RUSD RIVERSIDE UNIFIED SCHOOL DISTRICT



2020-2021

Opening of Schools Information Guide

Updated: 8/8/20

This is a fluid working document that may be adjusted as conditions and/or guidance changes.

A Message From Our Superintendent

August 8, 2020

Dear RUSD Families,

Welcome to the 2020-21 school year! It is a pleasure to welcome both our returning families and those who are new to RUSD. Although the Covid-19 pandemic has been challenging for us all, the health and safety of our students, families and staff remains our top priority. This booklet will guide you and answer questions, as we begin another school year.

Our staff and teachers are excited to welcome everyone on the first day of school. While improving student achievement is an important part of our mission, we also know it is essential to focus on the social and emotional needs of our students as well. RUSD continues to work diligently to make our schools and programs a place where your child will want to engage, challenge themselves, make connections with peers, and excel as learners. Our focus and priorities center on every student, every day!

I want to thank all of our staff, as well as the Opening of Schools Task Force, composed of over 250 members, who planned and prepared our three choice programs (home-based, virtual, and a phased in-person). The members of this team spanned across different grade levels, neighborhoods and perspectives, and also included healthcare professionals who provided tangible recommendations. Their work is a testament to the tenacity of our Riverside community and their dedication to welcoming every student back to school.

This school year is going to be challenging, yet I believe it will prove to be the best and brightest yet! In years to come, we will look back and say that the 2020-2021 school year was a hingepoint for RUSD and our entire community in making us stronger, more unified, and better prepared to meet life's challenges. Also, I believe that the choice programs we are providing will long endure this pandemic and continue to be available for students and families, helping to better meet your specific needs. Indeed, we have a very bright future ahead of us filled with life's greatest blessings!

I look forward to another exciting year! From the words of John Wooden, "Don't let what you can't do stop you from doing what you can do." As we begin again, please accept my best wishes for a wonderful school year.



David C. Hansen, Ed.D.
RUSD Superintendent

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Guiding Principles



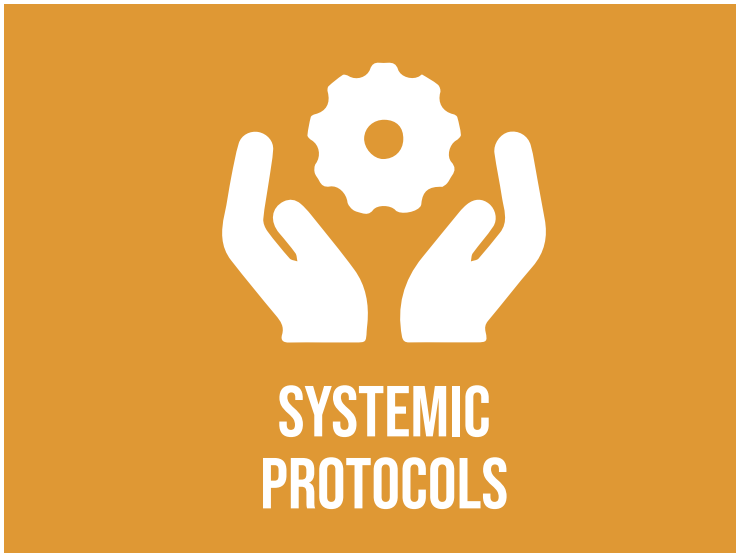
The health and safety of our students, staff, and families is of utmost importance. Our plan to reopen schools is based on guidance from public health officials and state agencies.



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



We ensure that timely and accurate information is provided to students and families.



We strive to have structured processes to support the opening of schools.

Health & Safety Precautions

The health and safety of our students, staff, and families is of utmost importance. When the 2020-2021 school year begins in the Riverside Unified School District (RUSD), on campus school will look much different than previous years due to new health and safety precautions. Our plan to reopen schools is based on guidance from public health officials and state agencies. This plan will be updated as the situation continues to evolve.

While important to address health and safety, we must also place focus on academic instruction and co-curricular and extracurricular programs to enhance student performance, encourage connectedness, and address learning loss. As students return, it will look different in these ways:

Screenings

- Students and adults are recommended to screen for COVID-19 symptoms such as fever, cough, shortness of breath, muscle aches, headache, loss of taste or smell, congestions, sore throat, congestion or runny nose, nausea or vomiting. Anyone experiencing these symptoms should not come to school.
- Student temperatures will be checked upon arrival to campus. Anyone with a fever of 100.4 or higher should not come to school and will be sent home.

Arriving to School and Access to Campus

- Visitors and volunteers on campus will be restricted. This will be revisited as the year progresses and as health circumstances change.
- Meetings with families and the public will be conducted telephonically or virtually via platforms such as Google Meets or Zoom.
- School sites will have signage posted throughout campus to remind students and staff of healthy hygiene practices, social distancing, and face coverings.
- School sites will have designated routes for entry and exit, as well as a path of travel in order to limit contact with others.

Face Coverings & Protective Equipment

Per the California Department of Public Health (CDPH) Guidance, students and staff will use face coverings:

- When on the bus
- When waiting to enter school and offices
- When on school and district property (except when eating or drinking)
- When leaving school

Face coverings are required for students in grades three and above. They are strongly encouraged for students in preschool through grade two if they can be worn properly. A face shield is an acceptable alternative for children in preschool through grade two who cannot wear face coverings properly.

- Face coverings will be provided to all staff and students.
- Face shields will also be provided to staff and students who may require them due to job specifications or special needs.
- Students may bring personal face coverings/neck gaiters following the dress code policy.

In order to comply with the California Department of Public Health (CDPH) Guidance, schools must exclude students from campus if they are not exempt from wearing a face covering under CDPH guidelines and refuse to wear one provided by the school. Schools will provide a face covering to students who inadvertently fail to bring a face covering to school to prevent unnecessary exclusions.

Face Covering Exemptions

- Persons aged two years or under are exempt. These very young children must not wear a face covering because of the risk of suffocation.
- Persons with a medical condition, mental health condition, or disability that prevents wearing a face covering are exempt. This includes persons with a medical condition for whom wearing a face covering could obstruct breathing or are unconscious, incapacitated, or otherwise unable to remove a face covering without assistance.
- Persons who are hearing impaired or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication, are exempt.
- Persons for whom wearing a face covering would create a risk to the person related to their work, as determined by local, state, or federal regulators or workplace safety guidelines, are exempt.

Other Safety Considerations

- Staff members will complete COVID-19 health and safety online trainings
- Supplies have been ordered for hand sanitization/washing for all classrooms, offices, restrooms, and entry points on campuses.
- Students will not share items and will be provided supplies such as books, pencils, scissors, crayons, etc.
- Lunch tables, benches, and other shared surfaces will be cleaned between use.
- Buses will be cleaned between routes.
- Classrooms and offices will be cleaned daily.
- High touch surfaces will be cleaned regularly.

On Campus and In the Classroom

Social distancing will limit the spread of COVID-19. Schools will adhere to the following strategies to maintain social distancing as much as possible:

- Movement of students and teachers or staff will be minimized as much as practicable. For example, elementary students will attend recess with their group of students and minimize contact with others. Secondary schools will follow a block schedule to minimize daily transitions.
- During In-person instruction, space between desks will be maximized and markings on classroom floors will be used to promote distancing. Desks will be arranged in a way that minimizes face-to-face contact.
- There will be social distancing to the extent practicable in locations where students assemble, including lunch and recess/stretch breaks.
- Meals will be prepared in a grab & go, pre-packed style and special dietary needs will be considered when planning food items where possible.

Transportation

- Signage will be posted on all buses.
- Students will be assigned seats and fill the vehicle from back to front.
- Vehicles will be sanitized before, between and after routes.
- Students and the Driver will be required to wear face coverings.
- Social distancing will be practiced when possible.
- If a student becomes ill while in transit, they will be isolated in a dedicated seat at the front of the bus.

School Opening Criteria

- Schools and school districts may reopen for in-person instruction at any time if they are located in a local health jurisdiction (LHJ) that has not been on the county[1] monitoring list within the prior 14 days.
- If the LHJ has been on the monitoring list within the last 14 days, the school must conduct distance learning only, until their LHJ has been off the monitoring list for at least 14 days.[2]

[1]School districts in LHJs that are cities are considered to be included as part of the county if the county is on the monitoring list.

[2]A waiver of this criteria may be granted by the local health officer for elementary schools to open for in-person instruction. A waiver may only be granted if one is requested by the superintendent (or equivalent for charter or private schools), in consultation with labor, parent and community organizations. Local health officers must review local community epidemiological data, consider other public health interventions, and consult with CDPH when considering a waiver request.

Closure Criteria

- Individual school closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and following consultation with the County Public Health Officer.
- Individual school closures may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers/student/staff are cases within a 14-day period, depending on the size and physical layout of the school.
- The County Public Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.
- Schools may reopen after 14 days and the following have occurred:
    - **Cleaning and disinfection**
    - **Public health investigation**
    - **Consultation with the local public health department**
- A superintendent should close a school district if 25% or more of schools in the district have closed due to COVID-19 within 14 days, and in consultation with the local public health department.

COVID-19 Protocol & Notification

RUSD will follow the California Department of Public Health (CDPH) guidelines.

Student or Staff with:	Action:
1. COVID-19 symptoms (e.g. fever, cough, loss of taste or smell, difficulty breathing)	• **Send home** • **Recommend testing** *(if positive, see #3, if negative, see #4)* • **School/classroom remain open** • **No school community notification**
2. Close contact with a confirmed COVID-19 case	• **Send home** • **Quarantine for 14 days from last exposure** • **Recommend testing** *(but will not shorten 14-day quarantine)* • **School/classroom remain open** • **Consider school community notification of a known contact**
3. Confirmed COVID-19 case infection	• **Notify Riverside County Public Health. Isolate the case and exclude from school for 10 days from symptom onset or test date. Identify contacts (†), quarantine & exclude exposed contacts (likely entire cohort (††)) for 14 days after the last date the case was present at school while infectious** • **Recommend testing of contacts and prioritize symptomatic contacts (but will not shorten 14- day quarantine)** • **Disinfection and cleaning of classroom and primary spaces where case spent significant time** • **School remains open** • **School community notification of a known case**

Student or Staff with:	Action:
4. Tests negative after symptom	• **May return to school three (3) days after symptoms resolve** • **School/classroom remain open**

(†) A contact is defined as a person who is <6 feet from a case for >15 minutes. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.
(††) A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts.

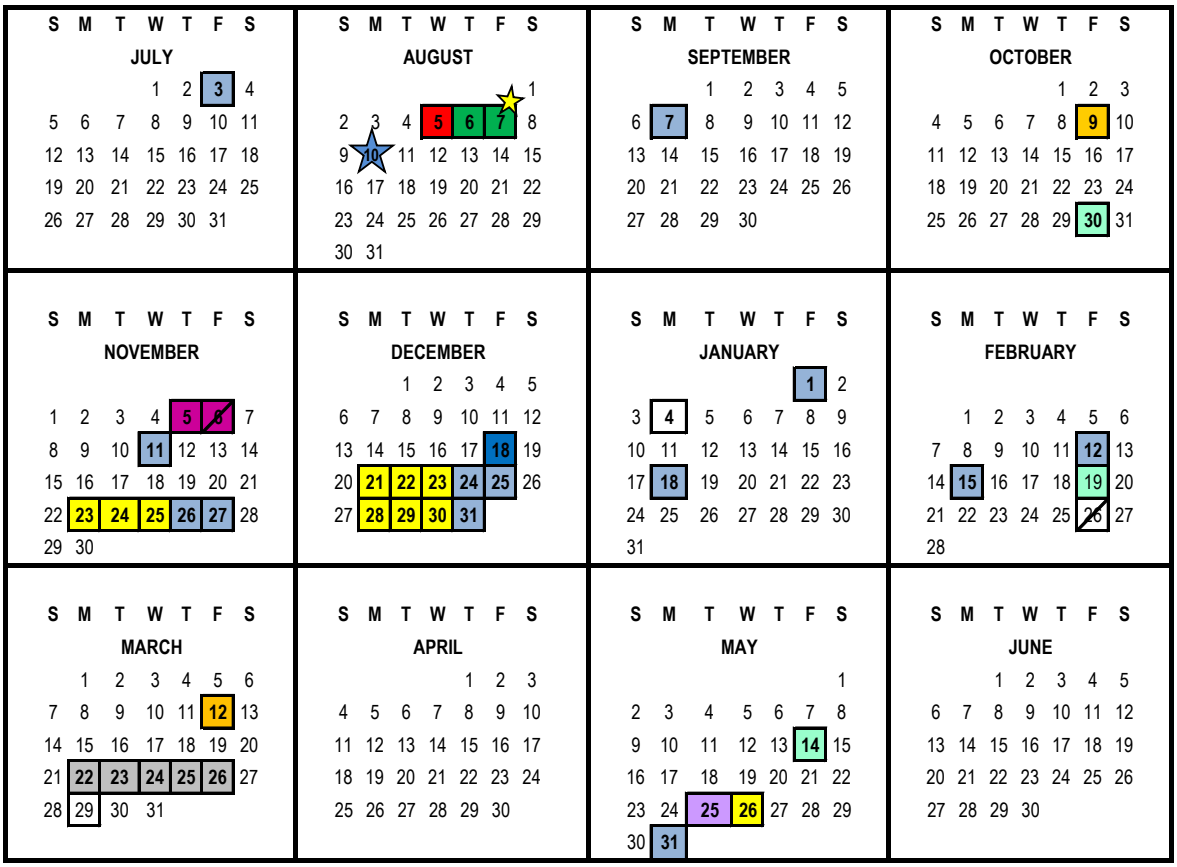
Testing

- Once schools are reopened to at least some in-person instruction, it is recommended that surveillance testing be implemented based on the local disease trends.
- If epidemiological data indicates concern for increasing community transmission, schools should increase testing of staff to detect potential cases as lab testing capacity allows.
- School staff - staff includes teachers, paraprofessionals, cafeteria workers, custodians, bus drivers, or any other school employee that may have contact with students or other staff.
- The district shall test staff periodically, as testing capacity permits and as practicable. Examples of recommended frequency include testing all staff over 2 months, where 25% of staff are tested every 2 weeks, or 50% every month to rotate testing of all staff over time.



