



ROMOLAND
SCHOOL DISTRICT

**Annual Notification
of the Rights & Responsibilities
of Parents/Guardians & Students
2026-2027**

ROMOLAND SCHOOL DISTRICT
25900 LEON ROAD • HOMELAND, CA 92548
(951) 926-9244

In compliance with the requirements of Education Code section 48980, this Annual Notification contains important information regarding state and federal laws and the policies and procedures of the Romoland School District that will assist parents in navigating through the school system and that promote school and family partnership to positively impact students' educational outcomes. Parents are required to acknowledge receipt of the Annual Notification through the annual data confirmation through Aeries.

Please take the time to review the information provided in this document and refer to it throughout the school year – it will be accessible on the district website, under the tab for “Parents”. The Board policies and administrative regulations referenced may be accessed by clicking on the applicable links provided, or accessed through the “Board Policies” link under the “Board of Trustees” tab also on the district website at <https://www.romoland.net/>. Parents and students will be notified accordingly if there are any changes to the information provided in this Annual Notification due to amendments in law, Board policy, or regulation, or as a result of new state or federal guidance.

If you have any questions, please contact the principal of the school.

Note: The term “parent”, as used in this document, means the natural or adoptive parent, legal guardian, the person having legal custody, or other educational rights holder. Additionally, the pronouns used in the notifications are intended to be non-gendered.

The Romoland School District is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities, including equal access to the Boys Scouts of America and other designated youth groups. District programs, activities, and practices shall be free from unlawful discrimination 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; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; religious creed; age; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; reproductive health decision-making; breastfeeding or related medical conditions; parental, marital, and family status; and veteran or military 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.

For any questions or concerns, or to file a complaint, regarding discrimination, intimidation, harassment, or bullying, contact the applicable compliance officers, located at 25900 Leon Road, Homeland, California 92548: Equity Compliance Officer, ADA/Title II Coordinator, and Title IX Coordinator – Mr. John Murray, Chief Personnel Officer, at jmurray@romoland.net; Section 504 Coordinator – Mr. Matthew Valdivia, Director of Pupil Services, at mvaldivia@romoland.net. The compliance officers may be reached at (951) 926-9244.

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KEY TO ACRONYMS

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

SECTION 1: ACADEMIC PROGRAM

ADMISSION: TRANSITIONAL KINDERGARTEN AND KINDERGARTEN

EC 48000; (BP 5111, 6170.1)

Admission into transitional kindergarten (TK) or kindergarten is based on the student's age at the time of enrollment. Students are eligible for TK when they have their fourth birthday by September 1.

Children are admitted into kindergarten when they have their fifth birthday on or before September 1. The District may admit into kindergarten a child who turns five years of age at any time during the school year with the approval of the parent, and as long as the District determines that the early admittance is in the best interest of the child, and the parent has been provided with information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance.

GRADES

EC 49066, 49067; (BP 5121)

Grades help students and parents understand performance expectations, represent an accurate evaluation of the student's achievement, and identify a student's strengths and areas of needed improvement using a system that is familiar and understandable. The grade given to each student is the grade determined by the teacher of the course, and, in the absence of a mistake, fraud, bad faith, or incompetency, the grade is final.

Parents are encouraged to use their Aeries Portal account to monitor their student's grades and to subscribe to weekly progress emails, which contain up-to-date attendance and grade book information. However, when it becomes evident that a student is in danger of failing a course, the parent will be notified, and a conference with the parent may be requested by the teacher to discuss strategies to improve the student's performance.

HOMEWORK & ASSIGNMENTS

EC 47606.2, 48913, 48913.5; (BP 5144.1, 6154)

Meaningful homework assignments can be a valuable extension of student learning time and assist students in developing good study habits. Homework will be assigned when necessary to support classroom lessons, enable students to complete unfinished assignments, or review and apply academic content for better understanding. Homework assignments will be reasonable in length and appropriate to the grade level and course. The number, frequency, and degree of difficulty of homework assignments will increase with the grade level and the maturity of students.

Homework will not be given for disciplinary measures. However, the teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension. When a parent of a student who has been suspended for two or more school days requests homework that the student would otherwise have been assigned, the student's teacher must provide such homework. If a homework assignment is requested and is turned in to the teacher by the student either upon the student's return from suspension or within the timeframe originally prescribed by the teacher, whichever is later, and is not graded before the end of the academic term, the homework assignment may not be included in the calculation of the student's overall grade in the class.

Students who miss schoolwork because of an excused absence will be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests will be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students will receive full credit for work satisfactorily completed within a reasonable period of time.

PROMOTION, ACCELERATION, AND RETENTION

EC 48070, 48070.5; (BP 5123)

The Board of Trustees expects students to progress through each grade within one school year. To accomplish this, instruction accommodates the growth patterns of individual students, and includes strategies for addressing academic deficiencies when needed. Students progress through the grade levels by demonstrating growth in meeting grade level standards of expected student achievement.

As early as possible in the school year, the principal or designee will identify students who should be retained or who are at risk of being retained in accordance with law, Board policy and administrative regulations. Students are identified on the basis of State assessment results and other indicators of academic achievement, as

established by the Board. When a student is recommended for retention or is identified as being at risk for retention, the principal or designee will provide opportunities for remedial instruction to assist the student in overcoming academic deficiencies. Such opportunities may include, but are not limited to, tutoring, after-school program, summer school, intersession programs, and/or a meeting of a student success team.

When high academic achievement is evident, the teacher may recommend a student for acceleration to a higher grade level. The student's maturity level will be taken into consideration in making a determination to accelerate a student.

Parents will be provided the opportunity to consult with the teacher(s) or certificated staff member the principal designates to be responsible for the decision to retain or promote a student. Additionally, parents will also be provided with a process whereby the decision of the teacher may be appealed.

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

EC 48302; (BP 6161.1)

The Board of Trustees desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect and value society's diversity, and enhance instructors' ability to educate all students through the use of multiple teaching strategies and technologies. The Board adopts instructional materials based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law. Textbooks, technology-based materials, and other educational materials are aligned with academic content standards and the District's curriculum to ensure that they effectively support the District's adopted courses of study.

The District's review process for evaluating standards-based instructional materials involves teachers in a substantial manner and encourages the participation of parents and community members in accordance with EC 60002. The review process may also involve administrators, other staff who have subject-matter expertise, and students as appropriate. The Superintendent or designee seeks input from educational partners with diverse backgrounds and perspectives. If the District is considering the use of instructional materials for grades K-8 that have not been adopted by the State Board of Education, the Superintendent or designee will ensure that a majority of the participants in the District's review process are classroom teachers who are assigned to the subject area or grade level of the materials. To ensure the integrity in the evaluation and selection of instructional materials, the Superintendent or designee will also ensure that individuals who participate in the selection or review of instructional materials do not have a conflict of interest. Whenever an advisory committee is established to conduct the review of instructional materials, the Superintendent or designee will present the committee's recommendations and documentation that supports the recommendations to the Board. All recommended instructional materials are made available for public inspection at the district office.

The District may pilot instructional materials, using representative samples of classrooms for a specified period of time during a school year, in order to determine the extent to which the materials support the District's curricular goals and academic standards. Feedback from teachers piloting the materials is made available to the Board before the materials are adopted.

PROSPECTUS OF SCHOOL CURRICULUM

EC 49063, 49091.14; (BP 5020)

The curriculum, including titles, descriptions, and instructional aims of every course offered by the District are compiled in a prospectus and reviewed at least once annually. Please contact the Assistant Superintendent of Educational Services at (951) 926-9244 to request a copy of the prospectus. The District may charge an amount not to exceed the cost of duplication.

COURSE SELECTION AND CAREER COUNSELING

EC 221.5; (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, in a positive way, 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 6-8 are encouraged to participate in such counseling sessions and decisions.

CONTROVERSIAL ISSUES

(BP 6144)

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

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

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

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

When a guest speaker is invited to make a presentation related to a controversial issue, the Superintendent or designee shall notify the guest speaker of this policy and the expectations and goals regarding the instruction. If the guest speaker is presenting only one point of view on an issue, the teacher shall be responsible for ensuring that students also receive information on opposing viewpoints.

When required by law, such as in regard to comprehensive sexual health and HIV prevention education, parents shall be notified prior to the instruction so that they may request in writing that their child be excused from the instruction. Students whose parents decline such instruction may be offered an alternative activity of similar educational value.

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

HARMFUL OR DESTRUCTIVE USE OF ANIMALS

EC 32255-32255.6; (BP 5145.8)

Any student with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform the teacher of the objection. Objections must be substantiated by a note from the student's parent.

A student who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the teacher believes that an adequate alternative education project is possible. The teacher may work with the student to develop and agree upon an alternative education project so that the student may obtain the knowledge, information, or experience required by the course of study in question. The alternative education project will require a comparable time and effort investment by the student – it will not 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.

GIFTED AND TALENTED EDUCATION PROGRAM

(BP 6172)

The Board of Trustees believes that all students deserve an education that challenges them to reach their full potential. The District provides gifted and talented students with opportunities for learning commensurate with their particular abilities and talents. Students are identified for the gifted and talented education (GATE) program on the basis of demonstrated or potential intellectual development, creative ability, consistently high achievement levels, academic ability in particular subject area(s), leadership ability, and/or performing and visual arts talent. All eligible students, including economically disadvantaged students, English learners, and students of varying cultural backgrounds, are provided with full opportunities to participate in the GATE program and are provided special counseling or services as necessary to help such students to succeed in the program. The District's GATE program is designed to provide articulated learning experiences across subjects and grade levels and to meet or exceed state academic content standards and curriculum frameworks.

Program Components

Educational opportunities in the District's GATE program may include:

1. Special day classes which are designed to meet specific academic needs of gifted and talented students and are appropriately differentiated from other classes in the same subjects at the school
2. Part-time groupings, in which students attend classes or seminars that are organized to provide advanced or enriched subject matter for a part of the school day
3. Cluster groupings, in which students are grouped within a regular classroom setting and receive appropriately differentiated activities from the regular classroom teacher
4. Independent study supervised by a certificated district employee and offered through special tutors or mentors
5. Acceleration, in which students are placed in grade levels or classes more advanced than those of their chronological age group and are provided special counseling and/or instruction outside the regular classroom in order to facilitate their advanced work
6. Opportunities to attend classes conducted by a college or community college
7. Advanced Placement or honors classes
8. Supplemental educational activities which augment students' regular educational programs in their regular classrooms and may include the use of advanced materials and/or provide special opportunities from persons other than the regular classroom teacher

In addition, the District's program supports the social and emotional development of GATE students in order to promote student engagement in school. Staff development may be provided as needed to support teachers in understanding the unique learning styles and abilities of gifted and talented students and in developing appropriate instructional strategies.

Identification of Gifted and Talented Students

Romoland School District is dedicated to providing equitable opportunities for all students to be considered for our Gifted and Talented Education (GATE) program. To support this commitment, all second-grade students are assessed each fall using the Naglieri Nonverbal Ability Test, Third Edition (NNAT3). The NNAT3 is a nonverbal, culturally neutral assessment designed to measure visual-spatial reasoning and identify gifted learners. Parents who do not want their child to participate in GATE testing must notify their child's school of attendance with a written request.

Students may be recommended for GATE testing by administrators, teachers, counselors, other staff, or parents. Parent consent must be obtained before administering any assessments for the sole purpose of identifying students for this program or for placing a student in the program.

A student who transfers into the District is considered for the GATE program if the student was identified as a gifted and talented student in the previous district or school or is recommended for the program. School officials may verify that the GATE program would be an appropriate placement for the student by examining evidence of the student's abilities based on any of the indicators listed above.

Because students who do not initially meet district criteria for the GATE program may become eligible at a later grade level, the District may re-examine student eligibility whenever the District receives a referral, or a school official determines it to be in the student's best interest.

Please contact the Director of Educational Services, Dr. Michelle Echiverri, at (951) 926-9244 for more information about the GATE program, and/or contact the school principal for information about the school's services for gifted and talented students.

EDUCATION OF STUDENTS EXPERIENCING HOMELESSNESS

42 USC 11432; EC 48850 et seq.; (BP 6173)

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all school-aged children experiencing homelessness to the same free and appropriate public education that is provided to non-homeless students. A student experiencing homelessness is defined as a child who lacks a fixed, regular, and adequate nighttime residence and includes children and youth who:

1. Live in an emergency or transitional shelter; in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings not designed for or ordinarily used as regular sleeping accommodations for human beings
2. Live "doubled-up" with another family due to loss of housing stemming from financial problems (e.g., loss of job, eviction, or natural disaster)
3. Live in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations
4. Are abandoned at a hospital
5. Are migratory children who qualify as homeless because they are living in conditions described above

The District's educational liaison for homeless youth is Ms. Mireya Chavez-Martinez, School Engagement/Foster Youth Liaison, and may be contacted at mchavez@romoland.net or (951) 926-9244. The role of the educational liaison is to: 1) ensure that students experiencing homelessness are identified and enrolled so that they have access to and receive educational services for which they are eligible; 2) assist students experiencing homelessness 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 families and students experiencing homelessness receive referrals for services, such as health care, dental, mental health, and housing; 4) assist, facilitate, or represent a student experiencing homelessness who is undergoing disciplinary proceeding that could result in their expulsion; 5) when notified pursuant to EC 48915.5, 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 eligibility, school selection, or enrollment.

The following is a brief summary of the rights of students experiencing homelessness:

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 had permanent housing, the school most recently attended, or any school the student attended in the last 15 months. If there is any disagreement about which school to attend, the student has the right to remain in the school of origin until the disagreement is resolved.
2. Right to transportation services to and from school if transportation creates a barrier to attendance.
3. Right to immediate enrollment even if the student 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.
4. Right to automatically qualify for child nutrition programs.
5. Right to be referred to all programs and services for which the student is eligible – such as special education services, tutoring, English learner programs, GATE program, before and after school services, or any other program offered by the school or District.
6. Right to have priority access to an intersession program. If the student moves during the intersession period, the student's educational rights holder determines which intersession program to attend.
7. Right not to be stigmatized by school personnel.
8. 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 students experiencing homelessness. However, when the dispute is related to student eligibility, school selection, and enrollment in a particular school, the matter will be referred to the district liaison, who will carry out the dispute resolution process as expeditiously as possible. The parent will be provided with a written explanation of any decisions and of the right to appeal such decisions.

Unaccompanied youth who meet the definition of a student experiencing homelessness 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 – such as a teen parent not living with their parent or a student who has run away or who has been pushed out of the home.

To ensure that each school identifies all students experiencing homelessness 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 students experiencing homelessness 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.

EDUCATION OF FOSTER YOUTH

EC 48850 et seq.; (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 Ms. Mireya Chavez-Martinez, School Engagement/Foster Youth Liaison, and may be contacted at mchavez@romoland.net or (951) 926-9244. 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 has a connection to 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 priority access to an intersession program. If the foster youth moves during the intersession period, the foster youth's educational rights holder determines which intersession program to attend.
3. 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.
4. 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.
5. 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.
6. 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.

BEFORE AND AFTER SCHOOL PROGRAM

EC 8482 et seq.; (BP 5148.2)

The Romoland School District Expanded Learning Program provides quality out-of-school time services that strengthen, support, and supplement the families, schools, and communities they serve. Participants must be

enrolled in the school that operates the program.

If the number of students wishing to participate in the program exceeds program capacity, priority for enrollment is to be given to students who are identified as students experiencing homelessness, as defined by the McKinney-Vento Homeless Assistance Act, at the time they apply for enrollment or at any time during the school year, to students in foster care, and to students who are eligible for free or reduced-price meals. To request priority enrollment, please contact the Director of Expanded and Specialized Programs, Lilly Ellefsen at (951) 926-9649 ext. 1545. No current program participant will be disenrolled in order to allow enrollment of a student with priority enrollment.

NOTICE OF ALTERNATIVE SCHOOLS

EC 58501; (BP 6181)

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 the student's desire to learn.
- (c) Maintain a learning situation maximizing student self-motivation and encouraging the student in their own time to follow their own interests. These interests may be conceived by the student totally and independently or may result in whole or in part from a presentation by 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 Riverside County Office of Education, the administrative office of this district, and the principal's office have copies of the law available for your information. This law particularly authorizes interested persons to request the Board of Trustees to establish alternative school programs in the District.

SCREENING FOR READING DIFFICULTIES

EC 53008

To ensure that all students learn to read by third grade, all students in kindergarten and grades 1 and 2 will be screened for risk of reading difficulties. Screenings are intended to be part of a comprehensive instructional strategy to inform instruction, measure progress, identify learning needs, and enable parents and staff to discuss learning in an informed way. Screening assessments will not be used for any high-stakes purpose (e.g., accountability, teacher or other school staff evaluation, student grade promotion or retention, identification for gifted or talented education, reclassification of English learners, or identification as an individual with exceptional needs). Rather, the screening results are to be used as a flag for potential risk of reading difficulties, not as a diagnosis of a disability – they are to be used as part of a broader process that further evaluates student needs and progress, identifies supports for class-room instruction, enables targeted individual intervention as needed, and allows the further diagnosis if concerns do not resolve.

If a student is identified as being at risk of having reading difficulties, the District will provide the student with supports and services, appropriate to the specific challenges identified by the screening instrument and other pertinent information about the student. Supports and services may include evidence-based literacy instruction focused on the student's specific needs, progress monitoring, early intervention in the regular general education program, one-on-one small group tutoring, and further evaluation or diagnostic assessment.

State law requires that the Romoland School District administer the RDRS to all students in grades K-2; assessments will be conducted in the months of January and February. Parents who do not want their child to participate in RDRS testing must notify their child's school of attendance with a written request and meet at least one or more of the state's three criteria for exemption.

STATE TESTING

5 CCR 852; EC 60604, 60615; (BP 6162.51)

California state law requires that the Romoland School District administer the California Assessment of Student Performance and Progress (CAASPP) system, which encompasses the following assessments:

1. Smarter Balanced Summative Assessments (SBAC) in English Language Arts and Math – Grades 3-8
2. California Alternate Assessments (CAA) in English Language Arts, Math, and Science – Grades 3-8 (for certain Special Education students)
3. California Science Test – Grades 5 and 8

A parent may annually submit a written request to excuse their student from any or all parts of the CAASPP assessments for the school year. The written request must be submitted to the school principal prior to testing, and should include the student's name, birth date, grade level, the specific test(s) or content area from which the student is to be exempted, parent signature, and date. There is no need to provide a reason for the testing opt-out request. Per state guidelines, if the written request is received by the school after testing has begun, any test(s) completed by the student before the request is received will be scored and the results reported to the parent and included in the student's record.

