



**MORENO VALLEY
UNIFIED SCHOOL DISTRICT**

EXCELLENCE ON PURPOSE
SHINING BRIGHTER

Parent/Student Handbook

2026-2027



Vision

To empower students to become future-ready and positively impact the world.

Mission

To provide an equitable education for all students to be prepared for college and/or a viable career path for a successful life.

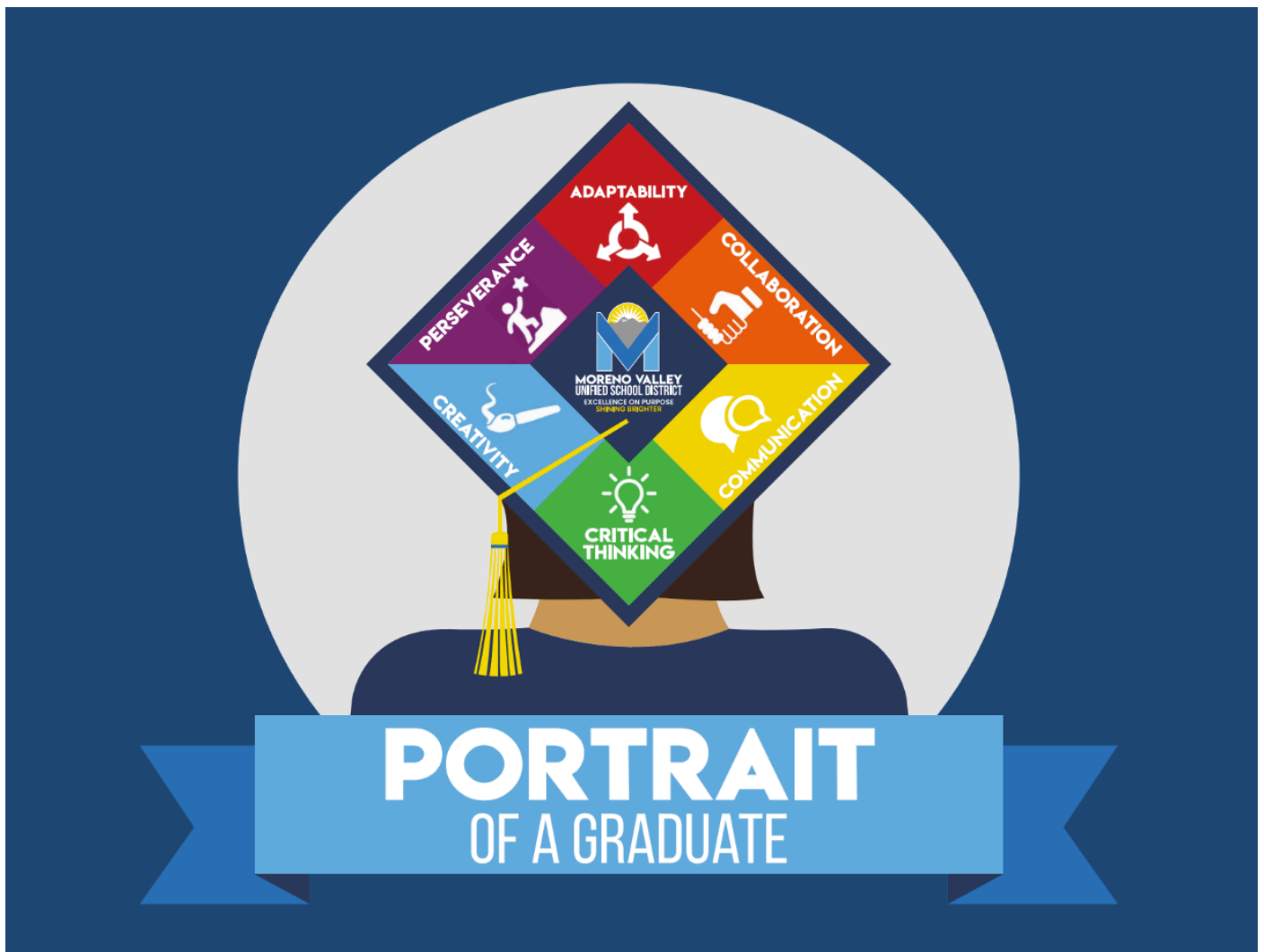
Equity

Moreno Valley Unified School District aims to be a district that maintains a high level of cultural proficiency. We strive for our staff and processes to respect and support people of all races, ethnic backgrounds, disabilities, sexual orientations, religious affiliations, national origins and many other diversity factors.

Goals

The Goals (and their Outcomes) are the “how” in the District’s Strategic Plan. They are the roadmap to measuring the success of the District, and the metrics used to ensure that the vision and mission of the District are met.

- Goal 1:** Promote academic growth for every student.
- Goal 2:** Establish college and career readiness for every student.
- Goal 3:** Ensure equitable opportunities for every student.
- Goal 4:** Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Goal 5:** Support effective communication throughout the district.



The Portrait of a Graduate is the District's vision for the 21st century skills, character traits, and/or social-emotional competencies that students need to succeed in college, career, and life. The six competencies are:

Adaptability

The capacity to be modified for a new use or purpose.

Critical Thinking

The objective analysis and evaluation of an issue in order to form a judgment.

Collaboration

The act of working with someone to produce or create something.

Creativity

The use of the imagination or original ideas, especially in the production of an artistic work.

Communication

The imparting or exchanging of information.

Perseverance

Persistence in doing something despite difficulty or delay in achieving success.

NONDISCRIMINATION STATEMENT

The Moreno Valley Unified School District is committed to equal opportunity for all individuals in education and employment. We are dedicated to fostering a welcoming, inclusive, and respectful environment where every person, regardless of background or identity, feels safe, valued, and supported in our schools, programs, and workplaces.

The District strictly prohibits discrimination, harassment (including sexual and discriminatory harassment), intimidation, and bullying of any kind in any program, activity, or employment setting. This includes discrimination based on a person's actual or perceived race; color; ancestry; national origin; nationality; immigration status; ethnic group identification; ethnicity; age; religion; marital or parental status; pregnancy, childbirth, termination of pregnancy, lactation or related medical conditions and recovery; family status; physical or mental disability; medical condition; sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; genetic information; or association with a person or group with one or more of these actual or perceived characteristics. These protections extend to all aspects of the District's operations, including academic programs, extracurricular activities, employment, and access to designated youth groups such as the Scouting America or any other basis protected by law or regulation.

These protections are guaranteed under applicable state and federal laws, including Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, and the California Education Code. MVUSD does not tolerate retaliation against individuals who report or participate in the investigation of complaints involving discrimination, harassment, or related misconduct.

Moreno Valley Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, including admission and employment, as required by Title IX and its regulations. Inquiries about Title IX may be referred to the District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The following employees have been designated to handle questions and complaints of alleged discrimination:

Title IX Coordinator

Dr. Khaleelah Lewis-Wilkins
Coordinator, Title IX & Compliance
Moreno Valley Unified School District
25634 Alessandro Blvd.
Moreno Valley, CA 92553-4916
951-571-7500 Ext. 17322
kLewis@mvusd.net

Section 504 Coordinator

Philip Peeples
Director of Student Services
Moreno Valley Unified School District
25634 Alessandro Blvd.
Moreno Valley, CA 92553-4916
951-571-7500 Ext. 41709
ppeeples@mvusd.net

Title II/ADA Coordinator

Omar Marquez
Coordinator of Student Services
Moreno Valley Unified School District
25634 Alessandro Blvd.
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ACRONYMS & ABBREVIATIONS

<i>Acronym</i>	<i>Title</i>	<i>Acronym</i>	<i>Title</i>
ADA	Americans with Disabilities Act	HSC	Health and Safety Code
AI	Artificial Intelligence	IDEA	Individuals with Disabilities Act
AR	Administrative Regulation	IEP	Individualized Education Program
BP	Board Policy	LC	Labor Code
BPC	Business and Processions Code	LCFF	Local Control Funding Formula
CC	Civil Code	MVUSD	Moreno Valley Unified School District
CCR	California Code of Regulations	PC	Penal Code
CDE	California Department of Education	TK	Transitional Kindergarten
CFR	Code of Federal Regulations	UCP	Uniform Complaint Procedure
EC	Education Code	USC	United States Code
FERPA	Family Educational Rights and Privacy Act	VC	Vehicle Code
GC	Government Code	WIC	Welfare and Institutions Code

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PARENT & COMMUNITY ENGAGEMENT

PARENT INVOLVEMENT

(BP 6020)

The Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment.

The Superintendent or designee works with staff and parents/guardians representing all student groups including foster and homeless youth to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians are notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so – such as through this Parent/Student Handbook.

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

PARENT & FAMILY ENGAGEMENT POLICY

20 USC 6318; EC 11503, 11504; (BP 6020)

Each year the Superintendent or designee identifies specific objectives of the District's parent involvement program for schools that receive Title I funding. The Superintendent or designee will ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program at the school site, as well as in the decision-making process of how the District's Title I funds will be allotted for parent involvement activities.

The Superintendent or designee will ensure that the District's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies must establish expectations for parent involvement and describe how the District will carry out each activity listed in 20 USC 6318.

The Superintendent or designee will ensure that each school receiving Title I funds develops a school-level parent involvement policy in accordance with 20 USC 6318.

Title I Schools

To ensure that parents/guardians of students participating in Title I programs are provided with opportunities to be

involved in their children's education, the following activities are made available to parents:

- **Annual Title I Parent Meeting.** Parents/guardians are invited to an annual meeting that explains the services available to students and how funds are spent; parents/guardians are also invited to participate on parent councils and committees that annually update the school plan.
- **District Parent Involvement Policy.** The District Parent Involvement Policy is jointly developed with parents/guardians at the annual Title I Parent Meeting. Parents/guardians are also invited to participate in an annual evaluation of the content and effectiveness of the district parental involvement policy.
- **School Parent Involvement Policy.** The School Parent Involvement Policy is jointly developed with parents/guardians at the annual Title I Parent Meeting. Parents/guardians are also invited to participate in an annual evaluation of the content and effectiveness of the school parental involvement policy.
- **Parent-School Compact.** Parents/guardians receive a copy of the compact and are invited to participate in the annual update of the compact that lists the ways in which parents, students, and teachers can work together to ensure a quality education for their children.

Non-Title I Schools

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

PROFESSIONAL QUALIFICATIONS

20 USC 6312; 34 CFR 200.61; (BP/AR 4112.2, 4222)

Parents/guardians of students who attend a school receiving Title I funds may request information regarding the professional qualifications of their students' classroom teachers, including, at a minimum, the following:

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

A school that receives Title I funds will also provide to each individual parent/guardian 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.

For more information regarding professional qualifications, please contact the Human Resources Department at (951) 571-7500 ext. 17575. For information related to Title I, please contact the Director of Equity and Access at (951) 571-7500 ext. 17225.

SCHOOL ACCOUNTABILITY REPORT CARD

EC 35256, 35258; (BP 0510)

The School Accountability Report Card (SARC) is designed to inform parents/guardians and the community about the conditions, needs, and progress at each school and to help provide data by which parents/guardians can make meaningful comparisons between schools. The Board believes that the process of developing the SARC gives school staff opportunities to review achievements, identify areas for improvement, enlist local support, and establish a vision for the future. A printed copy may be obtained from the school or downloaded from the District's website at www.mvusd.net.

BACK-TO-SCHOOL NIGHT & OPEN HOUSE

Back-to-School Night is an evening near the beginning of the school year set aside for parents/guardians to familiarize themselves with the school atmosphere and meet their child's teacher. Teachers review classroom procedures, important academic information and goals.

In the spring, an Open House is scheduled to give students the opportunity to share their school experiences with parents/guardians. This evening also allows parents/guardians to visit other classrooms and view outstanding student work.

Parents/guardians desiring to ask questions specific to their child at either of these events, should request a parent-teacher conference.

PARENT-TEACHER CONFERENCES

Parent-teacher conferences are held at the end of the first trimester for elementary school students and the end of the first semester for middle school students. Middle school students also have parent-teacher conference days during the second semester. Please refer to the District Calendar for the scheduled dates.

Parent-teacher conferences for high school students are available upon request. Parents/guardians should directly contact the teacher(s) to schedule a meeting.

The conferences afford an opportunity for the teacher and parent/guardian to sit down together and discuss a student's progress. Additional conferences may be scheduled at any time during the school year — whether before school, after school, or during the teacher's preparation period — by directly contacting the student's teacher.

CONTACTING A TEACHER

The best way to contact a student's teacher is via email. Parents/guardians who do not have access to email may contact the school site's main office to leave a message for the teacher. The teacher is expected to respond as soon as practical, but no later than by the end of the next school day.

CLASSROOM & SCHOOL VISITATIONS

EC 49091.10, 51101, 51512; PC 626.8; (BP/AR 1250, 3515)

The Board of Education encourages parents/guardians and other interested members of the community to visit the schools and view the educational program.

To ensure minimum interruption of the regular campus/classroom program, school visits must be first arranged with the teacher and principal or designee, with a 24-hour advance notice. Visitation of individual classrooms must also be prearranged, with the purpose noted. The visit is limited to 20 minutes at the elementary school, and one class period at the middle and high schools. Longer visits require special arrangements made with the teacher(s) and the site administrator.

To ensure the safety of students and staff and avoid potential disruptions, all visitors must register immediately upon entering any school building or grounds when school is in session. For purposes of school safety and security, the principal or designee may design a visible means of identification for visitors while on school premises.

No electronic listening or recording device may be used by visitors in a classroom without the teacher and principal's permission.

Any parent/guardian or other person whose conduct in a place where a school employee is required to be in the course of their duties materially disrupts class work or extracurricular activities or involves substantial disorder is guilty of a misdemeanor and may be barred from the campus or school-related activities for a specified period of time at the request of the principal. Visitors who do not register in the office may be considered trespassing on school grounds and could result in police contact.

SCHOOL VOLUNTEERS

EC 35021; (BP/AR 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/guardians 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, and must sign in and out at the school office for each day of service. Volunteers may not bring siblings and other younger children, who are not enrolled in school, on any day of service.

Volunteers will work with students under the immediate supervision of certificated employees. Individuals who perform four or more hours per week of specific volunteer service with or around students must provide evidence that they are free from active tuberculosis (clear TB test). A chest x-ray will be required only if the intradermal tuberculin test is positive. These volunteers and those working one-on-one with students must also submit to fingerprinting.

CUSTODY ISSUES

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

FUNDRAISING ACTIVITIES

EC 51521; (BP/AR 1321)

The Board of Education is of the opinion that it is not good policy to use students for distribution of non-school materials in the community or for soliciting funds or on-campus sales campaigns to finance extracurricular activities. It is, therefore, the policy of the Board to limit such activities to a minimum.

Students may engage in raising funds, under the control of the school, only for certain approved student activities subject to the project having the approval of the principal of the school involved.

School principals must consider the following criteria in regard to fundraising activities:

- No more than two fundraisers which include all students in the school are to be allowed per school year.
- The number of fundraisers to be conducted by individual classes, grade levels, and student organizations will be determined and approved by the school principal in accordance with district policy.
- All proposals for fundraising activities must be submitted to the principal by October 1 of each school year. These proposals must include the purpose, details of the project, and the projected date (month/week) of undertaking.
- All school principals will meet during the month of October to coordinate a yearly calendar of fundraising events to be presented to the Superintendent or designee by November 1 of each school year.
- The yearly calendar will include proposed food sales on campus.
- A midyear update to the yearly calendar may be made if necessary.
- Door-to-door sales (solicitation of funds) in the community by students are to be strictly prohibited.
- Students must have a signed parent permission slip allowing the student to participate in a fundraising activity. The permission slip should indicate that the student will not engage in any door-to-door sales.

No fundraising drives are to be conducted by non-school agencies or for non-school activities among students. All school personnel will educate students in the services performed by humanitarian nonprofit agencies (e.g., YMCA, YWCA, UNESCO, March of Dimes). Humanitarian nonprofit agencies do not include churches or church-affiliated organizations; therefore, they would not be allowed to disseminate information or solicit funds from or by students. Individual students and their parents/guardians may wish to participate with such agencies in their support as a social value and community project.

The list of humanitarian agencies and the appropriateness of the past years' activities are reviewed yearly by the District. Additionally, an annual general report for fundraising activities within the District will be presented to the Board of Education by the Superintendent or designee upon request.

EDUCATION RIGHTS

NONDISCRIMINATION IN DISTRICT PROGRAMS & ACTIVITIES

5 CCR 4900 et seq.; EC 200 et seq.; (BP/AR 0410)

The Moreno Valley Unified School District is committed to providing equal opportunity for all individuals in its programs

and activities. 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; color; ancestry; nationality; national origin; immigration status; ethnic group identification; ethnicity; age; religion, marital status; pregnancy, childbirth, termination of pregnancy, or lactation, including related medical conditions and recovery; parental, family, or marital status; reproductive health decision-making; physical or mental disability; a medical condition; sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; veteran or military status; or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. These protections extend to all aspects of the District's operations, including academic programs, extracurricular activities, employment, and access to designated youth groups such as the Scouting America or any other basis protected by law or regulation.

These protections are guaranteed under applicable state and federal laws, including Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, and the California Education Code.

All individuals shall be treated equitably in the receipt of district and school services. The District assures that lack of English language skills shall not be a barrier to admission or participation in district programs. When 15 percent or more of a school's students speak a single primary language other than English, all notices, reports, statements, or records sent to parents/guardians by the school shall be translated into that other language; parents/guardians may respond in English or the primary language.

District programs and activities shall be free of any discriminatory use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources. District programs and activities shall also be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

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 that the District provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not

limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Superintendent or principal 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.

The district official identified below is designated as the District's ADA coordinator, who shall be responsible for receiving and addressing requests for accommodation submitted by individuals with disabilities and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

Omar Marquez

Coordinator of Student Services

25634 Alessandro Blvd., Moreno Valley, CA 92553-4916

951-571-7500 Ext. 41703 or omarquez1@mvusd.net

NONDISCRIMINATION IN CHILD NUTRITION PROGRAMS

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

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, 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 discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at [How to File a Program Discrimination Complaint](#) and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Mail Stop 9410, Washington,

D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov. USDA is an equal opportunity provider, employer, and lender.

This institution is an equal opportunity provider.

RESPONSE TO IMMIGRATION ENFORCEMENT

EC 234.7; (BP/AR 0410, 1445)

All students have the right to a free public education regardless of their immigration status or religious beliefs. Consistent with state law and the California Office of the Attorney General's guidance document, "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes" (December 2025), the Moreno Valley Unified 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 Education 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/guardian 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/guardian 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/guardian.

To ensure the safety and well-being of students, parents/guardians 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/guardian 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/guardians may be separated, the District encourages parents/guardians 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/guardians should review the District's 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/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/guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.

Some schools collect and provide publicly basic student "directory information." If so, the school district must provide parents/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>.

EQUAL OPPORTUNITY

34 CFR 106.8; 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 discrimination based on sex, including sexual harassment. California law further provides that all students (as well as other persons) are protected – regardless of their sex, gender, gender expression, gender identity, sexual orientation, disability, race, or national origin – in all aspects of the District's educational programs and activities. 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 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 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 a gender equity coordinator to answer questions regarding gender equity laws.
7. Contact the California Department of Education (CDE) and the California Interscholastic Federation (CIF) to access information on gender equity laws.
8. File a confidential discrimination complaint with the United States Office of Civil Rights (OCR) or CDE if

there is belief that 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.

Inquiries on all matters, including complaints, regarding the implementation of Title IX in the District may be referred to the following District official:

Dr. Khaleelah Lewis-Wilkins
Coordinator — Title IX Compliance and Resolution Officer
25634 Alessandro Blvd., Moreno Valley, CA 92553-4916
(951) 571-7500 Ext. 17322 or klewis@mvusd.net

Additional resources can be found at:

U.S. Department of Education, Office for Civil Rights
Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW, Washington, DC 20202-1100
Telephone: (800) 421-3481 ■ Fax: (202) 453-6012
TDD: (800) 877-8339 ■ Email: OCR@ed.gov
[OCR Complaint Form](#)

California Department of Education
Office of Equal Opportunity
1430 N Street, Room 4206, Sacramento, CA 95814
Telephone: (916) 445-9174 ■ Fax: (916) 324-9818
Email: oeoinfo@cde.ca.gov
[Complaint Procedures](#)

California Interscholastic Federation
4658 Duckhorn Drive, Sacramento, CA 95834
Telephone: (916) 239-4477 ■ Fax: (916) 239-4478
[Website on Equity](#)

SAFE PLACE TO LEARN ACT

EC 234.1; (BP/AR 5131.2, 5145.3)

The Moreno Valley Unified School District strictly prohibits any act of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics set forth in PC 422.55 and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, or sexual orientation; or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts constituting discrimination, harassment, intimidation, and bullying related to school activity or school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school. It also applies to all acts of the Board of Education or Superintendent in enacting policies and procedures that govern the District.

Any staff member who witnesses any of the acts listed above during school hours or school activities is required to take immediate steps to intervene when safe to do so. Incidents

or reports of an incident must then be immediately reported to site or district administration for them to investigate and resolve the complaint. If the complainant believes the violation has not been resolved, they may appeal following normal district processes.

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

Students who feel that they have been subjected to unlawful discrimination described above, or who observe any such incident, are strongly encouraged to immediately contact the UCP compliance officer, principal, or any other staff member. In addition, students and parents/guardians may request to meet with the UCP compliance officer to determine how best to accommodate or resolve concerns that may arise from the District's implementation of its nondiscrimination policies. To the extent possible, the District will address any individual student's interests and concerns in private.

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.

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, please visit the following CDE webpage on [Bullying & Hate-Motivated Behavior Prevention](#) or the webpage on [Bullying Prevention Training & Resources](#).

SEXUAL HARASSMENT

34 CFR 106.8; 5 CCR 4917; EC 231.5, 48900.2; (BP/AR 5145.7, AR 5145.71)

The District does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations.

The Board of Education is committed to maintaining a welcoming, safe, and supportive school environment that is free from discrimination and harassment. The Board prohibits, at district or at district-sponsored or district-related activities, sex discrimination, and/or sexual harassment, as defined below under "Definition of Sex Discrimination" and "Definition of Sexual Harassment", targeted at any student.

Additionally, the Board prohibits retaliatory behavior or action against any person who reports, files a complaint, testifies about, assists with, or otherwise supports a complainant in alleging sexual harassment, or otherwise participates or refuses to participate in the complaint process established for the purpose of the District's policy.

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

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

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

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

The Superintendent or designee will ensure that all district staff are trained regarding the District's sexual harassment policy, and that employees required to receive training related to their duties under Title IX receive training as specified in AR 4119.11/4219.11/4319.11 – Sexual Harassment and AR 4119.12/4219.12/4319.12 – Title IX Sexual Harassment Complaint Procedures.

Definition of Sexual Discrimination

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

Definition of 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 district-related or district-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, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent:

1. A district employee, agent, or other individual authorized by the district to provide an aid, benefit, or service in the district's education program or activity conditioning the provision of district aid, benefit, or service on a student's participation in unwelcome sexual conduct.
2. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the district's education program or activity as defined in 34 CFR Part 106
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 34 CFR Part 106.2, 20 USC 1092 or 34 USC 12291

Instruction/Information

The Superintendent or designee will ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information will 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 the harassment, prevent recurrence, and address any continuing effect on students
6. Information about the District's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the District will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Action

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

Upon completion of an investigation of sexual harassment, any employee found to have engaged in sexual harassment or sexual violence toward any student will be subject to

disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

The Superintendent or designee will maintain records, in accordance with law and applicable district policies and regulations, of all reported cases of sexual harassment to enable the District to monitor, address, and prevent repetitive harassing behavior in district schools.

Notification

To review the full text of the District's board policy and administrative regulation on sexual harassment, please visit the District's webpage on [Sexual Harassment](#). A copy of the written policy on sexual harassment is included in school and district publications and posted in the main administrative offices and other areas where rules, regulations, procedures, and standards of conduct are provided. Additionally, each school site serving students in grades 9 through 12 has the written policy posted in each bathroom and locker room. A copy of the policy, as it pertains to students, is provided as part of any orientation program conducted for new and continuing students. Staff members also receive a copy of the policy at the beginning of the school year or at the time of hire.

STUDENT FEES

5 CCR 4622; EC 49013; (BP/AR 1312.3, 3260)

Students will not be required to pay a fee, deposit, or other charge for participation in an educational activity which constitutes an integral fundamental part of the District's educational program, including curricular and extracurricular activities. The District will ensure that books, materials, equipment, supplies, and other resources necessary for student participation in the district's educational program are made available to students at no cost.