Important Dates

RIVERSIDE UNIFIED SCHOOL DISTRICT
Standard School Calendar
2020-2021



LEGAL & LOCAL HOLIDAYS

JUL	3	-	Independence Day Observed
SEP	7	-	Labor Day
NOV	11	-	Veterans' Day
	26	-	Thanksgiving Day
	27	-	All Facilities Closed
DEC	24	-	All Facilities Closed
	25	-	Christmas Holiday Observed
	31	-	(In Lieu of Admissions Day)
JAN	1	-	New Year's Holiday Observed
JAN	18	-	Martin Luther King's Day
FEB	12	-	Lincoln's Day
	15	-	Presidents' Day
MAY	31	-	Memorial Day

November 23 - 27 All Facilities Closed
December 21 - 25 All Facilities Closed

Board Approved 9/3/19
*Board Approved 12/17/19
*Holiday Noted: December 31

IMPORTANT DATES

AUG	5	-	New Employee Welcome
AUG	6-7	-	All Teachers on Duty
AUG	7	-	First Day for 7th Grade
AUG	10	-	Classes Begin
OCT	9	-	End of First MS/HS Quarter (MS Not in Session)
OCT	30		Elementary Minimum Day
NOV	5-6	-	Parent/Teacher Conferences (Elementary Not in Session)
NOV	6	-	End of First Trimester (Elementary sites only)
NOV	23-27	-	Thanksgiving Recess
DEC	18	-	End of First MS/HS Semester (MS/HS Not in Session)
DEC	21 thru Jan 1	-	Winter Recess
JAN	4	-	Classes Resume
FEB	19		Elementary Minimum Day
FEB	26	-	End of Second Trimester (Elementary sites only)
MAR	12	-	End of Third MS/HS Quarter (MS Not in Session)
MAR	22-26	-	Spring Recess
MAR	29	-	Classes Resume
MAY	14		Elementary Minimum Day
MAY	25	-	End of High School & 7th Grade
MAY	26	-	End of Elem & 8th Grade
MAY	26	-	Last Day for Elem/MS/HS Teachers

Program Choice Transition Timeline

CHOICE TRANSITION WINDOW

School Level	Window Begins	Window Ends	End of Grading	Start Date
Elementary End of 1st Trimester	10/09/2020	10/16/2020	11/06/2020	11/09/2020
Secondary End of 1st Semester	11/18/2020	11/27/2020	12/18/2020	01/04/2020
Elementary End of 2nd Trimester	01/29/2020	02/05/2020	02/26/2020	03/01/2020



Program Overview

RUSD is providing choice to families through three instructional programs. These programs are designed to meet the diverse needs of families during this challenging time.



HOME-BASED PROGRAM CHOICE

The parent/guardian serves as the instructor of content with monthly in-person check-in meetings and weekly check-in calls with a certificated teacher. This program is available to students in Transitional Kindergarten through 12th grade.

**Please note, this program is not the Home-Hospital program.*



VIRTUAL PROGRAM CHOICE

Approximately half of the student's day will be engaged in 'live' interaction (synchronous) and half of the day will be engaged in independent work (asynchronous). On-line tutoring and additional supports will be available for students.



IN-PERSON PROGRAM CHOICE

This program is a phased model based upon community health circumstances and guidance from state and local health officials. The first phase is Distance Learning which occurs at home during typical school hours with 'live' interaction and independent work. On-line tutoring and additional supports will be available for students.

Home-based Program



The RUSD Home Based program is a K-12 program designed for students and families who desire an alternative to traditional classroom instruction. In this program, students, parents, and teachers team together according to a written agreement under the general supervision of a certified teacher. While students follow the state standards and District-adopted curriculum and meet the district graduation requirements, the program allows for flexibility to meet their individual needs, interests, and styles of learning.

Schedule

Home-based Instruction allows families to create an individualized schedule for their child. A home-based program staff will provide support to students and parents on their caseload.

- Monthly meetings (virtual to start the school year, then in-person with social distancing when appropriate) with teacher(s), parent(s), student in which parents submit work samples to District from all core subject areas, including records of completed ELD (English Language Development) instruction by parent -- support teacher may provide guidance to parent (as needed).

- Weekly (virtual or in-person) check-in meetings where supporting teacher will check one core subject per week (math, reading/ELA including writing, science, social studies/history) providing feedback and guidance on work products.

Contact information:

Dennis Deets, Director, Educational Options Center, ddeets@riversideunified.org

Virtual Program



The RUSD Virtual program provides students the opportunity to attend school in a 100% virtual environment. The content is aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

Schedule

Virtual school staff will provide 40-60% of daily live interaction. Additional office hours will be provided. Examples of live interaction may include:

- Face to face online instruction by teachers
- Guided, interactive video lessons, with teacher remaining present
- Small group instruction
- Peer/collaborative tasks with teacher facilitating
- Progress monitoring tasks or assessments to provide feedback
- Student chats and blogs in appropriate, safe environments
- Whole group lessons: shared reading, choral reading, chants, affirmations, poems, songs, etc.
- Social-emotional learning development/lessons: coping strategies, such as: mindfulness and breathing techniques; relationship-building/community-building, such as: affective statements and community-building circles; expectation setting and support of behaviors, such as: role-plays, acknowledgements and correction
- Core and all other content areas: mathematics, English, history/social studies, science, world languages, visual and performing arts, physical education, etc.

Virtual Program Schedule Definitions

Content block:
Content such as English-Language Arts, Math, Science and Social Science is taught during this time period.

Live Online Session:
Students are interacting in real time with the teacher.

Independent & Possible Live Online Session:
Independent work completed by the student on their own or students are interacting in real time with the teacher.

Small Groups:
Students are participating in smaller groups (for example 5-10 students) in real time with the teacher.

ELD:
English Language Development refers to an instructional program for students who are developing proficiency in English. Students will participate in real time with the teacher.

Social Emotional whole class check in:
Students will participate in social-emotional learning activities in real time with the teacher and classmates.

Office Hours:
Time for individual student and family check in with the teacher for personalized support.

Independent Work (accessing teacher provided lessons):
Independent work completed by the student on their own.

Break/Transition:
Students and educators will be offline at this time to take a stretch or snack break and prepare for the next activity.

Virtual Program Elementary School Schedules

Morning (Option 1)

(Monday, Tuesday, Thursday, Friday) *Live Interaction* 8:30-11:45*			
Time/ Length	**Possible Times**	**Content/ Lesson**	**Independent/ Live Online Session**
90 min.	8:30-10:00am	Content Block	***Live Online Session**
15 min.	10:00-10:15am	Break/ Transition	
90 min.	10:15 - 11:45am	Content Block 2	***Live Online Session**
45 min.	11:45am - 12:30pm	Lunch/ Transition	
60 min.	12:30 - 1:30pm	Small Groups/ Independent Work/ ELD	**Independent & Possible Live Online Session**
15 min.	1:30-1:45pm	Break/ Transition	
60 min.	1:45 - 2:45pm	Small Groups/ Independent Work/ ELD	**Independent & Possible Live Online Session**

Virtual Program Elementary School Schedules

Morning (Option 1)

(Wednesday) *Live Interaction* 8:30-11:00*			
Time/ Length	**Possible Times**	**Content/ Lesson**	**Independent/ Live Online Session**
90 min.	8:30-10:00am	Small Group Academic Sessions (30 min each) to include ELD	***Live Online Session**
60 min.	10:00 - 11:00am	Social Emotional Whole Class Check in	***Live Online Session**
60 min.	11:00 - 12:00pm	Office Hours (15 min sections)	**Independent**
40 min.	12:00-12:40pm	Lunch	
110 min.	12:40 - 2:30pm	Independent Work (accessing teacher provided lessons)	**Independent**

Virtual Program Elementary School Schedules

Afternoon (Option 2)

(Monday, Tuesday, Thursday, Friday) *Live Interaction* 12:15-3:30*			
Time/ Length	**Possible Times**	**Content/ Lesson**	**Independent/ Live Online Session**
60 min.	9:15 - 10:15am	Small Groups/ Independent Work	**Independent & Possible Live Online Session**
15 min.	10:15-10:30am	Break/ Transition	
60 min	10:30 - 11:30am	Small Groups/ Independent Work	**Independent & Possible Live Online Session**
45 min.	11:30am - 12:15pm	Lunch/ Transition	
90 min.	12:15 - 1:45pm	Content Block 1/ ELD	***Live Online Session**
15 min.	1:45-2:00pm	Break/ Transition	
90 min.	2:00 - 3:30pm	Content Block 2/ ELD	***Live Online Session**

Virtual Program Elementary School Schedules

Afternoon (Option 2)

(Wednesday) *Live Interaction* 9:15-11:45*			
Time/ Length	**Possible Times**	**Content/ Lesson**	**Independent/ Live Online Session**
90 min.	9:15 - 10:45am	Small Group Academic Sessions (30 min each) to include ELD	***Live Online Session**
60 min.	10:45 - 11:45am	Social Emotional Whole Class Check in	***Live Online Session**
40 min.	11:45 - 12:25pm	Lunch	
60 min.	12:25am - 1:25pm	Office Hours (15 min sections)	**Independent**
110 min.	1:25 - 3:15pm	Independent Work (accessing teacher provided lessons)	**Independent**

Virtual Program Elementary School Schedules

Evening (Option 3)

(Monday, Tuesday, Thursday, Friday) *Live Interaction* 3:45-7:00*			
Time/ Length	**Possible Times**	**Content/ Lesson**	**Independent/ Live Online Session**
60 min.	12:45 - 1:45pm	Small Groups/ Independent Work/ ELD	**Independent & Possible Live Online Session**
15 min.	1:45-2:00pm	Break/ Transition	
60 min	2:00 - 3:00pm	Small Groups/ Independent Work/ ELD	**Independent & Possible Live Online Session**
45 min.	3:00-3:45pm	Lunch/ Transition	
90 min.	3:45 - 5:15pm	Content Block 1/ ELD	***Live Online Session**
15 min.	5:15-5:30pm	Break/ Transition	
90 min.	5:30 - 7:00pm	Content Block 2/ ELD	***Live Online Session**

Virtual Program Elementary School Schedules

Evening (Option 3)

(Wednesday) *Live Interaction* 1:15-3:45*			
Time/ Length	**Possible Times**	**Content/ Lesson**	**Independent/ Live Online Session**
90 min.	1:15 - 2:45pm	Small Group Academic Sessions (30 min each) to include ELD	***Live Online Session**
60 min.	2:45 - 3:45pm	Social Emotional Whole Class Check in	***Live Online Session**
40 min.	3:45 - 4:25pm	Break	
60 min.	4:25pm - 5:25pm	Office Hours (15 min sections)	**Independent**
110 min.	5:25 - 7:15pm	Independent Work (accessing teacher provided lessons)	**Independent**

Virtual Program Middle and High School Schedules

Morning (Option 1)

(Monday, Tuesday, Thursday, Friday) *Live Interaction* 8:00-10:50*			
Time/ Length	**Possible Times**	**Content/ Lesson**	**Independent/ Live Online Session**
50 min.	8:00 - 8:50 am	Period 1/2	*** Live Online Interaction Session**
10 min.	8:50 - 9:00 am	Transition Time	
50 min.	9:00 - 9:50 am	Period 3/4	*** Live Online Interaction Session**
10 min.	9:50 - 10:00 am	Transition Time	
50 min.	10:00 - 10:50 am	Period 5/6	*** Live Online Interaction Session**
20 min.	10:50 - 11:10 am	Break	
55 min	11:10 - 12:05 pm	Period 1/2 Small Groups/ Independent Work/ELD/ Social Emotional/Interventions	**Independent & Possible Live Online Session**
45 min.	12:05 - 12:50 pm	Lunch & Transition Time **	
55 min.	12:50 - 1:45 pm	Period 3/4 Small Groups/ Independent Work/ELD/ Social Emotional/Interventions	**Independent & Possible Live Online Session**
10 min.	1:45 - 1:55 pm	Transition Time	
55 min.	1:55 - 2:50 pm	Period 5/6 Small Groups/ Independent Work/ELD/ Social Emotional/Interventions	**Independent & Possible Live Online Session**

**** Lunch is 35 minutes and transition time is 10 minutes**

Virtual Program Middle and High School Schedules

Morning (Option 1)

(Wednesday) *Live Interaction* 8:00-10:40*			
Time/ Length	**Possible Times**	**Content/ Lesson**	**Independent/ Live Online Session**
20 min.	8:00 - 8:20 am	Period 1	*** Live Online Session**
10 min.	8:20 - 8:30 am	Transition Time	
20 min.	8:30 - 8:50 am	Period 2	*** Live Online Session**
10 min.	8:50 - 9:00 am	Transition Time	
20 min.	9:00 - 9:20 am	Period 3	*** Live Online Session**
20 min.	9:20 - 9:40 am	Break	
20 min.	9:40 - 10:00 am	Period 4	*** Live Online Session**
10 min.	10:00 - 10:10 am	Transition Time	
20 min.	10:10 - 10:30 am	Period 5	*** Live Online Session**
10 min.	10:30 - 10:40 am	Transition Time	
20 min.	10:40 - 11:00 am	Period 6	*** Live Online Session**
60 min.	11:00 - 12:00pm	Office Hours/Independent Work*	**Optional Live Online Session and Independent Work**
45 min.	12:00 - 12:45 pm	Lunch and Transition Time **	
75 min.	12:45-2:00	Independent Work*	**Independent**

*** Independent Work for the total time of 135 minutes should be divided between the 6 classes, for a minimum of 23 minutes of work per class**

**** Lunch is 35 minutes and transition time is 10 minutes**

Virtual Program Middle and High School Schedules

Afternoon (Option 2)