SECTION 2: ENGLISH LEARNER PROGRAM

DEFINITIONS

20 USC 7801; EC 306

The following are definitions of terms used in this section:

English learner means a student who is age 3-21 years, who is enrolled or is preparing to enroll in school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society.

English Learner "At-Risk" of Becoming a Long-Term English Learner means an English learner to which all of the following apply: (1) is enrolled in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below (level 3 or below) on the prior year administration of the English Language Proficiency Assessments for California (ELPAC) and (4) for students in grades 3 to 9, inclusive, has scored in the fourth or fifth year at the "Standard Not Met" level on the prior year administration of the California Assessment of Student Performance and Progress (CAASPP)-English Language Arts/Literacy (ELA).

Long-term English learner means an English learner to which all of the following apply: (1) is enrolled in grades 6 to 12, inclusive; and (2) has been enrolled in a U.S. school for six or more years; and (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the ELPAC; and (4) for students in grades 6 to 9, inclusive, has scored at the "Standard Not Met" level on the prior year administration of the CAASPP-ELA.

English language classroom means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language.

English language mainstream classroom means a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English.

Structured English Immersion (also known as "sheltered English immersion") means an English language acquisition process in which nearly all classroom instruction is in English but with the curriculum and presentation designed for students who are learning the language.

Bilingual education/native language instruction means a language acquisition process for students in which much or all instruction, textbooks, and teaching materials are in the student's native language.

Dual Language Immersion (DLI) is an educational program that teaches academic content in two languages: English and a partner/target language (e.g., Spanish, Mandarin). Its primary goals are to develop bilingualism, biliteracy, academic achievement across subjects, and cross-cultural competence.

IDENTIFICATION AND ASSESSMENTS

5 CCR 11307, 11518.5-11518.35; EC 313, 52164.1; (BP 6174)

Upon enrollment in school, each student's primary language is determined through use of a home language survey. Any student who is identified as having a primary language other than English as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, must be initially assessed for English proficiency using the ELPAC. Each year after a student is identified as an English learner and until the student is redesignated as English proficient, the summative assessment of the ELPAC will be administered to the student during a four-month period after February 1 as determined by CDE.

Administration of the ELPAC, including the use of variations and accommodations in test administration when authorized, is conducted in accordance with test publisher instructions and 5 CCR 11518.5-11518.35. Any student with a disability is allowed to take the assessment with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan that are appropriate and necessary to address the student's individual needs. If the student is unable to participate in the assessment or a portion of the assessment with such accommodations, an alternative assessment for English language proficiency will be administered to the student as set forth in the student's IEP or Section 504 plan.

SUMMATIVE LANGUAGE ASSESSMENT

Identifying students who need help learning English is important so that these students can get the support they need to do well in English language arts/literacy, mathematics, science, and other subject areas in school. The ELPAC is the test used to measure how well students understand English when it is not the language they speak at home; students are tested on their skills in listening, speaking, reading, and writing. Information from the ELPAC informs teachers about the areas in which a student needs extra support.

Parents who have questions about their child taking the ELPAC should contact the school principal, or go to CDE's webpage, [ELPAC Resources for Parents](#). Resources include a guide that provides parents with answers to key questions about the ELPAC, link to practice tests, and information about the student score report.

PLACEMENT OF ENGLISH LEARNERS

5 CCR 11301; EC 305-306

Students who are English learners are educated through "structured English immersion" for a temporary transition period not normally intended to exceed one year. Nearly all of the classroom instruction in the District's structured English immersion program is in English, but with the curriculum and presentation designed for students who are learning the language. "Nearly all," for the purpose of determining the amount of instruction to be conducted in English, means that all classroom instruction is conducted in English except for clarification, explanation, and support as needed. When an English learner has acquired a reasonable level of English proficiency as measured by any of the state-designated assessments approved by CDE, any district assessments, and/or other criteria adopted by the Board, the student is transferred from a structured English immersion classroom to an English language mainstream classroom in which the instruction is overwhelmingly in English. An English learner has acquired a "reasonable level of English proficiency" when the student has achieved the following:

1. Teacher evaluation of the student's English language proficiency and curriculum mastery.
2. Achievement of Level 4 on the ELPAC or alternative assessment per the student's IEP.
3. Academic performance in English as measured on local literacy assessments.

At any time during the school year, the parent of an English learner may have the student moved into an English language mainstream program.

PARENT NOTIFICATIONS

5 CCR 11511.5; 20 USC 6312; EC 313.2, 440, 52164.1; (BP 6174)

The following written notifications are provided to parents of English learners:

1. *Assessment Notification:* Provides parents with their child's results on the Initial ELPAC Assessment within 30 calendar days following receipt of the results from the test contractor.
2. *Title III Notifications:* Provides parents the assessment of English proficiency of their child if their child is participating in, or identified for participation in, a language instruction program supported by federal

Title III funds. The notice is provided not later than 30 calendar days after the beginning of the school year, or within two weeks of a student's placement in the program if the student is identified for program participation during the school year. The notice will include all of the following:

- a. The reason for the identification of the student as an English learner and the need for placement in a language acquisition program
- b. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement
- c. A description of the language acquisition program in which the student is, or will be, participating, including a description of all of the following:
 - (1) 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
 - (2) The manner in which the program will meet the educational strengths and needs of the student
 - (3) The manner in which the program will help the student develop English proficiency and meet age-appropriate academic standards for grade promotion and graduation
 - (4) The specific exit requirements for the program and the expected rate of transition from the program into classes not tailored for English learners
 - (5) When the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP
- d. As applicable, the identification of a student as a long-term English learner (LTEL) or at risk of becoming a LTEL, 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
- e. Information about the parent's right to have the student immediately removed from a program upon the parent's request
- f. Information regarding a parent's option to decline to enroll the student in the program or to choose another program or method of instruction, if available
- g. 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)

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

Program Options and Goals for English Learners

The following are descriptions of the language acquisition programs provided in the Romoland School District:

Structured English Immersion (SEI). A language acquisition program for beginning level English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. Students are taught ELD and other core subjects by authorized teachers with use of district-adopted textbooks and supplementary materials.

English Language Mainstream (ELM). Students who score at reasonable fluency in English are placed in an ELM program. Students are taught ELD and other core subjects by authorized teachers with use of district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

Dual Language Immersion (DLI). An educational program that teaches academic content in two languages: English and a partner/target language (e.g., Spanish, Mandarin). Its primary goals are to develop bilingualism, biliteracy, academic achievement across subjects, and cross-cultural competence. In the 2026-27 school year, DLI is offered in kindergarten and grades 1 and 2 at Granite Hills TK-8 school. Parents interested in DLI for their students must apply.

Parents of English learners have a right to decline or opt their students out of the District's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. [20 U.S.C Section 6318(c)(A)(vii)] However, the District remains obligated to assess and provide the student meaningful

instruction until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 CCR Section 11302)

Sufficient Resources

To effectively implement a language acquisition program, the District 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.

Parent Request of Establishment of a Language Acquisition Program

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact the school or Dr. Michelle Echiverri, Director of Educational Services, at mechiverri@romoland.net or (951) 926-9244.

The District will make a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent and student making the request, a general description of the request, and the student's grade level on the date of the request. As needed, the District will assist the parent in clarifying the request. All requests are maintained for at least three years from the date of the request.

Timelines and Implementation Process for a Language Acquisition Program

Schools in which parents of 30 students or more per school or the parents of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction will be required to offer such a program to the extent possible. When the number of parents reach the threshold, the District will:

1. Within 10 days of reaching the threshold, notify the parents of students attending the school, the school's teachers, administrators, and the District's English learner parent advisory committee and parent advisory committee, in writing, of the requests for a language acquisition program.
2. Identify costs and resources necessary to implement any new language acquisition program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals.
3. Within 60 calendar days of reaching the threshold, and in consideration of Item #2 above, determine whether it is possible to implement the requested language acquisition program and provide written notice of the determination to parents of students attending the school, the school's teachers, and administrators.
4. If a determination is made to implement the language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program. If a determination is made that it is not possible to implement the program, provide a written explanation of the reason(s) the program cannot be provided.

RECLASSIFICATION/REDESIGNATION

5 CCR 11303, 11304; EC 313, 52164.6; (BP 6174)

English learners are reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study.

The procedures used to determine whether an English learner is reclassified as fluent English proficient include, but are not limited to:

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the ELPAC
2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student
3. Parent involvement, including:
 - a. Notice to parents of language reclassification and placement, including a description of the reclassification process and the parent's opportunity to participate

- b. Encouragement of parent participation in the district's reclassification procedure, including seeking parent opinion and consultation during the reclassification process
4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level

The Superintendent or designee will monitor the progress of reclassified students to ensure their correct classification and placement, and will continue to monitor them at least four years following their reclassification to ensure correct classification and placement and to determine whether any additional academic support is needed. The student's language proficiency assessments, the participants in the reclassification process, and any decisions regarding reclassification are retained in the student's permanent record.

ADVISORY COMMITTEES

5 CCR 11308; EC 52176; (BP 6174)

A school-level English Learner Advisory Committee (ELAC) must be established when there are more than 20 English learners at the school. Parents of English learners, elected by parents of English learners at the school, must constitute committee membership in at least the same percentage as English learners representative of the total number of students in the school. The school may designate for this purpose an existing school-level advisory committee provided that it meets these criteria for committee membership.

The ELAC is responsible for assisting in the development of a schoolwide needs assessment, recommending ways to make parents aware of the importance of school attendance, and advising the principal and school staff in the development of a detailed master plan for English learners for the school and submitting the plan to the Board of Trustees for consideration for inclusion in the district master plan.

When the District has more than 50 English learners, the Superintendent or designee must establish a District English Learner Advisory Committee (DELAC), the majority of whose membership is composed of parents of English learners who are not employed by the District. Alternatively, the District may use a subcommittee of an existing districtwide advisory committee on which parents of English learners have membership in at least the same percentage as English learners representative of the total number of students in the District.

The DELAC shall advise the Board on at least the following tasks:

1. Developing a district master plan for education programs and services for English learners, taking into consideration the school site plans for English learners
2. Conducting a districtwide needs assessment on a school-by-school basis
3. Establishing a district program, goals, and objectives for programs and services for English learners
4. Developing a plan to ensure compliance with applicable teacher or instructional aide requirements
5. Administering the annual language census
6. Reviewing and commenting on the district's reclassification procedures
7. Reviewing and commenting on the required written parental notifications

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent or designee will ensure that committee members receive appropriate training and materials. This training is planned in full consultation with the members.

LCAP ADVISORY COMMITTEE

5 CCR 11301, 15495; EC 52063; (BP 6174)

When there are at least 15 percent English learners in the District, with at least 50 students who are English learners, a district-level English learner parent advisory committee is established to review and comment on the district's LCAP in accordance with BP 0460 – Local Control and Accountability Plan. The committee must be composed of a majority of parents of English learners. The DELAC may also serve as the LCAP English learner advisory committee.

SECTION 3: STUDENTS WITH DISABILITIES

SPECIAL EDUCATION – IDEA

34 CFR 300.111; EC 56026, 56031, 56300, 56301; (BP 6164.4)

The Individuals with Disabilities Education Act (IDEA) ensures that all students with disabilities have available to them a free and appropriate public education in the least restrictive environment which includes special

education and related services provided in accordance with an individualized education program (IEP). 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. *Special education* means specially designed instruction, at no cost to the parent, to meet the unique needs of individuals with disabilities, including instruction conducted in the classroom, in the home, in hospitals and institutions, and other settings, and instruction in physical education.

The Romoland School District actively seeks out all individuals with disabilities, ages birth through 22 years, including children not enrolled in public school programs, but who reside in the District. Parents who believe their child may have a physical, academic, or cognitive disability should contact the District's Special Education Department. Eligibility and services vary based on infant, pre-school, or school-age levels. All age groups have search and serve requirements. For school-age children enrolled in public education, a student will be referred for special education programs and services only after the resources of the regular education program has been considered and, where appropriate, utilized. For children who reside within the District but are enrolled in a private school, the parent should contact the private school as well as the District's Special Education Department to inquire about identification and/or services. For more information, contact the Director of Special Education, Candace Boulais, at (951) 926-9244, or visit the District's webpage, [Special Education FAQs](#).

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 IEP will be developed.

Medi-Cal Billing

The Romoland School District may submit claims to California Medi-Cal for covered services provided to Medi-Cal eligible children enrolled in special education programs. The Medi-Cal program is a way for school districts and/or County Offices of Education (COEs) to receive federal funds to help pay for health-related special education and related services. Parent consent is voluntary and can be revoked at any time. If consent is revoked, the revocation is not retroactive. Consent will not result in denial or limitation of community-based services provided outside the school. If a parent refuses to consent for the school district and/or COE to access California Medi-Cal to pay for health-related special education and/or related services, the school district and/or COE is still responsible to ensure that all required special education and related services are provided at no cost to the parent.

Parents are advised of the following:

1. You may refuse to sign consent.
2. Information about your family and child is strictly confidential.
3. Your rights are protected under 34 CFR 300.154 and the Family Education Rights Privacy Act of 1974 (FERPA), 20 USC 1232g and 34 CFR Part 99.
4. Your consent is good for one year unless you withdraw your consent before that time. Your consent can be renewed annually at the IEP team meeting. Furthermore, as a public agency, the school district may access your public benefits or insurance to pay for related services required under Part B of the IDEA, for FAPE. For related services required to provide FAPE to an eligible student, the school district:
 - May not require you to sign up for or enroll in public benefits or insurance programs (Medi-Cal) in order for your child to receive FAPE under Part B of the IDEA (34 CFR 300.154(d)(2)(i)).
 - May not require you to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for services and reimbursement through Medi-Cal (34 CFR 300.154(d)(2)(ii)).
 - May not use your child's benefits under Medi-Cal if that use would:
 - Decrease available lifetime coverage or any other insured benefit.
 - Result in the family paying for services that would otherwise be covered by the public benefits or insurance program (Medi-Cal) and are required for your child outside of the time your child is in school.
 - Increase premiums or lead to the discontinuation of public benefits or insurance (Medi-Cal).

- Risk loss of eligibility for home and community-based waivers, based on aggregate health related expenditures.

Assistive Technology

On a case-by-case basis, the District will provide the use of a school-purchased assistive technology (AT) device in a student's home or in another setting when determined such device is needed in order for the student to receive FAPE. The District will provide continued access to that device, or a comparable device, when the student transfers out of the District for up to a maximum of two months or until a replacement or comparable device is obtained in the new setting. This is to ensure that the student does not have a lapse in educational access to such a device. [EC 56040.3]

SECTION 504

29 USC 794; 34 CFR, Part 104; (BP 6164.6)

Section 504 of the Rehabilitation Act of 1973 is a federal law which prohibits discrimination against persons with a disability. The Romoland School District provides 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 activities. Some students may be eligible for educational services under both Section 504 and IDEA. For the purpose of implementing Section 504, the following terms and phrases are defined below:

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.

Mental impairment means any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability.

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 oneself, 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 District has a responsibility to identify, evaluate, and if eligible, provide students with disabilities the same opportunity to benefit from education programs, services, or activities as provided to their non-disabled peers. A parent, teacher, other school employee, student success team, or community agency may refer a student to the principal or 504 Coordinator for identification as a student with a disability under Section 504.

If a student needs or is believed to need special education or related services under Section 504, the District will obtain written parent consent to conduct an evaluation of the student prior to initial placement. The determination will be based on a review of the student's school records, including those in academic and nonacademic areas of the school program; 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, a team will develop a written 504 services plan that specifies 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 the District's Section 504 Coordinator, Mr. Matthew Valdivia, Director of Pupil Services, at mvaldivia@romoland.net or (951) 926-9244.

AUDIO RECORDINGS OF IEP OR SECTION 504 MEETINGS

EC 270, 56341.1(g); (BP 6159, 6164.6)

Parents and the District have the right to audio record the proceedings of IEP and Section 504 team meetings,

as long as members of the IEP or Section 504 team are notified of this intent at least 24 hours before the meeting. If the District gives notice of intent to audio record a meeting and the parent objects or refuses to attend because the meeting would be audio recorded, the meeting will not be audio recorded.

ACCESS TO STUDENT RECORDS

34 CFR 104.36; EC 49069.7, 56043(n); (BP 5125, 6159.1, 6164.6)

Parents have the right and opportunity to examine all school records of their child and to receive complete copies within five business days after a request is submitted, either orally or in writing, and before any IEP or Section 504 plan meeting, hearing, or resolution session regarding their child.

PROCEDURAL SAFEGUARDS

34 CFR 104.36, 300.504; EC 56301; (BP 5125, 6159.1, 6164.6)

A written notice that provides an overview of educational rights (or procedural safeguards) under IDEA or Section 504, whichever is applicable, is provided to parents of students with disabilities once each year and under specified circumstances, such as upon initial referral or parent request for evaluation, upon the first occurrence of the filing of a complaint, when a removal of a student because of a violation of a code of conduct constitutes a change of placement. Parents may also request a copy of the procedural safeguards at any time at no cost, and may also elect to receive this notice via email. Such requests can be submitted by contacting the Director of Pupil Services at (951) 926-9244. The "[Notice of Procedural Safeguards and Parents' Rights](#)", as required under IDEA, is posted on the District's website.

FILING A COMPLAINT

5 CCR 3200-3205; 34 CFR 104.36; (BP 6159.1, 6164.6)

Whenever there is a dispute between the District and the parent of a student with disabilities regarding the identification, assessment/evaluation, or educational placement of the student or the provision of FAPE to the student, the Superintendent or designee will encourage the early, informal resolution of the dispute at the school level to the extent possible. The District or parent may also request a due process hearing in accordance with law, Board policy, and administrative regulation.

Information on how to file a complaint can be found in the notice of procedural safeguards, or by contacting the Director of Pupil Services at (951) 926-9244.

SECTION 4: STUDENT RECORDS

MAINTENANCE AND 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 Romoland School District that are directly related to an identifiable student and maintained for the purpose of second-party review. Active records are maintained at the student's school; inactive records are maintained under the supervision of the custodian of records.