As necessary, the Board of Education 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, its schools and programs may solicit voluntary donations or participate in fundraising activities. However, no course credit or privileges related to educational activities can be offered or awarded to a student in exchange for voluntary donations or participation in fundraising activities by or on behalf of the student. The District will also 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. 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/guardians in accordance with 5 CCR 4600.

STUDENTS EXPERIENCING HOMELESSNESS

42 USC 11432; EC 48850, 48852.5; (BP/AR 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: are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; may be living in motels, hotels, trailer parkers, or shelters; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces abandoned buildings, substandard housing, bus or train stations, or similar settings; or are migratory children who qualify as homeless because of similar living circumstances. 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/guardian or unaccompanied youth upon request.

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 and not be required to attend a separate school for students experiencing homelessness. 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. Transportation may be provided.
2. Right to immediate enrollment even if the student is unable to produce records normally required for enrollment (e.g., proof of residency, birth certificate, immunization, transcript), does not have clothing normally required by the school (e.g., school uniforms), or has outstanding fees, fines, textbooks, or other monies due to the school last attended.
3. Right to automatically qualify for child nutrition programs.
4. Right to have full and partial credits earned to be issued and accepted.

5. Right to priority access to an intersession program. If the student moves during the intersession period, the student's educational rights holder determines which intersession program to attend.
6. Right to not be stigmatized by school personnel.
7. Right to file a complaint through the Uniform Complaint Procedures if there is an allegation that the District has not complied with requirements regarding the education of students experiencing homelessness, except when the dispute is related to eligibility, school selection, or enrollment.
 - a. If a dispute arises over student eligibility, school selection, or 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.
 - b. The parent/guardian or unaccompanied youth will be provided with a written explanation of any decisions related to eligibility, school selection, or enrollment and of the right of the parent/guardian or unaccompanied youth to appeal such decisions.

Unaccompanied youth who meet the definition of homeless children and youth are also eligible for rights and services under the McKinney-Vento Act. An unaccompanied youth is defined as a minor who is not in the physical custody of a parent/guardian.

Students experiencing homelessness and unaccompanied youth have access to academic resources, services and extracurricular activities through their school sites and with the assistance of their teachers, administrators, counselors, and the District's Homeless Liaison, Lizette Nava at (951) 571-7660. For additional information, or to access services, contact the Student Services Department at (951) 571-7630 or visit the District's webpage on [Homeless Rights & Resources](#).

STUDENTS IN FOSTER CARE

EC 48853.5; (BP/AR 6173.1)

A foster child means any of the following: a child who has been removed from their home pursuant to WIC 309; 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; 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; or a child who is the subject of a voluntary placement agreement, as defined in WIC 11400(p).

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

1. Right to attend either the "school of origin" or the current school of residence. The school of origin can be the school attended when the student first entered foster

- care, the school most recently attended, or any school the foster youth attended in the last 15 months. If any dispute arises regarding the request of a foster youth to remain in the school of origin, the foster youth has the right to remain in the school of origin pending resolution of the dispute.
2. Right to immediate enrollment even if the foster youth is unable to produce records normally required for enrollment (e.g., proof of residency, birth certificate, immunization, transcript), does not have clothing normally required by the school (e.g., school uniforms), or has outstanding fees, fines, textbooks, or other monies due to the school last attended.
 3. Right to have the foster youth's educational rights holder, attorney, and county social worker notified when the foster youth is undergoing any expulsion or other disciplinary proceeding, including a manifestation determination review for a foster youth who is a student with a disability, prior to a change in the foster youth's placement.
 4. Right of the foster youth not to have grades lowered for any absence from school that is due to a verified court appearance or related court-ordered activity, or to a decision by a court or placement agency to change the student's placement, in which case, the grades must be calculated as of the date the student left school.
 5. Right to have full and partial credits earned to be issued and accepted.
 6. Right to priority access to an intersession program. If the foster youth moves during the intersession period, the foster youth's educational rights holder determines which intersession program to attend.
 7. Right to file a complaint through the Uniform Complaint Procedures if there is an allegation that the District has not complied with requirements regarding the education of foster youth.

To review the standardized notice of [Foster Youth Education Rights](#), please visit the CDE's Foster Youth Services webpage. For assistance, contact the District's Foster Youth Liaison, Lizette Nava at (951) 571-7660.

MARRIED, PREGNANT, & PARENTING STUDENTS

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

The responsibilities related to marriage, pregnancy, or parenting, including related obligations, conditions, or recovery, may disrupt a student's education, placing them at higher risk of dropping out of school. In minimizing interruption to their educational progress and in promoting the healthy development of their children, the Moreno Valley Unified School District supports married, pregnant, and parenting students in the following ways:

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 treats 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. The District may require a pregnant or parenting student to obtain the certification of a physician or nurse practitioner that the student is physically and emotionally able to participate, or continue to participate, in the regular education program or activity.
4. Pregnant and parenting students will not be required to participate in a pregnant minor program or alternative education program; students who voluntarily participate in an alternative education program will be given educational programs, activities, and courses equal to those they would have been in if participating in the regular education program.
5. The District will provide reasonable accommodations to a lactating student on the school campus to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The student will not be penalized academically and will be provided with the opportunity to make up any work missed as a result of the student's use of the reasonable accommodations during the school day. 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 the student's child, including absences to care for a sick child, for which the school will not require a note from a doctor.
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. Specific to parental leave:

- a. No student will be required to take all or part of parental leave.
 - b. The District's Supervisor of Attendance will ensure that absences from school, as a result of parental leave, are excused until the student is able to return to the regular school program or an alternative education program.
 - c. Upon return to school after taking parental leave, a pregnant or parenting student is entitled to opportunities to make up work missed during the leave, including, but not limited to, makeup work plans and reenrollment in courses.
 - d. The pregnant or parenting student may return to the school and the course of study in which the student was enrolled before taking parental leave. A student who chooses not to return to the school in which the student was enrolled before taking the leave is entitled to alternative education options offered by the District.
8. When necessary to complete the district-established high school graduation requirements, a pregnant or parenting student may remain enrolled in school for a fifth year of instruction, unless it has been determined that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school.

For district-related purposes, a student under 18 years of age who enters into a valid marriage is an emancipated minor who has all the rights and privileges of students who are 18 years of age or older, even if the marriage has been dissolved. Such rights include, but are not limited to, verifying their own absences, applying for a work permit, and accessing their educational records.

Any complaint alleging discrimination on the basis of a student's actual or potential pregnancy, marital, or parental status; district noncompliance with the requirements related to parental leave; or district noncompliance with the requirement to provide reasonable accommodations for lactating students will be addressed through the Uniform Complaint Procedures.

ANTISEMITISM PREVENTION

EC 244, 2623, 280, 33800 et seq., 48980, 51500, 51501, 60151; (BP/AR 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 Education 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 (SSPI), 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/guardians 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 SSPI. In response to such a complaint, the SSPI 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/AR 1312.3)

The Moreno Valley Unified School District is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the Uniform Complaint Procedures (UCP). The UCP is used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for Pregnant and Parenting Students
2. Adult Education Programs
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 against any protected group as identified under EC 200 and 220 and GC 11135, including any actual or perceived characteristic as set forth in PC 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in EC 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance
11. Educational and graduation requirements for students in foster care, students who are homeless, students from military families, students formerly in Juvenile Court now enrolled in a school district, students who are migratory, and newcomer students
12. Every Student Succeeds Act
13. Instructional Materials and Curriculum: Diversity
14. Local Control and Accountability Plans (LCAP)
15. Migrant Child Education
16. Physical Education Instructional Minutes
17. Reasonable Accommodations to a Lactating Student
18. Regional Occupational Centers and Programs
19. School or Athletic Team Names, Mascots, or Nicknames
20. School Plans for Student Achievement
21. School or athletic team names, mascots, or nicknames
22. Schoolsite Councils
23. State Preschool

24. State Preschool Health and Safety Issues in LEAs Exempt from Licensing
25. Student Fees
26. And any other state or federal educational program the State Superintendent of Public Instruction or designee deems appropriate

Non-UCP Complaints

Not all concerns or complaints fall within the scope of the UCP. Some issues are addressed at the local level and are not subject to the UCP process. These include, but are not limited to, matters such as classroom assignments, Common Core implementation, grading practices, classroom assignments, hiring and evaluation of staff, homework policies, student promotion and retention, special education matters, student discipline, maintenance of student records, and compliance with the Bagley-Keene Open Meeting Act or the Brown Act. Only complaints that fall within the specific subject areas covered by the UCP may be appealed to the California Department of Education (CDE).

Additionally, the following types of complaints are handled by other agencies and are not subject to the UCP process:

- Allegations of child abuse: Referred to the County Department of Social Services Protective Services Division, or appropriate law enforcement agency.
- Health and safety concerns: Related to licensed child development programs are referred to the Department of Social Services.
- Employment-related complaints: Directed to the California Department of Fair Employment and Housing.
- Discrimination in food services program: Filed with or referred to the U.S. Department of Agriculture.

Filing a UCP Complaint

A UCP complaint must be filed no later than one year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by the District.

A student enrolled in any public school cannot be required to pay a student fee for participation in an educational activity. A student fee complaint may be filed with the principal or the Superintendent or designee.

A student fee or LCAP complaint may be filed anonymously (*i.e.*, without an identifying signature) if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Specific to an allegation of unlawful discrimination, harassment, intimidation, or bullying, the complaint must be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing

may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.

Copies of the UCP process are available free of charge. To obtain a copy of the complaint form and review additional UCP-related information, go to the District's webpage on the [UCP](#).

All complaints and responses are public records.

Compliance Officer

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Dr. Khaleelah Lewis-Wilkins
Coordinator — Title IX Compliance and Resolution Officer
25634 Alessandro Blvd., Moreno Valley, CA 92553-4916
(951) 571-7500 Ext. 17322 or klewis@mvusd.net

The compliance officer is knowledgeable about the laws and programs that they are assigned to investigate.

Notification

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

The District also posts the standardized notice of the educational rights of foster youth, students experiencing homelessness, former juvenile court students now enrolled in the District, children of military families, migrant students, and newcomer students, as specified in EC 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process on its website.

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) the location at which to obtain a form to file a complaint.

Appeals

The District's decision will be provided to the complainant through an investigation report within 30 calendar days of receiving the complaint, unless this time period is extended by written agreement of the complainant. If the complainant is dissatisfied with the compliance officer's decision, the complainant may, within five business days, file the complaint in writing with the Board. If the Board decides not to hear the complaint, the compliance officer's decision is final. If the

Board decides to consider the case, the Board must render its final decision within 60 calendar days of receiving the initial complaint.

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.

WILLIAMS COMPLAINT

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

There should be sufficient textbooks and instructional materials that are in good and usable condition. That means each student, including an English learner, must have a textbook and/or instructional materials to use in class and to take home.

School facilities must be clean, safe, and maintained in good repair so as not to pose an emergency or urgent threat to the health or safety of students or staff.

There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

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

A complaint alleging that any of the above conditions is not being met is addressed through the District's Williams uniform complaint procedures as required by law. Although complainants do not need to use the District's complaint form to file a complaint, the complaint form may be obtained at the school or district office, or downloaded from the school or District's webpage on [Williams Complaint](#). Because a complaint may be filed anonymously, the complaint form will allow the complainant to indicate whether a response is

requested – only a complainant who identifies themselves is entitled to a response. A complaint should be filed with the principal or designee.

STUDENTS WITH DISABILITIES

SPECIAL EDUCATION: IDEA

34 CFR 300.8, 300.39; EC 56000, 56031; (BP/AR 6164.4)
The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are offered and have available to them a free appropriate public education in the least restrictive environment, which includes special education and related services provided in accordance with an individualized education program.

IDEA defines a “child with a disability” to mean a child evaluated as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), an emotional disability, an orthopedic impairment, autism, traumatic brain injury, other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services. “Special Education” means specifically designed instruction (at no cost to the parent/guardian) to meet the unique needs of individuals with exceptional needs, whose educational needs cannot be met with modification of the regular instruction program, and related services (at no cost to the parent/guardian) which may be needed to assist such individuals to benefit from specially designed instruction. Concerns about eligibility for special education should be addressed with the school site principal.

CHILD FIND SYSTEM

34 CFR 300.111; EC 56301; (BP/AR 6164.4)
The Moreno Valley Unified School District actively seeks out and evaluates district residents from birth through age 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law. The District’s comprehensive child find system includes procedures for the identification, screening, referral, assessment, and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the special education and related services provided to such individuals. Additionally, a parent/guardian, teachers, agencies, appropriate professionals, and other members of the public may refer children, including children experiencing homelessness, wards of the state, and children attending religious and private schools, who are suspected of having a disability, for assessment to determine eligibility as a student in need of special education and related services by

contacting the Special Education Department at (951) 571-7500 ext. 17590.

SECTION 504

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

Section 504 of the Rehabilitation Act of 1973 is a federal law which prohibits discrimination against persons with a disability. The 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. Students, who do not qualify under IDEA but are disabled, may qualify for a Section 504 plan if their disability affects one or more major life activities or bodily functions. Some students may be eligible for educational services under both Section 504 and IDEA.

A parent/guardian, 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. The District has designated the Director of Student Services as the Section 504 Coordinator, who can be reached at (951) 571-7500 Ext. 41709 or ppeeples@mvusd.net.

NOTICE OF PROCEDURAL SAFEGUARDS

34 CFR 300.504; EC 56302; (BP/AR 6159.1)

The notice of procedural safeguards provides students with a disability and their parents/guardians with an overview of their educational rights and procedural safeguards. The notice is posted on the District’s webpage and provided once every school year and at all of the following times:

- The first time a student is referred for an assessment
- Upon receipt of the first state complaint in a school year
- Upon receipt of the first due process hearing request in a school year
- When a decision is made to make a removal that constitutes a change of placement
- When requested by a parent/guardian or student

NONPUBLIC SCHOOLS

(BP/AR 6159.2)

School districts are mandated to provide a full range of services and programs for all students with disabilities. These services and programs include those available through nonpublic schools or nonpublic agencies. Moreno Valley Unified School District/SELPA provides such services

through a series of contracts with nonpublic agencies throughout Riverside and San Bernardino Counties. Students who require these programs are placed via the Individual Education Plan process.

TRANSPORTATION

(BP/AR 3541.2)

Guidelines for Student Drop-Off at Home

Students with disabilities are required to have a designated person at the bus stop to receive them. The parent/guardian of a student with a disability may apply for self-release status through the Special Education Department that may allow the student to be released independently. Please note that this status must be reapplied for each school year.

If a student with a disability cannot be released to the parent or designated responsible party, the school bus driver will return the student to school.

Driver Responsibility

To ensure student safety, drivers must visually confirm the presence of an approved adult receiver before releasing a student. This is especially critical for students with disabilities. Drivers must exercise due diligence by verifying the identity of any adult unfamiliar to them, including requesting identification as needed. This procedure is consistent with the school's protocol for releasing students to adults on campus.

The driver and supervisor are responsible for ensuring that a current list of approved adults authorized to receive each student is readily accessible to the driver during the route. Students will only be released to individuals on this list.

Under no circumstances may a driver use the vehicle horn to gain the attention of a receiving adult, as this violates VC 27001.

teachers a more complete picture of their child's learning. Parents can use the results to identify where their child is doing well and where they might need more support.

A student may be taking one or more of the following California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and Physical Fitness Test assessments. Parents/guardians may annually submit to the school a written request to excuse their student from any or all of the CAASPP assessments. This exemption does not exist for the ELPAC or Physical Fitness Test.

CAASPP

Smarter Balanced Assessments. The Smarter Balanced computer adaptive assessments are aligned with the Common Core State Standards (CCSS). English language arts/literacy (ELA) and mathematics tests are administered in grades 3-8 and grade 11 to measure whether students are on track to college and career readiness. In grade 11, results from the ELA and mathematics assessments can be used as an indicator of college readiness.

California Science Tests (CAST). The computer-based CAST measures students' achievement of the California Next Generation Science Standards (CA NGSS) through the application of their knowledge and skills of the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. The CAST is administered to all students in grades 5-8 and once in high school (*i.e.*, grade 10, 11, or 12).

California Alternate Assessments (CAAs). Only eligible students—students whose IEP identifies the use of alternate assessments—may participate in the administration of the CAAs. Test examiners administer the computer-based CAAs for ELA, mathematics, and science one-on-one to students. Students in grades 3-8 and grade 11 will take the CAA for ELA and mathematics. Test items developed for ELA and mathematics are aligned with the CCSS and are based on the Core Content Connectors.

Students in grades 5-8 and once in high school (*i.e.*, grade 10, 11, or 12) will take the CAA for Science. The CAA for Science embedded performance tasks are based on alternate achievement standards derived from the CA NGSS. Students taking the CAA for Science will take three embedded performance tasks.

California Spanish Assessment (CSA) for Reading/Language Arts. The optional CSA for Reading/Language Arts in Spanish is aligned with the California Common Core State Standards en Español. This computer-based test allows students to demonstrate their Spanish skills in listening, reading, and writing mechanics.

ACADEMICS

ACADEMIC STANDARDS

Moreno Valley Unified School District has set standards of achievement for all students in grades TK-12 to be achieved by the end of each school year. All students are expected to meet grade level standards. The classroom teacher uses multiple measures to communicate student achievement to parents/guardians.

STATEWIDE TESTING

5 CCR 852; EC 60615; (BP 6162.51)

Every year, California students take several statewide tests. When combined with other measures such as grades, class work, and teacher observations, these tests give families and

ELPAC

The ELPAC is administered to all English Learners until they reclassify. The ELPAC is aligned to the 2012 California English Language Development Standards and it consists of two separate English Language Proficiency assessments. The Initial ELPAC is used for the initial identification of students as English learners. The Summative ELPAC is administered annually to measure the student's progress in learning English.

Physical Fitness Test

The physical fitness test for students in California schools is the FitnessGram®. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades 5, 7, and 9 take the fitness test, which consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility. Student participation (by component, by grade level) is reported in the Student Accountability Report Card.

SCREENING FOR READING DIFFICULTIES

EC 53008; (BP/AR 6142.91)

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/guardians and staff to discuss learning in an informed way. Screening assessments will not be used for any high-stakes purpose (e.g., teacher or other school staff evaluation, accountability, 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 classroom 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.

For the 2026-2027 school year, students in kindergarten through grade 2 will be assessed during the following windows:

- November/December 2nd grade, 1st grade
- January Kindergarten
- March 2nd grade
- April 1st grade, Kindergarten

If a student enrolls after the screenings have been administered, the student will be assessed within 45 calendar days of enrollment.

A student may be exempted from the screening for risk of reading difficulties if the parent/guardian provides prior written consent and the student meets any of the following criteria:

1. Has a current identification or diagnosis of a reading difficulty, reading disorder, or other disability.
2. Is eligible for an IEP or Section 504 Plan.
3. Is in the process of being assessed for eligibility for special education and related services pursuant to IDEA or a Section 504 Plan, and the student is being evaluated with diagnostic assessments that make screening for risk of reading difficulties redundant.

Parents/guardians who wish to opt their child out of the screening, whether or not they meet the eligibility for exemption listed above, must provide written notice to their school principal by October 15th, before the first testing window begins. The school principal will then provide this documentation to the Elementary Education Department.

INSTRUCTIONAL PROGRAM: MIDDLE SCHOOL

The District's instructional program for the middle school is designed to:

- Provide an instructional delivery system to meet the special needs of 11- to 15-year-old students, recognizing that they are in a unique transition period between elementary school and high school.
- Provide a balanced curriculum of basic subjects, pre-vocational, and enrichment courses.
- Encourage a sense of responsibility, integrity, self-discipline, reliable judgment, and respect for self and others.
- Assist students in making a successful transition to the more specialized environments of high school and institutions of higher education.

Sixth Grade Core

When possible, each 6th student will have one teacher for language arts and social studies and another teacher for mathematics and science. In addition to the four basic subjects, each student has a physical education class and an exploratory class.

Seventh & Eighth Grade Core

When possible, 7th and 8th graders will be placed in interdisciplinary teams that include language arts, mathematics, science, social studies, physical education, and an exploratory class.

Students may be placed in support classes in lieu of exploratory classes when performance indicators show below grade level achievement. Students will have the opportunity to learn Board-adopted content standards in English/language arts, mathematics, science, and social science. These students are assessed annually by the state of California. Additionally, the District assesses student progress in mathematics and language arts periodically.

SCHOOL CURRICULUM OR PROSPECTUS

EC 49063, 49091.14

Upon request, a description of the district core curriculum (Scope and Sequence documents) are available for review at the District Office; Educational Service Curriculum Library. When requested, the district core curriculum may be made available and reproduced. School officials may charge for the photocopies an amount not to exceed the cost of duplication.

INSTRUCTIONAL MATERIALS & RESOURCES

(BP/AR 6161, 6161.2)

The Board of Education recognizes that students' educational opportunities are enhanced when they have sufficient access to high-quality textbooks, equipment, and other instructional materials for each of the subjects they are studying. It is also important that these materials be up to date. New materials are chosen periodically following the curriculum revision and textbook adoption cycle of the State Board of Education. Core subjects (*i.e.*, English, mathematics, science, and social science) are reviewed and new materials purchased on average every six years.

Staff follows a process for selecting textbooks, supplemental materials, and library books. The process includes ensuring that material selected is both age appropriate and connected to the curriculum. If a parent/guardian feels strongly that a student should not be reading certain materials, a request may be made to either restrict the material or find alternatives. The request must be submitted in writing to the library staff or to the classroom teacher, as appropriate, and include the following information:

1. Student's name and grade level
2. The name of the materials requested for restriction
3. The specific reason for the restriction

The District will evaluate each request and determine whether the request will be granted.

Textbooks

Textbooks are furnished to students without charge.

Students are expected to take proper care of textbooks, including using book covers, which are available at the school. Prior to checking out a textbook, the student is advised to assess the textbook for damage and report any damage to the library staff. Periodic textbook inspections are held, and students are assessed fines for damaged books.

Library Books

Library books are checked out through the library staff and used short term. Students are expected to return the books, undamaged, in a timely manner.

Damaged, Lost, or Unreturned Materials

When textbooks or library books are damaged, lost, or not returned, students are liable for the replacement costs. Until the books are returned, the fines are paid, or the student has completed a program of voluntary work in lieu of payment, the following are the possible consequences:

- Report cards will not be issued to the student or parent/guardian.
- Transcripts and diplomas will be withheld from the student and parent/guardian.
- Students may be unable to attend school functions or participate in school-related activities.

COUNSELING & GUIDANCE PROGRAM

EC 49600; (BP/AR 6164.2)

The Moreno Valley Unified School District's school counseling program is based on the National Standards developed by the American School Counselor Association and the California Standards for School Counseling that addresses Academic, Personal/Social, and Career Development. These standards serve as a framework for measurable student competencies to meet the needs and concerns of each site. Professional school counselors provide educational support through individual and group student planning, guidance curriculum, and responsive services such as personal counseling, conflict resolution, peer mediation, crisis intervention, and collaboration with parents/guardians, students, staff and administration. Referrals to outside agencies and resources are made for students with needs that require intensive intervention.

Students in grades 7-12 receive college and career guidance and courses of study which are developed through a 4- to 6-year academic plan. Parents/guardians are encouraged to participate to help their students make informed decisions by contacting the school Guidance Department for details.

COURSE SELECTION & CAREER COUNSELING

5 CCR 4930; EC 221.5; (BP/AR 6164.2)

A school counselor, teacher, instructor, administrator, or aide must 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 must explore with the student the possibility of careers, or courses leading to careers, that are nontraditional for that student's sex. Parents/guardians of students in grades 7-12 are encouraged to participate in such counseling sessions and decisions. Contact the school Guidance Department for details.

AVAILABILITY OF LANGUAGE ACQUISITION PROGRAMS & LANGUAGE PROGRAMS

20 USC 6312; 5 CCR 11309, 11310; EC 310; (BP/AR 6142.2, 6174)

Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition as rapidly and as effectively as possible. As required by 5 CCR 11309, language acquisition programs for English learners must:

1. Be designed using evidence-based research and include both Designated and Integrated English Language Development (ELD);
2. Be allocated sufficient resources to be effectively implemented, including but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and
3. Lead to grade level proficiency and achievement of the state-adopted academic content standards in English within a reasonable period of time. (*Note: When the program model includes instruction in another language, it must lead to proficiency and achievement of the state-adopted academic content standards in that other language within a reasonable period of time.*)

Parents/guardians may choose a language acquisition program that best suits their child. The Moreno Valley Unified School District's language acquisition program offers the following programs:

Structured English Immersion (SEI) is a program option for students who have less than reasonable proficiency in English. SEI is a language acquisition program for English learner (EL) students in which classroom instruction is provided in English, with a curriculum designed for students who are learning English. Primary language instruction and support may be included in the delivery of instruction depending on students' linguistic needs and teacher ability to support in the student's primary language. Designated and Integrated ELD is provided daily. The goal of this program is for ELs, also known as Emergent Bilinguals, to reclassify as Fluent English Proficient.

