the District's copy of the *Notice of Suspension* form that is maintained in the student's cumulative record. In this manner, parents may present their opposition to the suspension in writing and it becomes a matter of record for future reference.

STUDENT PICK-UP/REMOVAL FROM SCHOOL

In cases of illness or emergency involving students at school, the school will contact the parent or other designated adult listed on the student's emergency card. ONLY individuals listed on the student's emergency card will be permitted to pick up the student. Any person picking up a student for illness or emergency after being contacted by the school will be required to show identification and to sign the student out using the school log before they pick up or speak to the student.

If a student is being picked up for any non-school related reason, the person removing or picking up the student must have written permission from the parent even if they are listed on the emergency card. In all cases, the site administrator will be notified that the student is being removed from class or being picked up. Even with written permission, access to speak with the student may be denied at the discretion of the site administrator in an effort to reduce interruptions in instructional time.

In the case of medical and other such appointments, the person picking up a student must have written permission to pick up the student from school during school hours for the day of the appointment only. The written document must be signed by the parent and must specify the name of the person who may pick up the student from school during school hours, the specific date, and the purpose. The school will obtain a photocopy of the identification of the person picking up the student, attach it to the parent's note, and document the information in the student's electronic file. Notes for ongoing or future appointments will not be accepted.

If the person picking up the student does not have written permission, the school may contact the parent to obtain written permission either in writing, by email, or verbally, if necessary. Without parent permission, a student may not be released to a family friend or relative, even if they are listed on the emergency card.

VISITORS ON CAMPUS

PC 627.2, 627.3; (BP 1250)

The Board of Education encourages interested parents and community members to visit the schools and participate in the education program. However, the District's highest priority is keeping all students and staff safe, and part of that is quickly identifying those that may present a danger to all persons and knowing who is in District buildings at all times. All visitors who wish to gain access to a school, including parents, contractors, volunteers, public employees and officials, media, and RUSD staff not assigned to the school must report to the main office to register and receive a visitor's badge. The District has implemented the Raptor Visitor Management System in all its schools to facilitate the school visiting procedures. Upon entering a District building, visitors will be asked to present a photo ID and their purpose for entering school grounds. Raptor will scan the photo ID and log the name of the visitor as well as the date, time and purpose of the visit. Visitors without a photo ID will have their information manually inputted into the system by a staff member. Raptor will screen the visitor's name and date of birth against the national database of registered sex offenders. No other data from the photo ID is gathered or recorded and the information is not shared with any outside agency. Additional information regarding the Raptor Visitor Management System can be found at <https://www.riversideunified.org/our-district/safety-security-faqs/raptor-visitor-management-system>.

Once a visitor has been approved, a visitor's badge will be printed for the visitor to wear for the duration of the visit. Unless otherwise directed by the principal or designee, a staff member will accompany visitors while they are on school grounds. Anyone on school grounds without permission is in violation of the law and may be reported to law enforcement.

The Board of Education encourages all individuals while on District property or participating in District or school-related activities to assist in maintaining a safe and secure school environment by behaving in an orderly manner, modeling civility and to treating students, parents, community members and District employees with dignity and respect. In the interest of presenting positive role models to students, the District encourages positive communication, discourages behavior that may appear rude, uncaring, unduly harsh, or insensitive, and will not tolerate volatile, hostile, or aggressive actions. The District seeks public and employee cooperation with this endeavor. The District encourages use of its complaint processes to address any concerns with District programs or employees.

CIVILITY POLICY

CC 1708.9; EC 44811; PC 626.7; (BP 1313, 3515.2)

The Board of Education recognizes the impact that civility has on the effective operation of the District, including its role in creating a safe and positive school climate and enabling a focus on student well-being, learning, and achievement. The Board believes that each person should be treated with dignity and respect in their interactions within the school community.

Although the First Amendment provides strong protection for speech, the expectation is that all speech and expression will comport with norms of civil behavior on district grounds, in district facilities, during district activities or events, and in the use of district electronic/digital systems and platforms. Staff, parents, and community members shall not communicate or behave in a manner that causes disruption; hinders the orderly conduct of district operations, the educational program, or any other district program or activity; or creates an unsafe learning or working environment. The Superintendent or designee may respond to disruptive, violent, or threatening behavior in accordance with law and as specified in BP/AR 3515.2: Disruptions, which includes notifying law enforcement.

When directing any person to leave school premises, the person will be informed that they may be guilty of a crime if they fail to leave or remain after being directed to leave, returns to the campus without following the school's posted registration requirements, or returns within seven days after being directed to leave. The first conviction is punishable by a fine of not more than five hundred dollars (\$500) and/or by imprisonment in a county jail for a period of not more than six months.

Any person who is asked to leave a school building or grounds may appeal to the Superintendent or designee. This appeal shall be made no later than the second school day after the person has departed from the school building or grounds.

EMPLOYEE INTERACTIONS WITH STUDENTS

EC 44050; (BP 4119.24, 4219.24, 4319.24)

All adults (e.g., district employees, volunteers, independent contractors, student teachers, coaches, and campus visitors) are expected to maintain professional, moral and ethical relationships with students that are conducive to an effective, safe, learning environment. The interactions and relationships between adults and students should be based upon mutual respect and trust, and an understanding of the appropriate boundaries between adults and students in and outside of the educational setting. Relationships between adults and students should also be consistent with the educational mission of the District.

Adults will not intrude on a student's physical and emotional boundaries. However, adults may address the physical and emotional needs of a student as mandated by law or when necessary to serve a legitimate educational purpose within the scope of employment or volunteer duties.

Appearances of Impropriety

Employees are expected to be aware of the appearance of impropriety in their own conduct and the conduct of other adults when interacting with students. Even though the intent of the adult may be professional and appropriate, and there may be a legitimate educational purpose for the conduct, the following activities can create the appearance of impropriety:

1. Being alone with an individual student out of the view of others
2. Inviting or allowing individual students to visit the adult's home
3. Remaining on campus alone with student(s) after the last administrator leaves the school site
4. Visiting a student's home unless home visits are a required and expected duty of the adult
5. Frequent, unnecessary and/or an unreasonable amount of electronic communication, including communication not serving a legitimate educational purpose, via District and/or non-District provided platforms, including social media, text, instant messenger, etc.

Electronic Communications

As with other forms of communication, when communicating electronically, adults shall maintain professional and appropriate boundaries with students. When available, district email and communication devices shall be used when communicating electronically with students. Employees shall not communicate with students, for any reason, through use of a medium that is designed to eliminate all traces or records of the communication (e.g. "Snapchat").

Electronic and other communications with students shall be for legitimate educational purposes only within their scope of employment or volunteer duties. Employees and volunteers shall not maintain personal contact with a student by phone, letter, electronic communication, social media, or other means, outside of an official district communication platform, without including the parent and/or school principal as a recipient of that communication. All electronic communications from coaches and advisors to team or club members shall concern only legitimate educational interests and shall be sent in a single communication to all participating team or club members, except for communications concerning an individual student's medical or academic privacy matters, in which case the communication shall be copied to the school principal.

Employees shall not follow or accept requests from current students or non-adult former students to be friends or connections on personal social networking sites and shall not create or participate in any networking site for

communication with students other than those provided by the District for this purpose, without the prior written approval of the school principal.