The following *mandatory permanent records* are kept indefinitely:

1. Legal name of student
2. Date and place of birth and method of verifying birth date
3. Sex of student
4. Name and address of parent of minor student
 - a. Address of minor student if different from the above
 - b. Annual verification of the name and address of the parent and the residence of the student
5. Entrance and departure dates of each school year and for any summer session or other extra session
6. Subjects taken during each year, half-year, summer session, or quarter, and marks or credits issued
7. Verification of or exemption from required immunizations

Mandatory interim records, unless forwarded to another district, are maintained subject to destruction during the third school year after the school year in which they originated, following a determination that their usefulness has ceased, or the student has left the district. These records include:

1. Expulsion orders and the causes therefor [EC 48918]
2. A log identifying persons or agencies who request or receive information from the student record
3. Health information, including verification or waiver of the health screening for school entry
4. Information on participation in special education programs, including required tests, case studies, authorizations, and evidence of eligibility for admission or discharge
5. Language training records
6. Progress slips/notices required by EC 49066 and 49067 (related to grades)
7. Parental restrictions/stipulations regarding access to directory information
8. Parent rejoinders to challenged records and to disciplinary action
9. Parent authorization or denial of student participation in specific programs
10. Results of standardized tests administered within the past three years
11. Written findings resulting from an evaluation conducted after a specified number of missed assignments to determine whether it is in a student's best interest to remain in independent study [EC 51747]

Permitted records, which are records that the District has determined important to maintain, may include, but are not limited to, objective counselor and/or teacher ratings, standardized test results older than three years, routine discipline data, verified reports of relevant behavioral patterns, all disciplinary notices, and supplementary 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 any 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 for all schools operated by Romoland School District, and at each school site, the principal serves as the custodian of records for students enrolled at their school. The custodian of records is responsible for implementing the policies and procedures related to student records; in particular, they must protect the student and the student's family from invasion of privacy by ensuring only authorized persons may access student records.

ACCESS TO STUDENT RECORDS

34 CFR 99.7, 99.34; EC 49063, 49064, 49069.7; (BP 5125)

Access means personal inspection and review, request and receipt, and oral description or communication of any student record. A log is maintained in each student's record that lists all persons, agencies, or organizations that have requested or received information from the records and the legitimate educational interest of the requester. The log is only accessible to the parent, a student who is 16 years of age 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. School officials and employees are persons employed by the District and include Board members and contractors or consultants with whom the District has contracted to perform a special service or function.

A student's citizenship status, immigration status, place of birth, or any other information indicating national origin will only be released in accordance with BP/AR - Response to Immigration Enforcement". To the extent practicable, staff will not disclose or provide in writing, verbally, or in any other manner, to an officer or employee of an agency conducting immigration enforcement the education records of or any information about a student or their family and household (e.g., information about a student's home or travel schedule), unless staff receive written parent consent or are presented with a valid judicial warrant/subpoena or 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: Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-8520.

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

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 with 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 Director of Pupil Services at 25900 Leon Road, Homeland, CA 92548, (951) 926-9244, who will, in turn, have five (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)

Former students may receive up to two transcripts or up to two verifications of their records at no cost. No charge will be made to duplicate, locate, or retrieve any student record of current students.

PROPERTY DAMAGE

EC 48904, 48904.3; (AR 5125.2)

Parents may be held financially liable if their student willfully damages school property or fails to return school property loaned to the student upon demand of a district employee. The liability of the parent will not exceed ten thousand dollars (\$10,000), adjusted annually for inflation. The school may further withhold the student's grades, diploma, and transcript until reparation is made. Before withholding the student's grades, diploma, and transcript, the parent will be informed, in writing, of the student's misconduct.

If the student and parent are unable to pay for the damages or return the property, the student will be provided a program of voluntary work in lieu of monetary damages. When this voluntary work is completed, the student's grades, diploma or transcripts will be released. If reparation is not made, the student will be afforded due process consistent with procedures established for the expulsion of students.

When a student, whose grades, diploma or transcripts are withheld, transfers to another district, the new district will be informed of the decision along with a copy of the student's records. The parent will also be notified in writing that the withholding of the student's grades, diploma, and/or transcripts will be enforced by the new district until it receives notification that the debt has been cleared.

OUTSIDE NEWS MEDIA

At times, schools may be visited by newspaper and/or television crews to cover breaking news, human interest stories, or to follow up previous stories. When visiting district campuses, news media are required to check in at the school office and be accompanied by a district staff member to avoid any interruption to students' education.

RELEASE OF INFORMATION PURSUANT TO COURT ORDER

5 CCR 435; EC 49077; (BP 5125)

Information concerning a student will be furnished in compliance with a court order or lawfully issued subpoena. Unless otherwise instructed by the court, the parent will be given at least three days' notice of the name of the requesting agency and specific record requested prior to disclosing a record pursuant to a court order or subpoena.

RELEASE OF JUVENILE INFORMATION

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. 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.

MEDICAL RECORDS SHARING

HSC 120440; (BP 5141.31)

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

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

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 <https://www.romoland.net/>.

DIRECTORY INFORMATION

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

Directory information means information contained in a student record that would not generally be considered harmful or an invasion of privacy if disclosed. Such information includes the student's name, address, telephone number, e-mail address, date of birth, photo or likeness, audio files, video recordings, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent public or private school attended by the student. 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 district publications (e.g., newsletters, a playbill showing the student's role in a drama production, the annual yearbook, honor roll and other recognition lists, promotion programs), as well as postings on the school and district websites to provide the community with information about district activities, school awards, student assemblies, and academic and co-curricular programs. Additionally, the District has determined that the following individuals, officials, or organizations may receive directory information: any school or district parent or community support organization; school resource officers; elected officials; Department of Public Health; and companies that publish yearbooks.

Romoland School District respects the privacy of students and their families. No information may be released to private profit-making entities other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. No directory information of a student identified as a student experiencing homelessness will be released unless the parent has provided written consent that directory information may be released. However, the directory information of a student experiencing homelessness may be disclosed for the purpose of facilitating an eye examination by a nonprofit eye examination provider or a free oral health assessment hosted by the school, unless the student's parent has provided written notice to the school that consent to such exam(s) is not given.

For all other students, directory information will not be released if their parent notifies the District in writing by the last day of school in September of each school year. Parents may complete and submit the "Release of Directory Information—Opt-out Form" to the school principal. The form is available in the school office.

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:

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)—

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of—

1. Any other protected information survey, regardless of funding;
2. 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
3. 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.)

Inspect, upon request and before administration or use—

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. 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 District has adopted policies, 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 will directly notify parents if there are any substantive changes to these policies. 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 parents to opt their children out of participation of the specific activity or survey. Parents will also be provided an opportunity to review any pertinent surveys. The following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- 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.

CALIFORNIA HEALTHY KIDS SURVEY

EC 51513, 51938(c)

The California Healthy Kids Survey (CHKS) is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency. It enables schools and communities to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence. Sponsored by the California Department of Education and developed by WestEd (a public, non-profit educational institution), the CHKS is part of a comprehensive data-driven decision-making process on improving school climate and student learning environment for overall school improvements. The results from this survey are compiled into district- and county-level CHKS Reports. To view a copy of the District's report, go to [CalSCHLS](#) (Outside Source) and type in "Romoland" in the "District" field.

The District administers the CHKS to students in grades 4 through 7 annually in the Spring. The survey may include questions on school climate; resiliency and youth development; social emotional health and learning;

mental health; tobacco use; alcohol and other drug use; safety/violence; physical health; sexual behavior; after school activities; gang awareness; lesbian, gay, bisexual, and transgender school experiences; and military connected school. There are no known risks of physical harm to students in taking part of the survey. Risks of psychological or social harm are minimal; none have been reported in the history of administration for this survey. In rare instances, some discomfort might be experienced from the questions. The school's counseling services will be available to answer any personal questions that may materialize. Parents have the opportunity to examine the survey in the school office or on the District's webpage for the [Pupil Services Department](#).

Participation in the survey is voluntary and requires parent permission. Active consent is required for students in grades 4 through 6; therefore, parents will be asked to give their consent in writing. Parents of students in grade 7 who do not want their child to take part in the survey must notify the school in writing. Students who are allowed to participate do not have to answer any questions they do not want to answer, and may stop taking the survey at any time.

Please contact the Director of Pupil Services at (951) 926-9244 if there are any questions or concerns regarding the CHKS and/or the rights of students and parents.

CALIFORNIA COLLEGE GUIDANCE INITIATIVE

EC 60900.5

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

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

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

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 file a written request with the Superintendent or designee to correct, remove, or destroy any information recorded in the written records concerning their child, which is alleged to be:

1. Inaccurate
2. An unsubstantiated personal conclusion or inference
3. A conclusion or inference outside the observer's area of competence
4. Not based on the personal observation of a named person with the time and place of the observation noted
5. Misleading
6. 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 Trustees 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 Director of Pupil Services at (951) 926-9244.

SECTION 5: SCHOOL ENROLLMENT

RESIDENCY REQUIREMENTS FOR SCHOOL ATTENDANCE

EC 48200 et seq.; (BP 5111.1)

A student may be enrolled in an RSD school if the student meets any of the following criteria:

1. The student's parent resides within district boundaries.
2. The student is placed within district 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 district boundaries.
4. The student lives with a caregiving adult within district boundaries and the caregiving adult submits an affidavit to that effect.
5. The student resides in a state hospital located within district boundaries.
6. The student is confined to a hospital or other residential health facility within district boundaries for treatment of a temporary disability.
7. The student's parent resides outside district boundaries but is employed within district 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 the removal of the parent, 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 the parent's departure.
9. The student is a homeless or foster child who remains in the school of origin.
10. The student is a migratory child or a child of a military family who continues to attend the school of origin.

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

RESIDENCY BASED ON PARENT EMPLOYMENT

EC 48204(b); (BP 5111.1)

The District considers a student whose parent is physically employed within its attendance boundaries for a minimum of 10 hours during school week to have complied with residency requirements for school attendance. Once a student is deemed to have complied with residency requirements in this manner, the student may continue to attend school in the District through the highest grade level offered without having to reapply each school year as long as the parent continues to be physically employed within the attendance boundaries for a minimum of 10 hours during the school week. The District will not deny admission of a student on the basis of race, ethnicity, sex, family income, academic achievement, or any other arbitrary consideration; however, the District may prohibit the transfer of a student if the District determines that the additional cost of educating the student would exceed the amount of additional state aide received as a result of the transfer, or if either the District or the district of residence determines that the transfer would negatively impact its court-ordered or voluntary desegregation plan.

INTRADISTRICT TRANSFERS

5 CCR 11992; 20 USC 7912; EC 35160.5(b); (BP 5116.1)

The Romoland School District has established procedures for students to attend a school other than the school of residence within the District. Below are descriptions of the types of intradistrict transfer available to residents. Information on each school within the District is provided on the District's webpage for the [Pupil Services Department](#). Admission to a particular school will not be influenced by a student's academic or athletic performance except insofar as academic standards are required for admission to specialized schools or programs such as GATE or special education programs. Such standards will be uniformly applied to all students. Families who are interested in an intradistrict transfer during or after the Open Enrollment period must complete a **School Choice Transfer Request** in the [Aeries Parent Portal](#). Click on [Student Transfer Procedures](#) for a step-by-step guide on how to complete a School Choice Transfer Request. Parents may also contact the Pupil Services Department at (951) 926-9244 for more information about intradistrict transfers, to obtain a transfer application, or to file a complaint regarding the selection process.

Open Enrollment

Open Enrollment allows parents to choose the school their children will attend, regardless of where the parents live in the district. The law limits choice within a school district. As such, residents of the RSD may apply to other schools within the District for their child to attend on a space available basis. No student currently residing within 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.

The Open Enrollment Application is available and accepted mid-January to the last business day of February of each year for requests for intradistrict transfers for the following school year. If there are more requests for a particular school than there are spaces available, a random drawing will be held from the applicant pool. A waiting list will be established to indicate the order in which applicants may be accepted if openings occur during the year. Late applicants will not be added to the waiting list for the current year but must instead wait for a subsequent lottery.

Intradistrict Transfers

Outside of the Open Enrollment period, parents may submit a request for a transfer to another school within the District through an intradistrict transfer request. Applications may be from March through December of each year and are considered if openings exist. Approved applicants must confirm their enrollment within 10 school days, and the transfer is granted for one school year.

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

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

Victim of a Violent Crime

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.

The Superintendent or designee will consider the needs and preferences of the affected student and the student's parent in making the offer. If the parent elects to transfer the student, the transfer will be completed as soon as practicable.

Persistently Dangerous School

Upon receipt of notification from the CDE that a District school has been designated as “persistently dangerous,” the Superintendent or designee will, within 10 days, provide parents of students attending the school with notice of the school’s designation and the option to transfer their 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 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.

INTERDISTRICT ATTENDANCE

EC 46600 et seq.; (BP 5117)

If granted an interdistrict attendance permit, students whose parents are residents of the Romoland School District, may attend school in another school district. Similarly, students residing outside of the RSD may be allowed to attend RSD schools. The Board of Trustees will allow such transfers for a limited number of reasons, including:

1. To meet the child care needs of the student. Such a student may be allowed to continue to attend district schools only as long as the student continues to use a child care provider within district boundaries.
2. To meet the student’s special mental or physical health needs as certified by a physician, school psychologist, or other appropriate school personnel.
3. When the student has a sibling attending school in the receiving district, to avoid splitting the family’s attendance.
4. To allow the student to complete a school year when the student’s parents have moved out of the district during that year.
5. To allow the student to remain with a class graduating that year from an elementary or middle school.
6. When the parent provides written evidence that the family will be moving into the district in the immediate future and would like the student to start the year in the district.
7. When the student will be living out of the district for one year or less.
8. When recommended by the school attendance review board or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence.
9. When there is valid interest in a particular educational program not offered in the district of residence.
10. To provide a change in school environment for reasons of personal and social adjustment.

The District will not prohibit the transfer of a student who is a child of an active military duty parent to a district of proposed enrollment if that district approves the application for transfer. If the District has only one school offering the grade level of the victim of an act of bullying and therefore has no options for an intradistrict offer, the victim of an act of bullying may apply for an interdistrict transfer and the District will not prohibit the transfer if the receiving district approves the application for transfer. Additionally, a student who has been determined by personnel of either the RSD 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 RSD, 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 need to reapply each year to continue to attend the school in which they are enrolled. Other than what was previously specified, transportation will not be provided for students attending school through an interdistrict permit.

An application to request for an interdistrict transfer from the District to attend school in another district may be obtained from the Department of Pupil Services. More information, including the application form, is also available on the District's webpage, [Transfer Regulations, Policies & Procedures](#). 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. Pending a decision by the two districts or an appeal to the County Board, the Superintendent or designee may provisionally admit a student who resides in another district for a period not to exceed two school months. The period of provisional attendance begins on the first day of the student's attendance in the school, and is not a guarantee that a request for interdistrict transfer will be approved.

DISTRICT OF CHOICE

EC 48300 et seq.

A student may transfer to a school district that participates in the District of Choice (DOC) program. The DOC will determine the number of transfer students it is willing to accept and will admit students until it is at maximum capacity through an unbiased process that does not inquire into, evaluate, or consider students on their academic or athletic performance, physical condition, proficiency in English, any personal characteristic (*i.e.*, race, gender, religion, sexual orientation, etc.), or family income. However, a DOC may use existing entrance criteria for specialized schools or programs as long as the criteria are uniformly applied to all applicants.

If there are more requests than there are spaces available, approval for transfer will be determined by a random drawing held in public at a regularly scheduled board meeting of the DOC after granting priority enrollment in the following order: (1) siblings of students already in attendance in the DOC; (2) students eligible for free or reduced-price meals, and students who are in foster care or are experiencing homelessness; and (3) children of military personnel.

An application requesting transfer must be submitted to the DOC before 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 will 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 shall be renewed automatically unless the governing board of the DOC elects to withdraw participation from the program.

Districts electing to participate in the DOC program are required to register with the California Department of Education; a list of participating districts for the current school year on the CDE webpage on [District of Choice](#). For additional information regarding the application process, timelines, selection process, and reasons for denial of a request, please visit the website of the participating district. Please note that Romoland School District does not participate in the DOC program.

INDEPENDENT STUDY

EC 51745-51749.6; (BP 6158)

Independent study is an alternative instructional strategy – not an alternative curriculum – that remains consistent with the District's course of study. It is available to all students from transitional kindergarten through grade 8 and is designed to respond to the student's unique educational needs, interests, aptitudes, and abilities within the confines of law and board policy. Students who participate in independent study are held to the same course requirements as students in regular classroom instruction.

Participation in independent study is always the choice of the parent. The District may not require or otherwise obligate a student's participation in any independent study program.

Eligibility for Students with Disabilities

In accordance with EC 51745(c) and Romoland School District BP/AR 6158 – Independent Study, a student with an IEP or Section 504 Plan may participate in independent study only if their education plan determines that independent study is an appropriate placement.

Because enrollment in independent study constitutes a change in educational placement, the student's IEP team or Section 504 team must convene a meeting — or complete an amendment as permitted by law — **before enrollment**, to determine whether independent study can provide the student with a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

Program Options

Romoland School District offers four independent study pathways, depending on how long a student will be away from the classroom and how much support the family wants to provide directly.

1. Short-Term Independent Study

Offered through the student's school of enrollment

For planned or unplanned absences lasting **one to fifteen school days**, Short-Term Independent Study allows a student to maintain academic progress and stay current with coursework while away from campus. When all program requirements are met — including timely completion and submission of assigned work — the student earns academic and attendance credit, and the absence is excused.

Note: Once a student reaches 16 cumulative days of independent study absence in a school year, they are no longer eligible for Short-Term Independent Study and must transition to a Long-Term Independent Study agreement, which carries additional requirements under EC 51747.

Steps for parents and students:

- a. *Sign the contract.* Both the parent/guardian and the student must sign the Short-Term Independent Study contract at the student's school of enrollment.
- b. *Collect assignments.* The parent/student must obtain assignments and work for every class, including PE, prior to or on the first day of the absence.
- c. *Complete the work.* The parent must ensure the student completes all assigned work during the period of absence.
- d. *Return on time.* All assigned work – whether complete or incomplete – must be turned in on the day the student returns to school.
- e. *Submit to the Attendance Clerk.* On the morning the student returns, before the start of the school day, all work must be turned in to the school's Attendance Clerk, not to individual teachers.

Missed the deadline? If assigned work is not submitted as outlined above, the absence may be recorded as unexcused, and the student will not receive attendance or academic credit for those days.