(Monday, Tuesday, Thursday, Friday) *Live Interaction* 12:40-3:30*			
Time/ Length	**Possible Times**	**Content/ Lesson**	**Independent/ Live Online Session**
55 min.	8:40 - 9:35 am	Period 1/2 Small Groups/ Independent Work/ ELD/Social Emotional/Interventions	**Independent & Possible Live Online Session**
10 min.	9:35 - 9:45 am	Transition Time	
55 min.	9:45 - 10:40 am	Period 3/4 Small Groups/ Independent Work/ ELD/Social Emotional/Interventions	**Independent & Possible Live Online Session**
20 min.	10:40 - 11:00 am	Transition Time	
55 min	11:00 - 11:55 am	Period 5/6 Small Groups/ Independent Work/ ELD/Social Emotional/Interventions	**Independent & Possible Live Online Session**
45 min.	11:55 - 12:40 pm	Lunch & Transition Time**	
50 min.	12:40 - 1:30 pm	Period 1/2	***Live Online Interaction Session**
10 min.	1:30 - 1:40 pm	Transition Time	
50 min.	1:40 - 2:30 pm	Period 3/4	***Live Online Interaction Session**
10 min.	2:30 - 2:40 pm	Transition Time	
55 min.	2:40 - 3:30 pm	Period 5/6	***Live Online Interaction Session**

**** Lunch is 35 minutes and transition time is 10 minutes**

Virtual Program Middle and High School Schedules

* Independent Work for the total time of 135 minutes should be divided between the 6 classes, for a minimum of 23 minutes of work per class

Afternoon (Option 2)

** Lunch is 35 minutes and transition time is 10 minutes

(Wednesday) *Live Interaction* 12:50-3:30*			
Time/ Length	**Possible Times**	**Content/ Lesson**	**Independent/ Live Online Session**
75 min.	9:30-10:45 am	Independent Work*	**Independent**
60 min.	10:45 - 11:45 pm	Office Hours/Independent Work*	**Optional Live Online Session and Independent Work**
45 min.	11:45 - 12:30 pm	Lunch and Transition**	
20 min.	12:30-12:50 pm	Period 1	***Live Online Session**
10 min.	12:50:-1:00 pm	Transition Time	
20 min.	1:00-1:20 pm	Period 2	***Live Online Session**
10 min.	1:20-1:30 pm	Transition Time	
20 min.	1:30-1:50 pm	Period 3	***Live Online Session**
20 min.	1:50 - 2:10 pm	Break	
20 min.	2:10 - 2:30 pm	Period 4	***Live Online Session**
10 min.	2:30 - 2:40 pm	Transition Time	
20 min.	2:40 - 3:00 pm	Period 5	***Live Online Session**
10 min.	3:00 - 3:10 pm	Transition Time	
20 min.	3:10 - 3:30 pm	Period 6	***Live Online Session**

Virtual Program Middle and High School Schedules

Contact Information:

- If you have any questions, contact your School Administrator.
- If you have any program questions, contact Charles Hyde, Assistant Principal on Special assignment, chyde@riversideunified.org



In-person Program



Distance Learning (Phase 1 of the In-person Hybrid Instructional Model)

Senate Bill (SB) 98 defines "distance learning" as "instruction in which the pupil and instructor are in different locations and pupils are under the general supervision of a certificated employee of the local educational agency." (Ed. Code § 43500.)

SB 98 places a strong emphasis on teacher-student engagement in distance learning. Distance learning must include the following minimum components: (1) provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work; (2) content aligned to grade level standards that is provided at a level of quality and intellectual challenge equivalent to in-person instruction; (3) academic and other supports designed to address the needs of pupils who are performing below grade level, or need support in other areas; (4) special education, related services, and any other services required by a pupil's individualized education program; (5) designated and integrated instruction in English language development; and (6) **daily live interaction** with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. (Ed. Code, § 43503(b).)

In-person Hybrid Instructional Model Phases

The RUSD In-person Hybrid Instructional Model will provide students the opportunity to attend school in a phased approach, beginning with Distance Learning (Phase 1). When health and safety conditions are appropriate, students will transition back to school campuses starting with a one (1) day per week schedule (Phase 2), phasing into a 2 day per week schedule (Phase 3), then a 5 day per week schedule with health and safety precautions and social distancing (Phase 4). The end of the transitioning will occur when health and safety conditions allow for a return to "typical" school operation (Phase 5).

Elementary Distance Learning Schedule Definitions

Small Group/Independent Activity:
During this time, some students will be participating in small groups with the instructor while others will complete work on their own.

ELD/Extension:
English Language Development refers to an instructional program for students who are developing proficiency in English. Students will participate in real time with the teacher.

Live Interaction:
During this time, the teacher will deliver content and activities in English-Language Arts, Math, Science and Social Science.

Break:
Students and educators will be offline at this time to take a stretch or snack break and prepare for the next activity.

Lunch:
Students and educators will be offline at this time to each lunch.

Independent Activity:
Independent work/activity completed by the student on their own.

Live Class Opening, Social Emotional Check In:
Students will participate in social-emotional learning activities in real time with the teacher and classmates.

Office Hour:
Time for individual student and family check in with the teacher for personalized supports.

Schedules

Phase 1: 100% Distance Learning

Staff will provide 40-60% of daily live interaction. Additional office hours and tutoring will be provided.
The minimum amount of time all students will receive daily live interaction is 40% of the instructional day and the maximum will be 60%.

- The remainder of the instructional day will be structured to include asynchronous lessons, flex time and independent practice.
- Asynchronous lessons may include: print materials incorporating assignments that are subject to oral and written feedback (SB98), pre-recorded lessons, web-based instructional tools, social/emotional activities.

Elementary Schedule (TK-6) Distance Learning Phase 1
(Monday, Tuesday, Thursday, Friday)- Student Day

Possible Times	TK/K	1	2	3	4	5	6
8:00-8:30	Live Class Opening, Social-Emotional Check In						
8:30-9:00	Small Group / Indep. Activity	Small Group / Indep. Activity	Live Interaction	Live Interaction	ELD/ Extension	ELD/ Extension	ELD/ Extension
9:00-9:30					Live Interaction	Live Interaction	Live Interaction
9:30-10:00	ELD/ Extension	ELD/ Extension					
10:00-10:30	Break	Break	Break	Break			
10:30-11:00	Live Interaction	Live Interaction	Small Group / Indep. Activity	Small Group / Indep. Activity	Break	Break	Break
11:00-11:30					Small Group / Indep. Activity	Small Group / Indep. Activity	Small Group / Indep. Activity
11:30-12:00	Lunch	Lunch	Lunch	Lunch			
12:00-12:30					Lunch	Lunch	Lunch
12:30-1:00	Live Interaction	Live Interaction	ELD/ Extension	ELD/ Extension			
1:00-1:30			Live Interaction	Live Interaction	Live Interaction	Live Interaction	Live Interaction
1:30-2:00	Parent/Student Consult time						
2:00-2:30	Independent Activity	Independent Activity	Independent Activity	Independent Activity	Independent Activity	Independent Activity	Independent Activity
2:30-3:00							

Schedules

Elementary Schedule (TK-6) Distance Learning Phase 1 (Wednesday)- Student Day	
Possible Times	**All Grades**
8:00-8:30	**Live Class Opening, Social-Emotional Check In**
8:30-9:00	**Small Group * / Indep. Activity**
9:00-9:30	
9:30-10:00	
10:00-10:30	**Break**
10:30-11:00	**Office Hours**
11:00-11:30	
11:30-12:00	
12:00-12:30	**Lunch**
12:30-1:00	
1:00-1:30	**Independent Activity**

**Small groups may not meet everyday. If a student does not have an assigned small group for a particular period, the time becomes independent activity.*

Secondary Distance Learning Schedule Definitions

Live Online Interaction Session:
During this time, the teacher will deliver content and activities in English-Language Arts, Math, Science and Social Science.

Small Groups/Independent Activity:
During this time, some students will be participating in small groups with the instructor while others will complete work on their own.

ELD/Social Emotional/Interventions:
Students will participate in small groups in real time with the teacher to complete English Language Development instruction, intervention support, and/or social emotional support.

Independent & Possible Live Online Session:
Independent work completed by the student on their own or students are interacting in real time with the teacher.

Schedules

Secondary (7-12) Distance Learning Phase 1 Schedule
(Monday, Tuesday, Thursday, Friday)- Student Day

Time/ Length	Possible Times	Content/ Lesson	Independent/ Live Online Session
50 min.	8:00 - 8:50 am	Period 1/2*	**Live Online Interaction Session**
10 min.	8:50 - 9:00 am	Transition Time	
55 min.	9:00 - 9:55 am	Period 1/2 * Small Groups/ Independent Activity ELD/Social Emotional/Interventions	**Independent & Possible Live Online Session**
20 min.	9:55 - 10:15 am	Break	
50 min.	10:15 - 11:05 am	Period 3/4 *	**Live Online Interaction**
10 min.	11:05 - 11:15 am	Transition Time	
55 min.	11:15 - 12:10 pm	Period 3/4 * Small Groups/ Independent Activity ELD/Social Emotional/Interventions	**Independent & Possible Live Online Session**
45 min.	12:10 - 12:55 pm	Lunch & Transition Time **	**Live Online Session**
50 min.	12:55 - 1:45 pm	Period 5/6 *	**Live Online Interaction**
10 min.	1:45 - 1:55 pm	Transition Time	
55 min.	1:55 - 2:50 pm	Period 5/6 * Small Groups/ Independent Activity ELD/Social Emotional/Interventions	**Independent & Possible Live Online Session**

** Periods alternative by day: M/Th = Periods 1, 3, 5 -- T/F = Periods 2, 4, 6*

*** Lunch is 35 minutes and transition time is 10 minutes*

Schedules

Secondary (7-12) Distance Learning Phase 1 Schedule
(Wednesday)- Student Day

Time/ Length	Possible Times	Content/ Lesson	Independent/ Live Online Session
20 min.	8:00 - 8:20 am	Period 1	**Live Online Session**
10 min.	8:20 - 8:30 am	Transition Time	
20 min.	8:30 - 8:50 am	Period 2	**Live Online Session**
10 min.	8:50 - 9:00 am	Transition Time	
20 min.	9:00 - 9:20 am	Period 3	**Live Online Session**
20 min.	9:20 - 9:40 am	Break	
20 min.	9:40 - 10:00 am	Period 4	**Live Online Session**
10 min.	10:00 - 10:10 am	Transition Time	
20 min.	10:10 - 10:30 am	Period 5	**Live Online Session**
10 min.	10:30 - 10:40 am	Transition Time	
20 min.	10:40 - 11:00 am	Period 6	**Live Online Session**
60 min.	11:00 - 12:00pm	Office Hours/Independent Work*	**Optional Live Online**
45 min.	12:00 - 12:45 pm	Lunch and Transition Time **	
75 min.	12:45-2:00	Independent Work*	**Independent**

** Independent Work for the total time of 135 minutes should be divided between the 6 classes, for a minimum of 23 minutes of work per class.*
*** Lunch is 35 minutes and transition time is 10 minutes*

Transportation

Transportation services will continue to be offered for students in the In-person Program when we move to Phase 2. If you have any questions regarding transportation please contact Mr., Ken Mueller, Director Maintenance, Operations, & Transportation at (951) (951) 788-7496

Contact information

- If you have any questions on the in-person program, contact your School Administrator.



Special Education

Special education, related services, and any other services required by a student's Individualized Education Plan (IEP) will be offered to the extent practicable. If it is not practicable to provide services offered in a student's IEP in the Home-based program, a member of the Special Education Department will contact the parent to discuss their child's unique needs, the provision of special education services, and next steps.

IEP meetings will be convened virtually for students in all instructional programs. This means parents and other members of the IEP team will have an opportunity to participate through a platform such as Google Meets or telephonically.

Assessments that were scheduled to take place during last year's closure, along with those that are scheduled to occur this school year will proceed to the extent practicable, following safety precautions and guidance issued by the state and local health authorities.

Students with IEPs will continue to have a case manager who will be available to support you in navigating the IEP process, answer questions, and facilitate parent participation. Please reach out to your student's case manager if you have any questions or concerns.



Meals

During the school year, Nutrition Services will continue to provide meals to all of our students in all programs. Families are encouraged to apply for the Meal Program. To apply please visit riversideunified.org/mealprogram or call Nutrition Services at (951) 352-6740.



Devices & Internet Connectivity

The District is committed to providing student devices for those who do not already have a device at home. If your child has a device they can use for Virtua/ Distance Learning, please have them use that device. If your child is in need of a device or hotspot for Internet connectivity, please call the RUSD Tech Support hotline and someone will assist you. For the safety and security of our students, all devices (chromebooks) checked out from RUSD are equipped with a content filter. You are encouraged to use https://bit.ly/rusdfam20 for technology tools that students will be using during Distance and Virtual learning.

If your child is in need of technical assistance, please use the following contact methods and someone will assist you as soon as possible.

RUSD Tech Support Hotline: 951-208-7185
RUSD Tech Support Email: support@riversideunified.org



Social Emotional Supports & Family Resources

The District is committed to reengaging and reconnecting with students and supporting their social and emotional needs. A focus on social-emotional learning (SEL) is critical as students and staff adjust to distance learning and students adjust to the significant disruption to their personal and academic lives. SEL lessons will be delivered by teachers and support staff.

All District staff have participated in Trauma-Informed practices training through Virtual Professional Development. Educators can provide supportive environments and create relationships that combat potentially traumatic events experienced by students.

Student Assistance Program (SAP) Counselors are assigned to every school throughout the District. SAP Counselors provide individual and group counseling, social skills development, and classroom lessons. For information related to SAP at each school, contact site administrators or Dr. Katarina Roy Schanz, Director of Wellness and Engagement at kroyschanz@riversideunified.org or (951) 352-1200 x83302. In addition, Care Solace may be used to find local mental health and counseling resources within the community.

Key support personnel are in place to screen students at-risk of suicide. Should students make expressions of self-harm through electronic means using a District-issued device, an alert is activated and staff will reach out to the student and family. GoGuardian monitoring software is used to flag search terms and alert staff to searches of concern.

Please visit the RUSD Virtual Wellness Center to discover ways to enhance your overall well-being.

The RUSD Family Resource Center's Mission is to "Improve student learning and development, strengthen family practices, and leverage school programs by integrating resources and services from the community". Family Resource Center services promote student and family wellness and foster opportunities for family and community engagement through:

- Connections to district supports including health services, counseling, early childhood programs, homeless and foster services, dropout prevention, and adult education.
- Linkages to community resources and referrals for food, clothing, shelter, health services, childcare, crisis assistance, among other resources.
- Family webinars and virtual workshops that provide practical tools to support distance learning, student wellness, and family engagement and leadership development.