Boundary Violations

A boundary violation is an act by an adult that does not have a legitimate educational purpose and has the potential to abuse the adult/student relationship. Examples of adult conduct that violate professional adult/student boundaries include but are not limited to the following:

1. Singling out a particular student or students for personal attention and friendship beyond the adult/professional staff-student relationship.
2. For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, adults are expected to refer the student to appropriate guidance/counseling staff. In either case, adult involvement should be limited to a direct connection to the student's school performance.
3. Addressing students or permitting students to address staff members with personalized terms of endearment, pet names or otherwise in an overly familiar manner.
4. Maintaining personal contact with a student outside of school by phone, e-mail, text message, instant messenger or Internet chat rooms, social networking websites, or letters beyond homework or other legitimate school business without including the parent. This prohibition specifically includes "friending" or "following" students on the student's personal social media. This also specifically includes the posting of student images or other personally identifiable information of students on a personal website, social media, or other personal media channel.
5. Exchanging personal gifts, cards or letters with an individual student for which it is directly or implicitly suggested that a student is to say or do something in return.
6. Inappropriate touching of students or inappropriate physical contact (e.g., bodily contact with intimate parts of a student's body either under or over the clothing, full body hugs, massages/shoulder rubs, holding hands, touching a student's waist or lower back, holding hands and/or stroking hair). This does not preclude adults from: (a) assisting an injured student; (b) assisting a student with special needs who requires assistance with toileting or other physical assistance; (c) providing appropriate coaching instruction; (d) providing appropriate music instruction; (e) shaking hands; (f) assisting young students to cross a street or navigate a busy walkway; (g) intervening in a fight; or (h) otherwise using reasonable force protect the safety of students or staff.
7. Socializing or spending time with students (including but not limited to activities such as going out for beverages, meals or movies, shopping, traveling and recreational activities and visiting the student's home) outside of school-sponsored events, except as participants in organized community activities.
8. Transporting student(s) in a personal vehicle in a non-emergency situation without advance authorization from the school administrator and parents.
9. Being alone with a student without a legitimate educational purpose.

Boundary Violations Constituting Serious Misconduct

A boundary violation that constitutes serious misconduct is an act or pattern of behavior by an adult that does not have a legitimate educational purpose while in the course and scope of their employment or volunteer duties; and results in abuse of the adult/student professional relationship, meaning that the adult has misused their relationship/authority with a student in an unprofessional, immoral, and/or unethical manner. A boundary violation that constitutes serious misconduct may be subject to disciplinary action.

1. Adults are prohibited from dating, courting, or entering into or attempting to form a *romantic or sexual relationship* with any student, regardless of the student's age. Examples include, but are not limited to:
 - Sexual physical contact
 - Romantic flirtation, propositions, or sexual remarks
 - Sexual slurs, leering, epithets, sexual or derogatory comments
 - Personal comments about a student's body
 - Sexual jokes, banter, innuendo, notes, stories, drawings, gestures or pictures
 - Spreading sexual or romantic rumors
 - Touching a student's body or clothes in a sexual or intimate way or in a manner that is not age appropriate
 - Restricting a student's freedom of movement in a sexually intimidating or provocative manner
 - Displaying or transmitting sexual objects, pornography, pictures, or depictions to a student
 - Any type of conduct that would be considered harassment under Board Policy
2. Adults are prohibited from engaging in *social and other interactions* with students which abuse the student/adult professional relationship/boundaries. Examples include, but are not limited to:
 - Sending or accompanying students on personal errands unrelated to any legitimate educational purpose
 - Furnishing alcohol, legal or illegal drugs, tobacco, or an intoxicant of any kind to a student, or being present where any student is consuming these substances

- Disclosing personal, sexual, family, employment concerns or other private matters to a student
- Sharing personal secrets with a student
- Unnecessarily invading a student's privacy (e.g., knowingly or purposely walking in on a student in the bathroom)
- Taking a student out of class without a legitimate educational purpose
- Giving a student a ride alone in a vehicle in a non-emergency situation without advance approval from the school administrator and parent, as described above
- Engaging in harassing or discriminatory conduct prohibited by other district policies or by state or federal law and regulations

Duty to Report

An adult who observes or reasonably suspects another adult violating this policy shall immediately report the information to the site supervisor or appropriate agency for investigation pursuant to the applicable complaint procedures. If the supervisor is the subject of the report, the adult will report instead directly to Human Resources. The supervisor who receives a report must document, in writing, the concern and provide a copy of the documentation to Human Resources.

Persons identified as "mandated reporters," including, but not limited to, school administrators, certificated staff, and classified staff, are required to report known or suspected child abuse, including sexual assault and sexual exploitation.

Investigation

Whenever the District receives a report concerning a possible boundary violation, the site supervisor and the assigned Human Resources Administrator will conduct a prompt investigation utilizing the procedures for investigations of allegations of serious misconduct. The investigation shall include a review of the full history of concerns relating to the subject of the concern/complaint. Immediate action shall be taken when necessary to protect student safety and/or the integrity of the investigation.

Disciplinary Action

Any employee who is found to have engaged in conduct in violation of law or district policy may be subject to disciplinary action up to and including dismissal. In the case of a certificated employee, the employee may be subject to a report to the Commission on Teacher Credentialing. The Superintendent or designee shall notify local law enforcement as appropriate.

An employee who has knowledge of, but fails to report, inappropriate employee conduct may also be subject to discipline.

A volunteer, coach, student teacher, campus visitor, independent contractor or an employee of an independent contractor, who violates this policy may be prohibited from working or serving in district schools and programs for an appropriate period of time or permanently, as determined by the Superintendent or designee.

Confidentiality and Retaliation

The District prohibits retaliation against anyone who files a complaint under this policy. Any employee who retaliates against any such complainant, reporter, or other participant in the District's complaint process may be subject to discipline.

Reporting adults are specifically advised that they: (1) are not responsible for investigating whether conduct violates this policy before or after making a report; (2) must treat any investigation as a serious, sensitive matter, and avoid disclosures of information that may compromise the investigation; and (3) must maintain the confidentiality of personally identifiable student information, unless disclosure is otherwise authorized by law. Failure to maintain confidentiality may impede the investigation.

CHILD ABUSE & NEGLECT REPORTING

PC 11164 et seq.; (BP 5141.4)

The RUSD is committed to protecting all students in its care. All employees of the District are considered mandated reporters, required by law to report all known or suspected incidents of child abuse and neglect whenever there is reasonable suspicion abuse or neglect has occurred. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on their training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred, nor does it require a specific medical indication of child abuse or neglect. District employees may not investigate to confirm a suspicion.

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 (as defined in PC 11165.1)
3. Neglect of a child (as defined in PC 11165.2)
4. Willful harming or injuring of a child or the endangering of the person or health of a child (as defined in PC 11165.3)
5. Unlawful corporal punishment or injury (as defined in PC 11165.4)

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

Employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal. Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to authorized agencies. Parents 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. All complaints must be filed through a formal report, over the telephone, in person, or in writing:

County of Riverside Department of Public Social Services (DPSS)

<https://rivcodpss.org/report-abuse/child-abuse>

Child Abuse Hotline (800) 442-4918

Reports of suspected child abuse or neglect must include, if known:

1. The name, business address, and telephone number of the person making the report and, if applicable, the capacity that makes the person a mandated reporter
2. The child's name and address, present location, and, where applicable, school, grade, and class
3. The names, addresses, and telephone numbers of the child's parents
4. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
5. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

Whenever a representative of a government agency investigating suspected child abuse or neglect, or DPSS 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.

For additional resources, visit the California Department of Education webpage at <https://www.cde.ca.gov/ls/ss/ap/>.

SEX OFFENDER/MEGAN'S LAW NOTIFICATION

PC 290 et seq.; (BP 3515.5)

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.