2. Traditional Long-Term Independent Study

Offered through the student's school of enrollment

For students who are absent **16 or more cumulative school days** in a school year, Traditional Long-Term Independent Study provides a structured path to continue instruction and remain enrolled at the student's school of enrollment, while meeting a higher level of legally required support and oversight than Short-Term Independent Study. As with all independent study, participation is voluntary and requires a signed written agreement between the District, the parent, and the student.

All Long-Term Independent Study agreements must be signed by the parent, the student, and the supervising teacher prior to the commencement of independent study. Unlike Short-Term Independent Study, Long-Term agreements may not be signed retroactively or after instruction has already begun.

Because Long-Term Independent Study crosses the 16-day threshold, EC 51747 requires the District to provide additional safeguards not required for Short-Term Independent Study. Attendance credit is earned based on the time value of assignments, as personally judged by the student's certificated teacher, or a combination of assignment time value and participation in synchronous instruction.

Getting started: Parents should contact their student's school of enrollment to discuss whether Traditional Long-Term Independent Study is appropriate and to complete and sign the required written agreement before independent study begins.

3. Course-Based Independent Study Virtual Program: Hillside Innovation Academy

Full-time, teacher-led virtual instruction

Hillside Innovation Academy is the District's course-based independent study option for students in TK through grade 8. Students are assigned to a virtual classroom, with a teacher leading instruction online for most of the school day. The academic schedule follows regular school hours and combines live synchronous instruction with asynchronous assignments, in both whole-group and small-group settings. Families receive personalized support and frequent communication from teachers throughout the year.

This option is a good fit for families seeking a fully virtual, structured school day with consistent teacher-led instruction.

4. Course-Based Independent Study Home School Program: Hillside Innovation Academy

Self-paced, parent-guided digital curriculum

The Home School Program serves students in TK through grade 8 using a self-paced, digital curriculum provided by the District. Parents guide their student's day-to-day learning and set the academic schedule, with the support of a District teacher based at the Romoland School District Office. Students meet with their teacher for daily virtual check-ins, plus weekly or bi-weekly meetings to review academic progress and their learning plan.

This option is a good fit for families who want more flexibility and a direct role in pacing their student's instruction, with structured teacher support built in.

Enrollment and Questions

Parents interested in enrolling a student in Course-Based Independent Study or the Home School Program should contact Hillside Innovation Academy at (951) 926-9649 to begin the enrollment process.

For questions about Short-Term or Traditional Long-Term Independent Study, contact the student's school office or Attendance Clerk directly.

HOME SCHOOL PROGRAM

Hillside Innovation Academy also offers a Home School Program for students in TK through grade 8. The Home School Program is a self-paced, digital curriculum provided by the District in which the student learns online. Parents assist their student with learning and set the academic schedule. Virtual daily check-in with the teacher and weekly or bi-weekly meetings with the teacher are scheduled to review the student's learning plan. Personalized support from teachers with frequent communication with parents is provided. The Home School Program teacher is located at the Romoland School District Office.

Parents who are interested in the Home School Program for their student can begin the enrollment process by calling Hillside Innovation Academy at (951) 926-9649.

INSTRUCTION FOR STUDENTS WITH TEMPORARY DISABILITIES

EC 48206.3-48208, 48240; (BP 6183)

The District provides a program of instruction in the home or hospital setting for students unable to attend their regular instructional program for an extended period of time as a result of a temporary disability. *Temporary disability* means a physical, mental, or emotional disability incurred while a student is enrolled and after which the student can reasonably be expected to return without special intervention. Temporary disability is not a disability for which a student is identified as an individual with exceptional needs.

A student with a temporary disability, who is in a hospital or other residential health facility ("qualifying hospital"), excluding a state hospital, may be deemed to have complied with the residency requirements for school attendance in the school district in which the qualifying hospital is located. It is the responsibility of the parent to notify the school district in which the qualifying hospital is located of the presence of a student with a temporary disability.

Upon receipt of the notification, the district will within five working days determine whether the student will be able to receive individual instruction and, if so, provide the instruction within five working days or less. One hour of instruction is provided for each day school is in session – meaning, the student would receive five hours of instruction in a typical week on mutually agreed upon days of the week between the teacher and the family. Parents in need of such services for their students who meet residency requirements in the Romoland School

District are to contact the home and hospital Director of Expanded and Specialized Programs, Lilly Ellefesen, at (951) 926-9649 to obtain a *Home and Hospital Parent/Guardian Informational Packet* and paperwork.

A student with a temporary disability may remain enrolled in the district of residence or charter school and may attend regular classes when not confined to the hospital setting. The total days of instruction may not exceed the maximum of five days with both school settings and attendance may not be duplicated. If necessary, the district of residence may provide instruction in the home for the days not receiving instruction in the hospital setting, depending upon the temporary doctor orders. 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.

SECTION 6: SCHOOL ATTENDANCE

COMPULSORY EDUCATION

EC 48200, 48293, 48400 et seq.

Parents of students between the ages of 6 and 18 years of age are obligated under California state law to send their children to school. Regular school attendance is extremely important for every student. 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. Parents are an integral part in encouraging good attendance and supporting the educational program.

MINIMUM AND STAFF DEVELOPMENT DAYS

EC 48980(c); (BP 6111)

To assist parents with the planning for their student's childcare needs, medical appointments, and other activities, the RSD calendar includes minimum days and student-free professional days. Please refer to the school calendar provided on the following page; it is also posted on the District website under the tab for "About Us" at <https://www.romoland.net/>.

ATTENDANCE AWARDS

(BP 5113)

Schools within the District may provide awards or recognition for student attendance during the school year. For purposes of such awards or recognition:

Perfect attendance means a student has been physically in attendance in the school for the entire school day of every school day during the period of award or recognition.

Outstanding attendance is exhibited by no more than a total of three instances during a complete school year of a student arriving to school late or missing a portion of, but not the entire school day, for health reasons, family emergencies and justifiable personal reasons, as permitted by law, Board policy and administration regulations.

REPORTING ABSENCES

5 CCR 306; EC 46012; (BP 5113)

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.

Parents are to call the school on the day of the absence to report the reason for absence. **All absences must be verified within 3 days of the student's return to school.** The following are other methods by which parents can verify absences: voicemail, written note, fax, email, ParentSquare, or in-person conversation with school office staff. If a student shows a pattern of chronic absenteeism due to illness, district staff may require physician verification of any further student absences due to illness.

The school will attempt to contact the student's parent regarding each absence. The attempts will be made by mail, telephone, email, school correspondence folder, home and/or work visitation.

2026-2027 SCHOOL CALENDAR

July 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3 H	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10 T	11 T	12 T	13 FD	14	15
16	17	18	19 M	20	21	22
23	24	25	26 M	27	28	29
30	31					

September 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2 M	3	4	5
6	7 H	8	9 M	10	11	12
13	14	15	16 M	17	18	19
20	21	22	23 M	24	25	26
27	28	29	30 M			

October 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7 M	8	9	10
11	12	13	14 M	15	16	17
18	19 MC	20 MC	21 MC	22 MC	23 MC	24
25	26	27	28 M	29	30 NS	31

November 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4 M	5	6	7
8	9	10	11 H	12	13	14
15	16	17	18 M	19	20	21
22	23 NS	24 NS	25 NS	26 H	27 H	28
29	30					

December 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2 M	3	4	5
6	7	8	9 M	10	11	12
13	14	15	16 M	17	18	19
20	21 WB	22 WB	23 WB	24 H	25 H	26
27	28 WB	29 WB	30 WB	31 H		

January 2027						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 H	2
3	4 WB	5 WB	6 WB	7 WB	8 WB	9
10	11	12	13 M	14	15	16
17	18 H	19	20 M	21	22	23
24	25	26	27 M	28	29	30
31						

February 2027						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3 M	4	5	6
7	8	9	10 M	11	12	13
14	15 H	16 NS	17 NS	18 NS	19 H	20
21	22	23	24 M	25	26	27
28						

March 2027						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3 M	4	5	6
7	8	9	10 M	11	12	13
14	15	16	17 M	18	19	20
21	22	23	24 M	25	26 NS	27
28	29 SB	30 SB	31 H			

April 2027						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 SB	2 SB	3
4	5	6	7 M	8	9	10
11	12	13	14 M	15	16	17
18	19	20	21 M	22	23	24
25	26	27	28 M	29	30	

May 2027						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5 M	6	7	8
9	10	11	12 M	13	14	15
16	17	18	19 M	20	21	22
23	24	25	26 M	27	28	29
30	31 H					

June 2027						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2 M	3	4	5
6	7	8	9 M	10 LD/M	11	12
13	14	15	16	17	18 H	19
20	21	22	23	24	25	26
27	28	29	30			

HOLIDAYS						
Independence Day (Observed)	July 3, 2026	New Years Day	Jan. 1, 2027			
Labor Day	Sept. 7, 2026	Martin Luther King Day	Jan. 18, 2027			
Veterans Day	Nov. 11, 2026	Presidents' Days	Feb 15 & 19, 2027			
Thanksgiving Holidays	Nov. 26-27, 2026	Spring Recess Day	March 31, 2027			
Winter Holidays	Dec. 24-25, 2026	Memorial Day	May 31, 2027			
New Year's Eve	Dec. 31, 2026	Juneteenth (Observed)	June 18, 2027			

LEGEND						
FD/LD = First/Last Day of School	SD = Staff Development					
H = Holiday	T = Teacher Work Day					
M = Modified Day	WB = Winter Break					
MC = Modified Conference Day						
NS = No School						
SB = Spring Break						
= 180 Student Days						

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, unexcused, and suspensions – and is an important measure because excessive absences negatively impact academic achievement and student engagement.

Upon 10 or more days of excused absences in a school year, any further absences due to illness must be verified by a physician. Parents will also receive *Excessive Excused* letters under the following circumstances:

- Elementary school, at 3 and at 6 excused absences
- Middle school, at 21 and at 42 excused period absences

EXCUSED ABSENCES

EC 48205; (BP 5113)

In order for an absence to be excused, the reason for such absence must meet the criteria specified under EC 48205 (*see full text below*). 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 are marked unexcused in the student's records.

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 purposes of this section, the following definitions apply:

- (1) A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
- (2) "Cultural" means relating to the habits, practices, beliefs, and traditions of a certain group of people.
- (3) "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
- (4) "Victim services organization or agency" has the same meaning as defined in subdivision (j) of Section 12945.8 of the Government Code.

ABSENCES DUE TO RELIGIOUS EXERCISES OR INSTRUCTION

EC 46014; (BP 5113)

With the written consent of the parent, a student may be excused from school in order to participate in religious exercises or to receive moral and religious instruction at the student's place of worship or other suitable place away from school. Such absence will not be deemed absence in computing average daily attendance if the student attends at least the minimum school day and is not excused from school for this purpose on more than four days per school month.

CONFIDENTIAL MEDICAL SERVICES

EC 46010.1; (BP 5113)

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

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 Trustees. 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.

TARDIES, LEAVING SCHOOL EARLY, AND TRUANCY

EC 48260; (BP 5113.1)

All students are expected to attend school daily and ON TIME, and remain for the full day of instruction. Students should be encouraged to be prompt as part of developing good habits. If a student is late to school, the student should bring a note from home to the school office. If a student must leave school early, the student must be checked out by a parent, or other authorized adult, through the office.

A student is classified as truant if the student is tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year.

TRUANCY AND CONSEQUENCES

EC 48260-48273; (BP 5113.1)

A student is considered *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.

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.

If determined that available community services can resolve the problem of the truant, then the SARB or probation officer will direct the student and/or the student's parent to make sure of those community services. The SARB or probation officer may require that satisfactory evidence of participation in the available community services (e.g., counseling or education programs) are provided by the student and/or the student's parent.

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 \$2,500 for contributing to the delinquency of a minor and/or sentenced to not more than one year in county jail, or both depending upon the decision of the court. [EC 48293]. For these reasons, it is important for students and parents to understand that poor school attendance can have serious consequences for students as well as parents.

Arrest of Truants

The school attendance supervisor, administrator or designee, a peace officer, or probation officer may arrest or assume temporary custody during school hours, of any minor who is found away from their home and who is absent from school without valid excuse within the county, city, or school district.

SECTION 7: HEALTH & WELLNESS

WELLNESS POLICY

EC 49432; (BP 5030)

The Board of Trustees recognizes the important connection between student health and learning and is committed to supporting a comprehensive program that promotes healthy eating, physical activity, and overall student wellness.

The District has developed a [Wellness Policy](#), available on the District's website, that includes goals for nutrition education, physical activity, and other school-based activities designed to promote student wellness in a manner determined appropriate by the District.

SCHOOL MEAL PROGRAM

EC 49520; (BP 3553)

California's Universal Meals Program allows all students to receive breakfast and lunch at no cost each school day. Although meals are free for all students, families are strongly encouraged to complete a School Funding Form through Aeries each year. Information from this form helps the District qualify for important state and federal funding that supports school meals and many other programs and services that benefit student learning. Paper forms are also available at each school's main office. Completed forms may be submitted to any school front office, school cafeteria, or to the Nutrition Services office located at:

Romoland School District Nutrition Services
1680 Illinois Avenue, Unit #7
Perris, CA 92571

The Nutrition Services Department will work to accommodate students with medical conditions that require special meals or meal accommodations. To request a special meal or accommodation, a completed [Medical Statement to Request Special Meals and/or Accommodations](#) form must be signed by a licensed physician, physician assistant, or nurse practitioner and submitted to the student's school cafeteria. Medical statements completed by parents cannot be accepted.

TYPE 1 DIABETES

EC 49452.6; (BP 5141.3)

Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated, and the guidance provided below is intended to raise awareness about this disease. Contact the school nurse or administrator, or the student's health care provider if you have questions.

Description

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

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

Type 1 diabetes affects insulin production

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

Risk Factors Associated with Type 1 Diabetes

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

Risk Factors

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

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

Warning signs and symptoms of type 1 diabetes in children develop quickly, in a few weeks or months, and can be severe. If your child displays the warning signs below, contact your child's primary health care provider or

pediatrician for a consultation to determine if screening your child for type 1 diabetes is appropriate:

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

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

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

Types of Diabetes Screening Tests That Are Available

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

Type 1 Diabetes Treatments

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

TYPE 2 DIABETES

EC 49452.7; (BP 5141.3)

Type 2 diabetes in children is a preventable/treatable disease. The following information is intended to raise awareness about this disease. Contact the school nurse or administrator, or the student's health care provider if you have questions.

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.

Risk Factors

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

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

Warning Signs and Symptoms 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.

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 students and parents are provided with information on how to initiate access to available student mental health services at school and/or in the community at least twice each school year – once through this document, and a second time via the school website, electronic notification, and/or automated phone call.

To initiate access to available student mental health services, contact the following mental health provider: Riverside University Health Systems at (951) 486-4000. In the event of a life-threatening emergency, please call 911 or the National Suicide Hotline 988.

REIMBURSEMENT FOR SCHOOL-BASED WELLNESS SERVICES

The new [Children and Youth Behavioral Health Initiative \(CYBHI\)](#) Fee Schedule program will facilitate a significant expansion of the District's mental, emotional, and behavioral health services for students. The program allows RSD to receive reimbursement from Medi-Cal and commercial health plans for eligible services provided to students for health-related services. Health services include but are not limited to brief check-ins, counseling services, screening and assessment, and psychoeducation.

[CYBHI Parent/Guardian Notification Letter](#)

Parents are advised of the following:

- During the annual parent data confirmation, the student's health insurance information will be requested so that the District can submit reimbursement requests for school-based services. The information provided will be secure and confidential, as required by state and federal laws.
- During the annual parent data confirmation, parents will be asked to provide consent to provide services **and** to bill their health insurance plan.
- Consent for services is not required for class or school-wide presentations, risk-assessments, behavioral health screenings, etc.
- Consent will be required to deliver individual or group counseling services.

Minors 12 years of age and older can provide consent and billing for confidential services, as outlined in [APL 24-019](#). This applies to both Medi-Cal and commercial insurance. Under NO circumstances will there be any co-pay or out of pocket costs by the family.

[RSD Informed Consent for Services Form](#)

SUICIDE PREVENTION

EC 215; (BP 5141.52)

The Board of Trustees recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the District has adopted a suicide prevention policy outlining measures and strategies for suicide prevention, intervention, and postvention. Staff are also trained and certified in Youth Mental Health First Aid. For additional resources, help lines, and to view the adopted suicide prevention policy, visit the District's webpage on [Suicide Prevention](#).

CALIFORNIA HEALTHY YOUTH ACT

EC 51934, 51937-51939; (BP 6142.1)

The California Healthy Youth Act requires schools to provide students with 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.

The Romoland School District will provide instruction in comprehensive sexual health education, HIV prevention education, and/or will conduct assessments on student health behaviors and risks in the coming school year.

Parents have the right to:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education by contacting the Pupil Services Department at (951) 926-9244.
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 when students will receive the education and the opportunity for parents to review the educational materials.
5. 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
6. 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.

Abuse & Human Trafficking Prevention

The District is authorized to provide abuse, including sexual abuse and assault, and human trafficking prevention education which includes instruction on the frequency and nature of abuse and trafficking, strategies to reduce their risk, techniques to set healthy boundaries with adults and other students, how to detect inappropriate student-to-student and adult-to-student interactions, and how to safely seek assistance. Parents may submit a written request to the school principal to excuse their student from participation in all or part of abuse and human trafficking prevention education, and assessments related to that education. [EC 51950]

Sexual Abuse and Sexual Assault Awareness & Prevention

The District is also authorized to provide age-appropriate instruction for students in sexual abuse and sexual assault awareness prevention. Parents may submit a written request to the school principal to excuse their student from taking instruction in sexual abuse and sexual assault awareness and prevention. [EC 51900.6]

IMMUNIZATION

17 CCR 6040; EC 48216, 49403; HSC 120325-120375, 120440; (BP 5141.31)

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 RSD school for the first time nor admitted or advanced into grade 7 unless they have met the immunization requirement, or the parent files a compliant medical exemption. 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.

Immunization Requirements and Conditional Enrollment Exemptions

Pursuant to HSC 120335 and Romoland School District BP/AR 5141.31 – Immunizations, students enrolled in a home-based private school or an independent study program who do not receive classroom-based instruction are exempt from state immunization mandates as a condition of enrollment. However, parents remain legally required to submit up-to-date immunization records to the school for tracking and record-keeping purposes.