To connect with the RUSD Family Resource Center, call (951) 328-4003 and leave a detailed message.
Visit the RUSD Family Resource Center webpage and follow on Facebook to learn more.

Sports, Co-curricular & Extracurricular

Currently, extra & co-curricular activities are not permitted in Riverside County and the timeline for lifting this restriction is indefinite and will be based on the County meeting certain health metrics. We will ensure the safest environment for our staff and students who choose to return and participate. RUSD staff will receive mandated COVID-19 health and safety training and opening guidelines prior to interacting with students.

Co-Curricular Activities

- Performance based Mastery required to meet State and National Standards (ie. Marching Band member may demonstrate mastery of his or her instrument within a band performance)
- Students in Co-Curricular classes receive a letter grade and applied to their transcript for graduation credits
- Examples: Choir, Band, Color Guard, Theater

Extracurricular Activities

- Not mandatory
- Outside academic day
- Examples: Athletic Contests, Dances, Club Sponsored Field Trips Athletics, Clubs, School Sponsored Activities

A Phased Approach

California Interscholastic Federation (CIF) released guidance for the safe opening of athletic activity. Currently, athletic activity is not permitted. Click HERE for more information.

PHASE 1	PHASE 2	PHASE 3
10 people > indoors 10 people > outdoors No locker rooms 6-feet distance** No Athlete Contact No Shared Equipment Pods of 5-10 students Fall Co-Curricular Activiti ed Practice* Face Coverings ***	10 people > indoors 50 people > outdoors No locker rooms 6-feet distance** No Athlete Contact No Shared Equipment Pods of 5-10 students Fall Co-Curricular Activities begin Resume Practice* Moderate Risk Activities Begin Modified Practice* Face Coverings***	50 people > indoors/outdoors Locker room open (6-feet apart) 3-6 feet social distance** Vulnerable Individuals Social Dist. Moderate Activities Sports Resume Practice* High Risk Activities Begin Modified Practice* Face Coverings***

* Coaches must abide by individual sport guidelines outlined by CIF, NAfME and NFHS for definition of workout an practice modifications during each phase implementation. High Risk Sports must submit approval of workout plans for Phase I implementation to be approved by District Administration. All plans will be submitted to the site Assistant Principal of Athletics

** Distance will be based on state/county social distancing guidelines

*** Face coverings are required in common and public indoor spaces and outdoors when distancing is not possible.

FAQs

Health and Safety

Will there be additional hand sanitizer stations?

Yes, supplies have been ordered for hand sanitization/washing for all classrooms, offices, restrooms and entry points on campuses.

Will shared surfaces be cleaned between use?

Lunch tables, benches, and other shared surfaces will be cleaned between use. Buses will be cleaned between routes.

What are the guidelines for face coverings?

Per California Department of Public Health (CDPH) Guidance, students and staff will use face coverings:

- When on the bus
- When waiting to enter school and offices
- When on school and district property (except when eating or drinking)
- When leaving school

Face coverings are required for students in grades three and above. They are strongly encouraged for students in preschool through grade two if they can be worn properly. A face shield is an acceptable alternative for children in preschool through grade two who cannot wear face coverings properly.

What is the criteria for opening schools?

- Schools and school districts may reopen for in-person instruction at any time if they are located in a local health jurisdiction (LHJ) that has not been on the county1 monitoring list within the prior 14 days.
- If the LHJ has been on the monitoring list within the last 14 days, the school must conduct distance learning only, until their LHJ has been off the monitoring list for at least 14 days.2
- Riverside County is currently on the State's County Monitoring List.

Teaching and Learning

What do asynchronous and synchronous learning mean?

- Asynchronous learning is learning that does not occur in the same place or at the same time. For example, students learn from instruction that is not being delivered in person or in real time, such as prerecorded video lessons or game-based learning tasks that students complete on their own.
- Synchronous learning is learning that occurs at the same time, but not in the same place. For example, students learn from teachers or peers in real time, but not in person.

Will students with an Individualized Education Plan (IEP) be provided services in the Virtual Program?

- Yes, services as outlined on the student's Individualized Education Program (IEP) will be implemented to the extent practicable in the Virtual Program.

How will services such as speech and language or occupational therapy be provided in the virtual program?

- Related services such as speech and language, occupational therapy, counseling, adapted physical education, and/or physical therapy, will be provided in a similar manner as regular instruction.
- In some cases, such as orientation and mobility and physical therapy, it may not be practicable to provide related services in a Virtual Program. In this case, you will be contacted by a member of the Special Education Department to discuss your child's unique needs and the provision of special education services.

Devices and Connectivity

Where can I get assistance with low-cost internet options?

You may qualify for affordable internet if your student qualifies for the school meal program, also known as the National School Lunch Program. For information on internet providers please visit www.everyoneon.org/cetf.

Who do I contact if I am having problems with a district issued device?

Anyone experiencing problems with a district-issued device, please email support@riversideunified.org or call 951-208-7185.

Co-curricular and extra-curricular activities

If I select the virtual option, can I still participate in co-curricular activities/events?

Yes, students will be permitted to participate in events/activities at the student's current 2020-2021 assigned school once they have restarted.

When will my child be able to participate in co-curricular and extra-curricular activities?

The California Department of Public Health ***HAS NOT*** lifted the restrictions on school co-curricular and extra curricular activities. Therefore, there will be no camps, individual/group practice, performances or training of any kind until further notice. All school co-curricular and extra curricular activities will begin at a later date as determined by Public Health Officials. California Interscholastic Federation (CIF) released the 2020-2021 Athletics Calendar. Currently, athletic activity is not permitted. Fall Sports will begin in mid-December if State/County guidelines permit. Click HERE for more information.

Special Programs

What support will be given to English Learners in the different program options?

English Learners (including newcomers) will be provided with English Language Development (ELD) at all grade levels in the Virtual Program and In-person Program.

What program choices are available to Riverside STEM Academy (RSA) students?

- All program choices are available to current RSA students. Those who select a Virtual program choice may not be assigned an RSA teacher.
- Selection of the Virtual Program Choice will not affect the student's transfer status during the 2020-2021 school year.
- Selecting the Home-based program will not affect the student's transfer to Riverside Unified School District but will affect the transfer to RSA. Selecting the Home-based Program Choice is similar to transferring to a different school. It will nullify the student's transfer and that student will no longer be an RSA student. Please refer to the Enrollment and Transfers section for more information regarding transfers.

What program choices are available for Dual Language Immersion (DLI) students?

- Dual Language Immersion will be provided to the extent possible in the Virtual Choice Program.
- Dual Language Immersion instruction will not be offered in the Home-based Program Choice. Selecting the Home-based program will not affect a student's transfer to Riverside Unified School District but will affect the transfer to the school site. Selecting the Home-based Program Choice is similar to transferring to a different school. It will nullify the student's transfer and the student will no longer be in the Dual Language Immersion Program. Please refer to the Enrollment and Transfers section for more information regarding transfers
- Dual Language Immersion instruction will continue to be provided in the In-person Program Choice.

Enrollment and Transfers

In the virtual program, will I be able to change my preferred time block for live engagement?

- Families are able to change their preferred time block for live engagement in the Virtual Program at the end of the trimester (elementary) and at the end of the semester (middle and high school). Due to the fluid situation, changes to the preferred time block may be based on space availability. Students are not able to change their program choice at any other time.

Is daily attendance required for my child to participate in distance learning?

- Yes, students are required to participate daily on each school day. A student who does not participate in distance learning on a school day is documented as absent for that day. Daily participation may be evidenced by online activities, completion of assignments and assessments.

Family Resources

Where can I get assistance with childcare when school starts?

If you are searching for available, licensed child care near your home or work, please search the Resource & Referral database provided by the Riverside County Office of Education (RCOE). More information can be found HERE.

Where can I get assistance in creating an email account to receive information from my school and district?

- RUSD Family Resource Center (FRC) staff can help families create an email account. Please contact the RUSD Family Resource Center (FRC) at 951-328-4003.

Meals

Do I have to fill out a meal application for my child this school year?

- Yes, households are encouraged to complete a Meal Application. Households should submit an application for all RUSD students, regardless of the program (Home-based, Virtual, or In-person). All persons living in the same household should be added to the application as a "household member," including infants, toddlers, teens, and other adults. Families are encouraged to reapply for the Meal program every year. To apply, please visit riversideunified.org/mealprogram or call Nutrition Services at 951-352-6740.

Does my child need to be present to pick up a meal?

No, a parent or guardian can pick up the meal(s) for their student.

Transportation

Is student transportation going to be offered?

Yes, transportation services will continue for the In-person Program when we move to Phase 2.

Will a child's temperature be screened before entering the bus?

No, temperature screening will not take place before students board the bus.

For more information please click HERE for the complete School Reopening Family FAQ's

Appendix

Annual Notification of the Rights and Responsibilities of Parents/Guardians

2020-2021

David C. Hansen, Ed.D., *Superintendent*

BOARD OF EDUCATION

Kathy Allavie, *President*

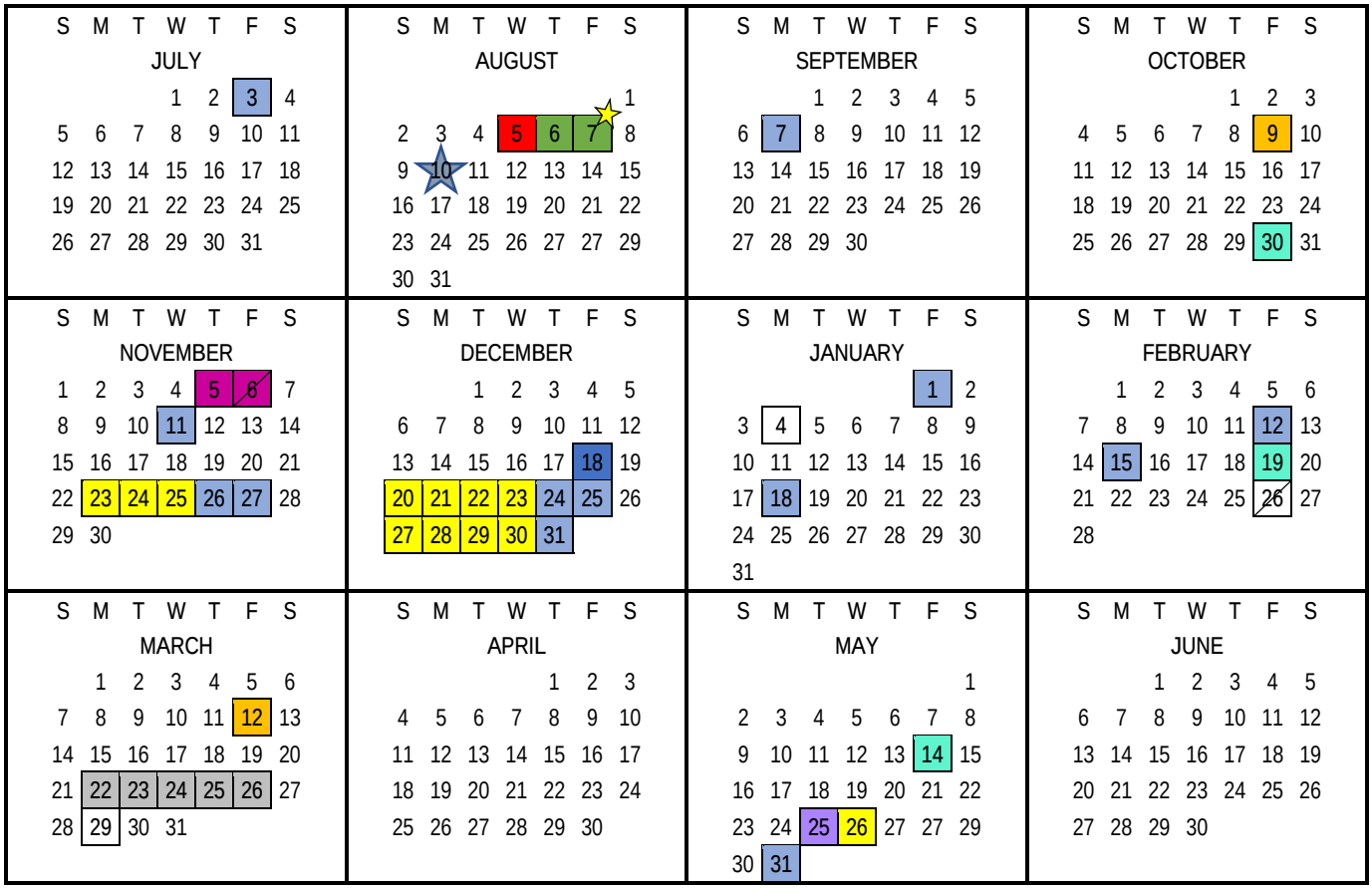
Tom Hunt, *Vice President*

Brent Lee, *Clerk*

Patricia Lock-Dawson, *Member*

Dr. Angelov Farooq, *Member*

RIVERSIDE UNIFIED SCHOOL DISTRICT
Standard School Calendar
2020-2021



LEGAL & LOCAL HOLIDAYS

JUL	3	-	Independence Day Observed
SEP	7	-	Labor Day
NOV	11	-	Veteran's Day
	26	-	Thanksgiving Day
	27	-	All Facilities Closed
DEC	24	-	All Facilities Closed
	25	-	Christmas Holiday Observed
	31	-	(In Lieu of Admissions Day)
JAN	1	-	New Year's Holiday Observed
	18	-	Martin Luther King's Day
FEB	12	-	Lincoln's Day
	15	-	Presidents' Day
MAY	31	-	Memorial Day

November 23 - 27 All Facilities Closed
December 21 - 25 All Facilities Closed

Board Approved 9/3/19
*Board Approved 12/17/19
*Holiday Noted: December 31

IMPORTANT DATES

AUG	5	-	New Employee Welcome
	6-7	-	All Teachers on Duty
	7	-	First Day for 7th Grade
	10	-	Classes Begin
OCT	9	-	End of First MS/HS Quarter (MS not in session)
	30	-	Elementary Minimum Day
NOV	5-6	-	Parent/Teacher Conferences (ES not in session)
	6	-	End of First Trimester (ES sites only)
	23-27	-	Thanksgiving Recess
DEC	18	-	End of First MS/HS Semester (MS/HS not in session)
	21-Jan 1	-	Winter Recess
JAN	4	-	Classes Resume
FEB	19	-	Elementary Minimum Day
	26	-	End of Second Trimester (ES sites only)
MAR	12	-	End of Third MS/HS Quarter (MS not in session)
	22-26	-	Spring Recess
	29	-	Classes Resume
MAY	14	-	Elementary Minimum Day
	25	-	End of High School & 7th Grade
	26	-	End of Elementary & 8th Grade
		-	Last Day for ES/MS/HS Teachers

INTRODUCTION

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

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

KEY TO ACRONYMS

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

The Riverside Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) and bullying based on actual or perceived age, ancestry, ethnicity, parental status, pregnancy status, color, mental or physical disability, gender, gender identity, gender expression, genetic information, immigration status, marital status, medical information, nationality, race, religion, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

For any questions, concerns, or to file a complaint regarding discrimination, intimidation, harassment (including sexual harassment), bullying, or Title IX, contact your school site principal and/or the District's Compliance Officer and Title IX Coordinator: Raúl Ayala, Director of Pupil Services, 5700 Arlington Avenue Riverside, CA 92504, (951) 352-1200, or by email at rayala@riversideunified.org, and/or David Marshall, Resolution Officer, 3380 14th Street Riverside, CA 92501, (951) 788-7135, or by email at drmarshall@riversideunified.org.