Whenever the District is advised by a local law enforcement agency of the need to take some kind of action due to the presence of a registered sex offender, the District will respond as directed or advised by the law enforcement agency. For further information regarding the District's planned response to this type of situation, please contact your student's school principal or the Director of Pupil Services who is the District's Megan Law representative at (951)

352-1200. Parents requesting information about sex offenders in the community should either access the Megan's Law website or contact local law enforcement.

TRANSPORTATION

TRANSPORTATION PLAN

In accordance with EC 39800.1, the District has developed a plan describing the transportation services it offers to its students and how it prioritizes planned transportation services for students in transitional kindergarten, kindergarten, and any of grades 1 to 6, inclusive, and students who are low income. The plan is updated by April 1 each year.

The District's [Pupil Transportation Plan](#) is designed to provide safe and consistent transportation services for our families specifically emphasizing our primary and special needs students. Specifics of the Transportation Plan are codified in the Riverside Unified School District's Board Policies and Administrative Regulations. The District does not operate its own bus service. Transportation is provided through a contracted service provider.

STUDENT ELIGIBILITY

All transportation services are subject to change. Currently, the RUSD's policy provides that students residing beyond certain prescribed distances from their school of residence are eligible for home-to-school/school-to-home bus transportation service. These distances are:

1. Pre-Kindergarten through grade 3: beyond one and one-quarter (1¼) miles
2. Grades 4-6 beyond two and one-quarter (2¼) miles
3. Grades 7-12: beyond ten (10) miles

The distance is the shortest walking distance computed by measuring the mileage from the student's residence to the nearest entrance to the school site as determined by District policy.

Notwithstanding the walking distance criteria above, transportation is only provided to regular students of schools at which five percent (5%) or more of regular students are eligible by distance, calculated on or about April 15 of each school year and applied to the following school year. School buses are routed, and pick-up points selected, to provide the safest, most efficient, and most cost-effective routes under all conditions.

Information regarding student eligibility for student transportation should be referred to the RUSD Transportation Department, telephone (951) 352-6789.

SPECIAL CONSIDERATION

Special consideration may be given to students who would not otherwise qualify for school bus transportation service if they can clearly establish that a specific need exists due to unusual circumstances and space is available on an existing bus route. Additionally, special consideration is given only from existing bus stops for the school of attendance. No exceptions are made to this policy. Generally, special consideration is reserved only for the following unusual circumstances:

1. The student has a medical problem with a written note from the doctor that the student's medical problem requires riding to school.
2. The student stays with a babysitter, before school or after school, who lives in an area that qualifies for busing.

Parents should be aware that "Special Consideration" transportation is difficult to arrange. Also, because of the workload during the opening of school, requests may not be reviewed until October. Special consideration should be obtained through the Transportation Department. Students are not authorized to ride the bus until approved by the Transportation Department. Requests for special consideration are good for one school year only and must be renewed each year.

LIMITS OF TRANSPORTATION

Transportation is provided from home-to-school and school-to-home only. Generally, requests to deliver students to a location other than home will not be granted. "Home" means an established bus stop in the general area of the student's residence. Anytime the parent of a PK-6 student wishes the student to ride a different bus or to be dropped at another stop that is not their assigned stop, the bus driver **must** have a note signed by the parent and the school principal. These notes are valid for only one day at a time and will not be honored on a continuing basis.

TRANSPORTATION FEES

If transportation services are provided, such services are not provided free of charge for eligible students in grades 7-12. However, the RUSD does offer a Parent Pay Busing program for eligible students in grades 7-12. Provisions are available for reduced transportation fees for families based on District verified financial needs. To review current Parent Pay Busing rates and information, please call Transportation Services at (951) 788-7496.

IN LIEU TRANSPORTATION (SPECIAL EDUCATION ONLY)

When it is not economical to furnish transportation to an individual student, the District may elect to provide "In Lieu Transportation" payments. This service may take the form of providing RTA bus pass, or a direct payment to parents. Generally, the rate for In-Lieu direct payments is the State reimbursement rate per mile and the parent is responsible for verifying attendance for each day mileage is claimed.

BUS PASSES

Currently only secondary students in grades 7-12 are required to have a bus pass to ride the bus. Bus passes may be expanded to all bus riders. Bus passes are issued to eligible students by the Transportation Department at the beginning of the school year. A fee will be charged for replacing a lost bus pass in accordance with District policy. Students will not be allowed to ride the bus without the proper bus pass. These provisions are subject to change.

INSTRUCTION IN SCHOOL BUS EMERGENCY PROCEDURE & PASSENGER SAFETY

EC 39831.5; (BP 3543)

All students in pre-kindergarten, kindergarten, and grades 1 to 12, inclusive, who are transported in a school bus, will receive instruction in school bus emergency procedures and passenger safety. Also, upon registration, the parents of all students not previously transported in a school bus and who are in pre-kindergarten, kindergarten, and grades 1 to 6, inclusive, are provided information on school bus safety.

KINDERGARTEN STUDENTS

Pre-Kindergarten and Kindergarten students must be met by parents at bus stops. Any student who is not met at the bus stop or hesitant to get off the bus will be returned to school, and the parent will be contacted. Younger riders may be accompanied by older siblings riding on the same bus upon request to and approval by the Transportation Department.

SCHEDULED PICK-UP TIMES

All students should arrive at their bus stop no earlier than ten (10) minutes before and no later than five (5) minutes before their scheduled pick-up time. Since all buses are scheduled for more than one school, on-time departures are essential. Once the bus is in sight, students should line up and be ready to board. Those students not ready to board or arriving late may be left behind. Parents should discuss with their students a plan of action if the bus is missed.

BUS STOP SAFETY

School bus drivers will activate red flashing lights and stop signal arms at all bus stops when students are loading or unloading from a school bus with the following exceptions: school bus loading zones on or adjacent to school grounds; during activity trips; when the school bus is disabled; where students require assistance to board or leave the school bus; where the roadway surface is covered by snow and ice and requiring traffic to stop would create a hazard; on a state highway with a posted speed of 55 mph or higher; where the school bus is completely off the highway; or any location determined by the District, with the approval of the California Highway Patrol, to present a traffic or safety hazard.

DANGER ZONES AROUND BUSES

Students are cautioned against entering the Danger Zone, which is the area ten (10) feet around the school bus. Students exiting the bus should remain in the clear view of the bus driver. Students are expected to travel directly home from the bus stop.

BUS STOP BEHAVIOR

Students at a bus stop are subject to the same discipline rules as they are when riding the bus or while on campus at school. Students who are identified as causing vandalism or disrupting at the bus stop are subject to school discipline which may include the loss of their bus riding privilege.

USE OF VIDEO CAMERAS ON SCHOOL BUSES

Video cameras are used on school buses to assist in the management of student behavior. Students found to be in violation of the District's bus conduct rules will be subject to discipline in accordance with District policy and regulations for student conduct.

BUS CONDUCT

Because school bus passengers' behavior can directly affect their safety and the safety of others, the following regulations apply at all times when students are riding a school bus, including school activity trips.