This exemption from the mandate does not apply during student participation in school-sponsored field trips or other on-campus, school-sponsored activities.

In accordance with the McKinney-Vento Homeless Assistance Act and EC 48853.5, students experiencing homelessness and youth in foster care are entitled to immediate enrollment even if they are unable to produce immunization records or medical documentation normally required for school entry. This provision removes immediate barriers to school access; however, it does not constitute a permanent medical exemption, and school liaisons will work with families to assist them in obtaining necessary records or vaccinations post-enrollment.

Furthermore, in alignment with the Individuals with Disabilities Education Act (IDEA), immunization status shall not prohibit or restrict any student from accessing the special education and related services mandated by their Individualized Education Program (IEP).

Exemptions

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.

Parents of students in any school are not allowed to submit a personal beliefs exemption to a currently required vaccine.

Noncompliance with Immunization Requirements

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.

To review the immunization requirements for school attendance, visit the [California Department of Public Health](#) website. It also provides information regarding medical exemptions and the COVID-19 vaccination. Free or low-cost immunizations for children are available. For more information, please contact one of the District Nurses at jbrown@romoland.net or amorgan@romoland.net.

HPV IMMUNIZATION

EC 48980.4; (BP 5141.31)

Students are advised to adhere to current immunization guidelines, as recommended by the State Department of Public Health, 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.

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 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.

The District may host a free oral health assessment to assist students and their families in complying with this requirement. Directory information of students, including students experiencing homelessness, will be disclosed to facilitate the assessment unless the student's parent has provided written notice to the school that they do not consent to a physical examination.

A parent who is unable to obtain, or does not consent to, the oral health assessment must complete a Waiver of Oral Health Assessment Requirement form and submit that to the school.

For children with Medi-Cal/Denti-Cal insurance, parents can find a dentist who takes this insurance by calling (800) 322-6384 or by visiting [Medi-Cal Dental](#). To find a dentist who takes Healthy Families insurance or to find out how to enroll in the program, call (800) 880-5303 or visit <https://benefitscal.com/>. To find a low, or no-cost clinic in the community, visit www.californiahealthplus.org or www.211.org, or call 211.

PHYSICAL EXAMINATIONS

17 CCR 2951; 20 USC 1232h; EC 49451, 49452; (BP 5141.3)

The Board of Trustees is required to provide for the testing of sight and hearing of each student enrolled in specified grade levels. This testing program begins in July and is done throughout the year. A parent may file annually with the school principal a written statement, signed by the parent, withholding consent to a physical examination of the student. Students exhibiting symptoms of a communicable illness—including but not limited to fever, vomiting, or diarrhea—will be sent home to protect the health of the school community. A student may return once they are symptom-free for at least 24 hours.

PHYSICAL FITNESS TEST

5 CCR 1041; EC 60800

All students in grades 5 and 7 enrolled in a California school must take the Physical Fitness Test (PFT) in the Spring with the primary goal to assist students in establishing lifetime habits of regular physical activity. Students are provided with their individual results after completing the PFT either orally or in writing. Schools report the summary results of the PFT in their annual School Accountability Report Card.

MEDICAL OR HOSPITAL SERVICE

EC 49471, 49472; (BP 5143)

The Romoland School District does not provide or make available medical and hospital services for students who are injured in accidents related to school activity or attendance. Medical and hospital services for students injured at school or school-sponsored events, or while being transported, is insured at the parent's expense. No student will be compelled to accept such services without the consent of a parent.

LIABILITY FOR EMERGENCY TREATMENT

EC 49407; (BP 5141)

It is critical for each student to have on file in the school office one or more emergency telephone numbers to be used by the principal or designee when the appropriate situation arises. The following section from the California Education Code is relevant to this issue:

"Notwithstanding any provision of any law, no school district, officer of any school district, school principal, physician or hospital treating any child enrolled in any school in any district shall be held liable for the reasonable treatment of a child without the consent of a parent or guardian of the child when the child is ill or injured during

regular school hours, requires reasonable medical treatment, and the parent or guardian cannot be reached, unless the parent or guardian has previously filed with the school district a written objection to any medical treatment other than first aid."

EMERGENCY TREATMENT FOR OPIOID OVERDOSE

EC 49414.3; (BP 5141.21)

The District has elected to implement an emergency naloxone program to reverse the effects of an opioid overdose. Naloxone nasal spray or another opioid antagonist will be administered to a person if the person is suffering, or reasonably believed to be suffering, from an opioid overdose. Naloxone is safe and works almost immediately. When administered, it reverses or neutralizes in whole or in part the effects of an opioid in the body and has been approved for the treatment of an opioid overdose.

Additionally, EC 49414.6 provides that students in middle or high school, while at school or participating in school activities, cannot be prohibited from carrying fentanyl test strips or a federally approved opioid antagonist for over-the-counter use for the emergency treatment of persons suffering, or reasonably believed to be suffering, from an opioid overdose.

California laws protect persons who administer naloxone and make naloxone more readily available. Specifically, a person is not liable for any civil damages that result from providing emergency care if:

1. The person acted in good faith, and not for compensation;
2. The person provided either emergency care or non-medical care; and
3. The care was provided at the scene of an emergency.

EMERGENCY TREATMENT FOR ANAPHYLAXIS

EC 49414; (BP 5141.21, 5141.27)

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 delivery systems to school nurses, health office staff and other trained personnel who may use the epinephrine delivery system to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from an anaphylactic reaction, regardless of known history.

MEDICATION REGIMEN

EC 49480; (BP 5141.21)

Parents are to notify the principal and school nurse if their child is on a continuing medication regimen for a nonepisodic condition. This notification must include the name of the medication being taken, the current dosage, and the name of the supervising physician. With parental consent, the principal or school nurse may communicate with the physician and may counsel with school personnel regarding possible effects of the medication on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

ADMINISTRATION OF PRESCRIBED MEDICATION

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.

In order for a student to carry and self-administer a prescription epinephrine via a delivery system or inhaled asthma medication at school, the parent must provide a written statement consenting to the self-administration and a written statement from the physician/surgeon or physician assistant detailing the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the student is able to

self-administer epinephrine via a delivery system or inhaled asthma medication. The parent's written statement must provide a release for the school nurse or other designated school personnel to consult with the student's health care provider regarding any questions that may arise with regard to the medication, and releasing the District and school personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication. A student may be subject to disciplinary action if the student uses an epinephrine delivery system or inhaled asthma medication in a manner other than as prescribed.

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

Other than the requirements listed above, the following is a checklist to assist parents whose children need medication at school:

1. Talk to the student's doctor about making a medicine schedule that does not require the student to take medicine while at school.
2. Supply the school with all medicine the student must take during the school day. The medicine must be delivered to the school by a parent or other adult, unless the student is authorized to carry and self-medicate.
3. All controlled medicine, like Ritalin, must be counted and recorded on a medicine log when delivered to the school. The parent or other adult who delivered the medicine should verify the count by signing the log.
4. Store each medicine the student must be given at school in a separate container labeled by a pharmacist licensed in the United States. The container must list the student's name, doctor's name, name of the medicine, and instructions for when to take the medicine and how much to take. No more than a 30-day supply of medication will be kept at the school.
5. The school cannot administer over-the-counter (OTC) medications based only on a parent's request. All non-prescription medications require the same physician authorization and original packaging with the manufacturer label as prescription drugs; however, a pharmacist label is not required for OTC drugs.
6. Pick up all discontinued, outdated, and/or unused medicine before the end of the school year.

AMBULATORY ASSISTIVE DEVICES

Any student prescribed the temporary use of an ambulatory assistive device (e.g., splint, brace, ace wrap, cast, crutches, a wheelchair, a walker, or a fracture boot) at school must present a doctor's note that includes the date of the visit, diagnosis, and the doctor/provider's signature and stamp. The note must also address any restrictions in activities and the dates of restricted activities. The student's parent is responsible for obtaining and providing the student with the ambulatory assistive device prescribed by the student's health care provider, and the student is responsible for utilizing such devices as they are intended to be used. For more information, parents should contact the health office at their child's school site.

MEDICAL CLEARANCE AND INSURANCE FOR MEMBERS OF ATHLETIC TEAMS

EC 32221.5, 49471; (BP 6145.2)

The Board of Trustees desires to give student health and safety the highest consideration in planning and conducting athletic activities. Students must have a medical clearance before participating in interscholastic athletic programs.

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.

Since the Romoland School District does not provide accidental injury insurance for students injured while participating in athletic activities, this insurance requirement can be met by the 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 1-800-880-5305.

PRESCRIPTION OPIOIDS

EC 49476; (AR 6145.2)

An opioid is a controlled substance that can be prescribed by a health care provider to relieve moderate-to-severe pain, after a surgery or injury, or for certain health conditions. Opioids include prescription drugs such as hydrocodone, oxycodone, morphine, and codeine. Although these medications can be an important part of treatment, they carry serious risks of addiction and overdose, especially with prolonged use.

On a yearly basis, an acknowledgement of receipt of the Factsheet must be signed and returned by the athlete and the athlete's parent before the athlete initiates practice or competition. This requirement does not apply to athletic activity conducted during the regular school day or as part of a physical education course.

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.

SUDDEN CARDIAC ARREST

EC 33479 et seq.; (BP 6145.2)

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

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

On a yearly basis, an acknowledgement of receipt and review of SCA information must be signed and returned by the student and the student's parent before the student participates in an athletic activity. For more information and resources, visit the CDE webpage on the [Eric Paredes Sudden Cardiac Arrest Prevention Act](#).

AUTOMATED EXTERNAL DEFIBRILLATOR

EC 35179.4, 35179.6; HSC 1797.196; (BP 5141.21)

An automated external defibrillator (AED) is a portable, easy-to-use medical device that can be used to help those experiencing sudden cardiac arrest. AEDs can analyze the heart's rhythm and, if necessary, deliver an electrical shock (or defibrillation) to help the heart re-establish an effective rhythm.

AEDs are installed in all schools in the Romoland School District. School employees and students will receive annual notification as to the location of all AED units on the campus. Additionally, instructions on how to use the AED are posted next to each unit so that anyone can render aid with an AED.

CALIFORNIA YOUTH FOOTBALL ACT

HSC 124241

The Romoland School District conducts a tackle football program that complies with the requirements specified under HSC 124241 that are related to team practices, certification/training of coaches, football helmets, and safety equipment. Additionally, at least one certified emergency medical technician, state-licensed paramedic, or higher-level licensed medical professional will be present during all preseason, regular season, and postseason games, and at least one independent non-rostered individual, appointed by the youth sports organization, will be present at all practice locations. Such individuals have the authority to remove any youth tackle football participant from the game/practice who exhibits an injury, including but not limited to, symptoms of a concussion or head injury. These requirements do not apply to athletic activity conducted during the regular school day or as part of a physical education course or intramural football games outside of extracurricular athletics offered at the middle school.

ASBESTOS MANAGEMENT PLAN

40 CFR 763.93; (BP 3514)

The Romoland School District maintains and annually updates its management plan for asbestos-containing material in school buildings. For a copy of the asbestos management plan, please contact the Director of Maintenance, Transportation, Operations, and Facilities at (951) 926-9244 Ext. 1236.

USE OF PESTICIDE PRODUCTS

EC 17612, 48980.3; (BP 3514.2)

Romoland School District 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 will be scheduled at times when students and staff are NOT present. Notices will be posted at least 24 hours in advance of any pesticide use at a site, 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.

Pesticides include any chemical used to kill anything from ants to gophers to weeds. This is a very mild, odorless pesticide used on an "as needed" basis only, except in our school kitchens where it is sprayed monthly. The chart below provides the lists of pesticides expected to be used in the 2025-2026 school year.

To obtain a copy of all pesticide products and expected use at the school facility during the year, and/or to receive notification of individual pesticide applications at the school at least 72 hours prior to non-emergency pesticide use (especially if a student has a known allergy to ingredients commonly used in pesticides), please contact the Director of Maintenance, Operations, Transportation, and Facilities at (951) 926-8264. The notice will identify the active ingredient(s) in each pesticide product, the intended date of application, an Internet address on pesticide use and reduction, and the Internet address where the school site integrated pest management plan may be found if the school site has posted the plan. Additional information regarding these pesticides and pesticide use reduction can be found on the Department of Pesticide Regulation's website at <http://www.cdpr.ca.gov>.

Name of Pesticide	Active Ingredient
Dimension Turf and Ornamental Herbicide	Dithiopyr
Essentria IC	Sodium Lauryl Sulfate -11.0% Geranoil-10.0% Clove Oil-3.0% Corn Mint Oil 1.5%
Fusilade 2000 1E Herbicide	Fluazifop-Butyl

Name of Pesticide	Active Ingredient
Maxforce Ant Bait	Imidacloprid 0.03%
Maxforce FC Magnum Roach Killer Bait	Fipronil 0.05%
Roundup Pro Herbicide	Glyphosate, Isopropylamine Salt
Speed Zone ® Broadleaf Herbicide for Turf	Carfentrazone-ethyl; 2,4-D,2-ethylhexyl ester; Mecoprop-p acid; Dicamba acid
Talstar CA Granular Insecticide	Bifenthrin
Trimec	Dimethylamine Salt

SECTION 8: SCHOOL SAFETY

DRESS AND GROOMING

EC 212.1, 35183, 35183.5, 49066; (BP 5132)

The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students may not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

The dress code can be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities. However, no grade of a student participating in a physical education class can be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. Students are allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day.

The following guidelines apply to all regular school activities:

1. Shoes must be worn at all times.
2. Clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles etc.) must be free of writing, pictures or any other insignia which are crude, vulgar, profane, or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions, and likenesses, or which advocate racial, ethnic, or religious prejudice.
3. Hats, caps, and other head coverings must not be worn indoors except when allowed for by the principal or designee.
4. Clothes must be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs, and excessively short shorts and skirts are prohibited.
5. Gym shorts may not be worn in classes other than physical education.
6. Hair must be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

The dress code will not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

Gang-related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the definition of "gang-related apparel" is included in the school safety plan. The definition is limited to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus.

Uniforms

An individual school may establish a reasonable dress code requiring students to wear uniforms, which must be adopted by the Board of Trustees upon determining it is necessary to protect the health and safety of the school's students. If adopted, parents will be notified of the policy at least six months before it is implemented and will also be notified of their right to have their child exempted. A criteria will be established for determining student eligibility for financial assistance when purchasing uniforms.

SUNSCREEN AND SUN-PROTECTIVE CLOTHING

EC 35183.5; (BP 5141.7)

Overexposure to ultraviolet (UV) radiation from the sun is linked to the development of skin cancer, eye damage, premature aging, and a weakened immune system and children are particularly vulnerable to the effects of overexposure. Students are encouraged to take reasonable measures to protect their skin and eyes from overexposure to the sun when they are outdoors on campus or while attending a school-sponsored activity. As such, students are allowed to do the following:

1. Wear sun-protective clothing, including but not limited to, hats
2. Wear UV-protective sunglasses outdoors
3. Use sunscreen during the school day without a physician's note or prescription
4. Use UV-protective lip balm

BICYCLE HELMET LAW

VC 21212

No person under 18 years of age may operate a bicycle, a nonmotorized scooter, or a skateboard, nor wear inline or roller skates, nor ride as a passenger on a bicycle, a nonmotorized scooter, or a skateboard upon a street, bikeway, or any other public bicycle path or trail unless that person is wearing a properly fitted and fastened bicycle helmet that meets specified standards. This requirement also applies to a person who rides upon a bicycle while in a restraining seat that is attached to the bicycle or in a trailer towed by the bicycle.

LASER POINTERS

PC 417.27

It is a crime for any student to possess a laser pointer on any school premises, unless the possession is for a valid instructional or other school-related purpose. It is also prohibited to direct the beam of a laser pointer into the eyes of another; into a moving vehicle with the intent to harass or annoy the person(s) in the vehicle; or directly or indirectly into the eyes of a guide dog, signal dog, service dog, or dog being used by a peace officer with the intent to harass or annoy the animal.

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.

GUN-FREE SCHOOL ZONE ACT

PC 626.9, 30310; (BP 5131.7)

California prohibits the possession of a firearm in a place that the person knows, or reasonably should know, is a school zone. A *school zone* is defined as an area in, or on the grounds of a public or private school providing instruction in kindergarten through grade 12, or within a distance of 1,000 feet from the grounds of the public or private school. A person may possess a firearm in a school zone under specified circumstances, such as when the person is a duly appointed peace officer, honorably retired police officer, or security guard authorized to carry a concealed firearm under state law. All other persons holding a valid license to carry a concealed firearm, who are not exempt from the restrictions, are prohibited from carrying a firearm onto school grounds unless they obtain written permission from the Superintendent or designee.

SAFE STORAGE OF FIREARMS

EC 48986, 49392; (BP 5131.7)

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.*)

1. 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.

2. With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm. (PC 25100(c))
3. In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years. (PC 29805)
4. 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.

TOBACCO FREE ENVIRONMENT

BPC 22950.5; EC 48901; HSC 104495, 104559; (BP 3513.3, 5131.62)

Smoking and/or the use of tobacco products at any time in district-owned or leased buildings, on district property, and in district vehicles is prohibited. Smoking a cigarette, cigar, or other tobacco-related product and the disposal of cigarette butts, cigar butts, or any other tobacco-related waste within 25 feet of any playground or tot lot sandbox area are also prohibited. These prohibitions apply to all employees, students, and visitors at any school-sponsored instructional program, activity, or athletic event held on or off district property.

Tobacco product means any product containing, made, or derived from tobacco or nicotine that is intended for human consumption, including, but 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 to the person inhaling the device. *Smoking* means inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, tobacco, or plant product intended for inhalation, whether natural or synthetic, in any manner or form, and includes the use of an electronic smoking device that creates aerosol or vapor or of any oral smoking device for the purpose of circumventing the prohibition of smoking.

Any employee or student who violates the District's tobacco-free schools policy will be asked to refrain from smoking and will be subject to disciplinary action as appropriate. Any other person who violates the policy and fails to comply with a request to refrain from smoking may be directed to leave school property.

ELECTRONIC NICOTINE DELIVERY SYSTEMS

(BP 5131.62)

The Romoland School District prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic

the use of tobacco products on all district property and in district vehicles at all times. ENDS are often made to look like cigarettes, cigars, and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin.

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.