The Alternate Course of Study (ACS) is a program option that is only offered at Moreno Valley High School, primarily for newcomers. Literacy development in Spanish is used as the foundation for English reading and writing. Textbooks and teaching materials are in Spanish and instruction for each ACS course is provided in Spanish. Spanish language development is provided daily to build competency in all language domains. The goal of this program is to promote and support student learning using their primary language and to move students into Fluent English Language Proficiency as rapidly as possible.

Dual Language Immersion (DLI) is a research-proven additive program used to learn a second language where activities and curriculum are delivered in two languages. Through this approach, students receive instruction aligned with the California Standards in both Spanish and English through the 90/10 model beginning in Transitional Kindergarten. In a 90/10 model the amount of the target language decreases yearly as English increases until there is a 50/50 balance of the languages beginning in 4th grade. In middle and high school, the percentages vary depending on credential availability. Parents/guardians who choose to enroll their child in the DLI Program commit to no less than a period of six years (K-5), but it is strongly recommended to continue in the DLI Program through 12th grade. The goal of this program is for students to become bilingual, bi-literate, and multicultural.

How to Request the Establishment of a New Program

To ensure opportunities for parent and community engagement, parents/guardians may provide input regarding the language or language acquisition programs in the District or to be considered to be offered in the District during the development of the Local Control and Accountability Plan. Parents/guardians who are interested in a different program from those listed above may contact the school principal, who will, in turn, notify the District for action.

The school 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/guardian 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 school will assist the parent/guardian in clarifying the request. All requests are maintained for at least three years from the date of the request.

Timelines & Implementation Process for Language Acquisition Programs

Schools in which the parents/guardians of 30 students or more per school or the parents/guardians 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/guardians reach the threshold, the District will:

1. Within 10 days of reaching the threshold, notify the parents/guardians 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/guardians 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.

WORLD LANGUAGES

Language programs offer students the opportunity to be instructed in languages other than English, which may lead to proficiency in such languages. All students, regardless of their primary language, may enroll in language programs for which they are eligible. The District offers the following world languages as elective courses at middle and high schools: American Sign Language, Chinese (Mandarin), French, and Spanish. Students interested in any of these courses should speak with their school counselor.

PHYSICAL EDUCATION

EC 51210, 51220, 51240.5; (BP/AR 6142.7)

State law requires that all students participate in physical education. Students are expected to wear appropriate clothing and shoes for running, jumping, climbing, and calisthenics (*i.e.*, sit-ups, push-ups, etc.). Students excused from participation, for any of the reasons listed below, will be given an alternative assignment while not participating in any physical education activities.

Excuse from Participation due to Illness or Injury

A student may be excused from physical education if the student is ill or injured. Parent notes excusing a student will

be honored by the teacher for one- to three-day absences. A doctor's note is required to excuse a student from physical education for more than three consecutive days or for recurring illness. Students with casts, crutches, recent surgeries, or severe injuries will not participate in physical education.

Excuse from Participation due to Religious Fasting

A student will be granted an accommodation in connection with any physical activity components of a physical education course during a period of religious fasting. The parent/guardian must submit a written note to the principal to request for the accommodation.

CALIFORNIA HEALTHY YOUTH ACT

EC 51938; (BP/AR 6142.1)

The California Healthy Youth Act requires schools to offer integrated, comprehensive, medically accurate, and unbiased sexual health and human immunodeficiency virus (HIV) prevention education at least once in middle school and once in high school. It is intended to ensure that students in grades 7-12 are provided with the knowledge and skills necessary to protect them from risks presented by HIV and other sexually transmitted infections, pregnancy, sexual harassment, sexual assault, sexual abuse, and human trafficking and to have healthy, positive, and safe relationships and behaviors. It also promotes students' understanding of sexuality as a normal part of human development, and their development of healthy attitudes and behaviors concerning adolescent growth and development, menstrual health, body image, gender, gender identity, gender expression, sexual orientation, relationships, marriage, and family.

Parents/guardians have the right to:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
2. Request in writing that their student not receive comprehensive sexual health or HIV prevention education. *Note:* When a parent/guardian 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/guardians to review the educational materials.
5. Be informed whether 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 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.

In the MVUSD, comprehensive sexual health and HIV prevention education is provided in the 7th and 9th grade physical education classes. The curriculum is available for inspection in the Department of Elementary Education and Department of Secondary Education.

The District may also administer to students in grades 7 through 12 anonymous, voluntary, and confidential research and evaluation instruments, including tests and surveys, containing age-appropriate questions about their attitudes or practices relating to sexual health. Prior to administering such a research and evaluation instrument, parents/guardians will be provided written notice of the administration, and given an opportunity to request in writing that their student not participate in the activity.

EXEMPTION FROM HEALTH EDUCATION

EC 51240; (BP/AR 6142.8)

The District is required to teach certain health-related topics. If any part of a school's instruction in health conflicts with the religious training and beliefs, including personal and moral convictions of the student's parent/guardian, the student's parent/guardian may submit a written request to the principal or designee to excuse the student from that part of the instruction.

EXEMPTION BASED ON RELIGIOUS BELIEFS

(BP 6141.2)

In certain courses, where appropriate, teachers may objectively discuss the role of various religions in history, world cultures, literature, and the arts, without promoting, denigrating, or showing preference for any particular religion, sect, or religious viewpoint. The District will ensure that instruction and instructional materials will not interfere with the religious development of any student in whatever beliefs, customs, and/or practices the student embraces, and will treat all religions and religious convictions, including nonbelief, with fairness and respect.

Parents/guardians have the right to request in writing that their student not participate in instruction on the basis of their religious beliefs, customs, or practices. The written request must include the following information:

1. The specific instructional content that is subject to the opt-out
2. The specific religious belief(s), custom(s), and/or practice(s) with which the specific instructional content substantially interferes
3. How the specific instructional content substantially interferes with the specific religious belief(s), custom(s), and/or practice(s), including any individual student characteristic relevant to the opt-out request

The District will evaluate each opt-out request and determine whether the request will be granted. When such a request is granted, the student will not be subject to disciplinary action, academic penalty, or other sanction.

OBJECTION TO DISSECTION, HARMING OR DESTRUCTIVE USE OF ANIMALS

EC 32255 et seq.; (BP/AR 5145.8)

Any student with a moral objection to dissecting or otherwise harming or destroying an animal (or any part of an animal) as a part of a course curriculum has the opportunity, with written parental permission, to work with the teacher to develop an alternative, comparable method for obtaining the information or experience required for the class. Students choosing an alternative educational project must pass all exams for the course in order to receive credit; however, if the test requires the harmful or destructive use of animals, the student may, similarly, request an alternative test. No student will be discriminated against based upon their decision to exercise these rights.

ALCOHOL & OTHER DRUGS: INSTRUCTION/ PREVENTION

EC 51203, 51260; (BP/AR 5131.6)

Because the use of alcohol and other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences, the Board of Education intends to keep Moreno Valley Unified School District schools free of alcohol and other drugs. The Board desires that every effort be made to reduce the chances that students begin or continue the use of alcohol and other illegal drugs. Alcohol, like any other controlled substance, is illegal for use by minors.

The Superintendent or designee has developed a comprehensive prevention program that includes instruction, intervention, recovering student support, and enforcement/discipline. Special efforts are made to ensure that instructional materials are understood by parents/guardians and students of limited literacy or limited English proficiency. The District provides instruction that helps students to avoid the use of alcohol and other drugs and teaches students how to influence their peers to avoid and/or discontinue the use of alcohol or other drugs. Instruction includes the effects of

alcohol and other drugs upon prenatal development as concluded through scientific research. The instructional program helps students obtain and use current and accurate information, develop and maintain a positive self-concept, take positive actions to cope with stress, and use appropriate social/personal skills to resist involvement with alcohol/other drugs.

PARENT PREFERENCES

It is understandable that parents/guardians may have preferences about their student's teacher; however, schools are not able to accept teacher requests. Each school works hard to create balanced classrooms that support the success of all students. This includes making sure class sizes are even and that each class has a mix of learning styles and needs. The District appreciates parents'/guardians' understanding and support of the efforts made by its schools in providing the best learning environment for every student.

HOMEWORK

EC 52000; (BP/AR 6154)

The District recognizes that not all learning takes place in the classroom, that homework contributes toward building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences students' abilities to meet the District's academic standards. Students, parents/guardians and staff are expected to view homework as a routine and important part of students' daily lives. Therefore, it should be emphasized that regular assignments outside the instructional day are to be deemed a part of the total instructional program and should be as frequent as necessary for the student to develop mastery of the subject. Homework is an extension and reflection of instruction. It provides opportunities for:

- Practice to promote mastery of skills
- Development of independence and responsibility in students
- Parents/guardians to become familiar with the curriculum and to support the educational experience

Elementary School

Homework will reinforce and extend basic skill development. Family participation and discussion is encouraged. Assignments will also help develop good personal study habits and may include occasional special projects.

Assignments and the time required for completion may vary according to the abilities of the student. The following are the general guidelines for weekly homework assignments:

- Kindergarten 1-2 hours/week of homework
- Grades 1-2 2-3 hours/week of homework
- Grades 3-5 3-5 hours/week of homework

Middle & High School

The principal and teachers have established standards of expectations for homework and are responsible for the coordination of homework assignments at the school site and implementation of district regulations on homework. Homework is a teacher-planned learning activity, which takes place outside of a student's regular school hours. As such, homework reinforces and extends classroom learning, and may include independent research, reports, special reading, and problem-solving exercises. It is important that students learn to use time effectively.

MAKE-UP WORK

EC 48913, 48913.5; (BP/AR 6154)

The teacher of any class from which a student has an excused absence will determine what assignments the student should make up. Students who have an excused absence must be allowed to complete all assignments and tests that can be reasonably provided and to obtain full credit if the work is satisfactorily completed within a reasonable amount of time. Tests and assignments may be the same as those missed or will be reasonably equivalent to them.

The teacher of any class from which a student is suspended may require the suspended student to complete any assignments and tests missed during the suspension. However, a teacher must provide a student that has been suspended from school for two or more days the homework that the student would otherwise have been assigned if the student or the student's parent or other person holding educational rights makes a request to the teacher. Assignments should be provided to students suspended for multiple days within 24 hours. Whenever a homework assignment that is requested and turned into the teacher either upon the student's return to school from suspension or by the deadline prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment cannot be included in the calculation of the student's overall grade in class.

FIELD TRIPS

EC 35330; (BP/AR 6153)

Field trips are directly coordinated with academic learning. Students MAY NOT go on a field trip without a permission slip signed by their parent/guardian. Students may not be released to their parents/guardians for transport during or after the event unless authorized at least 72 hours in advance by the principal.

Parents/guardians will be asked to chaperone. Parent chaperones may not bring other children along on field trips.

GRADES & GRADING

GRADING POLICY

EC 49066-49067; (BP/AR 5121)

Grades serve an invaluable instructional purpose by helping students and parents/guardians identify the student's areas of strength and those areas needing improvement. Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the student's achievement.

Teachers evaluate a student's work in relation to standards, which apply to all students at their grade level, not in relation to the work of other students in one particular class. Teachers will inform students and parents/guardians how achievement will be evaluated in the classroom.

Elementary School

Assessment of student learning is a complex process based on many factors and variables. A combination of assessment tools may be used by teachers when determining grades. Tests and special projects may carry a higher weight while daily assignments and/or homework may not count as heavily in the final grade. At the beginning of each school year, usually during Back-To-School Night, each teacher discusses classroom standards, grading procedures, instructional programs, homework, etc. Parents/guardians are encouraged to attend Back-To-School Night and become familiar with what is required of their child for the academic year. Teachers will be ready to review these requirements with parents/guardians, as necessary.

Note: All assessments are not necessarily used together in any particular grading period or subject area.

GRADING PROCEDURES & PRACTICES

EC 49066-49067; (BP/AR 5121)

School staff will adhere to Board Policy and Administrative Regulation to ensure consistency and fairness in grading practices. Grades for achievement are reported as follows:

Letter Grade	Percentage	Achievement	Points
A	90-100%	Outstanding	4.0
B	80-89%	Above Average	3.0
C	70-79%	Average	2.0
D	60-69%	Below Average	1.0
F	0-59%	Little of None	0
NM	Not applicable	No Mark	0
I	Not applicable	Incomplete	0

- Grade point average (GPA) is determined by dividing the total number of grade points by the total number of classes.

- NO MARK (NM) is given only if a student has been enrolled in a class/school for 15 days or fewer for high school, less than 20 days for elementary and middle schools, and no transfer grades are available.
- INCOMPLETE (I) may be given when a student's illness or other excused absences prevent completion of required assignments during a grading period. The work to remove the incomplete (I) mark must be made up within 10 school days of the student's return to school; otherwise, the student will not receive credit for the missing assignments.
- NO CREDIT (NC) is given to those students attending an alternative school and who have not submitted enough course assignments to earn credit for a course and receive a grade.
- Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher must send the parent/guardian a progress report in a timely manner and/or arrange a conference with the student's parent/guardian.
- Students in special education classes and students in other special programs will meet the same general requirements as all other students unless the IEP delineates modified grades. No student will be excluded from any extra/co-curricular activities if the student's low scholastic average is related to the identified disabling condition. The IEP Team will make this determination.

GRADE REDUCTION/LOSS OF CREDIT

EC 48205, 49066; (BP/AR 5121)

If a student missed class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement, which is missed, the teacher may lower the student's grade for nonperformance. However, no student will have their grade reduced or lose academic credit for any excused absence or absences pursuant to EC 48205 if the missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. Additionally, no grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond their control, does not wear standardized physical education clothing.

REPORT CARDS

Elementary School

Report cards will be issued three times during the year for students in grades TK-5. Parent conferences are held during the first trimester. Parents/guardians will be notified if their child is at-risk of retention.

Middle & High School

Student Reports, reflecting the grades, comments, and attendance in each class, are issued twice each semester. The Progress Report is issued after the sixth week of each semester and is intended to show the student's progress midway in the semester. The Progress Report grades are not recorded on the student's permanent record.

The Semester Report Card is mailed to parents/guardians after the close of the grading period. It is important to keep the student's mailing address updated with the school for this reason. Copies of the report cards are available from the Guidance/Student Services Office and are also available for inspection by parents.

No report card will be mailed home for a student who owes fees. See notification on "Withholding Grades, Diploma, & Transcripts".

WITHHOLDING GRADES, DIPLOMA, & TRANSCRIPTS

EC 48904, 48904.3; (AR 5125.2)

The District is authorized to withhold the grades, diploma, and transcript of a student who willfully damages school property or who willfully does not return district property that was loaned to them, after affording the student due process. A written notice will be provided to the parent/guardian of the alleged misconduct before withholding such records. A program of voluntary work will be available when the student or parent/guardian is unable to pay for the damage.

If the student transfers to another school district, the new school of enrollment will be informed of the District's decision to withhold the student's grades, diploma, or transcript.

CHALLENGING A GRADE

EC 49066-49067; (AR 5125.3)

In the absence of clerical or mechanical error, fraud, bad faith, or incompetency, a student's grade as determined by the teacher is final. When a student grade is challenged, 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.

MINIMUM AGE OF ADMISSION: TRANSITIONAL KINDERGARTEN & KINDERGARTEN

EC 48000; (BP/AR 5111)

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/guardian has been provided with information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance.

PROMOTION/RETENTION OF K-5 STUDENTS

EC 48011, 48070.5; (BP/AR 5123)

Moreno Valley Unified School District has adopted a policy, as required by law, compelling students to demonstrate achievement of grade level standards in order to be promoted. Students not meeting District standards are considered at-risk for retention. With the exception of students in kindergarten, the final decision to retain or not retain a student will be made by the teacher or site administrator.

Students retained in the previous academic year are closely monitored and have a written Personalized Learning Plan in place at the beginning of the new academic year. As soon as practicable, a site retention committee or student success team (SST) will review and revise, as necessary, the student's Personalized Learning Plan. Recommendations from the site retention committee or SST will be considered in the decision to promote or retain a student for the second time in grades K-5.

Teachers are required by law to keep documentation that substantiates their retention/promotion decisions. Therefore, all student interventions and communication with parents/guardians must be documented. Teachers are further required to ensure that all documentation supporting a retention decision is in order and turned in to the site principal BEFORE the end of the school year.

HIGH SCHOOL & BEYOND

HIGH SCHOOL GRADUATION REQUIREMENTS

EC 51225.1, 51225.2, 51225.3, 51225.31; (BP/AR 5121, 6146.1)

In order to graduate from high school, all students must complete the graduation course requirements that are specified in EC 51225.3 ("statewide course requirements"), as well as any other course requirements adopted by the Board ("Board-adopted coursework"). In the Moreno Valley Unified School District, this means the completion of a minimum of 220 credits in grades 9-12.

The chart below provides a simplified credit comparison between those required for UC/CSU admissions, statewide coursework, and Board-adopted coursework. Students in

alternative education schools and programs may have other course requirements.

Subject	UC/CSU	State	MVUSD
English	40	30	40
Mathematics	30	20	30
Science	20	20	20
Social Studies	20	30	40
Visual & Performing Arts	10	10	10
World Language	20		
Career Technical Education			
Physical Education		20	20
Electives	10		60
Total Credits Required	150	130	220

Alternative Means of Earning Credit

The Board of Education recognizes that there are alternative means for students to earn credit toward graduation.

Several are available and include credits earned through:

- Supervised Work Experience/Work Exploration
- Career Technical Education courses
- Independent study
- Postsecondary institution
- Accredited schools during summer
- Concurrent enrollment at adult education

Students who wish to take advantage of the alternatives should speak with a counselor to complete the appropriate application, which requires prior authorization by the principal or designee.

Repeated Courses

With the approval of the principal or designee, a student may repeat a course in order to raise their grade. The student will receive credit only for taking the course once. Both grades issued will be entered on the student's transcript and both grades will be included in the student's cumulative grade point average (GPA).

TRANSFER OF COURSEWORK & CREDITS; EXEMPTIONS

EC 48645.5, 48645.7, 49069.5, 51225.1, 51225.2, 51225.31; (BP/AR 6146.1, 6173, 6173.1)

For the purpose of this notification, an "eligible student" is a student in foster care, student experiencing homelessness, current or former juvenile court school student, child of a military family, migrant student, or newcomer student.

Coursework & Credits

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

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

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

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

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

Exemption from Board-adopted Coursework

An eligible student who transfers into the District or between schools any time after completing the second year of high school, or newcomer student who is in the third or fourth year of high school will be exempted from any Board-adopted coursework that are in addition to statewide course requirements, unless it has been determined that the student is reasonably able to complete the additional requirements in time to graduate by the end of the fourth year of high school. If not exempted, the student will be reevaluated for eligibility the following academic year based on the student's course completion status at that time.

Eligible students will receive notification of the availability of the exemption and whether they qualify for it. If an eligible student was not properly notified of an exemption, declined the exemption, or was not previously exempted, the student

or educational rights holder may request the exemption, and the student will be exempt. Any such student who at one time qualified for the exemption may request the exemption even if the student is no longer eligible.

An eligible student also has the right to remain for a fifth year to complete either the statewide course requirements or the District's graduation requirements.

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

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

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

CONCURRENT ENROLLMENT; COLLEGE COURSES

EC 48800

With the prior written or recorded permission of the principal or designee, students may enroll concurrently in a community college or other college or university and may transfer credits to their high school for purposes of meeting high school graduation requirements. Approval for concurrent enrollment must meet at least one of the following conditions:

1. The class is not offered in the high school of residence.
2. The class does not supplant an existing course offering at the high school of residence.
3. The student is credit deficient and may not graduate with their class.
4. The student is participating in a school approved program, a special early graduation contract or program, or enrolled in a specialized school or district program that includes concurrent enrollment.

The principal may review a student's schedule of classes and/or course history to ascertain any special circumstances that would allow concurrent enrollment and transfer of credits. A district form will be used to record concurrent enrollment permission.

Once approved, to receive high school credit for coursework completed at a community college or other college or university, the student or parent/guardian must submit a written request and a transcript showing successful completion of the course. The course must be one that satisfies college entrance requirements, applies toward

college-level general education requirements, or is part of a vocational or career technical education course leading to a degree or certificate. Three and one-third semester periods of high school credit is given for each hour earned in college. For students attending community college as special part-time students, credit will be at a level jointly determined by the MVUSD Board of Education and the community college Board of Education.

All denials of concurrent enrollment or transfer of credits by an administrative designee will be referred to the principal for review. In the event that a parent/guardian appeals a decision to disallow credit for a course, a meeting with the principal is required. If the parent/guardian is not satisfied with the principal's decision, the parent/guardian may complete and submit the necessary forms for an appeal to the principal, who will forward all the documents to the Assistant Superintendent of Educational Services before the end of the following workday. The Assistant Superintendent will review and process the appeal in accordance with the applicable district complaint procedures and communicate a decision to the parent/guardians within five days of receiving the appeal. The decision of the Assistant Superintendent is final.

DUAL ENROLLMENT

EC 48980.6

Dual enrollment offers high school students the exciting opportunity to earn college credits while still in high school. By taking college courses at the high school, students can gain a head start on their higher education, explore potential majors, and save money on tuition costs.

The District's dual enrollment program is a two-year commitment offered through Moreno Valley College. Students interested in the program should consult with their school counselor or principal to learn more about eligibility requirements, course offerings, and the application process. Additional information is also available on the District's webpage on [Dual Enrollment](#).

ADVANCED PLACEMENT EXAMINATION FEES

EC 48980, 52242; (BP 6141.5)

Eligible students may be able to receive state funds to cover the costs of advanced placement examination fees for high school students. Students should ask their high school counselor for further information.

COLLEGE ADMISSION REQUIREMENTS

EC 48980, 51229

For students who wish to continue their education after high school, the State of California offers community colleges, California State Universities (CSU), and Universities of California (UC).

California community colleges are required to admit any California resident or nonresident possessing a high school diploma or the equivalent, or anyone over the age of 18 without a high school diploma or the equivalent who is capable of profiting from the instruction offered.

To qualify for admission into a UC/CSU school, a student must, at minimum, complete 15 college-preparatory courses (referred to as the “A-G” courses) with a letter grade of “C” or better. Students may also meet the A-G requirement by completing college courses or earning certain scores on various acceptable exams. Applicants must have graduated from high school and have received a high school diploma. Some schools have higher standards or additional admission criteria, such as a minimum GPA. Students may also transfer to a CSU or UC after attending community college.

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

- hs-articulation.ucop.edu – allows search of high school courses that have been certified by the UC as satisfying the requirements for admission to the UC/CSU.
- cccco.edu – offers links to all the community colleges in California.
- assist.org – provides course transfer information for students planning to transfer from a California Community College to a CSU or UC.
- calstate.edu – offers assistance to students and their families on the CSU system, including the ability to apply online, and links to all CSU campuses.
- universityofcalifornia.edu – offers information regarding admissions, online application, and links to all UC campuses.

Students will have the opportunity to meet with their assigned school counselor to get help with choosing courses that will meet college admission requirements and/or enroll in career technical education (CTE) courses. A CTE program of study involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. Visit the CDE’s webpage on [CTE](#) for more information.

COLLEGE ENTRANCE EXAMINATIONS

Early Assessment Program

The Early Assessment Program (EAP) is a collaborative effort among the State Board of Education (SBE), CDE and CSU. The program was established to provide opportunities

for students to measure their readiness for college-level English and mathematics in their junior year of high school, and to facilitate opportunities for them to improve their skills during their senior year. Students may seek guidance from their counselor regarding this test. *Note:* These augmented tests are offered only to high school juniors.

PSAT/NMSQT

The PSAT (Preliminary SAT) is a standardized test that serves as a practice version of the SAT and may qualify a student for the National Merit Scholarship Program. The PSAT or PSAT/NMSQT (National Merit Scholarship Qualifying Test) will be administered in the beginning of October to students who wish to participate. Information regarding the test date is announced by each school site. A fee may be required for high school students and the exam is only available on the specific dates and at the places listed in the information guide. See a school counselor for further details.