1. Riders must follow the instructions and directions of the bus driver at all times.
2. Riders should arrive at the bus stop five (5) minutes before the scheduled pick-up time and stand in a safe place to wait quietly for the bus.
3. Riders must enter the bus in an orderly manner and go directly to their seats.
4. Riders must remain seated while the bus is in motion and must not obstruct the aisle with their legs, feet, or other objects. When reaching their destination, riders must remain seated until the bus stops, and only then enter the aisle and go directly to the exit.
5. Riders should be courteous to the driver and fellow passengers.
6. Because serious safety hazards can result from noise or behavior that distracts the driver, loud talking, laughing, yelling, singing, whistling, scuffling, throwing objects, smoking, eating, drinking, standing, changing seats, inappropriate sexual conduct and indecent exposure are prohibited actions which may lead to suspension of riding privileges.
7. No part of the body, hands, arms, or head should be put out of the window.
8. Nothing must be thrown from the bus.
9. Riders must help keep the bus and the area around the bus stop clean.
10. Riders must not damage or deface the bus or tamper with bus equipment.
11. Animals, reptiles, or insects are not allowed on the bus.
12. Glass containers or inflated balloons are not allowed on the bus.
13. Riders should be alert for traffic when leaving the bus
14. No weapons, imitation firearms, or dangerous instruments are allowed on the bus.
15. No drugs may be used or carried on the bus.
16. No use or possession of tobacco or any product containing tobacco or nicotine may be allowed on the bus.

Riders who fail to comply with the above rules will be reported to District staff who will determine the severity of the misconduct and take action accordingly. In the case of a severe violation or repeated offenses, the rider may be denied transportation for a period of time determined by the District staff, in accordance with District Policy, up to the remainder of the school year.

PERSONAL ELECTRONIC EQUIPMENT

The use of cell phones, computers and other personal electronic equipment on the bus is at the sole discretion of the bus driver based on safety concerns. The District and the bus company are not responsible for lost or damaged personal electronic equipment left on the bus.

SEAT BELTS ON SCHOOL BUSES

If a school bus is equipped with seat belts, students are required to use them. Failure to have the seat belt properly buckled will result in an automatic suspension from the bus.

MINOR OFFENSES

Normally, for minor offenses, the elementary student will be given a verbal warning for the first offense. If a student fails to respond to a verbal warning, a written Notice of Unsatisfactory Conduct will be issued as a written warning and the parents will be notified by mail or phone. For students who continue to misbehave after receiving a warning, a Notice of Unsatisfactory Conduct will be issued, and the following penalties will apply: *(copies of these notices are sent to the student's school)*

- | | |
|-----------------------------------|---|
| 1. First offense after a warning | Three (3) days' suspension of bus riding privileges |
| 2. Second offense after a warning | Five (5) days' suspension of bus riding privileges |
| 3. Third offense after a warning | Ten (10) days' suspension of bus riding privileges |
| 4. Fourth offense after a warning | Thirty (30) days' suspension of bus riding privileges |
| 5. Fifth offense after a warning | Complete revocation of bus riding privileges |

NOTE: Suspension or revocation of bus riding privileges does not relieve the parent of the responsibility to ensure the student attends school. School attendance in the State of California is compulsory through age 18 or the completion of the District course of study.

Secondary school students (grades 7-12) may not receive a warning notice; sanctions may begin with a suspension from riding the school bus for the first offense. It is assumed that secondary students are capable of greater self-control than elementary students.

MAJOR OFFENSES

For major offenses, indefinite suspension of bus privileges, complete loss of bus privileges or expulsion from school may result from the first offense. Infractions of the following rules are considered major offenses:

1. Failure to properly wear seat belt.
2. Falsifying or using another student's bus pass to ride.
3. Open defiance or directing obscenities, profanities, or racial slurs at the bus driver.
4. Fighting. (Fighting is automatic suspension for all participants regardless of fault).
5. Failure to provide your name to the driver when asked or giving a false name.
6. Engaging in any act that seriously jeopardizes the safety of anyone on the bus.
7. Smoking anything.
8. Possession of weapons – knives, guns, razors, laser pointers, nunchucks, (or look-alikes), etc. – on the bus.
9. Opening any emergency exit (except in an emergency) or exiting by any emergency exit or window.
10. Bringing controlled substances – narcotics or other drugs, explosives, fireworks, or alcoholic beverages – on the bus.
11. Engaging in inappropriate sexual behavior or indecent exposure.

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, schoolsite 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.

PARENT & FAMILY ENGAGEMENT POLICY

(BP 6020, 6171)

The Board of Education recognizes that parents are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee will consult with parents and family members in the development of meaningful opportunities for them to be involved in District and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home. Parents will be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

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

The Superintendent or designee regularly evaluates and reports to the Board on the effectiveness of the District's parent and family engagement efforts, including, but not limited to, input from parents, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee will involve parents and family members in establishing District expectations and objectives for meaningful parent and family engagement in schools supported by Title I funding, developing strategies that describe how the District will carry out each activity listed in 20 USC 6318, as contained in AR 6020, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee will conduct outreach to all parents and family members.

When the District's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board will reserve at least one percent of the funding to implement parent and family engagement activities. The Superintendent or designee will involve parents and family members of participating students in decisions regarding how the District's Title I funds will be allotted for parent and family engagement activities and will ensure that priority is given to schools in high poverty areas in accordance with law. Expenditures of such funds will be consistent with the activities specified in this policy and will include at least one of the following:

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
2. Support for programs that reach parents and family members at home, in the community, and at school.
3. Dissemination of information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
4. Collaboration with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
5. Any other activities and strategies that the District determines are appropriate and consistent with this policy.

The Superintendent or designee will ensure that each school receiving Title I funds develops a school-level parent and family engagement policy in accordance with 20 USC 6318, and as described below.

Non-Title I Schools

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

Parent participation in schools with Title I and state compensatory education (SCE), economic impact aid – limited English proficient, and school improvement

Parents of children enrolled in Title I and State Compensatory Education instruction programs have an adequate opportunity to participate in the development of a written parent involvement policy, which becomes part of the Local Education Agency (LEA) Plan and establishes the District's expectations for parental involvement.

The district level parent involvement policy will contain the following provisions:

1. Parents will be involved in helping to develop the LEA Plan by having the opportunity to participate in parent advisory committees. Parents' comments will be submitted to the California Department of Education if the LEA Plan is not satisfactory to parents.
2. Parents will be involved in the joint development and review of the School's Single Plan for Student Achievement by having the opportunity to participate in School Site Council, Title I Consultation Group, English Learner Advisory Committee, and other parent groups.
3. Technical assistance is provided to schools to assist them in the development and implementation of their parent involvement programs through the assistance of the Title I Family Services Supervisor, professional development for school staff and ongoing school support.
4. Title I/SCE parent involvement activities will be coordinated with Head Start and other preschool parent involvement programs through opportunities to participate in school site parental involvement activities.
5. With the assistance of the district parent advisory committee, a district-wide annual evaluation will be conducted regarding the content and effectiveness of parent involvement programs.
6. Title I/SCE parents are involved in determining the content of parent involvement programs by having the opportunity to participate in school and district level advisory groups.
7. Barriers to parent participation in activities authorized by Title I will be identified with the assistance of parents and district/school staff.