DANGERS OF SYNTHETIC DRUGS

EC 48985.5; (BP 5131.6)

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

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

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

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

ELECTRONIC LISTENING OR RECORDING DEVICE

EC 51512; (BP 1250)

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

SMARTPHONES AND OTHER MOBILE COMMUNICATION DEVICES

EC 48901.5, 48901.7; (BP 5131, 5131.8)

The Board of Trustees recognizes that the use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being, but could be harmful and disruptive of the instructional program in some circumstances. As such, students shall not use smartphones or other mobile communication devices while at a school site or under the supervision and control of a district employee. However, no student will be prohibited from possessing or using a smartphone or other mobile communication device under the following circumstances:

1. Unless explicitly addressed in a comprehensive school safety plan, in case of an emergency, or in response to a perceived threat of danger.
2. When a teacher or administrator grants permission to the student, subject to any reasonable limitation imposed by that teacher or administrator.
3. When a licensed physician and surgeon determines it is necessary for the student's health or well-being.
4. When it is required in a student's IEP or Section 504 plan.

Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person. When used in an unauthorized manner, the device may be confiscated and/or searched according to law and policy, and the student may be subject to discipline. A student may also be subject to discipline for use of a mobile communication device off school grounds if it poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The District is not responsible for the loss, theft, or damage of a student's mobile communication device which is brought onto school grounds or to a school activity.

COMPREHENSIVE SCHOOL SAFETY PLAN

EC 32280; (BP 0450)

The school site council or school safety planning committee of each RSD 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, based on a current examination of any crime committed on campus and at school-related functions, identifies appropriate strategies and programs to maintain school safety and to ensure that existing laws related to school safety are effectively enforced.

The school safety plans are reviewed and updated by March 1 of each year and forwarded to the Board of Trustees for approval at a regularly scheduled meeting. Prior to Board approval, each school's School Site Council conducts a public meeting that provides members of the public an opportunity to express an opinion about the school's safety plan.

Except for the section on tactical responses to criminal incidents, a school's most current safety plan is readily available for inspection by the public upon request at its school 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 PREPAREDNESS

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

Included in the routine and emergency disaster procedures portion of the school safety plan include procedures for addressing major disasters and intruders on campus, including lockdown, evacuation, and reunification of students with their parents. In the continued interest of student safety, the Board of Trustees believes it is important that students, parents, and staff be aware of, and practice, appropriate emergency and disaster procedures.

In order to familiarize students and staff with proper procedures, fire drills are held monthly in elementary schools and four times every school year at the middle schools. Earthquake drop procedure practices are held at least once each school quarter in elementary schools and at least once a semester in middle schools. Emergency maps with the proper evacuation routes are displayed in each classroom.

Parents should prepare their children for an emergency by:

1. Being aware of the emergency procedure instructions given to their children at school.
2. Keeping their child's emergency card on file at the school and updated at all times.
3. Establishing the safest and most direct route to and from school.
4. Arranging for a neighbor or friend to care for their child if the parents leave home for the day.

Parents are encouraged to review the school's comprehensive school safety plan, as well as CDE's webpage on [Disaster and Emergency Resources](#) to help schools, families, and the community prepare for natural disasters and emergency situations.

CAMPUS SURVEILLANCE SYSTEMS

EC 32280, 49061; (BP 3515)

The Board of Trustees is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds and recognizes the importance of protecting district property,

facilities, and equipment from vandalism and theft. As such, the Board believes that reasonable use of surveillance cameras will help the District achieve its goals for campus security. Schools where cameras are installed have signs posted at conspicuous locations and inform students, staff, and visitors that the system may not be actively monitored by school personnel.

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 entry ways. Any audio capability on the District's surveillance equipment is disabled so that sounds are not recorded.

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. Recordings may be used in disciplinary proceedings, and matters captured by cameras may be referred to local law enforcement, as appropriate.

EMPLOYEE INTERACTION WITH STUDENTS

EC 44050; (BP 4119.24, 4219.24, 4319.24)

The Board of Trustees desires to provide a safe and positive school environment that promotes the learning, engagement, safety, and well-being of district students. All adults (including employees, interns, volunteers, contractors, and other persons with an employment relationship with the District) with whom students may interact at school or in school-related activities, are expected to maintain the highest professional and ethical standards in their interactions with students both within and outside the educational setting, in accordance with district policy, including BP 4119.21/4219.21/4319.21 – Professional Standards. Such adults shall not engage in threatening, unsafe, unlawful, or inappropriate interactions with students and shall avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety. Adults shall not intrude on a student's physical or emotional boundaries unless necessary in an emergency or to serve a legitimate purpose related to instruction, counseling, student health, or student or staff safety.

Inappropriate Conduct

Employees shall remain vigilant of their position of authority and not abuse it when relating with students. The Board prohibits inappropriate conduct between employees and students. Inappropriate employee conduct includes, but is not limited to:

1. Initiating inappropriate physical contact.
2. Attempting to form a romantic or sexual relationship with any student or engaging in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature.
3. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student
4. Visiting a student's home or inviting a student to visit the employee's home without parent consent.
5. Maintaining personal contact with a student during or outside the school day that has no legitimate educational purpose, by phone, letter, text message, social media internet platforms, electronic communications, or other means of communication, without including the student's parent. Employees are to use district-issued equipment or technological resources when communicating electronically with students. Employees must not communicate with students through any medium that is designed to eliminate records of the communications. The Superintendent or designee may monitor employee usage of district technology at any time without advance notice or consent.
6. Creating or participating in social networking sites for communication with students, other than those created by the District, without the prior written approval of the principal or designee.
7. Inviting or accepting requests from students, or former students who are minors, to connect on personal social networking sites (e.g., "friending" or "following" on social media), unless the site is dedicated to school business.
8. Singling out a particular student for personal attention and friendship, including giving gifts and/or nicknames to individual students.
9. Addressing a student in an overly familiar manner, such as by using a term of endearment.
10. Socializing or spending time with students outside of school-sponsored events, except as participants in community activities.

11. Sending or accompanying students on personal errands unrelated to any legitimate educational purpose.
12. Transporting a student in a personal vehicle without prior authorization.
13. Encouraging students to confide their personal or family problems and/or relationships.
14. Disclosing personal, family, or other private matters to students or sharing personal secrets with students.
15. Engaging in any conduct that endangers or threatens to endanger students, including, but not limited to, physical violence or threats of violence
16. Engaging in harassing or discriminatory behavior towards students, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed.
17. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a student.
18. Using profane, obscene, or abusive language against students.

Violations of Policy

Any employee who observes or has knowledge of another employee's violation of this policy shall report the information to the Superintendent or designee or appropriate agency for investigation pursuant to the applicable complaint procedures. Other adults with knowledge of any violation of this policy are encouraged to report the violation to the Superintendent or designee. The Board prohibits retaliation against anyone who reports a violation of this policy. Immediate intervention shall be implemented when necessary to protect student safety or the integrity of the investigation.

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

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

SECTION 9: BEHAVIOR EXPECTATIONS & DISCIPLINE

RULES REGARDING DISCIPLINE

EC 35291, 35291.5; (BP 5144)

The Board of Trustees has prescribed rules that are consistent with law and the State Board of Education. Each principal is to take steps to ensure that all rules pertaining to discipline of students are communicated to students at the beginning of each school year and communicated to transfer students when enrolled. School site rules are to be established by school committees with specific membership at least every four years.

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.

SUPERVISION

5 CCR 5531; EC 44807, 44808

Students are under the supervision of school authorities from the time they arrive on the school premises until they leave the school premises. When students are provided transportation to and from school premises by the school 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 under the school's supervision at all school-sponsored functions.

SCHOOL BUS CONDUCT & PASSENGER SAFETY

EC 39831.5; (BP 5131.1)

Bus transportation, including transportation for field trips, is considered a privilege. Students riding school buses will observe all school, district, and safety rules on the bus and at the bus stop. Failure to comply with the rules and regulations for bus riders in the District may be sufficient reason for a student to be denied the privilege of using school transportation and subject to school discipline.

A copy of the bus safety rules will be available for all riders. In addition, prior to departure on a school activity trip, all students riding on a school bus or school activity bus will receive safety instructions that include, but are not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.

Surveillance systems may be installed and used on district school buses to monitor student behavior while traveling to and from school and school activities. It is to help deter misconduct and improve discipline, ensure the safety of students and bus drivers, and prevent vandalism. Buses with surveillance systems installed will record on a continuous basis while the buses are in operation, and will have a prominent notice posted stating that it is equipped with a surveillance system. The contents of a recording may be a student record and, as such, may be used in student disciplinary proceedings or referred to local law enforcement, as appropriate.

Bus Rider Rules

The following rules apply at all times when students are riding a school bus, including when on school activity trips:

1. Riders must follow the instructions and directions of the bus driver at all times.
2. Riders should arrive at their designated bus stop on time and stand in a safe place at the stop 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 sit down and fasten any passenger restraint systems. Riders must remain seated while the bus is in motion.
5. Riders must not block the aisle or emergency exit with their body or personal belongings. Riders may bring large or bulky items, such as class projects or musical instruments, on the bus only if the item does not displace any other rider or obstruct the driver's vision.
6. Riders should be courteous to the driver and to fellow passengers. Vulgarity, rude, or abusive behavior is prohibited.
7. Any noise or behavior that could distract the driver, such as loud talking, scuffling or fighting, throwing objects, or standing or changing seats, is prohibited and may lead to suspension of riding privileges.
8. Riders must not use tobacco products, eat, or drink while riding the bus.
9. Riders may bring electronic devices onto the bus only if such devices are permitted at school. If the use of cellular telephones or similar devices disrupts the safe operation of the school bus, the bus driver may direct the student to no longer use the device on the bus.
10. Riders must not put any part of the body out of the window nor throw any item from the bus.
11. Riders must help keep the bus and the area around the bus stop clean. Riders must not damage or deface the bus or tamper with bus equipment.
12. Service animals are permitted on school transportation services; all other animals are prohibited.
13. Upon reaching their destination, riders must remain seated until the bus comes to a complete stop and upon the signal from the driver, unfasten any restraint system, enter the aisle, and go directly to the exit.
14. Riders should be alert for traffic when leaving the bus and must follow the District's transportation safety plan when crossing the road and exiting the bus.

GROUND FORS SUSPENSION AND EXPULSION

EC 48900 et seq.; (BP 5144, 5144.1)

The District believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior. At all times, the safety of students and staff and the maintenance of an orderly school environment must be priorities in determining appropriate discipline. When misconduct occurs, staff will attempt to identify the causes of the student's behavior and implement appropriate discipline. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, will be imposed only when required or permitted by law or when other means of correction have been documented to have failed. When choosing between different disciplinary strategies, staff will consider the effect of each option on the student's health, well-being, and opportunity to learn. Disciplinary rules will be enforced fairly, consistently, and in accordance with the District's nondiscrimination policies.

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 8 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 the student's person or property; cause the student to experience a substantially detrimental effect on the student's physical or mental health; or cause the student to experience

substantial interferences with the student's academic performance or ability to participate in or benefit from the services, activities, or privileges provided by the 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 8 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.

REQUIRED ATTENDANCE OF SUSPENDED STUDENT'S PARENT

EC 48900.1; (BP 5144.4)

When suspending a student from class pursuant to EC 48910 for committing an act of obscenity, habitual profanity or vulgarity, disruption of school activities, or willful defiance, the teacher of the class may require any parent who lives with the student to accompany the student for a portion of a school day in the class from which the student has been suspended. A written notice will be sent to the parent regarding implementation of this requirement. Per LC 230.7, employers are not allowed to apply sanctions against the parent for 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 a case, 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 determined, 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.

To appeal a suspension, the process for challenging student records will be followed. Parents are encouraged to start by submitting a request to appeal a suspension to an administrator or a school site designee who did not issue the suspension.

EXPULSION RECOMMENDATIONS AND DECISIONS

EC 48915, 48918; (BP 5144.1)

A student found to have committed any of the following acts at school or at a school activity off school grounds will 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.

A student who is recommended for expulsion is entitled to a hearing. A decision to expel may only be made by the Board of Trustees. The Board's decision to expel, even if the expulsion order is suspended, can be appealed to the Riverside County Board of Education within 30 calendar days following the decision of the RSD Board.

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.

RELEASE OF STUDENT TO PEACE OFFICER

EC 48906; (BP 5145.11)

If a minor student is removed from school into the custody of law enforcement, the principal or designee will immediately notify the parent or responsible relative regarding the student's release and the place to which the student is reportedly being taken, except when the minor has been taken into custody as a victim of suspected child abuse. In such cases, law enforcement would assume all notification responsibilities.

SEARCH AND SEIZURE

(BP 5145.12)

As necessary to protect the health and welfare of students and staff, and only as authorized by law, Board policy, and administrative regulation, staff may search an individual student, the student's property, and/or district property under the student's control and may seize illegal, unsafe, or otherwise prohibited items. Generally, a search is conducted when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law, Board policy, administrative regulation, or other school and/or district rules. The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, and student vehicles parked on district property. School officials will exercise discretion and use good judgment when conducting searches.

Search of Student Lockers

School lockers remain the property of the Romoland School District even when assigned to students. The lockers are subject to search whenever the District finds a need to do so. Any item contained in a locker is considered to be the property of the student to whom the locker was assigned. The use of the school locker for other than school-related purposes is prohibited. Improper use of school lockers will result in disciplinary procedures.

Use of Contraband Detection Dogs

Romoland School District has contracted for the services of specially trained dogs that will from time to time conduct random searches at the secondary school site for illicit drugs, alcohol, and gunpowder-based items. These searches for contraband items will take place in campus buildings, parking lots, and school grounds. The use of non-aggressive dogs to sniff out and alert staff to the presence of such items is part of the District's overall efforts to ensure a safe and healthy learning environment.

SECTION 10: USE OF DISTRICT TECHNOLOGY

RESPONSIBLE USE POLICY

47 CFR 54.520; 15 USC 6501-6506, 47 USC 254; PC 313, 502; (BP 4040, 6163.4)

The Romoland School District believes that effective use of technology is integral to the education and development of students. In order to promote digital citizenship, the District 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 avoids 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.

Technological resources provided by the District shall 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.

Before a student is authorized to use district technology, the student's parent shall receive and acknowledge receipt of the Acceptable Use Agreement. In that agreement, the parent 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.

DISTRICT TECHNOLOGY

District technology includes, but is not limited to, computer hardware, software, or software as a service provided or paid for by the district, whether accessed on or off site or through district-owned or personally owned equipment or devices, including tablets and laptops; computer servers, wireless access points (routers), and wireless computer networking technology (wi-fi); the Internet; email; applications (apps), including AI apps;

telephones, cellular telephones, smartphones, smart devices, and wearable technology; or any wireless communication device, including radios.

District-issued technology devices will have restricted access to Internet content and services between the hours of 10:00 p.m. and 6:00 a.m. each day to support healthy technology use and student well-being.

The district makes no guarantee that the functions or services provided by or through the district will be without defect. In addition, the district is not responsible for financial obligations arising from unauthorized use, or misuse, of the system.

STUDENT OBLIGATIONS AND RESPONSIBILITIES

Students are expected to use district technology safely, responsibly, and for educational purposes only, and in accordance with BP 6163.4 – Student Use of Technology and applicable copyright laws. The student in whose name district technology is issued is responsible for its proper use at all times. Students shall not share their assigned online services account information, passwords, or other information used for identification and authorization purposes, and shall use the system only under the account to which they have been assigned.

Students shall not gain unauthorized access to the files or equipment of others, access electronic resources by using another person's name or electronic identification, or send anonymous electronic communications. Furthermore, students shall not attempt to access any data, documents, emails, or programs in the District's system for which they do not have authorization.

Students are prohibited from using district technology for improper purposes, including, but not limited to, use of district technology to:

1. Access, post, display, create, or otherwise use material that is discriminatory, libelous, defamatory, obscene, sexually explicit, or disruptive
2. Bully, harass, intimidate, or threaten other students, staff, or other individuals ("cyberbullying")
3. Disclose, use, or disseminate personal identification information (such as name, address, email, telephone number, Social Security number, or other personal information) of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person
4. Share confidential information or personally identifiable information with an open artificial intelligence (AI) system of themselves, another student, staff member, or other person
5. Adjust the privacy settings on any technology tool or AI app unless directed to do so by a teacher or staff member
6. Violate the direction of teachers or other staff members, age restrictions, or the intended use of the technology
7. Infringe on copyright, license, trademark, patent, or other intellectual property rights
8. Intentionally disrupt or harm district technology or other district operations (such as destroying district equipment, placing a virus on district computers, adding or removing a computer program without permission from a teacher or other district personnel, changing settings on shared computers)
9. Install unauthorized software
10. "Hack" into the system to manipulate data of the district or other users
11. Engage in or promote any practice that is unethical or violates any law or board policy, administrative regulation, or district practice

PRIVACY

Since the use of district technology is intended for educational purposes, students shall not have any expectation of privacy in any use of district technology.

The District reserves the right to monitor and record all use of district technology, including, but not limited to, access to the Internet or social media, Internet searches, browsing history, use of AI, communications sent or received from district technology, or other uses. Such monitoring/recording may occur at any time without prior notice for any legal purposes including, but not limited to, record retention and distribution and/or investigation of improper, illegal, or prohibited activity. Students should be aware that, in most instances, their use of district technology (such as web searches and emails) cannot be erased or deleted.

All passwords created for or used on any district technology are the sole property of the District. The creation or use of a password by a student on district technology does not create a reasonable expectation of privacy.

PERSONALLY OWNED DEVICES

If a student uses a personally owned device to access district technology, the student shall abide by all applicable board policies, administrative regulations, and BP 6163.4 – Student Use of Technology. Any such use of a personally owned device may subject the contents of the device, and any communications sent or received on the device to disclosure pursuant to a lawful subpoena or public records request.

REPORTING

If a student becomes aware of any security problem (including, but not limited to, a cyberattack, phishing, or any compromise of the confidentiality of any login or account information), or misuse of district technology, the student shall immediately report such information to the teacher or other district personnel.

CONSEQUENCES FOR VIOLATION

Violations of the law, board policy, or BP 6163.4 – Student Use of Technology may result in revocation of a student's access to district technology and/or discipline, up to and including suspension or expulsion. In addition, violations of the law, board policy, or BP 6163.4 may be reported to law enforcement agencies as appropriate.

USE OF ARTIFICIAL INTELLIGENCE

Artificial Intelligence (“AI”) has become increasingly prevalent in many areas, including the education sector. 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 encourage independent research, curiosity, critical thinking, and problem solving. AI has the potential to serve as a supplemental tool to support and expand on classroom instruction, facilitate personalized learning opportunities, and increase educational and learning opportunities.