SAT

The SAT is a standardized test that may be used for college admission. The test is divided into two main sections: Reading/Writing and Math. Information regarding the test date is announced by each school site. A fee may be required for high school students and the exam is only available on the specific dates and at the places listed in the information guide. See a school counselor for further details.

ACT

The ACT is a standardized test used for college admissions. It is similar to the SAT. Students should check the test requirements of the college of their choice as some require the ACT instead of the SAT.

STUDENT FINANCIAL AID

EC 51225.7, 51225.8

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

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

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

The District will ensure that each 12th grade student completes and submits a FAFSA or CADAA to the California Student Aid Commission (CSAC). Students should only complete one of the applications based on their citizenship and residency status. Information provided by parents/guardians and students in the completion of a financial aid application will be handled according to applicable state and federal privacy laws and regulations.

The parent/guardian or student, if 18 years of age or older, may opt out of the requirement by filling out and submitting an opt-out form. If the District determines that a student is unable to comply with the requirement, the District will exempt the parent/guardian or student and complete and submit an opt-out form on the student's behalf. As such, a student who does not complete an application or submit an opt-out form will not be penalized or punished, and it will not affect the student's ability to graduate.

CAL GRANT PROGRAM

EC 69432.9

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

All students in grade 12 are automatically considered a Cal grant applicant and each grade 12 student's GPA will be submitted to the California Student Aid Commission (CSAC) electronically by Moreno Valley Unified School District. A student (18 years of age), or parent/guardian of a student under 18 years of age, who does not wish for the student to participate in this program, may complete and return a "Cal Grant Opt-Out" form located in the school guidance department. For more information about Cal Grants, contact the school counselor or guidance assistant.

SCHOLARSHIPS

High school graduates who need financial help to continue their education may apply for scholarships made available by colleges, corporations, and community organizations.

A high school student may improve their chances of getting a scholarship if the student:

- Takes the necessary college preparatory course to enter the college of choice.
- Earns marks of "A" or "B" in all academic subjects.
- Participates in extracurricular activities of the school, such as student government, school clubs, sports, school service, band and vocal music, or school plays.
- Obtains work experience outside of school.
- Takes competitive examinations offered to students applying for scholarships. *Note:* Many organizations use the results of the College Board examinations given in October, November, December, January, and March each year to help them decide on candidates for scholarships. The State of California uses the results of the October and November SAT tests along with other information to determine the winners of the California State Scholarships.
- Takes the examinations for the military academies in the junior year.
- Takes the PSAT in October of the junior year to compete for National Merit Scholarship Foundation awards.

Students are encouraged to contact their school counselor and/or visit the school Career Center for more information on scholarships.

CALIFORNIA KIDS INVESTMENT AND DEVELOPMENT SAVINGS PROGRAM

EC 51225.7; (BP/AR 6143)

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, transcript, report card, or by contacting the school.

APPRENTICESHIP & PREAPPRENTICESHIP PROGRAMS

EC 48980.5; (BP/AR 6178)

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

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

CALIFORNIA PROFICIENCY PROGRAM

5 CCR 11523; EC 48412; (BP/AR 6146.2)

The California Proficiency Program (CPP), which replaced the California High School Proficiency Exam, utilizes the State Board of Education approved HiSET® subtests for language arts and mathematics to measure proficiency. Eligible students may take the CPP with paper-pencil or on a computer at a testing center, or at home, online, with live proctoring. (Note: Paper-pencil tests are only available at testing centers). Tests are offered in English and Spanish.

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

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

Upon successfully completing all the subtests of the HiSET-Proficiency, students can access their eTranscripts within 48 hours through their myHiSET account. However, it may take up to 14 weeks for students to receive their California Certificate of Proficiency and Official Transcript and Score Report via mail. To ensure timely delivery of these documents, students are advised to verify and update their mailing address in their myHiSET account before taking their last subtest.

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

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

Fee waivers are available to students experiencing homelessness and to foster youth who are under the age of 25. The fee waiver covers fees for services related to test administration, but does not cover fees for services or documents required to verify the need for test accommodations, test preparation, or other services not related to the administration of the tests.

For more information, visit the CDE webpage on the [California Proficiency Program](#).

HIGH SCHOOL ATHLETIC PROGRAM

The Board of Education considers the athletic program an integral component of the educational program and helps to build a positive school climate. The athletic program also promotes the physical, social, and emotional well-being and character development of participating students. The athletic program is designed to meet students' interests and abilities and is varied in scope to attract wide participation. (BP/AR 6145.2)

For information about the District's athletic program, visit the District's webpage on [High School Athletics](#).

CALIFORNIA INTERSCHOLASTIC FEDERATION

Students desiring to participate in interscholastic athletics are eligible to participate as prescribed in the California Interscholastic Federation (CIF) Constitution and By-Laws, as well as those of the Southern Section of the CIF. Students should contact the school's Athletic Director or school counselor for information regarding eligibility and other requirements.

Note: MUSD Board policies supersede CIF guidelines.

COMPETITIVE ATHLETICS

EC 221.9; (BP/AR 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 District's webpage on [High School Athletics](#), clicking on the link for Title IX Athletics Equity Data.

NCAA GUIDELINES

Any student athlete intending to participate in athletics at any NCAA Division member institution (*i.e.*, UCLA, USC, Cal State San Bernardino, etc.) must be cleared by the NCAA Clearinghouse. Students should contact their counselor, coach, or the Athletic Director for more information.

HEALTH & SAFETY INFORMATION

EC 33479.3, 35179, 49475, 49476

Student-athletes and parents/guardians are required to review and sign acknowledgement and receipt of the following health and safety-related information 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.

Concussion & Head Injuries

A concussion is a kind of brain injury. It can be caused by a bump or hit to the head, or by a blow to another part of the body with the force that shakes the head. Concussions can appear in any sport, and can look differently in each person.

Most concussions get better with rest and over 90% of athletes fully recover. However, all concussions should be considered serious. If not recognized and managed the right way, they may result in problems including brain damage and even death.

Most concussions occur without being knocked out. Signs and symptoms of concussion may show up right after the injury or can take hours to appear. Even though a traditional brain scan (e.g., MRI or CT) may be "normal", the brain has still been injured. If an athlete suffers another concussion before completely recovering from the first one, this can lead to prolonged recovery (weeks to months), or even to severe brain swelling (Second Impact Syndrome) with devastating consequences. There is an increasing concern that head impact exposure and recurrent concussions may contribute to long-term neurological problems. One goal of concussion education is to prevent a too early return to play so that serious brain damage can be prevented.

The District has implemented Head Injury Response Guidelines to ensure a consistent and safe response to student head injuries. These guidelines help differentiate between severe and non-severe head injuries and determine the appropriate next steps, including whether the student should remain in place while 911 is called or be transported to the Health Office for further assessment and observation. If 911 is called, the student may not return to school until a note is provided by a licensed health care provider. If the student is transported to the Health Office for monitoring and observation and symptoms worsen, 911 will be called immediately. If the student remains symptom-free after a 15-minute observation period, the parent/guardian will be contacted, and the decision to pick up the student or allow the student to return to class will be left to parent discretion. However, the school nurse reserves the right to recommend parent pick-up when clinically indicated.

An athlete who is suspected of sustaining a concussion or head injury in an athletic activity will be immediately removed from the athletic activity for the remainder of the day, and will not be permitted to return to the athletic activity until the athlete is evaluated by and receives written clearance to return to the athletic activity from a licensed health care provider. If the licensed health care provider determines that the athlete sustained a concussion or a head injury, the athlete must also complete a graduated return-to-play protocol of no less than seven days in duration under the supervision of a licensed health care provider.

Heat Illness

Exercise produces heat within the body and can increase an athlete's body temperature. Add to this a hot or humid day and any barriers to heat loss such as padding and equipment, and the temperature of the individual can become dangerously high. If left untreated, the elevation of

core body temperature can cause organ systems to shut down in the body. To assist in the prevention of heat illness, coaches and/or athletic trainers will gradually increase the intensity and duration of exercise to acclimate student-athletes to practice in the heat, provide adequate rest breaks, make water available during all athletic activities, and alter practice plans in extreme environmental conditions. A student-athlete who has been removed from practice or play after displaying signs and symptoms associated with heat illness must submit a written note from a licensed health care provider before returning to practice.

Prescription Opioids

Prescription opioids can be used to help relieve moderate-to-severe pain and are often prescribed following a surgery or injury, or for certain health conditions. These medications can be an important part of treatment but also come with serious risks, such as risks of addiction and overdose, especially with prolonged use. An opioid overdose, often marked by slowed breathing, can cause sudden death. The use of prescription opioids can have a number of side effects as well, even when taken as directed:

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

If a student is prescribed opioids for pain, make sure the student knows the name of the medication, how much and how often to take it, and its potential risks and side effects.

Sudden Cardiac Arrest

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

SCA is the #1 killer of student athletes and the leading cause of death on school campus. Studies show that 1 in 300 youth has an undetected heart condition that puts them at risk.

Although SCA happens unexpectedly, some people may have signs or symptoms, such as:

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

These symptoms can be unclear and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. SCA can be prevented if the underlying causes can be diagnosed and treated.

Coaches have the authority to remove from play a student who exhibits fainting, and potentially for other conditions if they are believed to be cardiac-related. Student-athletes must be evaluated and cleared by a physician, surgeon, nurse practitioner, or physician's assistant to return to play.

INSURANCE FOR ATHLETES

EC 32220 et seq., (BP 5143)

Under state law, the District is required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the 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 programs. Information about these programs may be obtained by calling:

- Children's Health Insurance Program at 1-800-541-5555 or visiting <https://www.usa.gov>
- Medi-Cal at 1-800-300-1506 or visiting <https://www.coveredca.com/health/medi-cal/children/>
- Pacific Educators Insurance Services at 1-800-722-3365 or by visiting <https://www.peinsurance.com/>

Members of school athletic teams include members of any extramural athletic team, 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.

SCHOOL PROGRAMS & OPTIONS

INTERNATIONAL BACCALAUREATE

EC 48980.6

International Baccalaureate (IB) programs are rigorous and

globally-recognized programs that inspire students to think critically, inquire deeply, and develop a lifelong love of learning. The following are the IB programs that are offered in district schools:

- The Primary Years Programme (PYP), which focuses on inquiry-based learning and holistic development, is offered at **Sugar Hill Elementary School**.
- The Middle Years Programme (MYP), which challenges students to explore a wide range of subjects and develop essential skills for success in high school and beyond, is offered at **Vista Heights Middle School** and **Vista Heights Middle School**.
- The Diploma Programme (DP), a two-year pre-university course that prepares students for higher education and future careers, is offered at **Canyon Springs High School**.

BAYSIDE COMMUNITY DAY SCHOOL

Bayside Community Day School serves a small percentage of the student population who have untapped potential in the District's high schools. The targeted population is students in grades 11-12 who are at-risk through poor attendance or academic deficiency.

Bayside is committed to articulating with the curriculum of the high schools in the District. Skills are increased and reinforced. Students are provided with opportunities to learn and apply problem-solving and critical thinking techniques.

MARCH MOUNTAIN HIGH SCHOOL

March Mountain High School is a continuation high school for students, 16 years of age or older, who are credit deficient or have poor attendance or behavior issues. Classes are designed around individualized instruction with students working at their own pace while working to meet the state and district standards in each curricula area. Most teachers use cooperative groups, individual student/teacher learning sessions, and whole class directed instruction. Students attend school for six periods each day. The instruction is broken up into six-week grading periods, allowing for students to earn 90 credits each year.

Located on the March Mountain campus, Cal-SAFE provides health and family education for pregnant and parenting teens and their dependent children. This program permits and encourages school-age parents to remain in school in order to complete their high school education and learn marketable skills. Care and developmental services are provided for the infants of these school-age parents, including education stimulation, health screening and treatment, and other vital provisions to meet the physical and emotional needs of the infants.

MORENO VALLEY ONLINE ACADEMY

Moreno Valley Online Academy (MVOA) Independent Study is an individualized educational program designed for students whose education, health and/or emotional needs can best be met outside the regular instructional program. MVOA utilizes Accelerate Education for grades K-5 and Edgenuity for grades 6-12, online curriculum and traditional curriculum to provide independent study opportunities for students in grades TK-12.

Each student has an Individualized Learning Plan which is managed by a certificated teacher who provides day-to-day instruction. High School students earn credits to fulfill the graduation requirements for a MVUSD high school diploma. Students should have the ability to work independently. Students who do not maintain regular attendance as determined by engagement and work completion may be returned to the regular school program.

GRADUATION OPPORTUNITY PROGRAM

Graduation Opportunity (GO) is an independent study program for students in grades 11-12 who are credit deficient. GO utilizes an online curriculum which allows students to earn high school credits at a faster pace. Students interested in this program should consult their school counselor or administrator. *Note:* This program does not offer courses that meet A-G requirements.

INDEPENDENT STUDY PROGRAM

5 CCR 11700 et seq.; EC 48980, 51744 et seq.; (BP 6158) Independent Study Program (ISP) provides an alternative method for students to access courses or curriculum equivalent to what is offered in person during a period of necessary absence. Students with an approved ISP agreement who satisfactorily complete assigned ISP coursework are credited with positive attendance. Enrollment in ISP is by choice and may not be mandated.

Each school site offers a Short-term ISP contract (15 days or fewer) for students who need to be absent from school subject to the approval of the school administrator. The agreement for Short-term ISP may be signed at any point during the school year. Absences for students who do not complete assigned coursework during an ISP agreement are coded as unexcused and subject to truancy.

If a student must be absent for more than 15 days, Long-term ISP may be requested for approval from the school administrator. Long-term ISP agreements must be updated to include equitable access to students with disabilities based upon individual student needs and must be signed in advance of the ISP dates.

Students who require an educational alternative to in-person learning may be enrolled in the Moreno Valley Online Academy.

NOTICE OF ALTERNATIVE SCHOOLS

EC 58501

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 the student's own time to follow the student's 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 the student's teachers of choices of learning projects.
- (d) Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- (e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

In the event any parent, student, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the principal's office in each school site have copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district.

HOME/HOSPITAL INSTRUCTION

EC 48206.3, 48207, 48208; (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 a period of at least four weeks or more as a result of a temporary disability that is not covered under Special Education provisions. Home/Hospital Instruction (HHI) may not be assigned within 20 school days to the end of the school year, and it is not offered during summer school. The program is administered through the Student Services Department.

Parents/guardians in need of these services for their student must contact the site administrator or Health Office to obtain a Home and Hospital Instruction Application Packet. Schools have an obligation to verify illnesses with the student's medical provider. The temporary disability must be diagnosed and verified in writing by the student's treating provider who also must be a licensed physician/medical provider qualified to diagnose and prescribe medication for the condition.

While on HHI, the student may not participate in extracurricular or co-curricular activities. If a student is able to leave the home for activities, work, or go to a friend's house, then HHI may not be the most appropriate program; the parent/guardian should contact the school site or the Coordinator of Child Welfare and Attendance to discuss additional options. A physician's clearance must be submitted prior to the student's return to school.

Hospitalized students are considered residents of the school district in which the hospital is located. Which means if the student is hospitalized at Loma Linda or elsewhere outside of MVUSD boundaries, the District may not be able to serve the student because they are deemed a resident of another school district. Parents/guardians are responsible for notifying the school district regarding their student's presence in a hospital located within that district's jurisdiction.

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's orders. The supervisor of attendance will ensure that absences from the regular school program are excused until the student is able to return to the regular school program.

An honorary high school diploma, which is clearly distinguishable from the regular diploma of graduation, may be awarded to a student who is terminally ill from the resident governing school board, a county office of education, or a charter school.

Students with an IEP

5 CCR 3051.4

Special education and related services provided in the home or hospital for school age students is limited to those students who have been identified as individuals with exceptional needs in accordance with 5 CCR 3030 and for whom the IEP team recommends such instructions or services. For those individuals with exceptional needs with a medical condition such as those related to surgery, accidents, short-term illness or medical treatment for a

chronic illness, the IEP team will review, and revise, if appropriate, the student's IEP whenever there is a significant change in the student's current medical condition.

When recommending placement for home instruction, the IEP team must have in the assessment information a medical report from the attending physician and surgeon or the report of the psychologist, as appropriate, stating the diagnosed condition and certifying that the severity of the condition prevents the student from attending a less restrictive placement. The report must include a projected calendar date for the student's return to school. The IEP team will make a determination regarding Home Hospital services and will indicate through the IEP process what services the student will receive upon their return.

Instruction is delivered individually by a Credentialed Home Hospital Teacher, who will consult with the student's teacher(s) and do all of the following:

- Gather assignments and support the student in completing the coursework.
- Gather the books and materials to be used.
- Monitor student progress. The student's teacher(s) are responsible for entering student grades.

EXPANDED LEARNING OPPORTUNITIES

EC 8482, 46120

The District offers expanded learning programs (ELO-P/ASES) that give students a safe place for academic help and enrichment activities like STEM, arts, and sports. These programs are available to students in TK through grade 8 and are meant to complement what they learn during the school day.

Registration & Enrollment

Parents/guardians must register their child every year to participate. While the District tries to accommodate everyone, enrollment is dependent on the space available at the requested school. Priority is given to students who are foster youth, English learners, or eligible for free or reduced-price meals.

How to Sign Up

Interested parents/guardians can register online through the District website by following this path: DEPARTMENTS > EDUCATIONAL SERVICES > ENRICHMENT AND EXPANDED LEARNING > AFTER SCHOOL PROGRAMS, or use the direct link to the registration portal for [After School Programs](#).

Attendance & Roster Management

Regular attendance is necessary to keep a student's spot. Because many families are on the waitlist, students who miss several consecutive days without informing the program staff may be dropped from the program. The exact number of

days allowed is listed on the registration form. Staff will always make a good faith effort to reach parents/ guardians to secure the spot before making any changes to a student's enrollment.

SCHOOL ENROLLMENT

ENROLLMENT IN MVUSD

Information about the District's process to enroll students is available in the Moreno Valley Unified School District webpage on [Enrollment and Registration](#). Once the student is enrolled in the District, prior to the start of each school year, parents/guardians must update their student's information during the Annual Information Update (AIU) through the [Parent Connect Portal](#). Parents/guardians can create an account once their student is enrolled in the District.

RESIDENCY REQUIREMENTS FOR SCHOOL ATTENDANCE

EC 48200 et seq.; (BP/AR 5111.1)

A minor between the ages of 6 and 18 years is subject to compulsory full-time education and, unless exempted, must enroll in and attend school in the school district in which the residence of the parent/guardian is located. Alternatively, a student may comply with the residence requirements of a district under any of the following circumstances:

1. The student is placed within district boundaries in a regularly established licensed children's institution, a licensed foster home, or a family home pursuant to a court-ordered commitment or placement.
2. The student is admitted through an interdistrict attendance option.
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/guardian 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/guardian 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 parent's removal, or removal or departure pursuant to the federal Immigration and Nationality Act, and the student lived in California 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 their school of origin.
10. The student is a migratory child or a child of a military family who continues to attend their school of origin.

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

PARENT EMPLOYMENT-RELATED TRANSFER

EC 48204; (BP/AR 5111.1, AR 5111.12)

The Moreno Valley Unified School District considers a student whose parent/guardian 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/guardian continues to be physically employed within the attendance boundaries for a minimum of 10 hours during the school week. The District will not deny admission of a student on the basis of race, ethnicity, sex, family income, academic achievement, or any other arbitrary consideration; however, the District may prohibit the transfer of a student if the District determines that the additional cost of education the student would exceed the amount of additional state 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.

To enroll under this option, please visit the Welcome and Registration Center at 23301 Dracaea Avenue, Moreno Valley, CA 92553, or contact the Center at (951) 571-7690 or centralregappt@mvusd.net.

RESIDENCY VERIFICATION

5 CCR 432; EC 234.7, 48204.1; (BP/AR 5111.1)

Reasonable evidence that the student meets residency requirements for school attendance must be provided by the parent/guardian upon request by a District employee. Verification of residency is required at the time of school enrollment and annually, thereafter, to comply with California laws related to the maintenance of specified information in a student's mandatory permanent records.

When establishing a student's residency for enrollment purposes, the District will not inquire into the citizenship or immigration status of the student or the student's family members. If the school reasonably believes that a parent/guardian has provided false or unreliable evidence of residency, the District may make reasonable efforts to determine that the student meets residency requirements. However, a student's enrollment may be denied when the submitted documentation is insufficient to establish district residency; in which case, the parent/guardian will be notified in writing of the specific reasons for the denial and of the opportunity to appeal the District's decision. Please visit the District's webpage on [Enrollment and Registration](#) or contact the Welcome and Registration Center at (951) 571-7690 or centralregappt@mvusd.net for a list of reasonable evidence that the District will accept to verify that a student meets residency requirements for school attendance.

IMMIGRATION/CITIZENSHIP STATUS & NATIONAL ORIGIN INFORMATION

EC 234.7; (BP/AR 1445)

Moreno Valley Unified School District personnel will not inquire specifically about the citizenship or immigration status of a student or the student's family members; nor will personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

Where any law contemplates submission of national origin related information to satisfy the requirements of a special program, MVUSD personnel will solicit that documentation or information separately from the school enrollment process.

Where permitted by law, the District has established alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

Where residency, age, and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law or district policy, the MVUSD's procedures and forms will describe to the applicant, and accommodate, all alternatives specified in law and all alternatives authorized under its administrative regulation.

CHANGE OF ADDRESS

To update the student's address, please visit the Welcome and Registration Center at 23301 Dracaea Avenue, Moreno

TRANSFER GUIDELINES & PRINCIPLES

Students may attend a school other than their school of residence by applying for an intradistrict or interdistrict transfer permit – specific details about each of these transfers are provided in this document. The following guidelines and principles outline the transfer process:

- Transfers are based upon space available in the specified grade levels at the school of desired attendance.
- The District retains the right to reserve up to 5% of the capacity of a school or grade level to accommodate new students enrolling in their school of residence. No student currently residing within a school's attendance area will be displaced by another student transferring from outside the attendance area.
- The District is required to maintain an ethnic balance in schools and transfer requests could be approved or denied on this basis.
- Admission to a particular school will not be influenced by a student's academic or athletic performance except where academic standards are required for admission to specialized schools or programs. Such standards are uniformly applied to all students.
- When changing grade spans (elementary to middle school, middle to high school), a new transfer must be filed.
- Student athletes must adhere to the California Interscholastic Federation (CIF) rules governing transfers from one high school to another. It is the responsibility of the parent/guardian to understand these rules and the effect they may have on eligibility. Contact the Athletic Director at the student's school of residence for assistance in understanding these rules.
- Unless required by law, transportation to any other school is the responsibility of the student's parent/guardian.

Victim of an Act of Bullying

EC 46600 (BP/AR 5116.1, 5117)

Intradistrict transfer requests for a victim of an act of bullying will be approved unless the requested district school is at maximum capacity, in which case, a request for a different school within the District will be accepted. However, if the District does not have another school offering the grade level of the student, the District cannot prohibit the student's interdistrict transfer if the school district of proposed enrollment approves the application for transfer. For purposes of the right 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:

- The act of bullying meets the definition described in EC 48900(r) – see the notification on "Grounds for Suspension or Expulsion".

- The bullying was committed by another student in the District.
- A written complaint regarding the bullying was filed with the school, the District, or a local law enforcement agency.
- An investigation was conducted per District policy, that meets the requirements under EC 234.1.

Revocation of Transfers

A student may have their transfer revoked or rescinded and referred back to their school of residence for any of the following reasons:

- Falsifying information (e.g. residence/address)
Unsatisfactory school attendance record, including tardiness
- Lack of acceptable academic progress
- Repeated unacceptable behavior/discipline violations
- Failure to provide transportation
- Owing funds to the school district
- Ceasing to participate in a specialty program or school program designed with special entrance criteria (i.e. Magnet program, GATE)

All transfer requests are available on the District's webpage on [Enrollment and Registration](#), under the tab on District Transfers, or at the Welcome and Registration Center at 23301 Dracaea Avenue, Moreno Valley, CA 92553.

INTRADISTRICT TRANSFERS

20 USC 7912; 5 CCR 11992; EC 35160.5, 46600; (BP/AR 5116.1)

Students residing within the attendance boundaries of the Moreno Valley Unified School District are assigned to their school of residence based on established school boundaries. However, the District provides enrollment options that meet the diverse needs and interests of its students and parents/guardians. Below are descriptions of the different types of transfers available within the District.