At each Title I/SCE school, the parent involvement policy will contain the following provisions:

1. Each school will jointly develop, with parents, a written parent involvement policy. The District policy may be used if both staff and parents agree to its use.
 - a. Each school will convene an annual meeting for Title I/SCE parents to explain the statutory requirements, District programs, and to explain parents' rights to be involved in program decision making.
 - b. Each school will offer a flexible number of meetings to enhance parent involvement.
 - c. Parents will be involved in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I/SCE programs.
 - d. Parents will be provided:
 - timely information about programs
 - descriptions and explanations of curriculum and assessments used
 - opportunities to meet with other parents
 - timely responses to parent questions and concerns
2. Each school will develop, jointly with parents, a School-Parent Compact. The Compact will outline:
 - a. The school's responsibility to provide high quality curriculum and instruction
 - b. Parents' responsibilities to support their child's education
 - c. The importance of communication between teachers and parents
 - d. The shared responsibility of parents, students, and the entire school staff to improve students' academic achievement
 - e. The shared responsibility between the school and parents to help children achieve the statewide academic content standards
 - f. Reasonable opportunities to volunteer at the school, participate in their children's class, and observe classroom activities
 - g. Parent-teacher conferences will be held at least annually at which time the Compact will be discussed as it relates to the child's achievement.
 - h. Parents will receive frequent progress reports.
 - i. Parents will have reasonable access to staff.
3. Each school will provide appropriate assistance to parents, including information about National Goals, State's content and performance standards, and how to monitor their child's progress toward meeting these standards.
4. Parents in all schools are assured opportunities for involvement by means of which will include:
 - a. Reporting to parents regarding their child's progress.
 - b. Helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of society.
 - Providing materials to parents to help them promote education of children at home.
 - Providing parents with techniques and strategies to assist their children in learning at home.
 - Building consistent and effective communication between home and school.
 - c. Educating teachers and other staff, with the assistance of parents, about
 - Recognizing the value and usefulness of parents' contributions
 - Reaching out to, communicating with, and working with parents as equal partners
 - Implementing and coordinating parent programs
 - Building ties between parents and the school
 - d. Providing timely responses to parent recommendations.

- e. Involving parents in development of parent involvement program and activities.
 - f. For Title I/SCE targeted assistance schools, timely notification to parents that their child has been selected to participate in Title I/SCE and reasons for the selection.
 - g. Ensuring that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.
 - h. For Title I/SCE schools, providing the opportunity for school community elected parents to participate in Compensatory Education District Advisory Committee meetings, which are held at least four times per year.
5. Parent involvement programs and activities must be assessed annually for effectiveness and appropriate modifications.

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.

Additionally, the California Kids Investment and Development Savings Program (CaKIDS), that was launched in 2022 by the State of California, helps jumpstart college savings for children statewide by awarding scholarship accounts to youth across the state. CaKIDS automatically offers children born in California after July 1, 2022 and eligible public school students in California a CaKIDS Scholarship Account. Accounts can be claimed through the CaKIDS website at www.calkids.org. Each year, the Riverside County Office of Education provides school sites with a list of currently eligible students that may claim their account.

SCHOOL ACCOUNTABILITY REPORT CARD

EC 35256, 35258; (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 will be furnished upon request and is available on the District's website regarding "[School Accountability Report Cards](#)". Parents may contact the principal of the school or the Research, Assessment and Evaluation Department at (951) 788-7135 x80803 for a copy of the most recently completed accountability report card.

COMMUNICATION WITH SCHOOL PERSONNEL

All parents are encouraged to work closely with school personnel to promote the education of their students. The student's teacher(s) is knowledgeable about progress in academic and social areas and should be contacted if information is needed about the classroom. The principal is also available to discuss any concerns about a student's education.

FAMILY RESOURCE CENTER

The RUSD Family Resource Center (FRC) partners with families to support student learning, wellness, and college and career readiness. Parents are encouraged to connect with the FRC for questions and assistance to promote their students' success. Services are available to all RUSD families.

The FRC is open Monday through Friday from 7:30 a.m. to 4:30 p.m., excluding holidays, at 6735 Magnolia Avenue, Portable B6, Riverside, CA, 92506. Extended hours are available by appointment. For more information on additional locations, please call (951) 328-4003 or visit http://www.riversideunified.org/parents/family_resource_center.

Connections to School and District Services	Family Engagement Workshops	Linkages to Community Resources
<ul style="list-style-type: none"> • Assistance with registration, data confirmation, transfers, and special programs • School supplies and clothing • Access to Aeries Parent Portal and technology support • Student health services, counseling, early childhood, and housing support, among others • College and career connections 	<ul style="list-style-type: none"> • Navigating the school system, graduation requirements, GPA and A-G • College readiness, financial aid, and student support services • Wellness workshops and positive parenting programs • Digital literacy and free refurbished desktop computers 	<ul style="list-style-type: none"> • Childcare, school readiness, and enrichment programs • Access to food and emergency support • Health and wellness services • Youth development and mentorship opportunities • Adult personal development, literacy skills, and affordable internet options

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/guardian, 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, having custody or control, owning, receiving, or purchasing a firearm for 10 years. (PC 29805)
- A parent may also be civilly liable for damages resulting from the discharge of a firearm by that person’s child or ward. (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.

APPENDICES

- Appendix A Language Acquisition Program Options and Parent Choice**
Provides information on the language acquisition programs offered in the District, how parents can request for the establishment of programs, and on the sufficiency of resources.
- 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 Parent's Guide to Immunizations**
Provides information regarding the required immunizations for school enrollment.
- Appendix D HPV Fact Sheet**
Fact sheet that answers basic questions about the human papillomavirus (HPV) vaccine.
- Appendix E Type 1 Diabetes Information**
Fact sheet to raise awareness about Type 1 diabetes in children.
- Appendix F Type 2 Diabetes Information**
Fact sheet for parents of incoming seventh grade students to raise awareness about Type 2 diabetes in children.
- Appendix G Concussion Information**
Fact sheet for parents of student-athletes regarding the prevention, recognition, and response to concussions in student-athletes.
- Appendix H Sudden Cardiac Arrest Information**
Fact sheet for parents of student-athletes regarding the screening, recognition, and response to sudden cardiac arrest in student-athletes.
- Appendix I Prescription Opioids Information**
Fact sheet for parents of student-athletes regarding the recognition and response to prescription opioids with student-athletes.
- Appendix J MRSA Fact Sheet**
Fact sheet for parents regarding prevention, recognition, and response to methicillin-resistant *Staphylococcus aureus* (MRSA).
- Appendix K Parent/Student Form for Reporting Possible Bullying Behavior**
Copy of the form for parents and students to use when reporting an incident involving bullying.

APPENDIX A. LANGUAGE ACQUISITION PROGRAM OPTIONS AND PARENT CHOICE

CA Education for a Global Economy Initiative (CA.Ed.G.E.I.)

Language Acquisition Program

Parents or legal guardians of pupils enrolled in the school may choose a language acquisition program that best suits their child. A language acquisition program is an educational program designed for English learners to ensure English acquisition as rapidly and effectively as possible and provides standards-based instruction that work in tandem with ELD standards through Integrated and Designated ELD.

Riverside Unified School District offers the following language acquisition program:

- **Structured English Immersion (SEI)** - The SEI program is a language acquisition program for English learners that provides classroom instruction in English using a curriculum and presentation designed to support English Language Development and provide English learners with access to core content. Primary language support may be provided, as needed. [EC 306(c)(3), 310(b)(2)]
- **Dual Language Immersion (DLI)**- Dual Language Immersion provides both native Spanish speakers and native English speakers the opportunity to learn to read, write, and communicate effectively in Spanish and in English.

Parent Request of Establishment of a Language Acquisition Program

The district is required to establish a process for schools to receive and respond to requests from parents of students enrolled in the school to establish a language acquisition program other than, or in addition to, the program(s) available at the school. The process shall require each school to maintain a written record of each request, including at least the following [5 CCR §11311].

- The date of the request;
- The names of the parent and pupil;
- A general description of the request; and
- The pupil's grade level on the date of the request.

Timeline and Implementation Process

The timeline begins when the threshold number of requests for the same or substantially similar type of language acquisition program is reached (30 or more students enrolled in a school, or 20 or more students in the same grade level).