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

1. Any use of AI in the classroom or on class assignments must align with the teacher's instructions and use expectations.
2. 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.
3. Students should not rely on AI tools as a fact-checker to confirm their work or research as AI may not always provide accurate or up-to-date information.
4. Students are prohibited from using any AI system to access, create, or display harmful, deceptive, 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 or interact with the AI in a manner that supports any of the above.
5. Students shall not share confidential information or personally identifiable information with an open AI system of themselves, another student, staff member, or other 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.
6. Students shall not adjust any privacy settings on an AI tool unless directed to do so by a teacher or staff member.

Students are not permitted to access AI for assistance with assignments or research unless done under the guidance and approval of a District staff member. Unpermitted use of AI may lead to penalties for academic misconduct. Inappropriate use may also result in disciplinary action and/or legal action in accordance with the law and board policies.

SECTION 11: COMPLAINT PROCEDURES

NONDISCRIMINATION IN PROGRAMS AND ACTIVITIES

EC 200-262.4; (BP 0410)

The Romoland School District is committed to providing equal opportunity for all individuals in district programs and activities. This policy shall apply to all acts related to a school activity or school attendance and to all acts

of the Board and the Superintendent in enacting policies and procedures that govern the district. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination 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; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; religious creed; age; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; reproductive health decision-making; breastfeeding or related medical conditions; parental, marital, and family status; and veteran or military 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.

All individuals shall be treated equitably in the receipt of district and school services. The District assures that lack of English language skills will not be a barrier to admission or participation in District programs. 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.

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. The Superintendent or designee shall ensure that the District'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 should be given prior to a school-sponsored function, program, or meeting.

Complaints of unlawful discrimination are investigated and resolved through the Uniform Complaint Procedures (UCP), as described in this section. The UCP compliance officer is also the District's ADA Coordinator, designated to 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.

USDA NONDISCRIMINATION STATEMENT

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity 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 to obtain program information (e.g., Braille, large print, audiotope, American Sign Language, etc.), should contact the state or local agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

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

1. Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW, 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 FEES

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

Romoland School District will 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. Charges by private businesses to students for services that are not integral parts of the educational program are permissible even if such services are facilitated by the District or school (e.g., school or sport pictures).

As necessary, the Board of Trustees may approve and impose fees, deposits and other charges which are specifically authorized by law. 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.

EDUCATIONAL EQUITY: IMMIGRATION & CITIZENSHIP STATUS

EC 234.7; (BP 1445)

All students, regardless of their immigration status or religious beliefs, have the right to a free public education. Consistent with state law and the California Office of the Attorney General's guidance, the Romoland School District is committed to providing a safe and welcoming place for students, their families, and staff. To that end, the District:

1. Prohibits unlawful discrimination, harassment, intimidation, and bullying in the District's programs and activities on the basis of a student's or family's immigration status or for the refusal to provide information related to the student's or family's immigration status.
2. Resolves and investigates allegations of unlawful discrimination, including discriminatory harassment, intimidation, and bullying in accordance with its Uniform Complaint Procedures.
3. Unless required by state or federal law, required to administer a state or federally supported education program, or presented with a valid judicial subpoena/warrant or court order, prohibits staff from doing any of the following:
 - a. Collect information or documents regarding the citizenship or immigration status of students or their family members.
 - b. Disclose or provide, in writing, verbally, or in any other manner, and to the extent practicable, any information about the student, including their education records, or information about the student's family and household.
 - c. Allow an officer or employee of an agency conducting immigration enforcement to enter a nonpublic area of a schoolsite (i.e., school grounds, area where school-sponsored activities are

being held, or school-provided transportation) for any purpose.

4. Ensures resources and data collected by the District will not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination.
5. Requires reporting to the Board of Trustees in a timely manner any requests to gain information or access to a schoolsite by an officer or employee of a law enforcement agency for immigration enforcement purposes. Additionally, staff will do all of the following:
 - a. Obtain consent from the student's parent before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a judicial warrant/ subpoena or court order.
 - b. Notify the student's parent if an officer or employee of an agency requests or gains access to a student for immigration enforcement purposes, unless such access was in compliance with a judicial warrant/subpoena or court order that restricts the disclosure of the information to the parent.

To ensure the safety and well-being of students, parents are encouraged to regularly update their emergency contact information, including secondary and additional contact information. This is so that when staff are aware that a student's parent is unavailable to care for the student, staff can first exhaust any parental instruction related to the student's care that is provided in the emergency contact information and only contact child protective services agency to arrange for the student's care as a last resort. The District will only use the information provided on the emergency cards in response to specific emergency situations and not for any other purpose.

Additionally, in preparation for a situation where the student and their parents may be separated, the District encourages parents to consider completing a Caregiver's Authorization Affidavit to give a trusted adult the authority to make educational and medical decisions for their child. Students and families should also learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information.

For more information, parents should review BP/AR 1445 - Response to Immigration Enforcement, as well as the Attorney General's guidance document, "Promoting a Safe and Secure Learning Environment for All," which includes the following "know your educational rights" information.

Your child has the right to a free public education

- All children have a right to equal access to free public education, regardless of their or their parents'/ guardians' immigration status.
- All children in California:
 - Have the right to a free public education.
 - Must be enrolled in school if they are between 6 and 18 years old, unless otherwise exempt.
 - Have the right to attend safe, secure, and peaceful schools.
 - Have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
 - Have equal opportunity to participate in any program or activity offered by the school without discrimination.

Information required for school enrollment

- Schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency and schools are not required to keep a copy of the document used as proof of a child's age.
- Information about citizenship/immigration status is never needed for school enrollment. A Social Security number is never needed for school enrollment.

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 so, the school district must provide parents or guardians with written notice of the directory information policy, and provide the option to refuse release of your child's information.

Family safety plans if you are detained or deported

- You can update your child's 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 can complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person to 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>.

CHILD ABUSE AND NEGLECT REPORTING

PC 11164 et seq.; (BP 5141.4)

The Romoland School District is committed to protecting all students in its care. All employees of the District, including members of the Board of Trustees, contractors, and volunteers, are considered mandated reporters, required by law to report cases of child abuse and neglect whenever there is reasonable suspicion abuse or neglect has occurred. A *volunteer* means a person who is over 18 years of age and who interacts with students outside of the immediate supervision and control of the student's parent or a school employee. *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 endangerment 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:
 - a. To stop a disturbance threatening physical injury to people or damage to property
 - b. For purposes of self-defense
 - c. To obtain possession of weapons or other dangerous objects within control of a student
 - d. 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

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

Parents of students also have a right to file a complaint against a school employee or other person that they suspect has engaged in abuse of a child at a school site. Complaints may be filed with the local law enforcement agency; parents may also notify the District of an incident by contacting the Chief Personnel Officer at (951) 926-9244.

NONDISCRIMINATION/HARASSMENT

EC 200-262.4; (BP 5145.3)

The Board of Trustees desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the District's academic, extracurricular, and other educational support programs, services, and activities. As such, the District's nondiscrimination/harassment policy applies to all acts constituting unlawful discrimination or harassment related to district activity or attendance, to acts which occur off campus or outside of district-related or district-sponsored activities 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. Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation will 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, will be subject to disciplinary action, up to and including dismissal.

The Board prohibits 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; 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. Unlawful discrimination:

- May result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above.
- 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.
- 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.

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, will be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students. 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 or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints are investigated and resolved in the same manner as a discrimination complaint.

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal, Compliance Officer, or Title IX Coordinator, the principal, Compliance Officer, or Title IX Coordinator shall notify the student or parent/guardian of the right to file a formal complaint in accordance with AR 1312.3 – Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, AR 5145.71 – Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the Compliance Officer or Title IX Coordinator shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

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

A record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, is maintained to enable the District to monitor, address, and prevent repetitive prohibited behavior in district schools. The implementation of the District's nondiscrimination policies and practices is also regularly reviewed and, as necessary, actions are taken to remove any identified barrier to student access to or participation in the District's educational program. After each review, findings and recommendations are reported to the Board.

SAFE PLACE TO LEARN ACT

EC 234, 234.1; (BP 5131.2)

The District prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in PC 422.55, including immigration status, and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a District school may be subject to disciplinary action up to and including expulsion.

The policy addressing discrimination, harassment, violence, intimidation, or bullying are posted in areas that are accessible to, and commonly frequented by, schoolsite employees, students, and members of the public at each schoolsite and district office, including, but not limited to, in school office lobbies, staff lounges, student government meeting rooms, and on the District's website. The posting provides information on how to file a complaint at the school, the process for investigating complaints, and all applicable timelines. Generally, any student, parent, or other individual may report an incident to a teacher, the principal, a compliance officer, or any other available school employee. The complaint alleging unlawful discrimination, harassment, intimidation, or bullying against any student, employee, or other person participating in District programs and activities will be investigated and resolved through the Uniform Complaint Procedures, as described in this section.

For a list of statewide resources, including community-based organizations, that provide support to youth, and their families, who have been subjected to school-based discrimination, harassment, intimidation, or bullying (including cyberbullying), and information on the trainings available to staff, please visit the following CDE webpages on [Bullying & Hate-Motivated Behavior Prevention](#) and [Bullying Prevention Training & Resources](#).

SEXUAL HARASSMENT

5 CCR 4917; 34 CFR 106.30; EC 212.5, 231.5, 48900.2; (BP 5145.7, 5145.71)

The Board of Trustees is committed to maintaining a welcoming, safe, and supportive school environment that is free from harassment and discrimination. Sexual harassment targeted at any student by anyone at district or at district-sponsored or district-related activities is prohibited. Retaliatory behavior or action against any person who reports, files a complaint, testifies about, assists with, or otherwise supports a complainant in alleging sexual harassment is also prohibited. Any student who engages in sexual harassment or sexual violence will be subject to disciplinary action. For students in grades 4 through 8, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) will be taken into account.

The District has designated Mr. John Murray, Chief Personnel Officer, as the individual responsible to coordinate the District's efforts to comply with Title IX, as well as to oversee, investigate, and/or resolve sexual harassment complaints. The Title IX Coordinator is located at 25900 Leon Road, Homeland, California 92548, and may be contacted at jmurray@romoland.net or (951) 926-9244.

Defining Sexual Harassment

Sexual harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of one, or a combination of two or more protected characteristics, which include, but may not be limited to, sex; gender; gender identity; gender expression; sexual orientation; sex stereotypes; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status.

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.

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which the District exercises substantial control over the context and respondent:

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the District's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Instruction/Information

Students in all district schools receive age-appropriate information on sexual harassment. Such instruction and information include:

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

Notification of Policy

In addition to the notification provided in this document, the following are the circumstances under which a copy of the written policy on sexual harassment, along with the name, title and contact information of the Title IX Coordinator is made available to students and parents:

1. Posted in the main administrative offices and other areas where rules, regulations, procedures, and standards of conduct are posted.
2. Provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session.
3. Appear in any publication that sets for the school's or District's comprehensive rules, procedures, and standards of conduct.

4. Posted on the District's website in a manner that is easily accessible to students and parents.

Reporting Complaints

A student or parent who believes that the student has been subjected to sexual harassment in a district program or activity who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the District's Title IX Coordinator, or any other available school employee. Within one workday of receiving such a report, the principal or other school employee will forward the report to the Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student must, within one workday, report the observation to the principal or Title IX Coordinator. The report must be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator will assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint will be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the student or parent will be informed of the right to file a formal written complaint in accordance with the applicable district complaint procedure.

Records of all reported cases of sexual harassment are maintained to enable the District to monitor, address and prevent repetitive harassing behavior in its schools.

Complaint Procedures

All complaints alleging sexual harassment against students are investigated and resolved in accordance with law and district procedures. The Title IX Coordinator will review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX are investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints are investigated and resolved in accordance with BP/AR 1312.3 – Uniform Complaint Procedures.

If, upon the conclusion of an investigation, sexual harassment is determined to have occurred, the Title IX Coordinator, or designee in consultation with the Coordinator, will take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

TITLE IX: SEX EQUITY IN EDUCATION ACT

20 USC 1681-1688; EC 221.61, 221.8

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including sex-based harassment. California law further provides that all students (as well as other persons) are protected by Title IX – regardless of their sex, gender, gender expression, gender identity, sexual orientation, disability, race, or national origin – in all aspects of the educational programs and activities in the Palmdale School District. It also provides that students may not be discriminated against based on their parental, family, or marital status, and pregnant and parenting students may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify. The essence of Title IX is to ensure that students (as well as other persons) are not excluded, separated, denied benefits to, or otherwise treated differently on the basis of sex unless expressly authorized to do so under state or federal law in areas including, but not limited to: recruitment, admissions, and counseling; financial assistance; athletics; sex-based harassment; treatment of pregnant and parenting students; discipline; single-sex education; and employment.

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

1. Fair and equitable treatment that is free from discrimination based on sex.
2. Be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.
3. Inquire of the school's athletic director as to the athletic opportunities offered by the school.
4. Apply for athletic scholarships.
5. Receive equitable treatment and benefits in the provision of all of the following: equipment and supplies; scheduling of games and practices; transportation and daily allowances; access to tutoring; coaching; locker rooms; practice and competitive facilities; medical and training facilities and services; and publicity.
6. Access to the District's compliance officer to answer questions regarding gender equity laws.

7. Contact the California Department of Education (CDE) and the California Interscholastic Federation (CIF) to 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: Mr. John Murray, Chief Personnel Officer, 25900 Leon Road, Homeland, California 92548, jmurray@romoland.net or (951) 926-9244.

MARRIED, PREGNANT AND PARENTING STUDENTS

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

The responsibilities pertaining to marriage, pregnancy, or parenting, including related obligations, conditions, or recovery, may disrupt a student's education and increase the chance of a student dropping out of school. To minimize interruption to such students' educational progress the Romoland School District supports married, pregnant, and parenting students in their continued education by assisting them to attain strong academic and parenting skills, promoting the healthy development of their child(ren), and adhering to the following:

1. The District will not adopt any rule concerning a student's actual or potential parental, family, or marital status that treats students 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 actual or potential pregnancy, childbirth, false pregnancy, termination of pregnancy, or related conditions or recovery; the District will treat pregnancy, childbirth, false pregnancy, termination of pregnancy, or related conditions or recovery in the same manner and under the same policies as any other temporary disabling condition.
3. 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.
4. 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.
5. 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, 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
6. 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.
7. 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.
8. 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. A complaint of noncompliance by the District can be filed through the Uniform Complaint Procedures, as described in this section.

HATE-MOTIVATED BEHAVIOR

EC 200-262.4, 48900.3, 48900.4; PC 422.55; (BP 5145.9)

The Board of Trustees is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in EC 200 or 220, GC 11135, or PC 422.55.

The District will implement strategies to prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur. Such strategies include:

1. Ensuring that staff receive appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways.
2. Collaborating with regional programs and community organizations to promote an environment where diversity is celebrated, and hate-motivated behavior is not tolerated. Such collaborative efforts will focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.
3. Providing students with age-appropriate instruction that:
 - a. Includes the development of social-emotional learning
 - b. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
 - c. Explains the harm and dangers of explicit and implicit biases
 - d. Discourages discriminatory attitudes and practices
 - e. Provides strategies to manage conflicts constructively

Staff who receive notice of hate-motivated behavior or personally observe such behavior must immediately contact the compliance officer responsible for coordinating the District's response to complaints and complying with state and federal civil rights laws, and, as appropriate, contact law enforcement. A student or parent who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the District's compliance officer, or other staff member.

Any complaint of hate-motivated behavior will be investigated and, if determined to be discriminatory, will be resolved in accordance with law and the District's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee will inform the complainant and take all necessary actions to resolve the complaint.

Students demonstrating hate-motivated behavior will be subject to discipline in accordance with law, Board policy, and administrative regulation. The District will also provide counseling, guidance, and support, as necessary, to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

ANTISEMITISM PREVENTION

EC 244, 2623, 280, 33800 et seq., 48980, 51500, 51501, 60151; (BP 0410, 1312.2, 1312.3)

The policy of the State of California is to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other

specified characteristic, equal rights and opportunities in the educational institutions of the state. To ensure that classrooms are safe, welcoming, and inclusive learning environments for students of all faiths and backgrounds, including Jewish and Israeli students, antisemitic discrimination may be classified as discrimination on the basis of religion, national origin, ethnicity, or some combination of these factors. Therefore, schools are to treat antisemitism with the same seriousness as other forms of hate, and are required to establish a clear and transparent mechanism for students to report hate incidents and acts of antisemitism.

The following information highlights the protections, requirements, and responsibilities prescribed in Assembly Bill 715 of the 2025-2026 Regular Session to counter antisemitism in schools.

Instructional Materials

The Board of Trustees or District may not adopt or approve:

- The use of any textbook, instructional material, supplemental instructional material, professional development material, and curriculum for classroom instruction if the use would subject a student to unlawful discrimination as specified in EC 220.
- The use of any professional development materials or services that would promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum that would subject a student to unlawful discrimination as specified in EC 220.

If the Board knows or has reason to know that such materials or services were used or an action occurred that would violate EC 220, the Board will investigate and remediate the action, which may include, but is not limited to, the implementation of restorative justice practices. Regardless, a complaint may be filed by any member of the public under the District's Uniform Complaint Procedures, or it may be directly filed with the State Superintendent of Public Instruction (SPPI), as described below. Complaints may be filed anonymously if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Additionally, the Board will not adopt any textbooks or other instructional materials that contain any matter reflecting adversely upon persons on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or because of a characteristic listed in EC 220, or that violates EC 243, 244, 51500, or 60044. However, the Board does not prohibit the continued use of an appropriately adopted textbook, instructional material, or curriculum on the basis that it contains inclusive and diverse perspectives, including those in compliance with EC 51204.5, 51933, 51934, and 60040.

Instruction & School-Sponsored Activities

No instruction or school-sponsored activity may promote a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or a characteristic specified in EC 220. Teacher instruction must be factually accurate and aligned with the adopted curriculum and standards, and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship. Discriminatory bias in instruction and school-sponsored activities does not require a showing of direct harm to members of a protected group, and members of a protected group do not need to be present while the discriminatory bias is occurring for the act to be considered discriminatory bias. Corrective action will be taken if the Board finds the instruction or school-sponsored activities to be discriminatory.