Open Enrollment

The parents/guardians of any student who resides within the District's attendance boundaries may apply to enroll their student in any district school, regardless of the location of their residence within the District. Transfers for the TK Program and overflow students are good for one (1) calendar year only. A new transfer must be submitted during open enrollment to allow students to remain at the transfer school of choice.

Except for the enrollment priorities listed in BP 5116.1, when there are more applications received than there is space available, a random drawing is held to determine which students will be admitted. A waitlist will be established to indicate the order in which applicants may be accepted if

openings become available; no late applicants will be added to the waitlist.

Applications to request an intradistrict transfer for the following school year must be submitted within the open enrollment window, which begins the first school day after Winter Recess in January and closes the second Friday in March – check the district website for specific dates. Applicants will receive written notification indicating if their applications have been approved, denied, or placed on a waiting list. If the application is denied, the reasons for denial will be stated.

Victim of a Violent Criminal Offense

A student who is determined to be a victim of a violent criminal offense, while in or on the grounds of a school that the student attends, has the right to transfer to another district school. The District has up to 14 calendar days to make the determination and offer the student an option to transfer. In making the offer, the Superintendent or designee will consider the needs and preferences of the affected student and the student's parent/guardian. Once the parent/guardian accepts the offer, the transfer will be completed as soon as practicable.

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

Persistently Dangerous School

Upon receiving notification from CDE that a school has been designated as “persistently dangerous,” parents/guardians of students attending the school will be informed of the designation within 10 calendar days and offered the option to transfer their student within 20 calendar days.

Parents/guardians who desire to transfer their student out of a “persistently dangerous” school must provide a written request within seven (7) school days and rank-order their preferences from among all schools identified in the notification as eligible to receive transfer students. The District will consider the needs and preferences of students and parents/guardians before making an assignment but is not obligated to accept the parent/guardian's preference if the assignment is not feasible due to space constraints or other considerations.

If a parent/guardian declines the assigned school, the student may remain in their current school. For students whose parents/guardians accept the offer, the transfer will be made as quickly as possible. The transfer remains in effect as long as the student's school of origin is identified as

“persistently dangerous.” The District may choose to make the transfer permanent based on the educational needs of the student, parent/guardian preferences, and other factors affecting the student's ability to succeed if returned to the school of origin.

Intradistrict Special Circumstances Transfer

The District recognizes that there may be valid reasons for students and parents/guardians to request attendance at another district school during the school year, such as:

1. To attend the school where the parent/guardian is employed.
2. To allow the student to remain at the current school of attendance when the student's parents/guardians have moved into the attendance boundaries of another district school.
3. To unite siblings when one child is already in attendance at the requested school.
4. To meet the student's mental or physical health needs.
5. To provide a change in school environment for reasons of personal and social adjustment.

INVOLUNTARY TRANSFER

EC 48929; (BP 5116.2)

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

INTERDISTRICT ATTENDANCE

EC 46600 et seq.; (BP/AR 5117)

The parent/guardian of a student may seek release from the District to attend a school in any other school district. The school districts in Riverside County have entered into a countywide agreement that requires annual reapplication of transfer requests. A transfer is valid only while conditions stated in the request are maintained and as long as the student's attendance, citizenship, and scholarship are satisfactory at the school of attendance.

The District may approve interdistrict permit requests for the following reasons, as specified in AR 5117:

1. To meet the childcare needs of the student, only as long as the student's childcare provider remains 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/guardians 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, middle, or senior high school.
6. To allow a high school senior to attend the same school they attended as a junior, even if the student's family moved out of the district during the junior year.
7. When the parent/guardian provides written evidence that the family will be moving into the district in the immediate future and would like the student to start the school year in the district.
8. When the student will be living outside the district for one year or less.
9. 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.
10. When there is valid interest in a particular educational program not offered in the district of residence.
11. To provide a change in the school environment for reasons of personal and social adjustment.

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. 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. The decision to approve or deny a request will be provided to the parent/guardian in writing. If the application is denied, the reasons for denial will be stated, including the parent/guardian's right to appeal the District's decision to the Riverside County Office of Education within 30 calendar days from the date of denial.

DISTRICT OF CHOICE

EC 48300 et seq.; (BP/AR 5117)

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 is 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
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 are 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 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 – Moreno Valley Unified School District does not participate in the DOC program. A list of participating districts for the current school year can be found on the CDE's 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.

SCHOOL ATTENDANCE

CHILD WELFARE & ATTENDANCE

The Board of Education believes that regular attendance plays an important role in student achievement. The Board recognizes its responsibility under the law to ensure that students attend school regularly. The Board abides by all state attendance laws and may use appropriate legal means to correct the problems of excessive absence or truancy. Attendance specialists meet with school personnel to maintain a system of attendance monitoring, make home visits, assist with Student Attendance Review Board (SARB) hearings, and monitor students with attendance problems. All suspensions are monitored by the Child Welfare and Attendance office.

STUDENT ATTENDANCE EXPECTATIONS

A major goal of the District is the improvement of attendance. While the District cannot guarantee that “learning will occur just because a student is in school,” it can guarantee that learning will not take place if the student is absent.

Educational research clearly shows a direct relationship between daily school attendance and student achievement. Recognizing this, California law requires that parents/guardians send their students to school daily, that students arrive on time, and that they remain in class until the end of each school day. Parents/guardians are also required to inform the school when their child is absent.

If circumstances require that a student be out of school for a portion of the day, parents/guardians are strongly encouraged to send their child to school for at least part of the day. That way, the loss of instructional time is minimized, and the school will continue to receive State attendance funding necessary to continue providing educational services.

As such, parents/guardians are encouraged to reinforce the importance of good attendance by:

- Making every effort to send their child to school every day
- Scheduling appointments outside the school day
- Ensuring their child arrives at school on time
- Planning family vacations when school is not in session
- Celebrating and encouraging school attendance
- Communicating with the school regarding their child's attendance
- Notifying the school within three school days by phone call or written note when their child is absent.

The higher the student's daily attendance rate, the more a student will learn and the greater the amount of funding that the District will receive from the state for classroom instruction and academic programs.

VERIFICATION OF ABSENCES

5 CCR 306; (BP/AR 5113)

Following an absence, the student's parent/guardian is required to provide verification of the absence, verbally or in writing, upon the student's return to school. For absences due to illness and doctor or dental appointments, verification from the doctor or dentist is recommended. Once a student has been excused for an absence due to illness on more than 10 occasions, a doctor's note may be required. Absences without any verification provided within three school days are recorded as unexcused.

Students with excused absences, as specified, will be given the opportunity to make up, for full credit, all assignments and tests missed that can be reasonably provided and completed, with no grade reduced or academic credit lost.

VOLUNTEER ATTENDANCE VERIFIER

Parent volunteers may be used to contact parents/guardians regarding their student's attendance. Those parents/guardians who wish to be contacted only by a school official must inform the school principal in writing.

EXCUSED ABSENCES

EC 48205, 48980; (BP/AR 5113)

In order for an absence to be excused, the reason for such absence must meet the criteria specified under EC 48205, as provided below. A student will not have a grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

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 practices, habits, beliefs, and traditions of a certain group of people.

(3) "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

(4) "Victim services organization or agency" has the same meaning as defined in subdivision (j) of Section 12945.8 of the Government Code.

ABSENCES DUE TO RELIGIOUS EXERCISES OR INSTRUCTION

EC 46014; (BP/AR 5113)

Students, with the written consent of their parent/guardian, 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 at other suitable places away from school property designated by a religious group, church, or denomination. Each student must attend school at least the minimum day for their grade level. No student may be excused from school for more than four days in any school month.

ABSENCES DUE TO CONFIDENTIAL MEDICAL SERVICES

EC 46010.1; (BP/AR 5113)

School authorities may excuse any student in grades 7-12 from the school for the purpose of obtaining confidential medical services without the consent of the student's parent/guardian.

ACADEMIC YEAR CALENDARS

EC 48980; (BP 6111)

To assist parents/guardians with planning for their student's childcare needs, medical appointments, and other activities, the academic year calendar includes minimum days and student-free staff development days, as well as holidays and breaks. Parents/guardians may access the applicable academic year calendar on the District's website at www.mvusd.net. If any additional minimum days or student-free staff development days are scheduled during the school year, parents/guardians of all students affected by the change will be notified as soon as possible, but no later

than one month before the scheduled minimum or student-free day.

LEAVING SCHOOL EARLY

Students must remain on campus during the entire regularly established school day, including during lunch time, unless they have written authorization from a parent/guardian and are released from the school office. Authorization for permission for a student to leave school for a specific purpose must be received by the school office before the school day begins. Avoiding dismissal traffic is not a permissible purpose for leaving school early.

To remove a student from school during school hours, the student's parent/guardian **MUST SIGN THE STUDENT OUT** in the office. Students **WILL NOT** be released to anyone who is not listed on the emergency contact list – office personnel will verify the individual's identity.

DAYTIME CURFEW ORDINANCE

A Daytime Curfew Ordinance prohibits students 18 years old and younger from loitering during school hours. The Moreno Valley Police Department enforces this ordinance and has the authority to stop, question, pick up, and issue citations to minors who are in public places between the hours of 7:00 a.m. to 3:30 p.m. on school days. The City of Moreno Valley imposes an increasing fine for each citation issued; all fines collected go to the City of Moreno Valley.

ADDRESSING TRUANCY

EC 48260 et seq., 48320 et seq., 51101; (BP/AR 5113.1)
Each person in California between the ages of 6 and 18 years, who is not legally exempt, is subject to compulsory school attendance. Each parent/guardian has the responsibility to send their student to school for the full time of the school day as designated by the Board of Education.

Truancy

A student is classified as a truant after three absences or three tardies of more than 30 minutes each time or any combination thereof and the absences or tardies are unexcused. After a student has been reported as a truant three or more times in a school year and the District has made a conscientious effort to meet with the family, the student is considered a habitual truant. A student who is absent from school without a valid excuse for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a chronic truant. Unexcused absences are all absences that are not described in EC 48205 and AR 5113 – Absences and Excuses.

Parents/guardians of students who are identified as truant will receive truancy notifications that may result in a referral to the School Attendance Review Team (SART) and School

Attendance Review Board (SARB) if attendance does not improve.

Chronic Absenteeism

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. The school will make every effort to work with students who are identified as chronic absentees to improve attendance. The SART/SARB and other multidisciplinary teams may be convened to offer assistance, suggestions, and ongoing support for students that have a history of poor or irregular attendance.

School Attendance Review Board

Moreno Valley Unified School District is proud to have been recognized as a Model SARB District. SARB provides intensive guidance and coordinated community services to address the needs of students with attendance and discipline problems. The Moreno Valley SARB is made up of representatives from the District, public agencies, and the community at large. SARB members work collaboratively to assess individual circumstances and develop comprehensive interventions. SARB is intended to be a help to students and their parents/guardians, but it is also part of a progressive process for enforcing compulsory education laws. When students or parents/guardians do not comply with directives of SARB, additional steps may be taken, including informal probation, truancy mediation action by the District Attorney, and prosecution in Juvenile Court.

INACTIVE PROCEDURE FOR NON-ATTENDEES

Parents/guardians of students who have not attended school for 11 consecutive school days with a valid excuse or have not made contact with the school during that time will be notified in writing of the absenteeism problem and the intent to place the student on the inactive list. After the notification and other attempts at intervention, the student will not be guaranteed the same track, classroom placement, class schedule, or even school site if school enrollment is impacted. The student will be allowed to reenter the school without going through the registration center unless the student has missed more than 20 consecutive school days, in which case, the student's parent/guardian may need to go through the enrollment process again.

STUDENT RECORDS

GENERAL RIGHTS

34 CFR 99.4, 99.5, 99.7; (BP/AR 5125)

Parents/guardians have the right to:

1. Inspect and review their student's educational record maintained by the school.
2. Request that a school correct or remove records which they believe to be inaccurate, misleading, or otherwise in violation of the student's privacy rights.
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 U.S. Department of Education concerning an alleged failure by the District to comply with the provisions of the Family Educational Rights and Privacy Act (FERPA) by completing the [FERPA Complaint Form](#) and then either emailing the completed form to FERPA.Complaints@ed.gov, or mailing the completed form to: U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Ave., SW, Washington, D.C. 20202-8520.

When a student turns 18 years of age, all rights regarding student records are transferred from the parent/guardian to the student. If the adult student is still claimed by the parent/guardian as a dependent for tax purposes, the parent/guardian 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.

MAINTENANCE OF STUDENT RECORDS

5 CCR 432, 437; EC 49063, 49076.7; (BP/AR 5125)

Student records are any items of information, whether recorded by handwriting, print, tapes, film, or any other medium gathered within or outside the District that are directly related to an identifiable student and must be maintained on the history of a student's development and educational progress. Active records are maintained at the student's school; inactive records are maintained by the Student Services Department.

Per state and federal law, the District maintains the following *mandatory permanent records* indefinitely: student's legal name, date and place of birth, method of verifying birth date, sex, enter and leave date each school year, subjects taken, marks or number of credits toward graduation, verification of or exemption from required immunization, date of high school graduation or equivalent, and parent's name and

address (including the student's address if different, and the annual verification of residency for both the student and the parent). The District also keeps the following *mandatory interim records* until three years after the student leaves or graduates, or their usefulness has ceased: log identifying persons or agencies who have requested or received information from the student record, health information, information on participation in special education programs, language training records, progress slips/notices, parental authorizations/restrictions/waivers, rejoinders to challenged records, results of standardized tests administered within the past three years, expulsion orders, and independent study evaluation and findings. *Permitted records*, which are records that the District has determined important to maintain, may include, but are not limited to, objective counselor and teacher ratings, standardized test results older than three years, routine discipline data, verified reports of relevant behavior patterns, disciplinary notices, and attendance records.

The District will not solicit or collect 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 solicit or collect information or documents regarding the citizenship or immigration status of students or their family members, unless required by state or federal law or as required to administer a state or federally supported educational program.

On an annual basis, records that are not designated as mandatory permanent records are reviewed to determine the records that still need to be retained and those that are appropriate for destruction. Records are destroyed in a way that assures that such records will not be available to possible public inspection in the process of destruction.

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

ACCESS & DISCLOSURE OF STUDENT RECORDS

34 CFR 99.7, 99.34; EC 234.7, 49063, 49069.7; (BP/AR 1445, 5125)

Access means personal inspection and review, request and receipt, and oral description or communication of any record. A log is maintained in each student's record which lists all persons, agencies, or organizations that have requested or received information from the records and the legitimate

educational interest of the requester. The log is only accessible to the parent/guardian, 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 (e.g., working with the student, compiling and analyzing student data, connecting a student to education programs or services). School officials and employees also include contractors, consultants, volunteers, or other parties to whom the District has outsourced its functions and who perform services for which the District would otherwise use employees. Upon request from officials of another school, school system, or postsecondary institution in which a student seeks or intends to enroll or is already enrolled, the District is authorized to disclose educational records without parental consent as long as the disclosure is for purposes related to the student's enrollment or transfer.

A student's citizenship status, immigration status, place of birth, or any other information indicating national origin will only be released in accordance with district policy and regulation. 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 parental consent or are presented with a valid judicial warrant/subpoena or court order.

When prior written consent from a parent/guardian is required by law, the parent/guardian must provide a written, signed, and dated consent before the District discloses the student's records. Such consent may be given through electronic means in those cases where it can be authenticated. The parent/guardian 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/guardian, the District will provide the parent/guardian with a copy of the disclosed records. The written request to access or disclose a student's records must be submitted in written form to the site principal, who will, in turn, have five (5) business days from the day of receiving the request to fulfill the request during regular school hours. Qualified certificated personnel are available to interpret records when requested. Reasonable measures will be taken to prevent the alteration, damage, or loss of records during inspection.

CALIFORNIA COLLEGE GUIDANCE INITIATIVE

EC 51229, 60900.5; (BP/AR5125)

The California College Guidance Initiative (CCGI) is a statewide effort to ensure that all California students — particularly those historically underrepresented in higher education — can transition smoothly from K–12 to college and career. CCGI manages CaliforniaColleges.edu, the state's official college and career planning platform, which is free to all students in grades 6–12 and their families. The platform provides tools to help students explore careers, plan coursework, and apply to California public colleges and universities.

To support these services, data for all students enrolled in grades 6–12 will:

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

Through this integrated approach, CCGI strengthens college and career readiness across California and supports students in making informed, individualized decisions about their educational futures.

SUBPOENAS & COURT ORDERS

34 CFR 99.31; (BP/AR 5125)

Moreno Valley Unified School District will comply with a judicial order or lawfully issued subpoena. Unless otherwise instructed by the court, the District will, prior to disclosing a record pursuant to a court order or subpoena, give the parent/guardian at least three days' notice of the name of the requesting agency and the specific record requested, if lawfully possible within the requirements of the judicial order. This is to allow the parent/guardian the opportunity to seek protective action.

DIRECTORY INFORMATION

34 CFR 99.37; EC 49063, 49073; (BP 1113; AR 5125.1)

Directory information means information contained in a student record that would not generally be considered harmful or an invasion of privacy if disclosed. Such student information includes the student's name, address, telephone number, email address, photograph, date of birth, major field of study, participation record in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards received, and

most recent previous school attended. Directory information may include a student identification number, user identification, or other personal identifier used by the student for purposes of accessing or communicating in electronic systems as long as the identifier cannot be used to gain access to education records except when used in conjunction with a personal identification number, password, or other factor known or possessed only by the authorized user.

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

The Moreno Valley Unified School District may release directory information on students to organizations or institutions:

- Whose purpose is to enhance the educational goals of the District, such as the Parent Teacher Association or other school of district committees.
- Associated with education, when release of directory information would benefit the student.
- Offering career opportunities for graduates.

In particular, the District utilizes this method to disseminate important information to the parents/guardians of district students. The subject of information may involve general school activities for such measures as the issuance of bonds of the District. The District may also include directory information in certain school and/or district publications (e.g., a playbill showing the student's role in a drama production, honor roll or other recognition lists, annual yearbook, promotion/graduation programs). However, no information may be released to a private profit-making entity other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations.

Parents/guardians who do not want their student's directory information to be disclosed may request in writing that the information be withheld. Directory of a student identified as a student experiencing homelessness will not be released unless the parent/guardian has given written consent that the information be released. All written statements withholding or giving consent must be filed with the principal within two weeks of enrollment in the District, or within two weeks from the start of each new school year.

Note: 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/guardian has provided written notice to the school that consent to such

exam(s) is not given. See notification on "[Physical Examinations](#)".

MILITARY RECRUITER ACCESS

20 USC 7908; (AR 5125.1)

Moreno Valley Unified School District provides, on a request made by military recruiters or an institution of higher education, access to high school students' names, addresses and telephone listings. Parents/guardians will be provided with notice of the option to request that their student's name, address, and telephone number not be released without prior written parental consent.

PROTECTION OF PUPIL RIGHTS AMENDMENT

20 USC 1232h; EC 51513; (BP/AR 5022, 6162.8)

The Protection of Pupil Rights Amendment (PPRA) affords parents/guardians 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/guardian;
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/guardian; 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/guardians to a student who is 18 years old or an emancipated minor under State law.

The District has developed and adopted policies, in consultation with parents/guardians, 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/guardians of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or email, parents/guardians of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent/guardian to opt their child out of participation of the specific activity or survey. The District will make this notification to parents/guardians at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents/guardians will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents/guardians will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- 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/guardians 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, D.C. 20202-8520.

CHALLENGING STUDENT RECORDS

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

A parent/guardian may submit to the principal a written request to correct or remove from the student's records any information concerning the student which they allege to be any of the following: inaccurate, an unsubstantiated personal conclusion or inference, a conclusion or inference outside the observer's area of competence, not based on the personal observation of a named person with the time and place of the observation noted, misleading, or in violation of the privacy or other rights of the student.

Within 30 calendar days, the Superintendent or designee will meet with the parent/guardian 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/guardian may appeal the decision to the Board of Education within 30 calendar days. The Board will determine whether or not to sustain or deny the allegations. If the Board sustains the allegations, it will order the Superintendent to immediately correct, remove, or destroy the information from the written records of the student.

If the final decision of the Board is unfavorable to the parent/guardian, or if the parent/guardian accepts an unfavorable decision by the Superintendent, the parent/guardian 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 or corrected.

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.

HEALTH & WELL-BEING

STUDENT MENTAL HEALTH SERVICES & ACCESS INFORMATION

EC 49426; (BP 5141.5)

Students and families seeking mental health support may contact their school counselor, school psychologist, school social worker, or school administrator. Referrals for school-based mental health services may be initiated through the student's school site. Information regarding community mental health resources is available through the district office and school counseling departments.

INTERVENTION PROGRAMS & ACTIVITIES

A child's mental health is essential to their social and cognitive development, and to learning healthy social skills and how to cope when there are problems. Mentally healthy children have a positive quality of life and can function well at home, in school, and in their communities. Mental health problems that are not recognized and treated in childhood can lead to severe consequences, including exhibiting serious behavior problems, at higher risk of dropping out of school, and increased risk of engaging in substance abuse, criminal behavior, and other risk-taking behaviors. As such, the District is committed to promoting the well-being of its students by ensuring that, at least twice a year, students and parents/guardians are each provided with information on how to initiate access to available student mental health services at school and/or in the community.

The following is a list of programs and activities that are available to address student's physical and mental health needs:

Student Assistance Program (SAP) involves school counselors and other trained co-facilitators providing group counseling for students dealing with substance abuse, behavioral, anger management, school safety and violence issues such as bullying and cyber-bullying.

Support Group is a group for students who need intervention for tobacco, drug, alcohol use and/or other behavioral issues. This program provides support and assistance to students who are taking the necessary steps to improve behavior and academic performance.

Conflict Resolution Programs teach students peaceful ways to solve problems and conflicts. All schools in the District have access to conflict mediation and anti-violence programs. Secondary programs may also have Peer Assisted Leadership or Peer Mediation.

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and

mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives.

Multi-Tiered System of Support (MTSS) is a comprehensive, systematic framework predicated on a culture of collaboration and high-quality first instruction. MTSS incorporates data-based decision making, evidence-based interventions, and assessment and accountability practices that are applied across all levels of the system to align resources and equitable supports necessary for each student's individual academic, behavioral, and social-emotional success.

Mentoring Programs are important approaches that may be offered to help boost student confidence and increase student engagement in school.

Site-Based Crisis Response Teams in many of the district schools are trained to address and provide triage intervention for tragic situations on campus.

PREVENTION ACTIVITIES

To address issues that may affect a student's physical or mental health and their achievement in school, the following are prevention activities that may be implemented by district schools:

Yellow Ribbon Week is held during the month of September. Each secondary school is encouraged to promote anti-suicide awareness and various activities at each site.

Stomp Out Bullying Week is held during the month of October, where schools and organizations across the country join STOMP Out Bullying™ in observing National Bullying Prevention Month. The goal is to encourage schools, communities, and organizations to work together to stop bullying and cyberbullying and put an end to hatred and racism by increasing awareness of the prevalence and impact of all forms of bullying on all children of all ages.

Red Ribbon Week is also held during the month of October. Activities vary from site to site and include assemblies, poster contests, door decorating contests, the wearing of red ribbons, and other drug prevention activities.

Great American Smoke-Out is held during the month of November. Each school promotes activities designed to prevent students from using tobacco.

Safe Schools Violence Prevention Week is held in the month of January to recognize students who have lost their lives as a direct result of school violence. Members of each school and the community are encouraged to wear purple ribbons and participate in various activities to demonstrate their commitment to safe schools.

Friday Night Live Programs (FNL) is one of the premiere substance abuse prevention and positive youth development programs in California. FNL chapters (“clubs”) are supported by Riverside County and are established at individual school sites at all levels and are overseen by one or two adult advisors. FNL focuses on the development and expansion of positive social skills. Friday Night Live chapters participate in a variety of safe, healthy and drug-free events for students in school and throughout the community such as dances, sporting events, amusement parks, and movie nights. FNL club members also become involved in community service events and environmental projects.

The Carol Addiss Annual Drug Alcohol & Tobacco Use Prevention Poster Contest is a countywide poster contest. The drug, alcohol, and tobacco prevention theme changes from year to year. Twelve winning posters are selected and published as a countywide calendar and are distributed to schools throughout the county.

WELLNESS POLICY

42 USC 1758b; 7 CFR 210.31; EC 49432; (BP 5030)
Recognizing the link between student health and learning, the District has an established student wellness policy for all its schools to provide a comprehensive program that promotes healthy eating and physical activity for students. The District coordinates and aligns its efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and healthy school environment. Parents/guardians, students, food service employees, physical education teachers, school health professionals, Board members, school administrators, and members of the public are encouraged to participate in the development, implementation, and periodic review and update of the policy. To review the content of the policy and any updates, visit the District’s [Nutrition Services website](#).