Within 10 school days:

Provide written notification of the parents' requests for a language acquisition program to parents of students attending the school, the school's teachers and administrators, the site and district English learner advisory committees, and parent advisory committee.

Within 60 calendar days:

Conduct a study to determine if the language acquisition program can be implemented. Each school shall follow the process set forth above, even when the district provides the requested language acquisition program at another school of the district at the time the threshold of parent requests is met.

Sufficient Resources:

To effectively implement a language acquisition program, RUSD will allocate enough resources to support the success of the program in attaining its articulated goals. Sufficient resources include, but are not limited to:

- Certificated teachers with the appropriate authorizations.
- Necessary instructional resources.
- Pertinent professional development for the proposed program.
- Opportunities for parent and community engagement to support the proposed program goals.

If you have any questions, please contact your child's school or Victor Cisneros, Coordinator of English Learners TK-12 at (951) 788-7135 or vcisneros@riversideunified.org.

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 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 5 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 for the school year, and such a request will be granted by the Superintendent or designee. Requests for exemption can be submitted to the school site principal. 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 or exemption for the PFT or ELPAC testing. For more information or questions regarding the right to excuse a student from any or all part of the CAASPP assessments administered, please contact the school testing coordinator.

Parents/Guardians – Are Your Kids Ready for School?

Required Immunizations For School Entry



Please bring your child's immunization records with you at the time of registration. You may view and print a digital copy of your child's California vaccine record at: MyVaccineRecord.CDPH.CA.gov

Students Entering Transitional Kindergarten or Kindergarten Need Records of:

- Diphtheria, Tetanus, and Pertussis (DTaP, DTP, Tdap or Td) — 5 doses**
4 doses OK if one was given on or after 4th birthday;
3 doses OK if one was given on or after 7th birthday.
- Polio (IPV or OPV) — 4 doses**
3 doses OK if one was given on or after 4th birthday. Oral polio vaccine (OPV) doses given on or after April 1, 2016, do not count.
- Hepatitis B — 3 doses**
- Measles, Mumps, and Rubella (MMR) — 2 doses**
Both doses must be given on or after 1st birthday.
- Varicella (Chickenpox) — 2 doses**

New and Transfer Students Entering TK/K-12th Grade Need Records of:

- All immunizations listed above**
For 7th-12th graders: at least 1 dose of pertussis-containing vaccine is required on or after 7th birthday. Hepatitis B vaccine is required for any grade, except for entry into 7th grade.

Students Starting 7th Grade Need Records of:

- Tetanus, Diphtheria, and Pertussis (Tdap) — 1 dose**

What other immunizations should I ask my health care provider about?

When you visit your health care provider for back-to-school immunizations, make sure to also ask about other vaccines that help keep your child healthy, including **hepatitis A, COVID-19, and the annual flu vaccine**. Preteens and teens should also get the **human papillomavirus (HPV) vaccine** to protect against certain cancers and **meningococcal vaccines**.

Learn more about [vaccines your child needs according to their age](https://bit.ly/CDCVaccinesByAge) (bit.ly/CDCVaccinesByAge) and [where you can get your child immunized](https://bit.ly/Where2BVaxed) (bit.ly/Where2BVaxed).

APPENDIX D. HPV FACT SHEET

The following information about human papillomavirus (HPV) provides an effective way to protect children from the cancers it can cause through immunization.

What is HPV?

HPV is a very common virus that 8 out of 10 people will get at some point in their lifetime. Some HPV infections can lead to cancer later in life. HPV is estimated to cause about 37,000 cases of cancer in men and women every year in the U.S. Only cervical cancer, one of the cancers caused by HPV, can be detected early with a Pap test. The other cancers caused by HPV (cancers of the throat, genitals, or anus) may not be detected until they are more serious. HPV vaccination prevents infections that cause these cancers.

How can I protect my child from HPV?

HPV vaccination can prevent over 90% 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. With more than 135 million doses given in the U.S. since 2006, HPV vaccine has a long safety record that's backed by over 15 years of monitoring. Common side effects are mild and get better within a day or two. These include pain, redness, or swelling where the shot was given, similar to other vaccines. HPV vaccination works extremely well. **Since HPV vaccination was first recommended in 2006, infections with HPV types that cause most HPV cancers have dropped 88% among teen girls and 81% among young adult women.**

Vaccination against HPV is recommended by the federal Advisory Committee on Immunization Practices, the American Academy of Pediatrics, and the American Academy of Family Physicians. It's also recommended by the American Cancer Society and California's Cancer Prevention Act.

Who should get the vaccine and when should they get it?

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. (Kids who wait until later to get their first dose of HPV vaccine may need three doses.) The HPV vaccine is often given at the same time as other adolescent vaccines, like Tdap to prevent whooping cough and meningococcal vaccine to prevent bacterial meningitis.

Where can I get the HPV vaccine for my child?

Ask your healthcare provider, pharmacist, or local health department to learn more about HPV vaccine and where you can get it. The vaccine is covered by most health insurance plans. If you don't have health insurance, your child can still get vaccinated. The Vaccines for Children (VFC) Program offers free vaccines to children up to age 18 years without insurance or whose insurance does not cover the cost of vaccines.

Ask your healthcare provider or [local health department](#) about VFC. Find doctors participating in VFC [in your area](#).

For more information on HPV, the vaccine, and cancer prevention, visit the [Centers for Disease Control and Prevention](#).

APPENDIX E. 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 a child is diagnosed with type 1 diabetes, their health care provider will be able to help develop a treatment plan. The child's health care provider may refer the child to an endocrinologist, a doctor specializing in the endocrine system and its disorders, such as diabetes.

Contact the school nurse, school administrator, or health care provider if there are any questions.

APPENDIX F. 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.

Description

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 Associated with Type 2 Diabetes

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:

Risk Factors

- **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 Associated with Type 2 Diabetes

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

Type 2 Diabetes 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.

References: American Diabetes Association Clinical Journal; Helping Children with Diabetes Succeed: A Guide for School Personnel; KidsHealth; Mayo Clinic; National Library of Medicine (NLM) and National Institutes of Health's (NIH) MedLine; US Centers for Disease Control and Prevention

APPENDIX G. CONCUSSION INFORMATION

What is a concussion and how would I recognize one?

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 get better with rest and over 90% of athletes fully recover. However, 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.

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. If your child reports any symptoms of concussion or if you notice some symptoms and signs, seek medical evaluation from your team's athletic trainer and a physician trained in the evaluation and management of concussion. If your child 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 your local hospital.

On the CIF website is a *Graded Concussion Symptom Checklist*. If your child fills this out after having had a concussion, it helps the physician, athletic trainer or coach understand how they are feeling and hopefully will show improvement over time. You may have your child fill out the checklist at the start of the season even before a concussion has occurred so that we can understand if some symptoms such as headache might be a part of their everyday life. We call this a "baseline" so that we know what symptoms are normal and common for your child. Keep a copy for your records, and turn in the original. If a concussion occurs, your child can fill out this checklist again. This Graded Symptom Checklist provides a list of symptoms to compare over time to follow your child's recovery from the concussion.

What can happen if my child keeps playing with concussion symptoms or returns too soon after getting a concussion?

Athletes with the signs and symptoms of concussion should be removed from play immediately. There is NO same day return to play for a youth with a suspected concussion. Youth athletes may take more time to recover from concussion and are more prone to long-term serious problems from a concussion.