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CURRICULUM & INSTRUCTION

COURSE PROSPECTUS

EC 49063(k), 49091.14; Course Catalog
The curriculum, including titles, descriptions and instructional aims of every course offered by the RUSD are compiled and reviewed at least once annually in a prospectus (course catalog). For courses offered at the high school level, the catalog also indicates, where applicable, the targeted/recommended grade level, length, prerequisite, A-G approval, career technical education level, area of graduation credit earned, and the maximum number of credits that can be earned. A copy of the course catalog can be made available upon request at each school. Visit the RUSD webpage http://www.riversideunified.org/cms/one.aspx?pageId=3573450 to view the most current course catalog online.

COURSE OF STUDY: ELEMENTARY EDUCATION

EC 51210; (BP 6143)
In accordance with state law, the RUSD provides instruction in the following areas of study:

1. ***Language Arts.*** The core curriculum in language arts covers grade-level content standards and benchmarks in listening, speaking, reading, and writing. Teachers use Board adopted materials to plan lessons. Students who are English learners receive language arts instruction that is consistent with the RUSD program option selected by their parents and appropriate for their level of English language acquisition. English learner students also receive daily instruction in English language development and are assessed based on their proficiency in the content standards and benchmarks appropriate for their level of English language acquisition.
2. ***Mathematics.*** The core curriculum in mathematics for grades K-5 covers grade-level content standards in the following domains: (a) counting and cardinality (K only), (b) operations and algebraic thinking, (c) number and operations in Base Ten, (d) number and operations – fractions (grades 3-5), (e) measurement and data, and (f) geometry. The core curriculum in mathematics for grades 6-8 covers grade-level content standards in the following domains: (a) ratios and proportional relationships, (b) the number system, (c) expressions and equations, (d) geometry, and (e) statistics and probability. The core curricula for grades K-5 and 6-8 also address the Standards for Mathematical Practice. Teachers use Board adopted materials to plan lessons that develop conceptual understanding, procedural skills, and problem-solving skills.
3. ***Social Sciences.*** The core curriculum in history and social science uses inquiry methods to help students access the grade-level content standards across the four disciplines of civics and government, economics, geography, and history in the following areas: (a) disciplinary thinking and analysis, (b) disciplinary literacy, (c) engaging in research, and (d) citizenship. Teachers use Board of Education adopted materials in the context of lessons that develop students' abilities to pose and investigate questions, read primary and secondary sources closely for context, audience, and purpose, analyze evidence, and build a valid argument.
4. ***Science.*** The core curriculum in science covers grade-level performance expectations (standards) in the following areas: (a) physical science, (b) life science, and (c) earth and space sciences. Teachers use district-adopted materials in the context of lessons that allow students to make sense of phenomena through the use of the science and engineering practices and cross-cutting concepts.
5. ***Visual and Performing Arts***. A comprehensive band instrumental program is offered district wide at grades 5 and 6, and a strings program in grades 4 through 6 at Washington, Alcott, Castle View, and Victoria. Additionally, in music, the District partners with the Riverside Arts Academy to provide intensive music instruction for students in grades 3 through 6 in choir and instrumental music. In visual arts, all elementary school classrooms, TK through grade 6, are offered six Art-to-Go lessons annually through the Riverside Art Museum.
6. ***Health.*** Elementary sites will provide Family Life instruction in grades 4 through 6 on how bodies change as adolescence approaches. This instruction is provided through the *Healthy Me* video series on hygiene and body development.
7. ***Physical Education.*** The core curriculum in physical education follows the California State standards that address the essential skills and knowledge that all students need to maintain a physically active, healthy lifestyle. For grades 1 through 6, state law mandates 200 minutes of physical education every 10 school days, exclusive of recesses and the lunch period. Parents who have questions regarding physical education instruction should contact their student's teacher or principal. If you are not satisfied with the response at the site level, please contact the Instructional Services Specialist for Physical Education at the District office. Parents that wish to file a complaint may do so through the District's Uniform Complaint Procedures.

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

PROMOTION & RETENTION (K-8)

EC 48070, 48070.5, 51101; (BP 5123)
Parents of students who are going to be retained will be notified in writing. A student will be retained under the following conditions:

In kindergarten through grade three*,* the student performs at a below basic level at the minimal (1) level in the third trimester on all reading and writing standards as indicated on the report card and performs at a minimal (1) level on all district third-trimester assessments in reading and writing. Students retained in grade three who perform at the "standards met" level or higher on the state assessment in English language arts during the third trimester may, at the discretion of the principal, be promoted to the next grade level.

In grades four through six, the student performs at a minimal (1) level at the end of the third trimester on all reading and writing or all mathematics standards as indicated on the report card and performs at a minimal (1) level on all corresponding district third-trimester assessments in reading and writing. Sixth-grade students who are going to be retained may not participate in the school's promotion ceremony. Students retained in grades four through six who perform at the "standards met" level or higher on the state assessment test in English language arts and mathematics during the third trimester may, at the discretion of the principal, be promoted to the next grade level.

In grades seven or eight, the student meets one or more of the following during the year:
(a) Receives two or more failing grades in language arts, unless the student has a basic or higher performance level on the second semester reading and writing assessments, and/or
(b) Receives two or more failing grades in 7th grade math unless the student has a basic or higher performance level on the end of the year mathematics assessment.

In order to participate in the ***middle school promotion ceremony***, middle school students must meet the following criteria, which includes passing a specific number of classes:
1. The 7th grade class promoting in the following school year is required to pass 20 out of the possible 24 semester classes, or 100 out of 120 credits, attempted.
2. Passing a class is defined as earning a semester grade of "A", "B", "C", or "D".
3. Students receiving a semester grade of "F" will be allowed the opportunity to remain eligible for the promotion ceremony by passing the failed class with a "C" or better grade the following semester, if feasible.
4. A 7th grade student who earned a grade of "F" in math or language arts may remain eligible for participation in the promotion ceremony by earning a proficient or advanced score on assessments in math or language arts. This option is available only to 7th graders because state assessment scores are not reported until August.
5. Students entering a middle school after the start of the school year will be required to pass five out of six possible classes taken for the full semester(s) they attend the RUSD middle school to participate in the promotion ceremony.
6. If a student is considered in jeopardy of not participating in the promotion ceremony, an Individual Promotion Plan (IPP) may be completed by a designated school representative, student, and parent. The goal of the IPP is to identify a plan of action that will be taken by all stakeholders to assure the student's participation in the promotion ceremony.

As a condition for promotion, students in grades seven and eight who receive a semester grade of "F" in language arts or mathematics must attend a remedial program such as before or after school intervention, Saturday class, and/or summer school and earn a passing grade. In order to earn a passing grade in the remedial program, the student must have a basic or higher performance level on the language arts or mathematics assessments that were administered at the end of the semester in which the student earned a failing grade. The assessments will be re-administered at the end of the remedial program. For each retained grade eight student who meets the criteria to be promoted, the principal or administrative designee will complete and send a copy of the *District Student Placement Form* to the parents, the high school where the student will attend, and the Department of Research, Assessment and Evaluations.

Middle school principals will mail a written notification to the parents of grade eight students who still meet the retention criteria after having attended summer school, informing parents that their student will attend the same middle school the following year. The notification will also inform parents that they may petition to have their student placed in grade nine at a comprehensive high school. Included in the mailing will be a contract the parents and student will need to sign. In order to obtain final approval for the placement at the high school level, parents will need to have the principal of the high school or their administrative designee approve and sign the contract. The contract will state that as a condition for the student being allowed to enroll in grade nine at a comprehensive high school, the student will make every effort to earn passing grades in all classes. Additionally, the contract will state that if the student earns a failing or no mark grade in language arts and mathematics at the end of the first quarter, the high school retains the right to refer the student to an alternative high school within the District at the discretion of the

comprehensive high school principal or their designee. The high school principal or their designee will scan and email a copy of the approved contract to both the student's previous middle school and to the Department of Research, Assessment and Evaluations.

HIGH SCHOOL GRADUATION REQUIREMENTS

EC 48980(l), 51225.3; (BP 6146.1)
RUSD students should, upon graduation, have opportunities that prepare them for postsecondary education and career success. To that end, requirements have been designed to promote choices, whether career or academic, to give every student a springboard to a successful life. Please review the course catalog for a complete list of courses.

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

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

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

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

Exemption from the RUSD Graduation Coursework Requirement
Students who transfer between schools any time after their second year of high school and are in foster care, homeless, former juvenile court school students, children of military families, or a migratory child, or a newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer program, may be eligible for exemption from the District's graduation coursework requirements that are beyond the state minimum requirements.

MINIMUM COURSE REQUIREMENTS FOR UC/CSU ADMISSION

EC 48980(k), 51229
The following are the minimum course requirements (*e.g.,* A-G requirements) to gain admission into the University of California (UC) or California State University (CSU) systems:

SUBJECT	CSU	UC
A | History/Social Science	2 years/4 semesters of history/social science, including one year of U.S. history OR one semester of U.S. history and one semester of American government, AND	
	1 year of history/social science from either the A or G subject area	1 year of world history, cultures, or historical geography (including European History)
B | English	4 years/8 semesters of college preparatory English composition/literature (including no more than 1 year of Advanced ESL/ELD)	
	N/A	The ESL/ELD cannot be completed during the senior year
C | Mathematics	3 years/6 semesters of mathematics (including or integrating topics covered in algebra I and II, geometry)	
	N/A	Completion of a geometry course (or integrated math courses with geometry content)
D | Laboratory Science	2 years/4 semesters of laboratory science	
	At least 1 year of physical science and 1 year of biological science, one year must be from the D subject area and the second year may be from the D or G area	Must include at least two of the three foundational subjects of biology, chemistry, and physics; or 2 years of a 3-year NGSS integrated science model; or 1 year of biology, chemistry or physics and 1 year of an approved lab science chosen from the earth & space sciences or interdisciplinary sciences disciplines
E | Language Other than English	2 years/4 semesters (or equivalent to the 2nd level of high school instruction) of a language other than English. Courses, including American Sign Language, must be in the same language.	
F | Visual and Performing Arts	1 year/ 2 semesters (or two one-semester courses in the same discipline) chosen from the following disciplines: Dance, Interdisciplinary Arts, Music, Theater, or Visual Arts	
G | College Preparatory Elective	1 year/2 semesters of elective course work chosen from any area on approved A-G course list	

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

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

- Riverside's Completion Counts centralized hub for information about Colleges, Careers and Financial Aid www.college311.org
- University of California www.universityofcalifornia.edu
- University of California a-g requirements http://www.ucop.edu/doorways
- Cal State University https://www2.calstate.edu/
- Early Assessment Program (EAP) http://www.cde.ca.gov/ci/gs/hs/eapindex.asp
- Financial Aid Information – FAFSA https://studentaid.gov/
- California Student Aid Commission, California Dream Act Application – https://dream.csac.ca.gov/
- College Board (for information including SAT, PSAT, and AP testing) www.collegeboard.org
- ACT Testing Information www.act.org

ALTERNATIVE MEANS OF PRESCRIBED COURSE OF STUDY

EC 51225.3
Alternative means for students to complete the prescribed course of study may include practical demonstration of skills and competencies, supervised work experience or other outside school experience, career technical education

classes offered in high schools, courses offered by regional occupational centers or programs, interdisciplinary study, independent study, and credit earned at a postsecondary institution. Requirements for graduation and specified alternative modes for completing the prescribed course of study should be discussed with the school principal or student's counselor.

CAREER TECHNICAL EDUCATION

EC 51229
A Career Technical Education (CTE) program of study involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. For more information about CTE visit: www.cde.ca.gov/ci/ct

To speak with your student's counselor about registering for classes that meet college admission requirements or to enroll your child in the RUSD CTE program, contact the Guidance Department at your child's high school:

Abraham Lincoln	(951) 788-7371
Arlington	(951) 352-8316
John W. North	(951) 788-7311
Martin Luther King	(951) 789-5690
Riverside Polytechnic	(951) 788-7203
Ramona	(951) 352-8435
EOC (Raincross, Summit View, Opportunity, Riverside Virtual School)	(951) 276-7670

CALIFORNIA HEALTHY YOUTH ACT

EC 51934, 51937-51939; (BP 6142.1)
The California Healthy Youth Act requires schools to offer integrated, comprehensive, accurate, and unbiased sexual health and human immunodeficiency virus (HIV) prevention education at least once in middle school and once in high school. It is intended to ensure that students in grades 7-12 are provided with the knowledge and skills necessary to protect them from risks presented by sexually transmitted infections, unintended 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, body image, gender, gender identity, gender expression, sexual orientation, relationships, marriage, and family.