WATER CONSUMPTION

EC 48043
Students have the right and are encouraged to bring a reusable bottle to fill and refill water to consume while at school. Drinking water plays an important role in maintaining a child’s overall health in the following ways:

- Supports muscles, joints, and tissues
- Improves digestive system
- Keeps growing bodies hydrated
- Positively impacts cognitive performance, particularly short-term memory
- Improves visual attention and fine motor skills
- Can prevent excess weight gain when substituting sugary drinks

Each school site will provide students information regarding the location of water bottle filling stations and/or water fountains available on campus. Students must ensure that the types of water bottles brought onto campus meet the specifications established by their school, and must follow any rules prohibiting water bottles in areas that may be deemed dangerous to have drinking water.

NUTRITION

EC 48980, 49510, 49520; (BP/AR 3550)

The District recognizes the importance of proper nutrition to the physical well-being of students. MVUSD participates in the National School Lunch Program and School Breakfast Program at all school sites. When enrollment and registration are approved, all students from Pre-Kindergarten to grade 12 can enjoy a delicious Universal Free Breakfast and Universal Free Lunch at no charge. Parents/guardians of students with special dietary restrictions must inform the school health technician or school nurse. Necessary forms will need to be completed to ensure dietary needs are met.

To ensure adequate funding is available to support educational programs that directly benefit students, parents/guardians will be asked to complete the School Funding Form (LCFF form) through the Annual Information Update. For information on qualifications to participate in this program, parents/guardians should contact the school principal.

Lunch; Lunch Supervision

Students are required to eat lunch at school. Students may bring a sack lunch or receive a Universal No Charge (free) lunch from the cafeteria..

Moreno Valley Unified School District employs Campus Support Aides to supervise students in the cafeteria and on the playground during the lunch period. All children are to obey the Campus Support Aides.

On-Campus Detention Meal Procedures (Elementary/Middle School Only)

A meal will be made available to all students serving an “on-campus detention.” The Detention Coordinator will provide the Nutrition Services Cafeteria Lead with a list of students, and Nutrition Services will provide meals reflecting any applicable student dietary medical documentation.

For lunchtime detentions served in classrooms:

- The Campus Supervisor or designee will pick up meals for the students prior to the start of the regular lunch period.
- One lunch meal will be offered to each student.
- Students are responsible for payment of meals, as applicable.
- Students who choose not to receive the lunch meal will be offered a courtesy meal of fruit/vegetable and milk.

- Leftover foodstuffs will be returned to the Nutrition Services Cafeteria Manager.

Off-Campus Lunch (Grade 12 Only)

(BP/AR 5112.5)

The Board of Education of the Moreno Valley Unified School District, pursuant to EC 44808.5, has decided to permit the students enrolled at Valley View and Vista Del Lago High Schools to leave the school grounds during the lunch period. Only students with senior status who have accrued at least 160 credits may be eligible for an off-campus lunch pass. Parents/guardians must apply at the school office for permission to authorize their senior students to leave the campus. The privilege may be withdrawn if a senior violates the off-campus lunch policy or abuses the privilege in any other way.

EC 44808.5 further provides, "Neither the school district, nor any officer or employee thereof, shall be liable for the conduct nor safety of any pupil during such time as the pupil has left the school grounds pursuant to this section."

RECESS & LUNCH

EC 49056

Recess is defined by law as a period of time during the school day, separate and distinct from physical education courses and meal times, when students are given supervised and unstructured time for physical activity, play, organized games, and/or social engagement with peers. Recess must be at least 30 minutes on regular instructional days, and at least 15 minutes on early release days. School staff are prohibited from restricting a student's recess unless there is an immediate threat to the physical safety of the student or the student's peers.

TOBACCO-FREE SCHOOLS

(BP/AR 3513.2, 5131.62)

The Moreno Valley Unified School District recognizes that the use of tobacco products produces a health hazard to the user as well as to those exposed to secondhand smoke. As an educational institution, the District and its employees may provide both effective educational programs and a positive example to students concerning the use of tobacco. Therefore, the Board of Education declares that the use of all tobacco products, including electronic nicotine devices, by anyone on district property, in vehicles, or at District-sponsored events is prohibited. Under HSC 104495, smoking or use of any tobacco-related products and disposal of any tobacco-related waste within 25 feet of a school playground, except on a public sidewalk located within 25 feet of the playground is also prohibited. District employees, students, and members of the public are expected to observe this restriction.

ELECTRONIC NICOTINE DELIVERY SYSTEMS

BPC 22950.5; HSC 11014.5; (BP/AR 5131.62)

The Moreno Valley Unified School District prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, 'vape' pens, and similar devices, with or without nicotine content, that mimic the use of tobacco products on all district property. ENDS are designed as nicotine delivery devices using a vapor, or "smokeless", system. These devices are often made to look like cigarettes, cigars and pipes but may also look like everyday items such as pens, asthma inhalers, or beverage containers. They are not limited to vaporizing nicotine; they can also be used to vaporize other drugs such as marijuana, cocaine and heroin.

The District recognizes the dangers these devices pose to the health of students in the District and therefore considers them to be contraband items. Students found to be in possession of or using such devices are subject to discipline according to district policy regarding tobacco use or possession. If such devices are determined to contain a controlled substance the student is subject to discipline according to district policy regarding use or possession of a controlled substance and drug paraphernalia.

SYNTHETIC DRUGS

EC 48985.5; (BP/AR 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. Additional information regarding fentanyl is available from the California Department of Public Health's [Substance and Addiction Prevention Branch](#) webpage.

ANIMALS ON CAMPUS

(BP/AR 61632.2)

Other than service animals, animals are not to be brought to school or on school buses under any circumstances without the permission of the classroom teacher, parent/guardian, and administrator. Wandering animals are a nuisance and of possible danger to students. Animal control will be called to pick up any wandering/stray animals.

ASBESTOS MANAGEMENT PLAN

40 CFR 763.84, 763.93; (BP/AR 3514)

Parents/guardians, teachers, and employee organizations have rights to the availability of a complete, updated management plan for asbestos-containing material in school buildings. The asbestos management plan can be made available for inspection, without cost or restriction, in the district office and school offices during normal business hours. The District may charge a reasonable cost to make copies of the management plan. For further information, contact the Maintenance Department at (951) 571-7800.

USE OF PESTICIDES

EC 17611.5, 17612, 48980.3; (AR 3514.2)

It is the goal of the Moreno Valley Unified School District to implement its Integrated Pest Management (IPM) Plan by focusing on long-term pest prevention and to provide students and staff with a safe and healthy environment through implementing IPM practices. Pesticides that are

effective will be used in a manner that minimizes risks to people, property, and the environment, and only after other options have been shown ineffective.

A copy of the most current IPM Plan can be found on the district webpage on [Grounds, Irrigation and Pest Control](#). The IPM Plan, under the section on "Chemical pest management practices, includes the pesticide products and active ingredients that the District expects to apply during the school year. Parents/guardians can also register at their student school to receive notification of individual pesticide applications. Notifications will be provided by the Maintenance and Operations Department 72 hours before the application, except in emergencies, and will include the product name, the active ingredient(s) in the product, and the intended date of application. Parents/guardians seeking access to information on pesticides and pesticide use reduction developed by the [Department of Pesticide Regulation](#) pursuant to California Food and Agricultural Code 13184, can do so by clicking on the link.

HEALTH SERVICES

CREDENTIALLED SCHOOL NURSES

Moreno Valley Unified School District employs Credentialed School Nurses that work as a team with school health clerk technicians, school administration, and staff to provide support to help children learn. The District also employs health clerk technicians to maintain the Health Office at each school site.

The rationale for placing nurses in schools is based on the concept that a child with unmet health needs will have difficulty learning. Chronic medical conditions such as asthma, epilepsy, type 1 diabetes and other health problems can increase absenteeism and affect learning. As the number of children with increasingly complex medical problems has risen, Credentialed School Nurses have taken the primary role in providing policies and procedures that are aligned with current law and standards of practice by assessing students' health status, identifying barriers to educational progress, and developing individualized health care plans (IHPs) to help avoid school absences. The Credentialed School Nurse can help manage the medical care of students who have chronic diseases, and promote education from the primary to the high school level.

Additionally, the Credentialed School Nurse:

- Functions as the coordinator of the school health services team;
- Collaborates with parents/guardians and/or other family members;
- Serves as the liaison between school personnel, family, and health-care providers; and

- Establishes the professional link between the education sector and public health.

Collaboration with Riverside County Public Health is essential to providing accurate and timely information to families and community members on public health developments, working with schools and the District to ensure that health protocols are understood and followed, and are just one of the many keys to successful planning and implementation of evidence based prevention and response practices – especially during community outbreaks and pandemics.

Credentialed School Nurses are available during school hours via telephone and/or email.

HEALTH OFFICE

The Health Clerk Technician is a member of the multidisciplinary team, under the guidance of a Credentialed School Nurse and/or the direct supervision of the school administrator. The Health Office is staffed by a Health Clerk Technician who manages and performs various health services and clerical duties for the purpose of improving and maintaining optimal student health. The Health Clerk Technician:

- Works with parents/guardians to ensure all immunizations of their students are up to date;
- Administers medications prescribed by a student's physician;
- Assists with state mandated health screenings; and
- Performs first aid services for injuries and illnesses that occur at school.

The Health Office is not equipped to care for sick or injured students for any length of time. The District has the discretion to call emergency services when it deems necessary. For these reasons, it is absolutely imperative that a student's health and emergency contact information be kept up to date.

EMERGENCY TREATMENT

EC 49414, 49414.3, 49414.7, 49468.2; HSC 1797.196; (BP/AR 5141.21)

California law authorizes school districts to provide emergency treatment to persons suffering, or reasonably believed to be suffering, from certain physical reactions or medical conditions. Parents/guardians who do not wish their student to receive any or all of the emergency treatment described below must object, in writing, to the principal, within two weeks of receiving this notification.

Epinephrine Delivery System for Anaphylaxis

Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, insect bite, latex, or in some

cases, exercise. It is estimated that 25% of anaphylactic reactions occur during school hours to students who have not been previously diagnosed with a food or other severe allergy. Without immediate administration of epinephrine and activation of emergency medical services, death can occur. Being able to recognize and treat anaphylaxis quickly can save lives. As such, the District provides emergency epinephrine delivery systems to Credentialed School Nurses and trained school personnel as a safeguard for those undiagnosed individuals; and authorizes them to administer it for emergency situations to those experiencing the signs and symptoms of anaphylaxis.

The parent/guardian of a student with a known allergy, or an epinephrine delivery system for a known allergy, must inform the school Health Office and complete the appropriate forms so that the student has their epinephrine delivery system at school. The District strongly recommends that an allergy action plan is also completed by the student's physician. District guidelines maintain that if a student has a prescribed epinephrine delivery system for a known allergy at school, the student will not be allowed to participate in any off-campus activities without their own emergency medication.

Emergency Naloxone for Opioid Overdose

Emergency naloxone hydrochloride or another opioid antagonist is available at schools for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. The Credentialed School Nurse will provide emergency naloxone hydrochloride or another opioid antagonist for emergency medical aid to any person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity. Other designated personnel who have volunteered and have received training may administer such medication when a school nurse or physician is unavailable, and will only administer the medication by nasal spray or auto-injector.

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.

Stock Albuterol for Respiratory Distress

Asthma is a chronic lung disease and the leading cause of absenteeism for students. Asthma can be life-threatening if not managed properly. When an asthma attack occurs, immediate treatment is necessary to prevent serious harm or even death. In the event that a student does not have their own inhaler with them, or where their inhaler is not readily

accessible, the District provides emergency stock albuterol inhalers, including, if necessary, single-use disposable holding chambers, to Credentialed School Nurses and trained personnel; and authorizes them to use an emergency stock albuterol inhaler to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from respiratory distress. Respiratory distress means the sudden appearance of signs and symptoms of difficulty breathing which may include one or more of the following: complaints of a tight chest or chest pain; wheezing or noisy breathing; persistent coughing; difficulty breathing; appears to be in distress; lips or fingernails turning blue; and/or shortness of breath. While school staff will make every effort to contact the parent/guardian before giving the quick-relief stock albuterol inhaler to their child, the law authorizes the administration of the inhaler in an emergency without prior parental consent.

School implementation of a stock albuterol inhaler is not to be used as a replacement for students bringing their own medication to school as directed by physicians and parents/guardians. If a student has a diagnosis of asthma and is prescribed asthma medication, parents/guardians are responsible for supplying medication in the original, labeled container and completing necessary paperwork including a physician authorization form, along with an asthma action plan for the school. Please contact the school Health Office with questions or concerns.

Emergency Seizure Medication

Emergency seizure medications are used for seizures that are difficult to control. They are used to interrupt a cluster of seizures or seizures lasting longer than advised. If a student has a seizure disorder, and their physician prescribes an emergency seizure medication for school, the school Health Office must be informed. The student's physician will need to complete the "Emergency Seizure Medication Authorization; Standardized Healthcare Procedure Authorization" form. Once completed by the physician, and signed by the parent/guardian, staffing needs will be determined according to the medication prescribed. For oral and/or nasal route emergency seizure medications, designated school employees will be trained by the Credentialed School Nurse to administer the emergency seizure medication as prescribed and outlined by the physician should it be needed at school. A new form must be completed each school year (not calendar year); and for any changes such as dosage and/or specific physician instructions.

Automated External Defibrillators

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 MVUSD schools and district buildings. School employees and students in schools where AEDs are installed 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.

ADMINISTRATION OF PRESCRIBED MEDICATION

EC 48980, 49423, 49423.1, 49480; (BP/AR 5141.21)

State law requires that parents/guardians notify the school when their child is taking any medication while at school; whether it is prescribed, over the counter, given as needed, or on a regular basis. With physician and parent/guardian authorization, the Credentialed School Nurse or other designated school employee will administer the prescribed medication during school hours. Parents/guardians who wish their student to receive medication at school must obtain and complete the "Authorization for Prescribed and Over the Counter Medication Administration at School" form from the school Health Office. Once this form is completed by the student's physician, and signed by the parent/guardian, it must be returned to the school Health Office. A new form must be completed each new school year (not calendar year); and for any changes such as dosage and/or time given, or specific physician instructions.

Please note that some physicians prefer to use their own forms; this is acceptable if it contains instructions from the physician detailing the medication, times to be taken, method of administration, and dosage, along with any special instructions and direct contact information. The physician's form will be attached to the district/county form and the parent/guardian must sign the district/county form authorizing the school to administer the ordered medication to their student.

For asthmatic students with an inhaler or nebulizer medication at school, it is strongly recommended to provide an asthma action plan completed by the student's physician. MVUSD is not permitted to store or administer CBD oil at school; however, should the student require it, arrangements must be made with the principal and Health Office for the student's parent/guardian, or individual(s) assigned by the parent/guardian, to administer the CBD oil to the student during the school day.

Students are never to carry syringes or other medication on campus; have it in their backpack or locker. This includes Aspirin, Tylenol, Motrin, or any over-the-counter allergy and cold remedies. Whenever possible, medications should be taken outside of school hours. Medications ordered three times a day can be given before and after school and at bedtime. If a student needs medication at school, it must be

dispensed according to physician's orders by the Credentialed School Nurse, health clerk technician, or other designated school employee. All medications must be kept in a locked cabinet in the school Health Office; and dispensed from the original prescription bottle according to physician orders. All over the counter medications must be provided in an unopened original bottle or container.

Self-Carry & Self-Administration of Medication

Students in grades 6-12 on a traditional middle or high school campus are urged to carry and self-administer their prescribed epinephrine delivery system or inhaled asthma medication at school provided they have been instructed in the proper use; and have an Authorization for Medication Administration "Self-Carry" form completed by their physician, signed by the student and their parent/guardian, and on file in the school Health Office.

The form is available in the Health Office. A new form must be completed each new school year (not calendar year); and for any changes such as dosage and/or frequency of administration, or specific physician instructions.

A student may be subject to disciplinary action if that student uses the prescribed epinephrine delivery system or inhaled asthma medication in a manner other than as prescribed.

Disaster Preparedness

An earthquake or other disaster may make it necessary for students to remain at school for an extended period of time, up to three days. If a student has a life-threatening condition that requires medication or a special procedure daily at home, it is important that the school Health Office is notified and that the school has on hand a three-day supply of medication and/or supplies in this category. Medication in this category might include insulin/Glucagon, heart medication, seizure medication, or asthma inhalers. The Health Clerk Technician and/or School Nurse will provide applicable students and their parents/guardians further instructions on how to prepare for a disaster.

ILLNESS

When a student becomes ill at school, parents/guardians are responsible for their student and **MUST** pick them up, or have someone listed on the emergency contact information do so, upon the school's request. Standard practice is to contact a parent/guardian first. If unsuccessful, calls will be made to those persons listed on the student's emergency contact information.

To help ensure the health and safety of other students and school staff, students who are ill must be picked up in a timely manner – the expectation is that the student will be picked up within 30 minutes or less. If this is not feasible, the parent/guardian must provide the school with a reasonable time frame for pick up. Students may not be left in the Health

Office for the school day, be placed on the bus, or attend the after school program.

Under California law, a child may be required to stay home (or go home) from school in specified circumstances where an apparent illness presents a significant risk to other children or school personnel. Safe, in-person learning is critical to the well-being and development of children. Parents/guardians should review the [Guidance for Schools: Common Signs & Symptoms](#) document provided by the California Department of Public Health (CDPH) to determine when it may be appropriate to keep their child at home and when they can return to school. As noted by the CDPH, the document:

- Does not replace the advice of a licensed healthcare provider, nor does it revise guidance related to an individual student's known medical condition or existing IEP or Section 504 plan.
- Is not a diagnostic tool. Related symptoms may inform exclusion decisions, but school staff should not attempt to diagnose.
- Does not replace or revise applicable laws or other requirements.
- Does not address specific disease outbreaks, when recommendations and public health requirements for exclusion may be more strict.
- Is limited to consideration of symptoms as evidence of infection, and does not include considerations for other causes of symptoms such as allergies, toxin exposure, and child abuse or neglect.
- Should be used within the context of an individual student's health and behavior history.

CONTAGIOUS DISEASE

The parent/guardian of a student who has a contagious disease must notify the school immediately. The Health Clerk Technician or Credentialed School Nurse will advise the parent/guardian of what is required depending on the particular disease. Some contagious diseases require a written statement from a medical provider for notification and for a release to return to school. If a student has a reportable contagious disease, the school will take steps to prevent a possible epidemic by notifying the health department.

HEAD LICE

(BP 5141.33)

Head lice is not an illness, but it is a public health nuisance. The District recognizes that head lice require treatment, but does not pose a risk of transmitting disease. Students with live (crawling) lice will be allowed to stay in school until the end of the school day. Head lice should be properly treated at home, and the student back in school no later than one day after detection. The school Health Office or Credentialed School Nurse is available to provide families with treatment

and eradication recommendations, and has discretion to determine if a student should be excluded or readmitted to school.

Parents/guardians are to make every effort to remove nits from the student's hair. In order to return to school, the parent/guardian must accompany the student to the school Health Office, for re-admission check. The student will then have their hair checked once a week for 6 weeks.

PHYSICAL LIMITATIONS

A student who requires the use of a medical assisted device – such as a cast, splint, crutches, knee scooter, etc. – on campus grounds as a result of a serious injury or recent operation must provide the school Health Office with a statement of authorization from the student's physician or surgeon. The student will not be allowed access to playground use, recess, physical education class, or any event or course where physical activity is required unless the student's parent/guardian completes and submits the "Returning to School with an Assistive Device Following Injury or Illness" form along with written permission from the student's physician or surgeon. This is necessary to minimize any further injury and maintain maximum safety for the student. The student participation form can be obtained at the Health Office.

IMMUNIZATIONS

17 CCR 6040, 6055; EC 48216, 48980, 49403; HSC 120325-120375; (BP/AR 5141.31)

Immunization requirements for age and grade are set by the State of California and the Riverside County Health Department. Children in California are required to be immunized against certain communicable diseases in order to attend public and private elementary and secondary schools, child care centers, and pre-kindergarten facilities. Schools and pre-kindergarten facilities are required to enforce immunization requirements, maintain immunization records of all children enrolled, and submit reports. All immunization records are subject to verification with healthcare providers and the California Immunization Registry (CAIR); records that are inconsistent or appear altered may delay enrollment.

The immunization requirements do not prohibit students from accessing special education and related services required by their individualized education programs; however, the District will continue to assist the student in obtaining the required immunizations needed to meet the requirement.

Students are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction; this is subject to change with new state or county immunization

laws. However, parents/guardians must continue to provide immunizations records for these students to their schools.

Personal beliefs exemptions are not allowed – only medical exemptions may be submitted. Medical exemptions must be administered through the California Immunization Registry – Medical Exemption (CAIR-ME), a state-wide database for collecting and filing medical exemptions for vaccinations. Accordingly, a written statement from a doctor is no longer valid as an exemption to vaccination requirements. To request for a medical exemption, a parent/guardian must register for a CAIR-ME account and obtain an exemption application number before going to their child's physician, who must be licensed in California. If appropriate, the physician will log into their CAIR-ME account and issue the medical exemption for the parent/guardian to submit to their child's school. The exemption will indicate:

- The specific nature of the physical condition or medical circumstance of the child for which the physician does not recommend immunization;
- Each specific required vaccine that is being exempted;
- Whether the medical exemption is permanent or temporary, and if the exemption is temporary, an expiration date no more than 12 calendar months from the date of signing.

The District cooperates with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The District may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student whose parent/guardian has consented in writing.

A student not fully immunized may be temporarily excluded from a school when that student has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of the required immunizations. In the event any student is diagnosed with any of the diseases for which immunizations are available, all students who are not protected by immunizations will be excluded from school for the duration of the incubation period (usually 10 to 21 days). Not only is this a State requirement, but the student's protection from certain diseases is dependent upon obtaining these immunizations.

Immunizations may be administered by the student's personal physician or free of charge at clinics sponsored by the Riverside County Department of Health. Dates and locations of clinics may be obtained by contacting the Department of Health at 1-888-246-1215 or the Health Office at the student's school.

HPV IMMUNIZATION

EC 48980.4; (BP/AR 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. *Note:* Vaccination against HPV is not a MVUSD requirement for attendance.

TB TESTS

HSC 121475-121520; (BP 5141.26)

It is recommended that all children new to Riverside County take a tuberculosis (TB) skin test. Any student with a positive TB skin test or who displays active symptoms of TB will require a current chest x-ray report and may require clearance from the Riverside County Health Department.

ORAL HEALTH ASSESSMENT

EC 49452.8; (BP/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/guardians 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 children to have an oral health assessment or dental check-up in their first year in public school – whether in transitional kindergarten, kindergarten, or first grade. The assessment must be performed by a licensed dentist or other licensed or registered dental health professional no earlier than 12 months before the date of a child's initial enrollment in school and no later than May 31 of the school year. The dentist will complete the Oral Health Assessment form, which then must be submitted to the school as proof that the assessment has been done. The school 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/guardian has provided written notice to the school that they do not consent to a physical examination.

A parent/guardian 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.

To help find a dentist, call the Medi-Cal Telephone Service Center at 1-800-322-6384 or visit [Medi-Cal Dental](#) to find a dentist that accepts Medi-Cal. To enroll a child in Medi-Cal, parents/guardians can apply by mail, go in person to the local Social Services office, or online at: [Apply for Medi-Cal](#).

PHYSICAL EXAMINATIONS

EC 49451, 49452, 49452.5, 49455; (BP 5141.3)

Periodic health examinations of students may lead to early detection and treatment of conditions that impact learning. These examinations may also help determine whether the student qualifies for services or accommodations pursuant to the IDEA or Section 504.

The District's Credentialed School Nurses conduct state mandated vision and hearing screenings that seek to identify those students who may have either vision or hearing disorders. Students in certain grades (Kindergarten, 2nd, 5th, 8th and 10th), all students with disabilities, students new to California, and those referred by their teachers are screened. If any potential problems are discovered, parents/guardians will be notified.

Parents/guardians have the right to have their student's vision and hearing tested outside of school (at the expense of the parent/guardian) to meet the state law requirement. A parent/guardian may also annually file with the principal a written statement withholding consent to the physical examination of their student. Any such student will be exempt from any physical examination but will be subject to exclusion from attendance when contagious or infectious disease is reasonably suspected.