Even though a traditional brain scan (e.g., MRI or CT) may be "normal", the brain has still been injured. Animal and human research studies show that a second blow before the brain has recovered can result in serious damage to the brain. If your athlete suffers another concussion before completely recovering from the first one, this can lead to prolonged recovery (weeks to months), or even to severe brain swelling (Second Impact Syndrome) with devastating consequences.

There is an increasing concern that head impact exposure and recurrent concussions may contribute to long-term neurological problems. One goal of concussion education is to prevent a too early return to play so that serious brain damage can be prevented.

Signs observed by teammates, parents and coaches include:

It is well known that students will often not talk about signs of concussions, which is why this information sheet is so important to review with them. Teach your child to tell the coaching staff if they experience such symptoms, or if they suspect that a teammate has had a concussion. You should also feel comfortable talking to the coaches or athletic trainer about possible concussion signs and symptoms that you may be seeing in your child.

- Looks dizzy
- Looks spaced out
- Confused about plays
- Forgets plays
- Is unsure of game, score, or opponent
- Moves clumsily or awkwardly
- Answers questions slowly
- Slurred speech
- Shows a change in personality or way of acting
- Can't recall events before or after the injury
- Seizures or "has a fit"
- Any change in typical behavior or personality
- Passes out

Symptoms may include one or more of the following:

- Headaches
- "Pressure in head"
- Nausea or throws up
- Neck pain
- Has trouble standing or walking
- Blurred, double, or fuzzy vision
- Bothered by light or noise
- Feeling sluggish or slowed down
- Feeling foggy or groggy
- Drowsiness
- Change in sleep patterns Loss of memory
- "Don't feel right"
- Tired or low energy
- Sadness
- Nervousness or feeling on the edge
- Irritability
- More emotional
- Confused
- Concentration or memory problems
- Repeating the same question/comment

What is Return to Learn?

Following a concussion, students may have difficulties with short- and long-term memory, concentration and organization. They may require rest while recovering from injury (e.g., limit texting, video games, loud movies, or reading), and may also need to limit school attendance for a few days. As they return to school, the schedule might need to start with a few classes or a half-day. If recovery from a concussion is taking longer than expected, they may also benefit from a reduced class schedule and/or limited homework; a formal school assessment may also be necessary. Your school or physician can help suggest and make these changes. Students should complete the Return to Learn guidelines, successfully returning to a full school day and normal academic activities, before returning to play (unless your physician makes other recommendations). Go to the CIF website (cifstate.org) for more information on Return to Learn.

How is Return to Play (RTP) determined?

Concussion symptoms should be completely gone before returning to competition. A RTP progression is a gradual, step-wise increase in physical effort, sports-specific activities and then finally unrestricted activities. If symptoms worsen with activity, the progression should be stopped. If there are no symptoms the next day, exercise can be restarted at the previous stage.

RTP after concussion should occur only with medical clearance from a physician trained in the evaluation and management of concussions, and a step-wise progression program monitored by an athletic trainer, coach, or other identified school administrator. Please see cifstate.org for a graduated return to play plan. Return to play (*i.e.*, full competition) must be no sooner than 7 days after the concussion diagnosis has been made by a physician.

References:

- American Medical Society for Sports Medicine position statement: concussion in sport (2013)
- Consensus statement on concussion in sport: the 4th International Conference on Concussion in Sport held in Berlin, October 2016
- Centers for Disease Control and Prevention (CDC): [Clinical Guidance for Pediatric Mild TBI](#)
- CDC: [Heads Up](#)

APPENDIX H. SUDDEN CARDIAC ARREST INFORMATION

What is Sudden Cardiac Arrest?

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.

What causes SCA?

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.

How common is SCA?

As a leading cause of death in the U.S., most people are surprised to learn that SCA is also the #1 killer of student athletes and the leading cause of death on school campuses. Studies show that 1 in 300 youth has an undetected heart condition that puts them at risk.

Factors that Increase the Risk of SCA

- Family history of known heart abnormalities or sudden death before age 50
- Specific family history of Long QT Syndrome, Brugada Syndrome, Hypertrophic Cardiomyopathy, or Arrhythmogenic Right Ventricular Dysplasia (ARVD)
- Family members with known unexplained fainting, seizures, drowning or near drowning or car accidents
- Family members with known structural heart abnormality, repaired or unrepaired
- Use of drugs, such as cocaine, inhalants, "recreational" drugs, excessive energy drinks, diet pills or performance-enhancing supplements

Why do heart conditions that put student athletes at risk go undetected?

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.

- Symptoms can be misinterpreted as typical in active student athletes
- Fainting is often mistakenly attributed to stress, heat, or lack of food or water
- Student athletes experiencing symptoms regularly don't recognize them as unusual it's their normal
- Symptoms are not shared with an adult because student athletes are embarrassed they can't keep up
- Student athletes mistakenly think they're out of shape and just need to train harder
- Students (or their parents) don't want to jeopardize playing time
- Students ignore symptoms thinking they'll just go away
- Adults assume students are OK and just "check the box" on health forms without asking them
- Medical practitioners and parents alike often miss warning signs
- Families don't know or don't report heart health history or warning signs to their medical practitioner
- Well-child exams and sports physicals do not check for conditions that can put student athletes at risk
- Stethoscopes are not a comprehensive diagnostic test for heart conditions

Protect Your Student's Heart. Educate yourself about sudden cardiac arrest, talk with your student about warning signs, and create a culture of prevention in your school sports program. To learn more, go to KeepTheirHeartInTheGame.org.

Potential Indicators that SCA may Occur

Recognize the warning signs and risk factors. Ask your coach and consult your doctor if these conditions are present in your student:

- Fainting or seizure, especially during or right after exercise
- Fainting repeatedly or with excitement or startle
- Excessive shortness of breath during exercise
- Racing or fluttering heart palpitations or irregular heartbeat
- Repeated dizziness or lightheadedness
- Chest pain or discomfort with exercise
- Excessive, unexpected fatigue during or after exercise

What happens if my student has warning signs or risk factors?

- State law requires student athletes who faint or exhibit other cardio-related symptoms to be re-cleared to play by a licensed medical practitioner.
- Ask your health care provider for diagnostic or genetic testing to rule out a possible heart condition. *Electrocardiograms (ECG or EKG) record the electrical activity of the heart. ECGs have been shown to detect a majority of heart conditions more effectively than physical and health history alone. Echocardiograms (ECHO) capture a live picture of the heart.*
- Your student should be seen by a health care provider who is experienced in evaluating cardiovascular (heart) conditions.
- Follow your provider's instructions for recommended activity limitations until testing is complete.

What if my student is diagnosed with a heart condition that puts them at risk?

There are many precautionary steps that can be taken to prevent the onset of SCA including activity modifications, medication, surgical treatments, or implanting a pacemaker and/or implantable cardioverter defibrillator (ICD). Your practitioner should discuss the treatment options with you and any recommended activity modifications while undergoing treatment. In many cases, the abnormality can be corrected and students can return to normal activity

APPENDIX I. PRESCRIPTION OPIOID INFORMATION

Prescription opioids can be used to help relieve moderate-to-severe pain and are often prescribed following a surgery or injury, or for certain health conditions. These medications can be an important part of treatment but also come with serious risks. It is important to work with your health care provider to make sure you are getting the safest, most effective care.

What are the risks and side effects of opioid use?