RUSD will provide this California state-mandated instruction in 7th grade science classes using the *Positive Prevention Plus* curriculum and in 9th grade physical education (PE) classes using the Riverside Community Health Foundation's *Comprehensive Sexual Health Education* presentations.

Parents have the right to:
1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
2. Request in writing that their child not receive comprehensive sexual health or HIV prevention education, or participate in research on student health behaviors and risks. When a parent does not permit their child to receive such education, the child may not be subject to disciplinary action, academic penalty or other sanction.
3. Request a copy of EC 51930-51939, the California Healthy Youth Act.
4. Be informed whether the comprehensive sexual health or HIV prevention education will be taught by District personnel or outside consultants. When the District chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of:
   a. The date of the instruction
   b. The name of the organization or affiliation of each guest speaker
   c. The right to receive a copy of EC 51933, 51934, and 51938
5. Receive notice by mail or another commonly used method of notification no fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year.

EXCUSE FROM HEALTH INSTRUCTION WHICH CONFLICTS WITH RELIGIOUS OR MORAL BELIEFS

EC 51240; (AR 6142.8)
During the school year, the instructional program in some classes at some grade levels may include instruction about health. If such instruction will conflict with the religious training, beliefs, or personal and moral convictions of a student's family, please advise the principal of the student's school in writing so the student may be excused from this phase of the instructional program.

EXCUSE FROM HARMFUL OR DESTRUCTIVE USE OF ANIMALS FOR INSTRUCTIONAL PURPOSES

EC 32255 et seq., 48980(a); (BP 5145.8)
Any student with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform their teacher of the objection. Objections must be substantiated by a note from the student's parent.

A student who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal will not be discriminated against based on their decision to exercise their rights and may receive an alternative education project, if the teacher believes that an adequate alternative education project is possible. The teacher may work with the student to develop and agree upon an alternative education project so that the student may obtain the knowledge, information, or experience required by the course of study in question. The alternative education project must require a comparable time and effort investment by the student – it cannot be more difficult than the original education project. A student who chooses an alternative educational project must still pass all examinations from the course in order to receive credit; however, if the tests require the harmful or destructive use of animals, the student may, similarly, ask for alternative tests.

DRUG EDUCATION AND THE EFFECTS OF OTHER DANGEROUS SUBSTANCES

EC 51203, 51260; (BP 5131.6)
The use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The RUSD will provide to all students in grades 1 through 12 science-based preventative instruction which has been proven effective in helping students avoid the use of alcohol and other drugs. The instruction will include effects of the use of tobacco, alcohol, narcotics, dangerous drugs, and other dangerous substances upon the human body, as determined by science. All instruction and related materials will consistently state that unlawful use of alcohol or other drugs is wrong and harmful. Instruction will not include the concept of responsible use when such use is illegal.

LIMITED ENGLISH PROFICIENT AND IMMIGRANT STUDENTS

EC 440; (BP 6174)
The RUSD will notify parents within 30 days after the start of the school year of their student's English language proficiency. The notice will include the following information:
1. The reason for the student's classification as limited English proficient.
2. The level of English proficiency.
3. A description of the program for the English language development instruction.
4. Information regarding a parent's option to decline to allow the student to become enrolled in the program or to choose to allow the student to become enrolled in an alternative program.
5. Information designed to assist a parent in selecting among available programs, if more than one program is offered.

GIFTED AND TALENTED EDUCATION

(BP 6172)
The RUSD follows guidelines approved by the Board of Education for the assessment and identification of students for the Gifted and Talented Education (GATE) program. The identification process provides an equal opportunity for all students to be considered for the program. All students are assessed for the GATE program in the spring of second grade. Students in grades 3-6 continue to be assessed by referral from the parent, teacher, or principal. Children are identified for the GATE program as a result of intellectual ability or high achievement. GATE students are generally served at their home school in a GATE Cluster Class.

REPORTING STUDENT PROGRESS (ELEMENTARY)

Elementary students receive a Report Card at the end of each trimester. A conference with every parent will be held at some time during the first trimester. The RUSD uses a standards-based Report Card. The evaluation of students' achievement is based on assessments of students' grade-level proficiency in the content standards and benchmarks. Students will receive performance level marks representing whether they are Thoroughly (4), Adequately (3), Partially (2), or Minimally (1) demonstrating evidence of meeting grade-level standards in language arts, mathematics, history, social science, science, and English language development for English language learners. Additionally, Report Cards give information regarding attendance, behaviors that support learning, special program participation, notification of students at risk of retention and stages of English language development, as appropriate for the student.

HOMEWORK

EC 48913, 48913.5; (BP 6154)
Homework is an important and required part of the educational program of the District as it can provide a valuable extension of student learning time and assist students in developing good study habits. Assignments are reasonable in length and appropriate to the grade level and course. Homework in the elementary years should provide practice, review, and/or enrichment of concepts or skills introduced by the classroom teacher. The number, frequency, and degree of difficulty of homework assignments will increase with the grade level and maturity of students. Teachers will provide specific information to parents regarding homework requirements. Parents are encouraged to provide an appropriate space and a quiet time conducive to the completion of homework each evening. When students do not have assigned homework, they should be encouraged to spend a block of time reading or perhaps writing letters to friends or relatives.

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

GRADING OF STUDENTS

EC 49066
When grades are given for any course of instruction taught in the RUSD, the grade given to each student will be the grade determined by the teacher of the course. The determination of the student's grade by the teacher, in the absence of mistake, fraud, bad faith, or incompetence, is final. Prior to issuing a grade of "F", a teacher must inform the parent whenever it becomes evident to the teacher that the student is in danger of failing the course.

ACADEMIC ELIGIBILITY STANDARDS

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

TEXTBOOKS & OTHER SCHOOL PROPERTY

EC 48904; (BP 5125.2)
At the beginning of each school year, students are furnished several textbooks, eBooks, and/or an electronic device at no cost. Students are responsible for keeping these in good condition. Textbooks and electronic devices are expected to be returned to the school at the end of each school year or before leaving a school. Parents of students who willfully cut, deface, or otherwise injure any school property will be billed for the cost of their replacement. Grades, reports cards, transcripts and diplomas may be withheld until fees for the cost of unreturned books or lost and/or destroyed school property are paid.

STATEWIDE TESTING

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

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

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

Helpful links:

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

CALIFORNIA HIGH SCHOOL PROFICIENCY EXAM

5 CCR 11523

The California High School Proficiency Exam (CHSPE) is a voluntary test that assesses proficiency in basic reading, writing, and mathematics skills taught in public schools. Eligible students who pass the CHSPE are awarded a Certificate of Proficiency by the State Board of Education. A student who receives a Certificate of Proficiency may, with verified approval from the parent, leave high school early. The Certificate of Proficiency is equivalent to a high school diploma; however, it is not equivalent to completing all course work required for regular graduation from high school. Students planning to continue their studies in a college or university should contact the admissions office of the institution to find out if the Certificate of Proficiency will meet admission requirements.

A student is eligible to take the CHSPE only if they meet one of the following requirements on the test date: 1) is at least 16 years old; 2) has been enrolled in the tenth grade for one academic year or longer; or 3) will complete one academic year of enrollment in the tenth grade at the end of the semester during which the CHSPE regular administration will be conducted. A fee for each examination application will not be charged to a homeless or foster youth under the age of 25. For more information, including administration dates and registration deadlines, visit the following website: http://www.chspe.net/.

EQUITY & ACCESS

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

NONDISCRIMINATION/HARASSMENT POLICY

EC 200 et seq.; (BP 5145.3)

Purpose

The purpose of this policy is to clarify the district's expectations with respect to nondiscrimination and harassment.

Position

There shall be no discrimination among students applying for admission to or who attend schools of the Riverside Unified School District with respect to color, race, creed, religion, national origin, sex, age, or handicapping condition as defined by law.

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

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school as well as to activities occurring off campus that have an impact or create a hostile environment on campus.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, includes physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also shall include the creation of a hostile environment when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

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

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

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

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

All school personnel who witness an act of discrimination, harassment, intimidation, or bullying, shall take immediate steps to intervene when safe to do so.

The District has a duty to investigate discrimination/harassment regardless of a timeline and to maintain records of discrimination/harassment allegations and investigations.

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES

EC 200-262.4; (BP 0410)

The RUSD is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The District's academic and other educational support programs, services and activities must be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual or perceived race, color, ancestry, national origin, immigration status, ethnic group identification, age, religion, political affiliation, marital or parental status, military or veteran status, pregnancy and related conditions, physical or mental disability, genetic information, sex, sexual orientation, gender, gender identity, or gender expression; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender students must be permitted to participate in gender-segregated school programs and activities (*e.g.,* athletic teams, sports competitions, and field trips) and to use facilities consistent with their gender identity. The District assures that lack of English language skills will not be a barrier to admission or participation in District programs. District programs and facilities, viewed in their entirety, must be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. Complaints of unlawful discrimination are investigated and resolved through the Uniform Complaint Procedures, as described in this section.

TITLE IX: SEX EQUITY IN EDUCATION ACT

20 USC 1681-1688; EC 221.6, 221.8

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

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

1. Fair and equitable treatment that is free from discrimination based on sex
2. Not be required to take and/or denied enrollment in a course based on the student's gender, gender identity, gender expression, or sexual orientation
3. Not be subjected to separate or different rules of behavior, sanctions, or other treatment, such as discriminatory discipline policies and practices, based on sex
4. Be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics
5. Inquire of the school's athletic director as to the athletic opportunities offered by the school
6. Apply for athletic scholarships
7. Receive equitable treatment and benefits in the provision of all of the following: equipment and supplies; scheduling of games and practices; transportation and daily allowances; access to tutoring; coaching; locker rooms; practice and competitive facilities; medical and training facilities and services; and publicity
8. Access to the District's compliance officer to answer questions regarding gender equity laws
9. Contact the California Department of Education (CDE) and the California Interscholastic Federation (CIF) to get information on gender equity laws
10. File a confidential discrimination complaint with the United States Office of Civil Rights (OCR) or CDE if discrimination, or unequal treatment, on the basis of sex has occurred
11. Pursue civil remedies as a result of discrimination
12. Be protected against retaliation for filing a discrimination complaint

The following personnel has been designated to address questions and complaints regarding the District's non-discrimination policies specific to Title IX: Raul Ayala, Director of Pupil Services, rayala@riversideunified.org, (951) 352-1200. Any complaint alleging noncompliance with Title IX will be investigated and resolved through the Uniform Complaint Procedures, as described in this section.

Additional state and federal resources:

California Department of Education
Gender Equity/Title IX – http://www.cde.ca.gov/re/di/eo/genequitytitleix.asp
Office of Equal Opportunity – https://www.cde.ca.gov/re/di/or/oeo.asp
Uniform Complaint Procedures Contact – http://www.cde.ca.gov/re/cp/uc/ucpcontacts.asp

U.S. Department of Education
Office of Civil Rights, Title IX – https://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html
Office of Civil Rights, Filing a Complaint – https://www2.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt

San Francisco Office
Office for Civil Rights
U.S. Department of Education
50 United Nations Plaza
Mailbox 1200, Room 1545
San Francisco, CA 94102
Telephone: 415-486-5555
FAX: 415-486-5570; TDD: 800-877-8339
Email: ocr.sanfrancisco@ed.gov

COURSE SELECTION & CAREER COUNSELING

EC 221.5(d); (BP 6164.2)
A school counselor, teacher, instructor, administrator, or aide will not offer vocational or school program guidance to a student or, in counseling a student, differentiate career, vocational, or higher education opportunities, on the basis of the student's sex. Any school personnel acting in a career counseling or course selection capacity to a student will affirmatively explore with the student the possibility of careers, or courses leading to careers, that are nontraditional for that student's sex. Parents of students in grades 7-12 are encouraged to participate in such counseling sessions and decisions. Contact the principal for details.

COMPETITIVE ATHLETICS

EC 221.9; (BP 6145.2)
Schools that offer competitive athletics (*e.g.,* sports where the activity has coaches, a governing organization, and practices, and competes during a defined season, and has competition as its primary goal) must make the following information publicly available at the end of each school year, in compliance with California's Sex Equity in Education Act:
1. The total enrollment of the school, classified by gender.
2. The number of students enrolled who participated in competitive athletics, classified by gender.
3. The number of boys' and girls' teams, classified by sport and by competition level.

To review the most current data regarding competitive athletics, please visit the applicable webpage at:
Arlington https://arlingtonlionsathletics.com/2020/04/20/12432/
North https://jwnorthathletics.org/equity-in-education-act-report-2019-20/
ML King https://kingwolvesathletics.com/cif-participation-survey/
Poly https://polyathletics.com/2020/04/17/riverside-poly-high-school-cifss-participation-survey/
Ramona https://ramonaathletics.com/2020/04/17/2019-20-cif-sports-team-data-ramona/

SEXUAL HARASSMENT

EC 231.5, 48980(f); (BP 5145.7)
The RUSD Board of Education is committed to maintaining a learning environment that is free of harassment. Sexual harassment of students at school or at school-sponsored or school-related activities is prohibited. Retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment is also prohibited. Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity will be subject to disciplinary action. For students in grades 4 through 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.

Instructional Program
As a preventative measure, students will receive age-appropriate instruction and information on sexual harassment, including:

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 instances of sexual harassment even where the victim of the harassment has not complained.
4. Information about the District's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made.
5. Information about the rights of students and parents to file a criminal complaint, as applicable, including the right to file a civil or criminal complaint while the District investigation of a sexual harassment complaint continues.

Defining Sexual Harassment

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

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

Examples of types of conduct which are prohibited in the District and which may constitute sexual harassment include, but are not limited to:

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

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

Reporting and Investigating Allegations of Sexual Harassment

Any student who feels that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student, an employee, or a third party or who have witnessed sexual harassment is strongly encouraged to report the incident to their teacher, the principal, or any other available school employee. An employee who receives a report or observes an incident of sexual harassment will notify the principal or the District compliance officer within one school day. The employee will take these actions, whether or not the alleged victim files a complaint. Once notified, the principal or compliance officer will take the steps to investigate and address the allegation. Any complaint alleging sexual harassment will be investigated and resolved through the Uniform Complaint Procedures, as described in this section.