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 in this information sheet is intended to raise awareness about this disease.

Description

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

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

Type 1 diabetes affects insulin production

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

Risk Factors Associated with Type 1 Diabetes

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

Risk Factors

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

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

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

- Increased thirst
- Increased urination, including bed-wetting after toilet training
- Increased hunger, even after eating
- Unexplained weight loss
- Feeling very tired

- Blurred vision
- Very dry skin
- Slow healing of sores or cuts
- Moodiness, restlessness, irritability, or behavior changes

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

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

Types of Diabetes Screening Tests That Are Available

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

Type 1 Diabetes Treatments

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

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

TYPE 2 DIABETES

EC 49452.7; (BP 5141.3)

The California Department of Education developed this type 2 diabetes information in collaboration with the California Department of Public Health, American Diabetes Association, California School Nurses Organization, and Children's Hospital of Orange County.

Description

Type 2 diabetes is the most common form of diabetes in

adults.

- Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens.
- According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in their 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 and youth have at least one parent/guardian 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 fats levels

Type 2 Diabetes Prevention Methods and Treatments

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

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

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

Types of Diabetes Screening Tests That Are Available

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

liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and this guidance is intended to raise awareness about this disease. Contact the school nurse, school administrator, or health care provider if there are any questions.

REIMBURSEMENT FOR MEDICAL PROCEDURES

Moreno Valley Unified School District provides a variety of medical procedures to students in special education programs who have serious medical conditions. The District can be reimbursed with federal Medicaid dollars for selected health services provided to eligible students at school. The District's billing and reimbursement does not affect a family's Medicaid insurance program in any way.

Billing records will be forwarded in a confidential manner to the state Medicaid office. The District has a contract with a vendor that contains a specific confidentiality clause to ensure information is not disclosed inappropriately; further, the vendor is HIPAA compliant (Federal Health Insurance Portability & Accountability Act). If a parent/guardian does not consent to submission of medical information to the District's vendor, they must write a letter addressed to Moreno Valley Unified School District, Attention: Student Services Department. The delivery of medical services will still be provided to the student.

Students will not be denied services they require to attend school, and parents/guardians will never be billed by the District or the state for services.

ACCIDENT INSURANCE

EC 49472

The medical costs of student accidents are the responsibility of the parent/guardian. Student accident insurance helps pay for the medical costs if a student is injured while under the jurisdiction of the school. The contract is made between the parent/guardian and the insurance company.

Moreno Valley Unified School District provides parents/guardians with application forms for school-time accident insurance. The school principal will provide families with further information about school-time accident insurance and how to enroll through the school's registration process.

SCHOOL & STUDENT SAFETY

SAFE SCHOOLS

The Moreno Valley Unified School District recognizes that students, staff and community members have a right to a safe and secure campus free of physical and psychological

harm. All schools are committed to maximizing school safety and creating a positive learning environment that emphasizes high expectations for student conduct, responsible behavior, and respect for others. Support personnel, including, but not limited to, campus supervisors, School Resource Officers (SRO), and school counselors, provide additional personal/social support, mediation, and intervention for students struggling with issues that hinder academic achievement, appropriate behavior and/or attendance.

COMPREHENSIVE SCHOOL SAFETY PLAN

EC 32280 et seq., (BP/AR 0430)

Each school in the Moreno Valley Unified School District has developed, in cooperation with local law enforcement agencies, community leaders, parents/guardians, students, teachers, administrators, classified employees, local emergency medical services personnel, the school's public entity risk pool joint powers authority or insurance provider, and other persons who may be interested in the health and safety of students and the prevention of campus crime and violence, a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. Each plan includes an assessment of the current status of crime committed on campus and at school-related functions; strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety; and an instructional continuity plan to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to specified emergencies. In the portion of the plan that addresses routine and emergency disaster procedures, it includes adaptations for students with disabilities and authorizes a school employee, a student's parent/guardian, or a student to bring concerns about an individual student's ability to access disaster safety procedures described in the plan to the principal.

Prior to the adoption of the school safety plan, the school site council or school safety planning committee that has been tasked to develop and revise the plan is required to hold a public meeting, allowing members of the public an opportunity to express an opinion about the plan. The following individuals will be notified, in writing, of this meeting: the local mayor; a representative of the local school employee organization; a representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs; a representative of each teacher organization at the school site; a representative of the student body government; and all other persons who have indicated they want to be notified. Once the plan is adopted by March 1 of each year, the school safety plan is forwarded to the Board of Education for approval. The

District will notify CDE by October 15 of any schools within the District that have not complied with the requirements of EC 32281. Additionally, each school will report on the status of its school safety plan, including a description of its key elements in the annual School Accountability Report Card.

EMERGENCY PROCEDURES

EC 32001, 35297

Teachers are trained in emergency procedures, and each classroom is equipped with emergency supplies. In order to familiarize students and staff with proper procedures, the following drills are conducted, as appropriate, throughout the school year: fire, earthquake drop procedures, lockdown, shelter-in-place, and active shooter. Parents/guardians should address any concerns about their student participating in disaster drills with the principal.

In the event of an emergency during the school day, the best place for the students to remain is at school. Students will be kept in a safe area until parents/guardians or authorized individuals on the emergency contact list arrive at the school. Students not picked up will remain at school until the end of the normal school day, and will be released at that time, providing it is safe to go home. During the emergency, it is essential that the school telephone lines are available to school personnel and those providing emergency relief; therefore, the school should be called only if it is absolutely necessary.

EMERGENCY CONTACT INFORMATION

EC 49408

For the protection of student health and welfare, parents/guardians are required to annually submit and keep current their student's emergency contact information, including a list of authorized adults (relatives, friends) who may be contacted in the event of an emergency where the student's parent/guardian cannot be reached immediately. Other than the parent/guardian, students will only be released to the individuals listed as an emergency contact.

When a student is ill or injured, and the school is unable to reach the parent/guardian or other emergency contacts, the school will use their best judgment in getting medical attention to the student.

USE OF SCHOOL PHONES

EC 32212; (BP/AR 6116)

The school phone is for business purposes. Students may not use the school phone except in an emergency that is related to the student's health or safety, or as specified in BP/AR 5131.8 – Mobile Communication Devices. Students should make all arrangements for transportation, going somewhere with a friend after school, staying for after-school activities, etc. before coming to school.

Parents/guardians may communicate with staff by phone, via email, or in person by appointment. Please note that phone calls will not be transferred to the classroom during instructional time. Any messages sent to staff or left on voicemail will receive a response within a 48-hour period. Messages for students from their parents/guardians will be taken by office staff and will only be delivered during instructional time if the matter is of EXTREME emergency or great urgency.

USE OF MOBILE COMMUNICATION DEVICES

EC 48901.7; (BP 5131.8)

The use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being but could be disruptive of the instructional program in some circumstances. In fact, there is growing evidence that unrestricted use of smartphones by students during the school day interferes with the educational mission of the schools, lowers student performance, promotes cyberbullying, and contributes to an increase in teenage anxiety, depression, and suicide.

Although students cannot be prohibited from possessing or using a mobile communication device under any of the circumstances listed below, the District has adopted a policy in restricting the possession and use of smartphones at school and while under the supervision of school personnel.

- Unless explicitly addressed in a comprehensive school safety plan, in the case of an emergency, or in response to a perceived threat of danger
- When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator
- When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being
- When the possession or use is required by the student's individualized education program or Section 504 plan

Additionally, smartphones and other mobile communication devices may 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.

ELECTRONIC LISTENING, RECORDING, OR SIGNALING DEVICES

EC 48901.5, 51512; (BP 5131)

The use by any person, including a student, of any electronic listening, audio/video recording, or signaling devices in any classroom without prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline on school grounds. 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. The District is not responsible for the loss, theft, or loss due to confiscation of these devices.

Note: No student will be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and use of which is limited to purposes related to the student's health.

PERSONAL PROPERTY

Students should leave valuable personal property at home (e.g., large amounts of cash, photo or card collections, electronic devices). Any items that may jeopardize the safety of students and the health and cleanliness of the school, and/or disrupt the instructional process, must also not be brought to school or to a school-sponsored activity. Such items include, but are not limited to, aerosol cans, markers, toys, dangerous objects (e.g., box cutters, nail files), and weapons.

The primary objective of requiring students not to bring personal or unauthorized items to school is to prevent the loss or damage of private property, to ensure a focus on education, and to promote a safe and secure school environment. Confiscated items may be recovered by the student or the parent/guardian at the school's discretion within a reasonable period of time, as defined by the school site. Neither the District nor any individual employee will be liable for the damage or loss of confiscated items, or responsible for any items that have not been retrieved by the student or parent/guardian after such items were confiscated.

OUTSIDE DELIVERIES

To maintain an optimal learning environment that is free from distractions, the school will not accept items delivered to the school – such as balloons, flowers, presents, etc. sent on birthdays, Valentine's Day, or other special occasions. Students should also not bring these items to school as gifts for others. If they are brought to school, or left at the office by the delivery person, the items will be held in the office until the end of the school day. The school is not responsible for contacting the recipient of the item(s) nor does the school

assume responsibility for any items that are lost, stolen or damaged.

Outside food and beverages may not be ordered and delivered to students during school hours, especially through delivery services such as Door Dash, Grubhub, Postmates, or Uber Eats. It is not only disruptive to school operations, but it is unsafe. Parents/guardians should also refrain from bringing outside food and beverages to their students.

Student items required for education purposes or safety reasons may be brought to the office by parents/guardians providing proper identification. The student will be called to the office during the passing period or lunch to receive the item from the parent/guardian.

DRESS & GROOMING

EC 35183, 35183.5; (BP 5132)

The Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. Students are expected to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. 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.

All students must abide by the following:

- Aerosol cans of any kind are not permitted at school (i.e., hair color, hair spray, deodorant or other body sprays).
- Shoes must be worn at all times. Sandals may be worn with a heel strap except for safety purposes in lab classes or classes using sharp objects. Steel-toed shoes, cleats, shoe skates and slippers/slides are not permitted.
- Lettering or printing will be allowed on shirts, sweatshirts or other apparel as long as it is acceptable for school attire. Crude or vulgar printing or pictures depicting tobacco, drugs, alcoholic beverages, weapons, gang-related names or symbols, or those that are sexually suggestive are not allowed. This district reserves the right to declare unacceptable any item of clothing, printing or accessories depicting any logo that has been identified to be gang related (including sport team jerseys).
- Pants/shorts must conceal undergarments and personal areas and must reach the extent of fingertips or reach mid-thigh.

- Garments must be sufficient to conceal undergarments at all times. Night clothing (pajamas) and slippers are not to be worn to school.
- Students must wear shirts at all times. No muscle shirts, undershirts, tank-tops “see-through” or “fishnet” type of blouse or shirt may be worn.
- All accessories must promote the safety of all students. No sharp objects may be on students.
- Schools may ask students to cover tattoos or body art that is deemed likely to cause a disruption of the school environment.

To promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms.

Sun-Protective Clothing & Hats

Students are authorized to wear sunscreen and sun-protective clothing, including, but not limited to, hats while outdoors to prevent skin disease. For this purpose, hats must:

- Have a full 3” brim, which circles the hat (like a fishing hat)
- Be able to be folded to fit in a pocket or backpack
- Not have any markings or colors that could be construed to be offensive or gang-related
- Not have other items attached to it, such as pins, cloth, labels, patches, etc.

Other hats may be worn with the authorization of the principal.

Gang Apparel, Symbols & Colors

The Board of Education desires to keep district schools and students free from the threat or harmful influence of any groups or gangs which advocate illegal or disruptive behavior. Students are prohibited from wearing “gang-related” clothing, symbols or colors. The term “colors” is defined as a display by the wearing or placement of apparel by a group of students, or an individual student, which would signify the membership or intent of membership in a group known to advocate illegal or disruptive behavior. The Board, therefore, prohibits the presence of any apparel, jewelry, accessory (*i.e.*, bandanas, hair nets, do-rags, wallet chains, chains, etc.), notebook, or manner of grooming that, by virtue of its color, arrangement, trademark, or any other attribute, denotes membership in such a group. Should any item be declared by the school as gang-related due to the criteria listed above, then proper notification to parents/guardians and students will be made by the school principal and the dress code will be enforced. Any student wearing or carrying overt gang paraphernalia or making gestures that symbolize gang membership will be referred to the principal

or designee, who may take disciplinary action, as appropriate.

In order to refrain from giving gangs publicity, any gang graffiti will be quickly removed, washed down, or painted over as soon as discovered. Families will be held financially responsible for their student defacing or destroying school property.

CLEAR BAG POLICY

To ensure the safety and security of all attendees at Moreno Valley Unified School District high school football games and graduation ceremonies, a clear bag policy is in effect. Only clear bags made of plastic, vinyl, or PVC no larger than 12” x 6” x 12” will be permitted. Small clutch bags or wallets, not exceeding 4.5” x 6.5”, may also be allowed. All bags are subject to search. The District appreciates cooperation from attendees in making these events safe and enjoyable for everyone.

WEAPONS & DANGEROUS INSTRUMENTS

(BP/AR 5131.7)

The Board of Education desires students and staff to be free from the danger presented by firearms and other weapons and recognizes that they have the right to a safe and secure campus free from psychological and physical harm. To that end, weapons and dangerous instruments that are prohibited in school buildings, on school grounds and buses, or at district-related or district-sponsored activities include, but are not limited to:

1. Firearms, such as pistols, revolvers, shotguns, rifles, “zip guns,” “stun guns,” tasers, shock devices, laser penlights (if used in a harmful or potentially harmful manner), and any device capable of chemically propelling a projectile.
2. Imitation firearms (for school purposes), such as air guns, CO2 guns, paint guns, BB guns, pellet guns and dart guns, and non-operating devices made to look like a firearm, which might be used for intimidation purposes.
3. Cutting and puncturing devices, dirks, daggers, legal knives, illegal knives, knives with blades longer than 3½ inches, folding knives with blades that lock into place, razors with an unguarded blade, Kirpans, and any other device capable of cutting or puncturing.
4. Explosive and/or incendiary devices, pipe bombs, time bombs, firecrackers, tear gas/tear gas weapons including pepper spray, containers of flammable fluids, and other hazardous devices.
5. Any other dangerous device, instrument, weapon, or object, especially those defined in PC 12020, including a blackjack, slingshot, billy club, nunchaku/martial arts weapon, club, sandbag, metal knuckles, or any metal

- plate with three or more radiating points with one or more sharp edges designed for use as a weapon.
- 6. Shock devices.
- 7. Cap guns and other look-alike weapons used or represented as real and capable of inflicting harm or fear of harm.
- 8. Any other objects that could be used to inflict harm.

Students may be subject to disciplinary action for possession or use of weapons and dangerous instruments.

SAFE STORAGE OF FIREARMS

EC 48986, 49392; (BP 0450)

Seventy-four percent of children know where their parents'/guardians' 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/guardians are responsible for keeping firearms out of the hands of children and should review this notice and evaluate their own personal practices to assure that every member in the family is in compliance with California law.

- 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/guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others. (PC 25100-25125, 25200-25220) *Note:* The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent/guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm. (PC 25100(c))
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from

possessing, having custody or control, owning, receiving, or purchasing a firearm for 10 years. (PC 29805)

- A parent/guardian 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 county or city where the parent/guardian resides may have additional restrictions regarding the safe storage of firearms.

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.

EMPLOYEE INTERACTION WITH STUDENTS

EC 44050; (BP 4119.24)

The Board of Education expects adults to maintain the highest professional, moral and ethical standards in their interaction with students. Employees are required to maintain an atmosphere conducive to learning, through consistently and appropriately applied discipline and establishing and maintaining professional boundaries.

The interactions and relationships between employees and students should be based upon mutual respect and trust, and an understanding of the appropriate boundaries between adults and students in and outside the educational setting. Relationships between adults and students should also be consistent with the educational mission of the schools.

Employees will not intrude on a student's physical and emotional boundaries unless the intrusion is necessary to serve a legitimate educational purpose. Legitimate educational purpose includes matters or communications related to teaching, counseling, athletics, extracurricular activities, treatment of a student's injury or other medical needs, school administration, or other purposes within the scope of the adult's employment duties.

Appearances of Impropriety

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

- Being alone with an individual student outside the view of others;
- Inviting or allowing individual students to visit the employee's home;
- Remaining on campus with student(s) after the last administrator leaves the school site; and/or
- Visiting a student's home unless home visits are a required and expected duty of the adult.

Whenever possible, employees should avoid these situations. If unavoidable, these activities should be pre-approved by the appropriate administrator. If not pre-approved, the employee must report the occurrence to the appropriate administrator as soon as possible.

Electronic Communications

As with other forms of communication, when communicating electronically, employees must maintain professional boundaries with students. Electronic and other communications with students must be for legitimate educational purposes only. Employees may not maintain personal contact with a student outside of school by phone, letter, electronic communication, or other means (beyond legitimate educational purposes) without including the parent/guardian and/or school principal.

When available, district email and communication devices must be used when communicating electronically with students. The use of district email or other communication devices must be in accordance with district policies and procedures.

Employees may not communicate with students, for any reason, through the use of a medium that is designed to eliminate all traces or records of communication (e.g., "Snapchat").

All electronic communications from coaches and advisors to team or club members must concern only legitimate educational interests and must be sent in a single communication to all participating team or club members, except for communications concerning an individual student's medical or academic privacy matters, in which case the communication will be copied to the school principal.

Employees may not follow or accept requests from current students or non-adult former students to be friends or connections on personal social networking sites and may not create or participate in any networking site for communication with students other than those provided by the District for this purpose, without the prior written approval of the school principal.

Boundary Violation

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

1. Singling out a particular student or students for personal attention and friendship beyond the professional staff-student relationship.
2. For non-guidance/counseling staff, encourage students to confide about their personal or family problems and/or relationships. If a student initiates such discussions,

employees are expected to refer the student to an appropriate guidance/counseling staff. In either case, employee involvement should be limited to a direct connection to the student's school performance.

3. Addressing students or permitting students to address staff members with personalized terms of endearment, pet names or otherwise in an overly familiar manner.
4. Maintaining personal contact with a student outside of school by phone, e-mail, instant messenger or Internet chat rooms, social networking websites (e.g. Facebook), or letters beyond homework or other legitimate school business without including the parent/guardian. This prohibition specifically includes "friending" or "following" students on social media unless the social media page is dedicated to legitimate school business. This also specifically includes the posting of student images or other personally identifiable information of students on an adult's personal website.
5. Exchanging personal gifts, cards or letters with an individual student for which it is directly or implicitly suggested that a student is to say or do something in return.
6. Touching students or initiating inappropriate physical contact without a legitimate educational purpose. Legitimate purposes could include the following: assisting an injured student; assisting a student with special needs with toileting or other needs; appropriate coaching instruction; appropriate music instruction; or to protect the safety of students or staff.
7. Socializing or spending time with students (e.g., going out for beverages, meals or movies, shopping, traveling and recreational activities and visiting the student's home) outside of school-sponsored events, except as participants in organized community activities.
8. Transporting student(s) in a personal vehicle in a non-emergency situation and without proper written authorization forms in advance.
9. Being alone with a student without a legitimate educational purpose.

Boundary Violations Constituting Serious Misconduct

A boundary violation that constitutes serious misconduct is an act, omission, or pattern of such behavior by an adult that does not have a legitimate educational purpose, and results in abuse of the staff/student professional relationship.

Romantic or Sexual Relationships. Employees are prohibited from dating, courting, or entering into or attempting to form a romantic or sexual relationship with any student, regardless of the student's age. Prohibited romantic or sexual interaction involving students includes, but is not limited to:

1. Sexual physical contact
2. Romantic flirtation, propositions, or sexual remarks

3. Sexual slurs, leering, epithets, sexual or derogatory comments
4. Personal comments about a student's body
5. Sexual jokes, banter, innuendo, notes, stories, drawings, gestures or pictures
6. Spreading sexual or romantic rumors
7. Touching a student's body or clothes in a sexual or intimate way or in a manner that is not age-appropriate
8. Restricting a student's freedom of movement in a sexually intimidating or provocative manner
9. Displaying or transmitting sexual objects, pornography, pictures, or depictions to a student
10. Any type of conduct that would be considered harassment under Board policy

Social and Other Interactions. Employees are prohibited from engaging in social and other interactions with students which abuse the student/staff professional relationship. Prohibited social and other interaction involving students includes, but is not limited to:

1. Sending or accompanying students on personal errands unrelated to any legitimate educational purpose
2. Furnishing alcohol, drugs or tobacco to a student, or being present where any student is consuming these substances
3. Disclosing personal, sexual, family, employment concerns or other private matters to one or more students
4. Sharing personal secrets with a student
5. Unnecessarily invading a student's privacy (e.g., walking in on the student in the bathroom)
6. Taking a student out of class without a legitimate educational purpose
7. Giving a student a ride alone in a vehicle in a non-emergency situation without prior notification to and/or approval from the school principal as described above
8. Engaging in harassing or discriminatory conduct prohibited by other district policies or by state or federal law and regulations
9. Unnecessarily invading a student's privacy

Exceptions

An emergency situation or a legitimate educational purpose may justify deviation from professional boundaries set out in district policy; however, under no circumstances will an educational or other reason justify deviation from the "Romantic and Sexual Relationship" section of this policy.

There may be circumstances where there is an appropriate pre-existing personal relationship between an employee and a student's family that exists independently of the employee's position with the District (e.g., when their children are friends). The District's policy is not intended to interfere with such relationships or to limit activities that are normally

consistent with such relationships. Employees are strongly encouraged to maintain professional boundaries appropriate to the nature of the activity.

It is understood that adults may be involved in other roles in the community through civic, religious, athletic, scouting or other organizations and programs whose participants may include District students. The District's policy is not intended to interfere with or restrict an adult's ability to serve in those roles; however, adults are strongly encouraged to maintain professional boundaries appropriate to the nature of the activity with regard to all youths with whom they interact in the course of their community involvement.

Duty to Report

When an employee observes conduct or has knowledge of another employee violating district policy that creates a reasonable suspicion of child abuse (including sexual abuse), or when an employee has reasonable suspicion of an adult harming or endangering a child, the employee must report the conduct to San Bernardino County's Family and Children's Services in accordance with state law and BP/AR 5141.4 – Child Abuse Prevention and Reporting.

Investigation

Whenever the District receives a report concerning a possible boundary violation, the site supervisor and the assigned Human Resources Administrator will conduct a prompt investigation utilizing the procedures for investigations of allegations of serious misconduct. The investigation will include a review of the full history of concerns relating to the subject of the concern/complaint.

Immediate intervention will be considered and implemented when necessary to protect student safety and/or the integrity of the investigation.

Disciplinary Action

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

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

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

Confidentiality and Retaliation

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

Reporting employees are specifically advised of the following:

1. Reporting employees are neither permitted nor responsible for investigating whether the conduct is inappropriate; and
2. Reporting employees are required to maintain confidentiality.

Confidentiality protects both the student(s) and the adult who is the subject of the report. Failure to maintain confidentiality may impede the investigation and foster untrue and potentially harmful rumors. Nothing in district policy prevents any represented employee from consulting with their exclusive representative.

ABUSE & NEGLECT REPORTING

EC 48987; PC 11164 et seq.; (BP/AR 5141.4)

The Moreno Valley Unified School District is committed to protecting all students in its care. All employees of the District, including member of the Board of Education 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. 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; it does not require certainty that the child abuse and/or neglect has occurred. The fact that a child is homeless or an unaccompanied minor is not, in and of itself, a sufficient basis for reporting child abuse or neglect. District employees may not investigate to confirm the suspicion.

All complaints must be filed through a formal report, over the telephone, in person, or in writing, with an appropriate law enforcement agency (*i.e.*, Police Department, County Probation Department, or County Welfare Department/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/guardians of students also have a right to file a complaint against a school employee or other person who they suspect has engaged in abuse of a child at a school site. Complaints may be filed with the local law enforcement agency; parents/guardians may also notify the District of an incident by contacting the principal or the District's Student Services Department.

Child abuse does not include an injury caused by any force that is reasonable and necessary for a person employed by or engaged in school:

- To stop a disturbance threatening physical injury to people or damage to property.
- For purposes of self-defense.
- To obtain possession of weapons or other dangerous objects within the control of a student.
- To exercise the degree of control reasonably necessary to maintain order, protect property, protect the health and safety of students, and maintain proper conditions conducive to learning.