Prescription opioids carry serious risks of addiction and overdose, especially with prolonged use. An opioid overdose, often marked by slowed breathing, can cause sudden death. The use of prescription opioids can have a number of side effects as well, even when taken as directed:

- Tolerance—meaning you might need to take more of a medication for the same pain relief
- Physical dependence—meaning you have symptoms of withdrawal when a medication is stopped
- Increased sensitivity to pain
- Constipation
- Nausea, vomiting, and dry mouth
- Sleepiness and dizziness
- Confusion
- Depression
- Low levels of testosterone that can result in lower sex drive, energy, and strength
- Itching and sweating

Risks are greater with:

- History of drug misuse, substance use disorder, or overdose
- Mental health conditions (such as depression or anxiety)
- Sleep apnea
- Older age (65 years or older)
- Pregnancy

Avoid alcohol while taking prescription opioids. Also, unless specifically advised by your health care provider, medications to avoid include:

- Benzodiazepines (such as Xanax or Valium)
- Muscle relaxants (such as Soma or Flexeril)
- Hypnotics (such as Ambien or Lunesta)
- Other prescription opioids

Know your options

Talk to your health care provider about ways to manage your pain that don't involve prescription opioids. Some of these options may actually work better and have fewer risks and side effects. Options may include:

- Pain relievers such as acetaminophen, ibuprofen, and naproxen
- Some medications that are also used for depression or seizures
- Physical therapy and exercise
- Cognitive behavioral therapy, a psychological, goal-directed approach, in which patients learn how to modify physical, behavioral, and emotional triggers of pain and stress

If you are prescribed opioids for pain:

Be Informed! Make sure you know the name of your medication, how much and how often to take it, and its potential risks and side effects.

- Never take opioids in greater amounts or more often than prescribed.
- Follow up with your primary health care provider within the number of days indicated by the provider.
 - Work together to create a plan on how to manage your pain.
 - Talk about ways to help manage your pain that don't involve prescription opioids.
 - Talk about any and all concerns and side effects.
- Help prevent misuse and abuse.
 - Never sell or share prescription opioids.
 - Never use another person's prescription opioids.
- Store prescription opioids in a secure place and out of reach of others (this may include visitors, children, friends, and family).
- Safely dispose of unused prescription opioids: Find your community drug take-back program or your pharmacy mail-back program, or flush them down the toilet, following guidance from the Food and Drug Administration (www.fda.gov/Drugs/ResourcesForYou).
- Visit www.cdc.gov/drugoverdose to learn about the risks of opioid abuse and overdose.
- If you believe you may be struggling with addiction, tell your health care provider and ask for guidance or call SAMHSA's National Helpline at 1-800-662-HELP.

To learn more, visit the Centers for Disease Control and Prevention webpage on [Overdose Prevention](#).

APPENDIX J. MRSA INFORMATION

MRSA is methicillin-resistant *Staphylococcus aureus*, a potentially dangerous type of staph bacteria that is resistant to certain antibiotics and may cause skin and other infections. As with all regular staph infections, recognizing the signs and receiving treatment for MRSA skin infections in the early stages reduces the chances of the infection becoming severe. MRSA is spread by having direct contact with another person's infection, sharing personal items that have touched infected skin, and/or touching surfaces or items contaminated with MRSA.

Who is at risk?

Anyone can get MRSA. The risk increases with activities or places that involve crowding, skin-to-skin contact, and shared equipment or supplies. Some of the people who carry MRSA can go on to get a MRSA infection. Non-intact skin, such as when there are abrasions or incisions, is often the site of an MRSA infection. Athletes, daycare and school students, military personnel in barracks, and those who receive inpatient medical care or have surgery or medical devices inserted in their body are at higher risk of MRSA infection.

How is MRSA spread in the community?

MRSA is usually spread in the community by contact with infected people or things that are carrying the bacteria. This includes through contact with a contaminated wound or by sharing personal items, such as towels or razors, that have touched infected skin.

The opioid epidemic may also be connected to the rise of staph infections in communities. People who inject drugs are 16 times more likely to develop a serious staph infection.

What are the signs and symptoms?

The symptoms of a MRSA infection depend on the part of the body that is infected. For example, people with MRSA skin infections often can get swelling, warmth, redness, and pain in infected skin. In most cases it is hard to tell if an infection is due to MRSA or another type of bacteria without laboratory tests that your doctor can order. Some MRSA skin infections can have a fairly typical appearance and can be confused with a spider bite. However, unless you actually see the spider, the irritation is likely not a spider bite.

Most staph skin infections, including MRSA, appear as a bump or infected area on the skin that might be:

- Red
- Swollen
- Painful
- Warm to the touch
- Full of pus or other drainage
- Accompanied by a fever

What if I suspect an MRSA skin infection?

You cannot tell by looking at the skin if it's a staph infection (including MRSA). Getting medical care early makes it less likely that the infection will become serious. If you or someone in your family experiences the signs and symptoms of MRSA:

- Contact your healthcare provider, especially if the symptoms are accompanied by a fever.
- Do not pick at or pop the sore.
- Cover the area with clean, dry bandages until you can see a healthcare provider.
- Clean your hands often.

How are MRSA skin infections treated?

Treatment for MRSA skin infections may include having a healthcare professional drain the infection and, in some cases, prescribe an antibiotic. Do not attempt to drain the infection yourself – doing so could worsen or spread it to others. If you are given an antibiotic, be sure to take all of the doses (even if the infection is getting better), unless your healthcare professional tells you to stop taking it.

How can I prevent a MRSA infection?

- Maintain good hand and body hygiene. Clean hands often, and clean your body regularly, especially after exercise.
- Know the signs of MRSA skin infections and get treated early.
- Keep cuts, scrapes, and wounds clean and covered until healed.
- Avoid sharing personal items such as towels and razors.

How do I prevent the spread of MRSA?

- Cover your wounds with clean, dry bandages until healed.
- Follow your healthcare provider's instructions about proper care of the wound. Pus from infected wounds can contain MRSA.
- Do not pick at or pop the sore.
- Throw away bandages and tape with the regular trash.
- Clean your hands often.
- You, your family, and others in close contact should wash hands often with soap and water or use an alcohol-based hand rub, especially:
 - after changing a bandage
 - after touching an infected wound
 - after touching dirty clothes
- Do not share personal items such as towels, washcloths, razors, and clothing, including uniforms.
- Wash laundry before use by others and clean your hands after touching dirty clothes.

For more information, call 1-800-CDC-INFO or visit www.cdc.gov/MRSA.

APPENDIX K. PARENT/STUDENT FORM FOR REPORTING POSSIBLE BULLYING BEHAVIOR

Bullying Definition: Any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act by a student, or a group of students, directed against another student with the intent to ridicule, harass, humiliate, or intimidate the other student while on school grounds, traveling to or from school, or at a school-sponsored activity which substantially disrupts the educational environment.

The incident will be investigated no later than the end of the next school day and a report of the outcome will be provided to the parent within 30 days. The school is not permitted to provide information about other students or discipline issued to other students with the reporting parent.

Name of Student		DOB		Gender	
School		Grade		Teacher/Counselor	
Parent Name		Tel/Cell		Email	
Full Name of Offending Person(s)				Grade(s)	
				Date of Report	

1. Give details of your concerns including dates/times, location(s), witnesses, etc. Please provide specific examples of the offensive conduct. (Use the back side if necessary.)

2. What remedy are you seeking?

3. Describe the informal efforts that you have made to correct the situation described in #1.

ANONYMOUS REPORT

1. Please DO NOT use my child's name while investigating and why. Parent signature _____

Why not? _____

2. It is okay to use my child's name while investigating. Parent signature _____

TO BE COMPLETED BY SCHOOL

Date report received at school: _____

Date investigated: _____

By whom: _____

Date parent notified of outcome: _____

By whom: _____

Bullying verified: Yes No

Comments: _____