When a verbal or informal report of sexual harassment is submitted, the principal or compliance officer will inform the student or parent of the right to file a formal written complaint in accordance with the District's Uniform Complaint Procedures. Regardless of whether a formal complaint is filed, the principal or compliance officer will take steps to investigate the allegations and, if sexual harassment is found, will take prompt action to stop it, prevent recurrence, and address any continuing effects.

All complaints and allegations of sexual harassment are kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. However, when a complainant or victim of sexual harassment notifies the District of the harassment but requests confidentiality, the compliance officer will inform the complainant or victim that the request may limit the District's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the District will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request. When a complainant or victim of sexual harassment notifies the District of the harassment but requests that the District not pursue an investigation, the District will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

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

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

MARRIED, PREGNANT AND PARENTING STUDENTS

34 CFR 106.40; EC 222, 221.51, 222, 222.5, 46015, 48205, 48980(a); (BP 5146)
Married, pregnant and parenting students often face overwhelming obstacles to receiving an education of equal quality to that of their peers, placing them at higher risk of dropping out of school. A student under the age of 18 years who enters into a valid marriage has all the rights and privileges of students who are 18 years old, even if the marriage has been dissolved. The RUSD further supports pregnant and parenting students by providing them with the opportunity to succeed academically while protecting their health and the health of their children 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 pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery; the District will treat pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery in the same manner and under the same policies as any other temporary disabling condition.
3. Pregnant and parenting students have the right to participate in the regular education program and will not be required to participate in a pregnant minor program or alternative education program. Students who voluntarily participate in an alternative education program must be given educational programs, activities, and courses equal to those they would have been in if participating in the regular education program.
4. The District may require a pregnant or parenting student to obtain the certification of a physician or nurse practitioner that they are physically and emotionally able to participate, or continue to participate, in the regular education program or activity.
5. The school will provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. A student will not incur an academic penalty for using any of these reasonable accommodations and will be provided the opportunity to make up any work missed due to such use. Reasonable accommodations include, but are not limited to:
    a. Access to a private and secure room, other than a restroom, to express breast milk or breastfeed an infant child
    b. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk
    c. Access to a power source for a breast pump or any other equipment used to express breast milk
    d. Access to a place to store expressed breast milk safely
    e. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child
6. A pregnant or parenting student will be excused from school when the absence is due to the illness or medical appointment of their child, including absences to care for a sick child.
7. During the school year in which the birth of the student's infant takes place, a pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before childbirth if there is a medical necessity and after childbirth to care for and bond with the infant. If deemed medically necessary by the student's physician, parental leave may be extended beyond eight weeks.
8. Specific to parental leave:

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

A student cannot be penalized for exercising the rights listed above. A complaint of noncompliance by the District can be filed through the Uniform Complaint Procedures, as described in this section.

EDUCATIONAL EQUITY

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

EDUCATION FOR FOSTER YOUTH

EC 48204, 48853, 48853.5, 51215.1, 51225.2; (BP 6173.1)
A foster youth means a child who has been removed from their home pursuant to WIC 309, is the subject of a petition filed under WIC 300 or 602, or has been removed from their home and is the subject of a petition filed under WIC 300 or 602, or is a nonminor who is under the transition jurisdiction of a juvenile court, as described in WIC 450, who satisfies the criteria specified in EC 42238.01.

The District's educational liaison for foster youth is Christopher Sewell at csewell@riversideunified.org or (951) 352-1200. The role of the educational liaison is to: 1) ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of foster youth; 2) assist foster youth when transferring from one school or school district to another school or school district in ensuring proper transfer of records and grades; 3) notify a foster youth's attorney and county welfare agency representative(s) when the foster youth is undergoing any expulsion or other disciplinary proceeding, including a manifestation determination review, when they are a student with a disability; and 4) address any disputes over school selection or enrollment.

The California Department of Education has posted on its Web site a standardized notice of the rights afforded to foster youth. The notice can be obtained by visiting the following link:
https://www.cde.ca.gov/ls/pf/fy/documents/fosteryouthedrights.pdf

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.
2. Right to immediate enrollment even if the foster youth is unable to produce records normally required for enrollment (*e.g.,* proof of residency, birth certificate, transcript, immunization), does not have clothing normally required by the school (*e.g.,* school uniforms), or has outstanding fees, fines, textbooks, or other monies due to the school last attended.
3. Right to file a complaint through the Uniform Complaint Procedures if there is allegation that the District has not complied with requirements regarding the education of foster youth.

EDUCATION FOR HOMELESS YOUTH

42 US 11432, EC 48853, 49069, 51225.1, 51225.2 (BP 6173)
The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students. A homeless youth is defined as a child who lacks a fixed, regular, and adequate nighttime residence and includes children and

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

The District's educational liaison for homeless youth is Christopher Sewell at csewell@riversideunified.org or (951) 352-1200. The role of the educational liaison is to: 1) ensure that homeless students are identified so that they have access to and receive educational services for which they are eligible; 2) assist homeless students when transferring from one school or school district to another school or school district in ensuring proper transfer of records and grades; 3) ensure that homeless families and students receive referrals for services, such as health care, dental, mental health, and housing; 4) assist, facilitate, or represent a homeless student who is undergoing disciplinary proceeding that could result in expulsion; 5) participate in an individualized education program or Section 504 team meeting to make a manifestation determination regarding the behavior of a student with disability; and 6) address any disputes over school selection or enrollment.

The following is a brief summary of a homeless youth's rights:
1. Right to attend either the "school of origin" or the current school of residence, and not be required to attend a separate school for homeless children or youth. The school of origin can be the school attended when the student had permanent housing, the school most recently attended, or any school the homeless youth attended in the last 15 months. Transportation may be provided.
2. Right to immediate enrollment even if the homeless youth is unable to produce records normally required for enrollment (*e.g.,* proof of residency, birth certificate, transcript, immunization), does not have clothing normally required by the school (*e.g.,* school uniforms), or has outstanding fees, fines, textbooks, or other monies due to the school last attended.
3. Right to automatically qualify for child nutrition programs.
4. Right to not be stigmatized by school personnel.
5. Right to file a complaint through the Uniform Complaint Procedures if there is allegation that the District has not complied with requirements regarding the education of homeless youth.

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

SECTION 504

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

To qualify for Section 504 protections, the student must have a mental or physical impairment which substantially limits one or more major life activity. For the purpose of implementing Section 504, the following terms and phrases are defined below:
1. *Physical impairment* means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genito-urinary, immune, hemic, lymphatic, skin, and endocrine.
2. *Mental impairment* means any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability.
3. *Substantially limits major life activities* means limiting a person's ability to perform functions, as compared to most people in the general population, such as caring for himself/herself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, writing, communicating, and working. Major life activities also includes major bodily functions such as functions of the immune system, special sense organs and skin, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions, as well as the operation of an individual organ within a body system.

The RUSD has a responsibility to identify, evaluate, and if eligible, provide students with disabilities the same opportunity to benefit from education programs, services, or activities as provided to their non-disabled peers. Additionally, a parent, teacher, other school employee, student success team, or community agency may refer a

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

For additional information about the rights of parents of eligible students, or questions regarding the identification, evaluation, and eligibility of Section 504 protections, please contact Paul Defoe, CWA Manager, at pdefoe@riversideunified.org or (951) 352-1200.

SPECIAL EDUCATION

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

The RUSD actively seeks out and evaluates District residents from birth through the age of 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law. Additionally, a parent, teachers, and appropriate professionals may refer a student who is believed to have a disabling condition that may require special education programs or services by contacting the RUSD's Special Education Department at (951) 352-1200.

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

STUDENT STUDY TEAM

(BP 6164.5)
The Student Study Team (SST) is designed to offer assistance, suggestions, and ongoing support to the teachers and parents of students who are experiencing difficulty in school. Sometimes a student continues to struggle despite appropriate efforts by the school and family to assist them. If a student has a suspected disability, the Team, after exhausting the benefits of general education, may refer the student for testing to determine eligibility for special education services. It is solely the responsibility of an Individualized Education Plan (IEP) team, that include the student's parent, to identify students for special education services.

STUDENT FEES, DEPOSITS, AND CHARGES

5 CCR 4622; EC 48904, 49013, 49014; (BP 3260)
It is the responsibility of the RUSD to ensure that books, materials, equipment, supplies, and other resources necessary for students' participation in the District's educational program are made available to them at no cost. Students will not be required to pay a fee, deposit, or other charge for their participation in an educational activity which constitutes an integral fundamental part of the District's educational program, including curricular and extracurricular activities.

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

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

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

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

ADVANCED PLACEMENT

EC 52242
Any economically disadvantaged student who is enrolled in an advanced placement (AP) course may apply to the Superintendent or designee to cover the costs of up to three AP examination fees minus five dollars, which will be paid by the student.

UNIFORM COMPLAINT PROCEDURES

EC 33315; 5 CCR 4622; (BP 1312.3)
The Riverside Unified School District (RUSD) annually notifies our students, employees, parents or guardians of its students, the District advisory committee, school advisory committees, appropriate private school officials, and other interested parties of the Uniform Complaint Procedures (UCP) process.

The RUSD has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs, many of which are described in this document. The Uniform Complaint Procedures (UCP) will be used to investigate and resolve complaints that require a more formal process, alleging:

1. Violation of applicable state or federal law or regulations governing District-implemented programs, including adult education programs; After School Education and Safety programs; agricultural career technical education; career technical education; child care and development programs; compensatory education; consolidated application; Every Student Succeeds Act; migrant education; Regional Occupational Centers and Programs; California State Preschool Programs and State Preschool health and safety issues in districts exempt from licensing; school safety plans; Title IV; and 21st Century Community Learning Center programs.
2. Unlawful discrimination, harassment, intimidation, or bullying against any student, employee, or other person participating in District programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical information, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in EC 200 or 220, GC 11135, or PC 422.55, or based on their association with a person or group with one or more of these actual or perceived characteristics.
3. Noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student.
4. Noncompliance with requirements to provide a pregnant or parenting student the accommodations specified in EC 46015, including those related to the provision of parental leave, right of return to the school of previous enrollment or to an alternative education program.
5. Noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities.
6. Noncompliance with legal requirements related to the implementation of the local control and accountability plan, including the development of a local control funding formula budget overview for parents.

7. Noncompliance with requirements related to the development of a school plan for student achievement or the establishment of a school site council, as required for the consolidated application for specified federal and/or state categorical funding
8. Noncompliance with any legal requirement applicable to a foster youth regarding placement decisions, the responsibilities of the District's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from the Board-imposed graduation requirements for students receiving a high school diploma from the Riverside Unified School District.
9. Noncompliance with any requirement applicable to a homeless student, a former juvenile court school student, a child of a military family, or a migrant child who transfers into the District after their second year of high school, or an immigrant student participating in a newcomer program in the third or fourth year of high school, regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements for students receiving a high school diploma from the Riverside Unified School District.
10. Noncompliance with the requirements that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions.
11. Noncompliance with the physical education instructional minutes requirement.
12. Retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy.

The District will post a standardized notice of the educational rights of students in foster care, students who are homeless, former juvenile court students now enrolled in a school district, and students in military families, as specified in EC 48645.7, 48853, 48853.5, 49069.5, 51225.1 and 51225.2. The notice includes complaint process information, as applicable.

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

These uniform procedures require the complainant to submit a written complaint to the appropriate compliance officer who will coordinate an investigation and response within 60 calendar days of receipt of the written complaint, unless the complainant agrees in writing to extend the timeline. If the District finds merit in a complaint, the District will provide a remedy to all affected students and parents.

A pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint. Pupil fees complaint must be filed no later than one year from the date of the alleged violation.

A complainant may appeal the District's decision to the California Department of Education (CDE) by filing a written appeal within 15 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 decision. The CDE may directly intervene in the complaint without waiting for action by the District when one of the conditions listed in 5 CCR 4650 exists, including cases in which the District has not taken action within 60 calendar days of the date the complaint was filed. If the District is found to have violated a state or federal law and/or regulation, and the District does not take corrective action to comply, then various civil remedies may be available. Additional information can be obtained from the CDE webpage at https://www.cde.ca.gov/re/cp/uc/.

Go to http://www.riversideunified.org/departments/pupil_services/non-_discrimination__uniform_complaint to obtain a copy of the complaint form and review additional UCP-related information.

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

Copies of the Uniform Complaint Procedures process are available free of charge.

The following personnel has been designated as the primary compliance officer to receive and investigate complaints and to ensure District compliance with law: Raul Ayala, Director of Pupil Services, Central Registration Office, 5700 Arlington Avenue, rayala@riversideunified.org, (951) 352-1200.

WILLIAMS COMPLAINT

5 CCR 4600-4687; EC 35186; (BP 1312.4)
Every school must provide sufficient textbooks and instructional materials. Every student, including English learners, must have textbooks or instructional materials, or both, to use in class and to take home. School facilities must be clean, safe, and maintained in good repair. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

Complaints must be filed with the principal at the school in which the complaint arises, and may be filed anonymously. However, complainants who identify themselves are entitled to having a response mailed to the mailing address indicated on the complaint if they indicate that a response is requested. Any complaint about problems beyond the authority of the school principal will be forwarded in a timely manner, but not to exceed ten (10) working days, to the appropriate District compliance officer. Reasonable efforts will be made to investigate the problem; remedies to a valid complaint will be implemented within a reasonable time period, not to exceed thirty (30) working days from the date the complaint was received.

Although complainants do not need to use the District's complaint form to file a complaint, a standardized complaint form may be obtained at the school office, district office, or downloaded from the following webpages:
http://riversideunified.org/cms/one.aspx?portalId=580805&pageId=1973800 (District)
https://www.cde.ca.gov/re/cp/uc/documents/ucp6wlmfrm21819.pdf (California Department of Education)

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

TITLE I

20 USC 6312; (BP 6171)
Parents of students who attend a school receiving Title I funds may request information regarding the professional qualifications of their students' classroom teachers, including, at a minimum, the following:
1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

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

STUDENT RECORDS

STUDENT RECORDS

34 CFR 99.7, 99.34; EC 234.7, 49063; (BP 5125)
A cumulative record must be maintained on the history of a student's development and educational progress. Student records are any items of information, whether recorded by handwriting, print, tapes, film, microfilm or other means, gathered within or outside the RUSD that are directly related to an identifiable student and maintained for the purpose of second-party review. Active records are maintained at the student's school; inactive records are maintained under the supervision of the District custodian of records.