Parents may review the instructional materials used; access will be provided within a reasonable amount of time in accordance with EC 49091.10 and the California Public Records Act.

Appeals and Direct Filing with the SSPI

An appeal of the District's decision on a complaint of prohibited discrimination may be filed with the SSPI within 30 days of receiving the District's decision. A complaint of prohibited discrimination can also be filed directly with the SSPI as a result of the District's failure to issue an investigation report (or final decision) within the 60-calendar-day timeline for UCP complaints.

When directly filing with the SSPI, the complainant must identify the basis for direct filing, providing evidence and reason(s) to support immediate action by the SPPI. In response to such a complaint, the SPPI may directly intervene without waiting for the results of the District's investigation.

Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

Office of Civil Rights

The Office of Civil Rights (OCR), under the administration of the California Government Operations Agency (hereafter, "Agency"), has been established with the purpose of working directly with local educational agencies

(LEA) to prevent and address discrimination and bias as specified in EC 220. OCR will do all of the following, in consultation with CDE:

- Provide education and educational resources to identify and prevent antisemitism and other forms of discrimination and bias, and share relevant laws and regulations with educational state agencies, LEAs, and community stakeholders.
- Annually submit a report to the Agency, the SSPI, the executive director of the state board, and the Legislature on the state of discrimination and bias in all LEAs serving TK-12 students. The report will include specific information on the type of discrimination or bias against a group protected by EC 220 and made publicly available on the Agency's website.
- Recommend strategies to combat discrimination or bias against groups protected by EC 220 in LEAs serving TK-12 students to CDE and LEAs, including proactive strategies using a restorative justice approach with a focus on repairing harm, fostering empathy, and healing relationships.
- Annually review CDE's report that includes a summary of all complaints made under the uniform complaint procedures (UCP) that involve discrimination as defined in EC 220, with specific information on the type of discrimination or bias, any action taken by CDE in response to each complaint and the timeline for that action, and the disposition of each complaint.
- Advise on subsequent action regarding UCP complaints that involve discrimination as defined in EC 220.
- Provide assistance, in consultation with the office of the Attorney General and CDE, on proper protocols to respond to discrimination complaints filed under the UCP.

Appointed by the Governor and confirmed by the Senate, the Antisemitism Prevention Coordinator, in consultation with CDE, is tasked with the following:

- Develop, consult on, and provide antisemitism education to LEA personnel, including members of the governing board/body, to identify and proactively prevent antisemitism.
- Make recommendations on legislation necessary for the prevention of antisemitism in educational settings.
- Engage and advise on the actions taken by the OCR on issues relating to antisemitism and the Jewish community.
- Engage with LEAs on the handling of antisemitism.
- Track and report to the Legislature, the executive director of the state board, and the SSPI complaints and resolutions or lack of resolutions of complaints made pursuant to EC 33315 relating to antisemitism in all LEAs serving TK-12 students.
- Engage with relevant community stakeholders in the execution of their duties.

Any reports or summaries provided by OCR will not contain any personally identifying information about any individual, and the information will be sufficiently deidentified to prevent the identification of the individuals involved in the complaint. The underlying data is confidential and protected from public disclosure, including disclosure pursuant to the California Public Records Act, except that the information may be disclosable to the same extent as the data was disclosable by the entity that collected the data.

UNIFORM COMPLAINT PROCEDURES

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

Romoland School District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations, including those related to unlawful discrimination, harassment, intimidation, or bullying against any protected group, and all programs and activities that are subject to the Uniform Complaint Procedures (UCP). 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, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or 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 athletic team names, mascots, or nicknames
20. School plans for student achievement
21. Schoolsite councils
22. State preschool
23. State preschool health and safety issues in LEAs exempt from licensing
24. Student fees
25. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
26. Any other state or federal educational program the State Superintendent of Public Instruction or designee deems appropriate

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 sexual harassment. Addressed through the federal Title IX complaint procedures specified in AR 5145.71 – Title IX Sexual 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 Department of Fair Employment and Housing.
5. State or federal law or regulation related to special education. A settlement agreement related to the provision of a free appropriate public education, or a due process hearing order must be 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 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 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process.

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 obtain 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.

Mr. John Murray, Chief Personnel Officer, has been designated as the primary compliance officer to receive and investigate complaints and to ensure District compliance with law. The Equity Compliance Officer is located at 25900 Leon Road, Homeland, California 92548, and may be contacted at jmurray@romoland.net or (951) 926-9244.

Once a complaint is received, the compliance officer will initiate the investigation within 10 business days, and will prepare and send to the complainant the investigation report within 60 calendar days from the receipt of the 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 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.

Copies of the UCP process are available free of charge. For additional UCP-related information, go to the District's webpage on [Complaint Procedures/Title IX](#).

WILLIAMS COMPLAINT PROCEDURES

5 CCR 4680-4687; EC 35186, 35292.6; (AR 1312.4)

The Romoland School District uses the Williams Complaint Procedures, a modified uniform complaint process, to help identify, investigate, and resolve the following:

1. Complaints regarding the insufficiency of textbooks and instructional materials, including any complaint alleging that:
 - a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.
 - b. A student does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each student.
 - c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
 - d. A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.
2. Complaints regarding teacher vacancy or misassignment, including any complaint alleging that:
 - a. A semester begins and a teacher vacancy exists.
 - b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with one or more English learners in the class.
 - c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

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

Beginning of the year or semester means the time period from the first day students attend classes for a year-long course or semester-long course, though not later than 20 business days afterwards.

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

3. Complaints regarding the condition of school facilities, including any complaint alleging that:

- a. A condition poses an emergency or urgent threat to the health or safety of students or staff.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of students or staff while at school, including, but not limited to, gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; structural damage creating a hazardous or uninhabitable condition; or any other condition deemed appropriate.

- b. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5.

Clean or maintained school restroom means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, or paper towels or functional hand dryers.

Open restrooms means the school has kept all restrooms open during school hours when students are not in classes and has kept a sufficient number of restrooms open during school hours when students are in classes. This does not apply when the temporary closing of the restroom is necessary for student safety or to make repairs.

Each school serving grades 3 to 8 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.

Forms and Notices

The Williams complaint form is available at each school, and on the District's webpage on [Complaint Procedures/Title IX](#). However, complainants need not use the District's complaint form in order to file a complaint. A complainant must indicate if a response to the complaint is desired, and may add as much text to explain the complaint as needed.

A Williams complaint notice is posted in each classroom in each school containing the components specified in EC 35186. In each restroom that is required to stock menstrual products, a notice of the requirements specified in EC 35292.6 is posted in a prominent and conspicuous location. The notice must provide the contact information, including the email address and telephone number, for the designated individual responsible for maintaining the requisite supply of menstrual products in the restrooms.

Filing of Complaint

A complaint alleging any condition(s) specified above should be filed with the principal or designee at the school in which the complaint arises. A complaint about problems beyond the principal's authority will be forwarded to the Chief Personnel Officer in a timely manner, but not to exceed 10 working days.

Investigation and Response

The principal or Chief Personnel Officer will make all reasonable efforts to investigate any problem within their authority, and will remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. Complaints may be filed anonymously. If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the principal or Chief Personnel officer will report the resolution of the complaint to the complainant within 45 working days of the initial filing of the

complaint. If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Board of Trustees at a regularly scheduled meeting.

For any complaint concerning a facilities condition that poses an emergency or urgent threat to the health or safety of students or staff, a complainant who is not satisfied with the resolution proffered by the principal or Chief Personnel Officer may file an appeal to the Superintendent of Public Instruction within 15 days of receiving the District's response. The complainant must comply with the appeal requirements specified in 5 CCR 4632. All complaints and written responses are public records.

Reports

On a quarterly basis, the Superintendent or designee will report to the Board at a regularly scheduled public Board meeting and to the County Superintendent of Schools, summarized data on the nature and resolution of all complaints. The report will include the number of complaints by general subject area with the number of resolved and unresolved complaints.

PUBLIC HEARING ON SUFFICIENCY OF INSTRUCTIONAL MATERIALS

EC 60010, 60119; (BP 6161.1)

The Board of Trustees annually conducts one or more public hearings on the sufficiency of the District's instructional materials, including textbooks, technology-based materials, other educational materials, and tests. The hearing is held on or before the end of the eighth week from the first day students attend school for that year. The Board encourages participation by parents, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing, the Superintendent or designee will post a notice in three public places within the District containing the time, place, and purpose of the hearing. The hearing will not take place during or immediately following school hours. Complaints concerning instructional materials are handled in accordance with BP/AR 1312.2 - Complaints Concerning Instructional Materials or AR 1312.4 - Williams Uniform Complaint Procedures, as applicable.

SECTION 12: PARENT INVOLVEMENT

RIGHTS OF PARENTS

EC 51101, 51101.1; (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. To observe, within a reasonable period of time after making the request, the classroom(s) in which their child is enrolled or for the purpose of selecting the school in which their child will be enrolled. Parents may observe instructional and other school activities that involve their child in accordance with Board policy and administrative regulations adopted to ensure the safety of students and staff, prevent undue interference with instruction or harassment of school staff, and provide reasonable accommodation to parents. Upon written request by a parent, school officials will arrange for parental observation of a class or activity in a reasonable time frame and in accordance with Board policy and administrative regulations. [EC 49091.10]
2. To meet, within a reasonable time of their request, with their child's teacher(s) and the principal.
3. Under the supervision of district employees, to volunteer their time and resources for the improvement of school facilities and school programs, 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 and the school's performance on standardized tests and statewide tests. For parents of English learners, this right includes the right to receive the results of their child's performance on the ELPAC.
6. To request a particular school for their child and to receive a response from the district.
7. To have a school environment for their child that is safe and supportive of learning.
8. To examine the curriculum materials of the class(es) in which their child is enrolled. [20 USC 1232h]. Parents may inspect, in a reasonable time frame, all primary supplemental instructional materials and assessments stored by the classroom teacher, including textbooks, teacher's manuals, films, audio and video recordings, and software. [EC 49091.10]. Each school site will make available to parents and

others, upon request, a copy of the prospectus for each course, including the titles, descriptions, and instructional aims of the course. The school may charge an amount not to exceed the cost of duplication. [EC 49091.14]

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. For parents of English learners, to support their child's advancement toward literacy. To the extent possible, surplus or undistributed instructional materials may be made available to parents pursuant to EC 60510.
11. For parents of English learners, to be informed, through the school accountability report card, about statewide and local academic standards, testing programs, accountability measures and school improvement efforts.
12. To have access to the school records of their child.
13. To receive information concerning the academic performance standards, proficiencies or skills their child is expected to accomplish.
14. To be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes and procedures for visiting the school.
15. To be notified, as early in the school year as practicable pursuant to EC 48070.5, 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 such a decision
16. To receive information about any psychological testing the school does involving their child and to deny permission to give the test.
17. To refuse to submit or to participate in any assessment, analysis, evaluation or monitoring of the quality or character of the student's home life, any form of parental screening or testing, any nonacademic home-based counseling program, parent training, or any prescribed family education service plan and to inspect any survey collecting personal information [EC 49091.18; 20 USC 1232h]
18. To participate as a member of a parent advisory committee, school site council or site-based management leadership team in accordance with any rules and regulations governing membership in these organizations. For parents of English learners, this right includes the right to participate in school and district advisory bodies in accordance with federal and state law and regulations.
19. 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.
20. To provide informed, written parental consent before their child is tested for a behavioral, mental, or emotional evaluation. A general consent, including medical consent used to approve admission to or involvement in a special education or remedial program or regular school activity, does not constitute written consent for these purposes. [EC 49091.12]

RIGHTS OF PARENTS WHO LACK ENGLISH FLUENCY

EC 48985, 51101.1; GC 54954.3; (BP 5020)

A parent's lack of English fluency does not prevent the parent from exercising their rights. The District will take all reasonable steps to ensure that all parents of students who speak a language other than English are properly notified in English and in their home language, pursuant to EC 48985, of the rights and opportunities available to them.

Additionally, at any regular meetings of the Board of Trustees where there is a time limit set for public comment, a member of the public who utilizes a translator will be provided at least twice the allotted time to ensure that non-English speakers receive the same opportunity to directly address the Board.

PARENT ENGAGEMENT-SCHOOL ACCOUNTABILITY

EC 11500 et seq.; (BP 6020)

The Romoland School District provides parent and family engagement programs to positively influence children's education. To participate in the district offerings of parent education and to provide parental input to the local training programs for parents, please contact the following district representative for more information: Director of Pupil Services at (951) 926-9244.

TITLE I SCHOOLS

20 USC 6312; 34 CFR 200.61; (BP 4222, 6171)

The Title I program provides services from federal monies for identified students to strengthen the academic program and provide support to students at risk of failing to achieve academic standards. These services are in addition to the basic program supplied to all students in the Romoland School District. Parents of students who attend a school receiving Title I funds may request information regarding the professional qualifications of their students' classroom teachers, including, at a minimum, the following:

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

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

As part of the Title I Program, parents are invited to participate in the following annual activities:

1. **Parent Meeting** that explains services available to students, how funds are spent, and how parents can participate on councils and committees that annually update the school plan.
2. Review the updates to the school's **Parent Engagement Policy** that lists the many ways in which parents may become involved in the education of their students, and to participate in an annual survey.
3. Review the updates to the school's **Parent School Compact** that lists the many ways in which parents, students, and teachers can work together to ensure a quality education for their students, and to sign the school compact.

SCHOOL ACCOUNTABILITY REPORT CARD

EC 33126, 35256, 35258, 41409.3; (BP 0510)

The School Accountability Report Card (SARC) is designed to provide parents and community members with important information about each public school. The SARC provides background information about the school and its students including: school enrollment, conditions of learning, instructional materials, school facilities, student outcomes, parent engagement, school climate, school safety, class size, and staff development. By February 1 of each year, each school's SARC is available upon request at each school site office or the District Administration Office, or found on the District's website at <https://www.romoland.net/Page/269>.

VOLUNTEERS ON CAMPUS

EC 49406; (BP 1240)

Volunteer assistance in schools can enrich the educational program, increase supervision of students, and contribute to school safety while strengthening the schools' relationships with the community. Parents and other members of the community are encouraged to share their time, knowledge, and abilities with students.

Volunteers must act in accordance with district policies, regulations, and school rules – it includes respecting the privacy of students and staff especially as volunteers may encounter sensitive and confidential information about students and their families. Classroom volunteering is to be pre-scheduled with a teacher and approved by the school principal. Volunteers may not bring children (including siblings) while volunteering.

To volunteer at school, individuals must complete an application process, which begins by completing an online application found on the District's webpage on [School Volunteer Process](#). Copy of a valid California driver's license or other approved photo ID as well as proof of tuberculosis (TB) test clearance will be required. All volunteers must have on file with the school a certificate showing that they have submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. The assessment/exam must be conducted every four years. Prior to volunteering, volunteers must engage in a training session to receive information about school goals, programs, and practices and an orientation or other training related to their specific responsibilities.

Note: Volunteers who are over 18 years of age and who interact with students outside of the immediate supervision and control of the student's parent/guardian or a school employee are considered mandated reporters; therefore, will receive the notification and training required of mandated reporters as specified in AR 5141.4 – Child Abuse Prevention and Reporting.

SCHOOL VISITING PROCEDURES

PC 627.3; (BP 1250)

The District's highest priority is keeping all students and faculty 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, and volunteers, 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.

Once a visitor has been approved, a visitor's badge will be printed for them 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.

CIVILITY IN SCHOOLS

CC 1708.9; EC 32210, 44811; PC 626.7, 415.5, 626.8, 626.81, 653b (BP 1250, 3515.2)

The District's civility policy demands that all District schools and offices must be civil environments. A civil environment is free from abusive behavior and threats. Abusive behavior is defined as the use of obscenities, yelling, defamatory language, or any threatening behavior in order to intimidate or otherwise berate someone.

The District is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school/district grounds. It is unlawful for any person, except a parent acting toward their minor child, to intentionally or to attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public or private school grounds.

Specifically, the principal or designee may direct any person, except a student, school employee, or other person required by their employment to be on school grounds, to leave school grounds or school activity for up to seven days if:

1. The principal or designee has reasonable basis for concluding that the person is committing or has entered the campus with the purpose of committing an act which is likely to interfere with the peaceful conduct, discipline, good order, or administration of the school or a school activity, or with the intent of inflicting damage to any person or property.
2. The person fights or challenges another person to a fight, willfully disturbs another person by loud and unreasonable noise, or uses offensive language which could provoke a violent reaction.
3. The person, without lawful business for being present, loiters around a school or reenters a school within 72 hours after they are asked to leave.
4. The person willfully or knowingly creates a disruption with the intent to threaten the immediate physical safety of students, staff, or others while attending, arriving at, or leaving school.

However, the principal or designee will allow a parent who was previously directed to leave school grounds to reenter for the purpose of retrieving their child for disciplinary reasons, medical attention, or family emergencies, or with the principal or designee's prior written permission.

The District's policy is not intended to deprive any person of their right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free environment for students and staff. Any person who violates policy and law is guilty of a misdemeanor and, upon a first conviction, may be fined up to \$500 and/or imprisoned in a county jail for up to six months.

CUSTODY CONCERNS AND SCHOOLS

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

CALIFORNIA KIDS INVESTMENT AND DEVELOPMENT SAVINGS PROGRAM

EC 51225.7

The California Kids Investment and Development Savings (CalKIDS) Program is designed to create opportunities for families to prepare for and complete college, trade school, and career programs. This statewide initiative automatically awards scholarships to eligible students to cover qualified education expenses such as tuition and fees, required books and supplies, and computer equipment, helping to reduce financial barriers for parents.

Every eligible public school student in grades 1–12 has a CalKIDS account created in their name with a deposit of \$500. Eligible students identified as foster youth receive an additional one-time \$500 deposit. Eligible students identified as a student experiencing homelessness receive an additional one-time \$500 deposit. This could mean up to \$1,500 in scholarship money for students!

To be eligible and automatically enrolled in CalKIDS, a student must be identified as an English Learner or low-income by the Local Control Funding Formula on Fall Census Day and either:

1. Enrolled in grades 1-12 during the 2021-22 academic year; or
2. Enrolled in 1st grade during the 2022-23 academic year.

Visit <https://calkids.org/> to find out more information about CalKIDS, check eligibility, register the account, and/or submit a claim. The CalKIDS account is accessible by using the student's Statewide Student Identifier (SSID), which can be found on a student's school portal, report card, or by contacting the school.

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.