MEGAN'S LAW/SEX OFFENDERS

PC 290.45, 626.81; (BP/AR 3515.5)

Whenever the principal has granted permission to a registered sex offender to come into a school building or upon school grounds to volunteer at the school, the principal or designee will notify the parent/guardian of each student at that school, at least 14 days in advance, that a registered sex offender has been granted such permission, the date(s) and times for which permission has been granted, and the parent's/guardian's right to obtain information regarding the person from a designated law enforcement agency.

The District will respond as directed or advised by a law enforcement agency due to the presence of a registered sex offender on school grounds – law enforcement is the agency best able to assess the relative danger of a sex offender. Parents/guardians requesting information about sex offenders in the community should either contact law enforcement or access the Megan's Law webpage from the California Department of Justice's website <http://meganslaw.ca.gov/>. The website also provides information on how to protect children and their families, facts about sex offenders, frequently asked questions, and sex offender registration requirements in California.

TECHNOLOGY

STUDENT USE OF TECHNOLOGY

20 USC 7131, 47 USC 254; 47 CFR 54.520; (BP/Exhibit 6163.4) The Moreno Valley Unified School District offers students the privilege of using district technology to support student learning. The effective use of technology is integral to the education and development of students. Students are allowed to use such technology, including artificial intelligence (AI) technology, in accordance with district policies, including, but not limited to, policies on academic honesty, data privacy, nondiscrimination, and copyright protection. Teachers, administrators, and/or library media specialists are expected to review the technological

resources and online sites that will be used in the classroom or assigned to students in order to ensure that they are appropriate for the intended purpose and the age of the students.

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.

The District may place reasonable restrictions on the sites, material, and/or information that students may access through district technology. 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.

Before a student is authorized to use district technology, the student and the student's parent/guardian must sign and return the "Acceptable Use Agreement and Release of District From Liability."

GOOGLE WORKSPACE FOR EDUCATION

Moreno Valley Unified School District provides students with access to *Google Workspace for Education*, a suite of tools such as Gmail, Drive, Docs, Classroom, and additional services like YouTube and Google Translate. Per Google's policy, schools must obtain parental consent before enabling these services for students; particularly, those under the age of 18. This consent allows the District to create and manage student accounts and enable specific tools based on instructional needs. No personal student information is used to target advertising, and data collected is used solely to provide and improve educational services, in accordance with Google's privacy commitments.

For more information, please review the following:
https://workspace.google.com/terms/education_privacy.html
https://workspace.google.com/terms/user_features/
<https://www.google.com/policies/privacy/>

Parents/guardians will be notified if any new services requiring consent are added in the future.

CHROMEBOOKS

EC 48904; (AR 5125.2, BP 6161.2)

All students in grades 3-12 are issued a district-loaned Chromebook to take home and bring back to school daily. As instructional materials, Chromebooks serve to further the

District's mission that every student graduates ready for college and well-prepared for the careers of the future. All instructional materials provided for student use are an expensive resource and remain the property of the District.

Similar to a textbook, they are provided to students free of charge, and students are responsible for returning borrowed materials in good condition, with no more wear and tear than usually results from normal use. When district property is willfully damaged or not returned, the student's parents/guardians may be held responsible for the damage/loss. However, if it can be demonstrated to the Superintendent or designee's satisfaction that the student has taken all reasonable precautions to safeguard instructional materials issued to them, the Superintendent or designee may excuse the student or parent/guardian from liability. If reparation is not excused and not paid by the student or parent/guardian, the District may withhold the student's grades, diploma, and transcripts in accordance with law and board policy.

STUDENT OBLIGATIONS & RESPONSIBILITIES

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

Students must 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 must 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. Create or disseminate "Deepfakes." For the purpose of district policy, a deepfake is defined as any digital media (including but not limited to images, audio, and video) that has been deceptively altered or generated to falsely depict a person saying or doing something they did not say or do. Deepfakes often utilize artificial intelligence and machine learning techniques to create highly realistic and convincing forgeries.

3. Bully, harass, intimidate, or threaten other students, staff, or other individuals (“cyberbullying”).
4. 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.
5. Share confidential information or personally identifiable information with an open AI system of themselves, another student, staff member, or other person.
6. Adjust the privacy settings on any technology tool or AI app unless directed to do so by a teacher or staff member.
7. Violate the direction of teachers or other staff members, age restrictions, or the intended use of the technology.
8. Infringe on copyright, license, trademark, patent, or other intellectual property rights.
9. 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).
10. Install unauthorized software.
11. “Hack” into the system to manipulate data of the district or other users.
12. Engage in or promote any practice that is unethical or violates any law or board policy, administrative regulation, or district practice.

ACADEMIC INTEGRITY & ARTIFICIAL INTELLIGENCE (AI)

Definition of Original Work in the Context of AI Use

Original work is defined as a product that reflects a student’s own understanding, thinking, and creativity, even when digital tools, including generative AI, are used during the process. The use of AI may support the development of ideas, organization, or refinement of work, but the final output must be meaningfully shaped, written, and personalized by the student.

To be considered original:

- The student must actively engage with the content, demonstrate comprehension, and contribute their own voice and perspective.
- AI-generated content must be used transparently and critically, not submitted as-is or in place of a student’s own thinking.
- Any use of AI must be clearly acknowledged, with a brief explanation of how it was used (e.g., brainstorming, outlining, revising).

- Failure to significantly modify or personalize AI-generated material may result in the work being considered non-original, and could be subject to academic integrity policies.

Guardrails for AI Detection and Verification

The District recognizes that AI detection software is not 100% accurate and may disproportionately flag students with diverse writing styles, including neurodivergent students and English Language Learners. Therefore:

- AI detection scores will not be used as the sole evidence for an academic integrity violation.
- Teachers must use a “Human-in-the-Loop” approach. If a student’s work is flagged, the teacher must first conduct a one-on-one conversation with the student to discuss their writing process before any formal accusation is made.
- Students will be given the opportunity to demonstrate “Proof of Process,” which may include showing Google Doc version history, rough drafts, brainstorming notes, or explaining their sources and reasoning orally.

STUDENT AGREEMENT ON PLAGIARISM & THE USE OF AI

When students acknowledge receipt of this handbook, they are indicating their commitment to maintaining academic integrity, and their understanding of the importance of honesty and original work in all aspects of their education. Students are also recognizing their responsibility to uphold the following principles regarding plagiarism and the use of AI as follows:

Plagiarism

- I understand that plagiarism involves the use of someone else’s work, ideas, or intellectual property without proper citation or acknowledgment. This includes, but is not limited to, copying text, ideas, images, data, or code from books, articles, websites, or other sources without proper attribution.
- I will ensure that all my work is original and that any material borrowed from external sources will be properly cited according to the required citation style (APA, MLA, Chicago, etc.).
- I acknowledge that submitting work that is not my own, or misrepresenting the sources of my work, is a violation of academic integrity and could result in academic penalties, including failing grades, suspension, or expulsion.

Use of AI

- I understand that AI tools (such as ChatGPT, Grammarly, plagiarism checkers, or code generators) can assist in my learning and research but are not substitutes for original thought, research, or writing.

- I will use AI responsibly and ethically, ensuring that any content generated by AI tools will be checked, reviewed, and edited by me to align with my own understanding and learning.
- I will not submit work generated entirely by AI as my own, nor will I use AI in ways that mislead or deceive my instructors or peers about the originality of my work.
- If I use AI tools in my work, I will clearly acknowledge their use and describe how they were applied, as required by my institution's guidelines

Commitment to Academic Integrity

- I commit to abiding by the principles of academic integrity, which include producing authentic work, respecting intellectual property, and taking responsibility for the content I submit.
- I understand that violations of the agreement may result in disciplinary action according to my institution's academic integrity policy.

PRIVACY

Since the use of district technology is intended for educational purposes, students should 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 must abide by all applicable board policies, administrative regulations, and the Acceptable Use Agreement. 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 must immediately report such information to the teacher or other district personnel.

CONSEQUENCES

Whenever a student is found to have violated board policy or the Acceptable Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the Districts equipment and other technological resources, as appropriate.

Inappropriate use may also result in disciplinary action, up to and including suspension or expulsion, and/or legal action in accordance with law and board policy.

STUDENT BEHAVIOR & DISCIPLINE

BEHAVIOR EXPECTATIONS & DISCIPLINE RULES

5 CCR 300; EC 35291, 44807; (BP/AR 5144, BP 5144.1)

The Moreno Valley Unified School District is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. 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.

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. Staff will enforce disciplinary rules fairly, consistently, and in accordance with the District's nondiscrimination policies. Students are held to a strict account for their conduct on the way to and from school, in the classroom and other school buildings, on school grounds, at school-sponsored activities, and on the school bus. Students must conform to school regulations; obey promptly all directions of teachers and others in authority; be diligent in study; be kind, courteous, and respectful to all students and staff; and refrain entirely from the use of profane and vulgar language.

At all times, the safety of students and staff and the maintenance of an orderly school environment are priorities in determining appropriate discipline. To the extent possible, staff will use disciplinary strategies that keep students in school and participating in the instructional program. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, are imposed only

when required or permitted by law or when other means of correction have been documented to have failed.

Prohibited student conduct includes, but is not limited to:

- Behavior that endangers staff and/or students.
- Behavior that disrupts the orderly classroom or school environment.
- Harassment of students or staff, including bullying or cyberbullying, intimidation, hazing or initiation activity, ridicule, extortion, or any other verbal, written or physical conduct that causes or threatens to cause bodily harm or emotional suffering.
- Damage or theft of property belonging to the district, staff, or students.
- Possession or use of laser pointers, unless used for a valid instructional or other school-related purpose, including employment.
- Profane, vulgar or abusive language.
- Plagiarism, including unauthorized use of AI, or dishonesty in schoolwork or on tests.
- Inappropriate dress.
- Tardiness and unexcused absence from school.
- Failure to remain on school premises in accordance with school rules.

IN LOCO PARENTIS

In loco parentis is a doctrine that grants schools the authority to act in the best interest of students. It is a Latin legal phrase meaning, "in the place of a parent". So, when parents/guardians leave their students under the care and supervision of district staff, staff have the discretion to address student misbehavior, conduct searches and investigations, including interviewing students, and impose disciplinary actions in accordance with law and district policy.

GROUND FORS FOR SUSPENSION & EXPULSION

EC 48900 et seq.; (BP/AR 5144.1)

A student at any grade level may be suspended from school or recommended for expulsion for committing any of the following acts that are related to a school activity or school attendance: (EC 48900, 48900.7)

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.
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.
18. Engaged in an act of bullying.
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.

Additional grounds for suspension and expulsion for students in grades 4 through 12 include: (EC 48900.2, 48900.3, 48900.4)

1. Committed sexual harassment.
2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
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.

Recommendation to Expel: Mandatory

As required law, a student found to have committed any of the following acts at school or at a school activity off school grounds must be immediately suspended and recommended for expulsion: (EC 48915(c))

1. Possessing, selling, or otherwise furnishing a firearm.
2. Brandishing a knife at another person.

3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault or committing a sexual battery.
5. Possessing an explosive.

Recommendation to Expel: Discretionary

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the Superintendent or principal will recommend a student's expulsion for any of the following acts: (EC 48915(a)(1))

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance, except for: (a) The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis; or (b) The possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician
4. Robbery or extortion
5. Assault or battery upon any school employee

For these acts and all other acts not described in EC 48915 (c), under "Recommendation to Expel: Mandatory", that are committed at school or at a school activity off school grounds, a student may be recommended for expulsion based on a finding of one or both of the following: (EC 48915(b) and (e))

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.

SUSPENSION BY A CLASSROOM TEACHER

EC 35291, 48900.1, 48910, 48911; (BP 5144.1)

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

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

the student to complete any assignments and tests missed during the suspension.

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

When suspending a student from class for committing an act of obscenity, habitual profanity or vulgarity, disruption of school activities, and/or willful defiance, the teacher may require any parent/guardian 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/guardian regarding the implementation of this requirement.

SUSPENSION FROM SCHOOL

EC 35291, 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 own 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/guardian 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/guardian by telephone, by email, or in person. The parent/guardian 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/guardian to discuss the causes and duration of the suspension, the school policy involved and any other pertinent matter. The parent/guardian of a student who is suspended must respond without delay to the request for a meeting; however, the student may not be denied

readmission solely because the parent/guardian failed to attend the meeting.

Period of Suspension

When a student is suspended from school, the following provisions apply:

1. The teacher of any class from which a student is suspended may require the suspended student to complete any assignments and tests missed during the suspension.
2. A teacher must provide a student that has been suspended from school for two or more days the homework that the student would otherwise have been assigned if the student or the student's parent/guardian or other person holding educational rights makes a request to the teacher. Whenever a homework assignment that is requested and turned into the teacher either upon the student's return to school from suspension or by the deadline prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment cannot be included in the calculation of the student's overall grade in class.
3. The parent/guardian has the right to access their student's education records, as well as to challenge or appeal the suspension.
4. The student must not be allowed to loiter on or around any school grounds, and adhere to the Daytime Curfew Ordinance for the City of Moreno Valley.
5. The student may not participate in any school activities on school grounds or at school-related activities.

Extension of Suspension

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/guardian are 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.

RESTRAINT & SECLUSION

EC 49005 et seq.; (AR 5131.41)

Restraint and seclusion are safety responses to be used only in the most serious of situations when the risk is high, and all other interventions have proven ineffective. Restraint and seclusion are not behavioral or therapeutic interventions, and they are never to be used for discipline, punishment, retaliation, or the convenience of district personnel, contractors, or volunteers. The use of prone restraint (as defined below) or any action designed for the primary purpose of inflicting pain upon a student is strictly prohibited.

The law provides the following definitions for restraint and seclusion techniques; exceptions to these definitions can be found in [EC 49005.1](#):

- Mechanical restraint: Use of a device or equipment to restrict a student's freedom of movement.
- Physical restraint: A personal restriction that immobilizes or reduces the ability of a student to move their torso, arms, legs, or head freely.
- Prone restraint: The application of a mechanical or physical restraint on a student in a facedown position for any period of time and includes the procedure known as prone containment.
- Seclusion: The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.

As required by law, the District's restraint and seclusion data is reported to CDE on an annual basis and posted on the District's website.

SEARCH & SEIZURE

(BP 5145.12)

In promoting a safe learning environment, school officials will take appropriate action to eliminate, to the extent possible, the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, school officials may search students, their property, and/or district property under their control and may seize illegal, unsafe, or otherwise prohibited items.

School officials may conduct a search of an individual student, the student's property, or district property under the student's control when there is a reasonable suspicion that the search will uncover evidence that a student is violating the law, Board policy, administrative regulation, or other rules of the District or the school. Reasonable suspicion must be based on specific and objective facts that the search will produce evidence related to the alleged violation. The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, or student vehicles parked on district property.

All student lockers, desks, and school-issued electronic devices are the property of the District. The principal or designee may conduct a general inspection of school properties on a regular, announced basis, with students standing by their assigned lockers, desks, or school-issued electronic devices. Any items contained in a locker or desk will be considered to be the property of the student to whom the locker or desk was assigned.

A student's personal electronic signaling device (e.g., smartphone) may not be searched, including, but not limited

to, the accessing and reading of text messages and digital photos, unless the school official:

1. Has obtained the specific, written consent of the student or parent/guardian.
2. Believes there is an emergency involving danger of death or serious physical injury to any person.
3. Is attempting to identify or contact the owner or authorized possessor of the device that, in good faith, is believed to be lost, stolen, or abandoned.
4. Is a sworn peace officer who has orders to search the device pursuant to a search warrant.

INVOLVEMENT OF LAW ENFORCEMENT

EC 35291, 44014, 48902; (BP 5144.1)

Whenever any school 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.

REPORTING THREATS

EC 35291, 48902, 49331, 49393; (BP 3515, BP 5131.7)

Any employee or other school official whose duties bring them in contact on a regular basis with students in any of grades 6-12, as part of a middle or high school, who is alerted to or observes any threat or perceived threat of a homicidal act is required to immediately report the threat or perceived threat to law enforcement.

Threat or perceived threat means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in

association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent/guardian, student, or other individual.

LIABILITY FOR MINOR CHILD'S ACT

EC 48900, 48904; (BP 3515.4, 6161.2)

The parent/guardian of a minor may be held financially liable for all damages caused by the willful misconduct of the minor:

1. That results in injury or death to any student or any person employed by, or performing volunteer services for the District; or
2. Who willfully cuts, defaces, or otherwise injures in any way the property of the District or any of its employees.
Note: School property includes, but is not limited to, electronic files and databases.

The liability of the parent/guardian will not exceed ten thousand dollars (\$10,000), adjusted annually for inflation. The parent/guardian will also be liable for the amount of any reward not exceeding ten thousand dollars (\$10,000), adjusted annually for inflation. The District may further withhold the grades, diploma, and transcript of the student until restitution is paid.

TRANSPORTATION

BUS INFORMATION

In order to maintain safe and timely student transportation services, all bus riders must be at their designated bus stops five minutes early and ready to board when the bus arrives. Bus times may vary the first few days of school as the driver and the students adjust to the new route, please be patient. MVUSD school bus drivers are committed to providing safe, consistent and courteous transportation services.

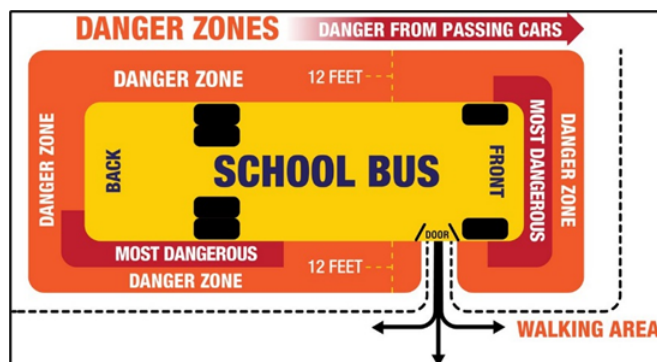
SCHOOL BUS SAFETY

Student riders will observe all safety rules both on the bus and at the bus stop. Students are expected to follow the school bus driver's instructions at all times. A copy of the School Bus Rider Guide is available on the District's [Transportation](#) webpage or by calling the Transportation Department directly at (951) 571-7840.

BUS RULES

- Follow the school bus driver's instructions
- Stay out of the Danger Zone (*see image below*)
- Remain seated and facing forward
- Fasten seat belts
- Keep hands, feet and objects to yourself

- Be polite and talk quietly
- No eating, drinking, smoking, or chewing gum
- No inappropriate or distracting use of a cell phone (or other mobile communication device)
- Do not throw anything out of the bus windows



RELEASE OF STUDENT RIDERS

Pre-K and kindergarten students are required to have a parent/guardian or designated person at the bus stop to receive them. If a kindergarten student cannot be released to the parent/guardian or designated responsible party, the school bus driver will return the student to school.

Student bus riders are asked to be mindful and respectful of the community members' yards and personal property while utilizing designated school bus stops. Once a student rider has exited the bus, they are to walk safely home and not gather around or near the school bus stop.

Each student is provided an annual school bus pass that needs to be presented and scanned when boarding and exiting the school bus. This process is for the safety and security of our student riders and provides alerts to parents/guardians utilizing the MyRide K-12 mobile app that their student has entered or exited the bus.

PARENT APP

The Transportation Department provides free access to My Ride K-12 mobile app. Parents/guardians and students can access their own secure data for bus stop location, route, and pickup times at the touch of a button. In addition, the app also provides parents/guardians with valuable information such as estimated bus arrival time and notification of students getting on and off the bus. Join MyRideK12 by following the instructions below:

1. **Download the App.** Search for "MyRideK12" on the App Store or Google Play Store and download the app to your mobile device.
2. **Sign up.** Create your account by signing up using your email address.
3. **Confirm your account.** Check your email inbox for a confirmation email and follow the instructions to confirm your account.

4. **Login.** Open the MyRideK12 app and log in using the credentials you created.
5. **Choose a school district.** Navigate to the menu and select "School District." Choose Moreno Valley Unified School District from the list.
6. **Add a student.** In the menu, go to "My Student" and add your child by entering the Student ID and the student's Date of Birth. The format may be 01/01/2000 or 1/1/2000.

BUS EVACUATIONS

All students who are transported in a school bus will receive instruction in school bus emergency procedures and passenger safety once each school year. This instruction includes passenger conduct, bus evacuation, crossing roadways, proper loading and unloading and red-light escorts. As part of the instruction, students will exit the bus through the emergency exit door.

BICYCLES, SKATEBOARDS, AND SCOOTERS

Bicycles, skateboards, and scooters must be STORED AND LOCKED in designated areas. Moreno Valley Unified School District assumes no liability for stolen or damaged bicycles. Bicycles, skateboards, and scooters are not to be ridden on SCHOOL GROUNDS. If this rule is violated, the item will be kept at the school and returned after a parent conference has been held. A SECOND VIOLATION will result in cancellation of bike ride privileges.

Motorized scooters, motorized bikes, and HOVERBOARDS, may not be brought to school at any time.

Good bicycle riders ALWAYS:

- Wear a properly fitted helmet (required by law).
- Wear proper clothing for riding.
- Check the bike brakes and tire pressure before starting.
- Ride WITH traffic – NEVER against traffic.
- Use proper hand signals before turning.
- Have both hands on the handlebars while peddling.
- STOP at all stop signs.
- Write down the serial number stamped on the frame and put it in a safe place at home.
- Register the bike, with their parent/guardian, at the local fire station.

SAFETY

Both the school and parents/guardians share the responsibility of training their students to go directly to and from school. It is important to know when a student is due home.

Parents/guardians are encouraged to teach their students to:

- CROSS the street at the corner or in a crosswalk.

- WATCH for cars before crossing a street and cross only when it is safe.
- STAY alert while crossing a street; drivers can make mistakes.
- WALK on the side of the road facing oncoming traffic, if there is no sidewalk.
- FOLLOW the safest route to school. Go with the student the first few days and point out the hazards.
- USE safe areas for playing. Stress the importance of NOT playing in the street.
- RESPECT the property of other people on the way to and from school.
- AVOID strangers. Never get into the car with someone that they do not know. If a student is threatened or

harmed on the way to or from school, call the police and notify the school.

Parents/guardians MUST send a note if their student is to change their regular walking or bus routine. For instance, if the student is not supposed to ride the bus or walk home as they normally would and, instead, must wait for the parent/guardian to pick them up, the school must have a note. Students sometimes have difficulty remembering what a parent/guardian told them to do at the end of a long school day. A student without a note will be sent home in the regular manner.



MORENO VALLEY
UNIFIED SCHOOL DISTRICT
 EXCELLENCE ON PURPOSE
 SHINING BRIGHTER

MORENO VALLEY UNIFIED SCHOOL DISTRICT
DISTRITO ESCOLAR UNIFICADO DE MORENO VALLEY

ACKNOWLEDGEMENT OF RECEIPT / ACUSE DE RECIBO

**Receipt of annual notification of Parent/Student Handbook
including information about parent rights and responsibilities**

***Recibo de aviso anual del Manual de Padre/Estudiante
incluyendo información sobre los derechos y responsabilidades de padres***

PARENT/GUARDIAN

I have received the Parent/Student Handbook and I will provide home support, both academically and behaviorally. I agree to read the handbook with my child; in particular, the section on "Student Discipline & Behavior". I also agree to allow my child to participate in drug/alcohol/health/school climate surveys sponsored by Moreno Valley Unified School District, for the purpose of assisting in the design of prevention and intervention programs. I acknowledge with my signature, the receipt of ANNUAL NOTIFICATION OF PARENT/STUDENT HANDBOOK INCLUDING INFORMATION ABOUT PARENT RIGHTS AND RESPONSIBILITIES on behalf of my son/daughter.

PADRE/GUARDIÁN

He recibido el Manual para Padres/Alumnos y proveeré apoyo hogareño, tanto en lo académico como en el comportamiento. Concuerdo con leerlo y revisaré la sección de las Normas de Disciplina/Intervención con mi hijo. También concuerdo con que mi hijo/a participe en encuestas de drogas/alcohol/salud/ambiente escolar patrocinadas por el Distrito Escolar Unificado de Moreno Valley con el fin de asistir en el diseño de programas de prevención e intervención. Con mi firma certifico que he recibido, por parte de mi hijo/hija, el MANUAL DE PADRE/ESTUDIANTE INCLUYENDO INFORMACIÓN SOBRE LOS DERECHOS Y RESPONSABILIDADES DE PADRES.

Student's Name Printed
Nombre del estudiante impreso

School
Escuela

Grade
Grado

Parent/Guardian's Name Printed
Nombre del padre/tutor impreso

Parent's/Guardian's Signature
Firma del padre/tutor

Date
Fecha