Per State and Federal law, the District keeps the following *mandatory permanent records* indefinitely: student's legal name, date and place of birth, 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. *Permissive records*, which are records that the District has determined important to maintain, may include, but are not limited to, objective counselor and teacher ratings, standardized test results older than three years, routine discipline data, verified reports of relevant behavior patterns, disciplinary notices, and attendance records.

The District will not collect or solicit social security numbers or the last four digit of social security numbers of students or parents, except as required by state or federal law or as required to establish eligibility for a federal benefit program. Additionally, the District will not collect information or documents regarding the citizenship or immigration status of students or their family members, unless required by state or federal law or as required to administer a state or federally supported educational program. In such case, a student's citizenship status, immigration status, place of birth, or any other information indicating national origin will not be released without parental consent or a court order.

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

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 who the District has outsourced district functions and who perform services for which the District would otherwise use employees. Upon request from officials of another school, school system, or postsecondary institution in which a student seeks or intends to enroll or is already enrolled, the District is authorized to disclose educational records without parental consent as long as the disclosure is for purposes related to the student's enrollment or transfer.

Parents have the right to:
1. Inspect and review the student's educational record maintained by the school
2. Request that a school correct records which they believe to be inaccurate, misleading, or otherwise in violation of the student's privacy rights *(see notification on "Challenging Student Records")*
3. Consent to disclosures of personally identifiable information contained in the student's records, except to the extent that State and Federal laws authorize disclosure without consent
4. File a complaint with the United States Department of Education concerning an alleged failure by the District to comply with the provisions of the United States Family Educational Rights and Privacy Act (FERPA) by writing to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-4605

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

A request by a parent to access their student's educational records must be submitted in a written form to the school, who will, in turn, have five (5) business days from the day of receipt of the request to provide access to the records. Copies of student records are available to parents at a cost of 12 cents per page. Fees may be waived if it would prevent parental access to the records.

TEACHER NOTICE REGARDING STUDENT BEHAVIOR

EC 49079; (BP 0450, 4158)
State law requires that teacher(s) of each student who has engaged in, or is reasonably suspected to have engaged in, any act during the previous three school years which could constitute grounds for suspension or expulsion under EC 48900, with the exception of the possession or use of tobacco products, or EC 48900.2, 48900.3, 48900.4, or 48900.7 be informed that the student engaged in, or is reasonably suspected to have engaged in, those acts. The information is based upon District records maintained in the ordinary course of business or records received from a law enforcement agency.

JUVENILE COURT RECORDS

WIC 827, 831
Juvenile court records should be confidential regardless of the juvenile's immigration status. Only if a court order is provided, will any student information be disseminated, attached or provided to federal officials. The court order must indicate prior approval of the presiding judge of the juvenile court. Otherwise, juvenile information is protected from distribution and remains private without a court order.

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

DIRECTORY INFORMATION

20 USC 1232g; 34 CFR 99.3; EC 49061, 49073, 49073.2; (BP 5125.1)
"Directory information" means information contained in a student record that would not generally be considered harmful or an invasion of privacy if disclosed. Such student information includes the student's name, address, telephone number, email address, date of birth, major field of study, participation record in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards received, and most recent previous school attended. Directory information may include a student identification number, user identification, or other personal identifier used by the student for purposes of accessing or communicating in electronic systems as long as the identifier cannot be used to gain access to education records except when used in conjunction with a personal identification number, password, or other factor known or possessed only by the authorized user.

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

No information may be released to private profit-making entity other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. No directory information of a student identified as a homeless child or youth will be released unless the parent has provided written consent that directory information may be released. For all other students, directory

information will not be released if their parent notifies the school principal in writing that such information not be disclosed without their prior consent. A *Directory Information Opt Out* form is provided to parents in September of each school year; parents may use this form to opt out, or in the case of a homeless child or youth, opt in, of the release of directory information.

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

CAL GRANT PROGRAM

EC 69432.9; (BP 5125)
A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students apply for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted by the October 1 deadline to the California Student Aid Commission (CASC) electronically by a school or District official. A student, or the parent of a student under 18 years of age, may complete a form to indicate that they do not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent may opt out the student. Once a student turns 18 years of age, only the student may opt themselves out, and can opt in if the parent had previously decided to opt out the student. Notification regarding CASC and the opportunity to opt out of being automatically deemed a Cal Grant applicant will be provided to all students and their parents by January 1 of the students' 11th grade year.

To opt out of the Cal Grant Program, complete and submit the form obtained from the school counseling office or from the District website at http://riversideunified.org/cms/one.aspx?portalId=580805&pageId=952048. If the opt out form is not received by March 1 of the student's 11th grade year, the student's GPA will be submitted to CASC beginning September of the student's 12th grade year.

SOCIAL MEDIA AND STUDENT INFORMATION

20 USC 1232g; 34 CFR 99.3; EC 49073; (BP 1113, 5125)
The Superintendent or designee will ensure that official District social media content and postings protect the privacy rights of students, parents, staff, board members, and other individuals. Social media and networking sites and other online platforms will not be used by employees to transmit confidential information about students, employees or other District operations. Users of District social media platforms should be aware of the public nature and accessibility of social media and that information posted may be considered a public record subject to disclosure under the Public Records Act and federal disclosure laws.

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

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

MEASURING HOPE, ENGAGEMENT AND WELL-BEING

Each Fall, as part of the District's LCAP monitoring, all sites administer the Gallup Student Poll survey. This survey is a 10-minute, web-based (anonymous) survey given to students in grades 5 through 12. It measures student academic and life success – Hope, Engagement, Entrepreneurial Aspirations and Career/Financial Literacy. Gallup's research has shown that Hope, Engagement, and Well-being are key factors that drive student grades, achievement scores, retention and future employment. All individual responses are aggregated, or brought together and published back to schools in the form of two reports. Results are reported only when the student group size is 10 or more. Student responses are reported by ethnic identity and educational programs such as Special Education, English learners, Reclassified-Fluent English Proficient, socio-economic status, Foster Youth and Homeless. At the close of the survey administration, the District administrators and each school principal will receive an electronic scorecard and a student group summary report of their school's summary results. The District will also receive an overall

scorecard that compares the District's scores to National averages. Parents may choose to opt out of this survey by informing the school principal in writing, using a form sent home before the survey begins. During the survey, students also may choose to answer or skip any question.

PROTECTION OF PUPIL RIGHTS AMENDMENT

20 USC 1232h; EC 51513; (BP 5022)

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

1. Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–
    a. Political affiliations or beliefs of the student or student's parent;
    b. Mental or psychological problems of the student or student's family;
    c. Sex behavior or attitudes;
    d. Illegal, anti-social, self-incriminating, or demeaning behavior;
    e. Critical appraisals of others with whom respondents have close family relationships;
    f. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
    g. Religious practices, affiliations, or beliefs of the student or student's parent; or
    h. Income, other than as required by law to determine program eligibility.
2. Receive notice and an opportunity to opt a student out of—
    a. Any other protected information survey, regardless of funding;
    b. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
    c. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
3. Inspect, upon request and before administration or use—
    a. Protected information surveys of students and surveys created by a third party;
    b. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
    c. Instructional material used as part of the educational curriculum.

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

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

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

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue
SW Washington, DC 20202

CHALLENGING STUDENT RECORDS

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

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

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

SCHOOL ATTENDANCE

MEETING RESIDENCY REQUIREMENTS FOR SCHOOL ATTENDANCE

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

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

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

PROOF OF RESIDENCY

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

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

The District will investigate any cases where there may be reason to believe that a student does not comply with residency requirements for school attendance, that the parent has provided false information with respect to residency, or that the information provided at the time of enrollment is no longer current or accurate. The investigation may be conducted by a trained District employee or a private investigator employed by the District, and may include the examination of records, including public records, and/or interviews of persons who may have knowledge of the student's residency. The investigation will not include the surreptitious collection of photographic or videographic images of persons or places subject to the investigation. However, the use of technology is not prohibited if done in open and public view.

INTRADISTRICT OPEN ENROLLMENT

EC 35160.5, 46600; (BP 5116.1)
The parent of any student who resides within the attendance boundaries of the RUSD may apply to enroll their student in any District school, regardless of the location of their residence within the District. No student currently residing with a school's attendance area will be displaced by another student transferring from outside the attendance area. Transportation to any other school is the responsibility of the parent.

Applications to request for an intradistrict transfer for the following school year are available beginning November 1 and must be submitted by the second Friday in January. If there are more requests for a particular school than there are spaces available, a random drawing will be held from the applicant pool. If a family moves into the District after the Open Enrollment period, they may submit an intradistrict transfer request upon registration. For students who

have been determined to have been a victim of bullying, the District will approve an intradistrict transfer unless the requested school is at maximum capacity, in which case, the District will accept an intradistrict transfer request for a different school within the District.

Admission to a particular school will not be influenced by a student's academic or athletic performance, except that existing entrance criteria for specialized schools or programs may be used provided that the criteria are uniformly applied to all applicants. Academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students. Any complaints regarding the selection process should be submitted in writing to the Director of Pupil Services.

To obtain more information and/or to submit an application during the Open Enrollment period, visit the District's webpage on "Transfer Process" at http://riversideunified.org/cms/One.aspx?portalId=580805&pageId=13495528.

VICTIM OF A VIOLENT CRIMINAL OFFENSE

20 USC 7912; (BP 5116.1)
A student who is determined to be a victim of a violent criminal offense while on the school grounds that the student attends has the right to transfer to another school within the District. The District has 14 calendar days to make the determination and offer the student an option to transfer. In making the determination that a student has been a victim of a violent criminal offense, the Superintendent or designee will consider the specific circumstances of the incident and consult with local law enforcement as appropriate. Examples of violent criminal offenses include, but are not limited to, attempted murder, battery with serious bodily injury, assault with a deadly weapon, rape, sexual battery, robbery, extortion, or hate crimes.

PERSISTENTLY DANGEROUS SCHOOLS

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

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

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

NOTICE OF ALTERNATIVE SCHOOLS

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

California state law authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code defines alternative school as a school or separate class group within a school which is operated in a manner designed to:
(a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
(b) Recognize that the best learning takes place when the student learns because of his desire to learn.
(c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.

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

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

INTERDISTRICT PERMIT

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

1. To meet the childcare needs of the student that cannot be met within the boundaries of the District.
2. To meet a child's special mental or physical health needs, as certified by a physician, school psychologist or other appropriate school personnel.
3. When the student has siblings attending school in the district of proposed enrollment, to avoid splitting the family's attendance.
4. When the parent is a permanent employee of the district of proposed enrollment.
5. To complete a school year when parents have moved out of the District during that year.
6. To complete the highest grade of elementary, middle or high school in order to be promoted or to graduate with their class at the school which they have attended just prior to their move to another district.
7. When the parent provides written evidence that the family will be moving to the receiving district in the immediate future and would like the student to start the year in that district.
8. When recommended by the School Attendance Review Board or by county child welfare, probation or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend any school in the District.
9. When there is valid interest in a specialized educational program not offered in the District. *Note*: One or two classes do not constitute a "program".

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

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

The application and additional information to request for an interdistrict transfer from the District to attend school in another district is available at the Pupil Services Department located at 5700 Arlington Avenue, Riverside, or on the District website at http://riversideunified.org/cms/One.aspx?portalId=580805&pageId=13495528. For all future year requests (applications submitted up until 15 calendar days before the start of the school year for which the transfer is sought), the District has until 14 calendar days into the new school year to determine whether to approve or deny a request. For current year requests (applications submitted 15 calendar days before the start of the school year for which the transfer is sought), the District will make its final decision within 30 calendar days from the date a request was received. A denial of the request by the District may be appealed to the Riverside County Board of Education within 30 calendar days from the date of denial.

SCHOOL DISTRICT OF CHOICE

EC 48300 et seq.; (BP 5117)
The RUSD participates in the District of Choice (DOC) Program, which allows a non-resident student to transfer into a participating DOC without an interdistrict permit. As a DOC, the District will determine the number of transfer students it is willing to accept and will admit students until it is at maximum capacity through an unbiased process that does not inquire into, evaluate or consider students on their academic or athletic performance, physical condition, proficiency in English, any individual characteristics set forth in EC 200 (*i.e.,* race, gender, religion, sexual orientation, etc.), or family income. However, the District may use existing entrance criteria for specialized schools or programs as long as the criteria are uniformly applied to all applicants.

If there are more requests than there are spaces available, approval for transfer will be determined by a random drawing held in public at a regularly scheduled Board meeting after granting priority enrollment in the following order:
1. Siblings of children already in attendance in the RUSD
2. Students eligible for free or reduced-price meals
3. Children of military personnel

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

Districts electing to participate in the Program are required to register with the California Department of Education; a list of participating districts for the current school year can be found at https://www.cde.ca.gov/sp/eo/dc/. For additional information regarding the application process, timelines, selection process, and reasons for denial of a request, please visit http://www.riversideunified.org/departments/pupil_services/transfers or contact Araceli Zavala, Transfer Specialist at azavala@riversideunified.org.

COMPULSORY EDUCATION AND THE IMPORTANCE OF GOOD ATTENDANCE

EC 48200, 48293, 48400 et seq.
California law requires full-time attendance and punctuality of every student between 6 and 18 years of age. Schools are required to enforce the law and parents are responsible to compel the attendance of their children at school. Any parent who fails to meet this obligation may be guilty of an infraction and subject to prosecution.

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

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

EXCLUSION FROM SCHOOL

EC 48213; (AR 5112.2)
The Superintendent or designee may exclude a student without prior notice to the parent if the student is excluded for any of the following reasons:
1. The student resides in an area subject to quarantine pursuant to HSC 120230.
2. The student is exempt from a medical examination but suffers from a contagious or infectious disease pursuant to EC 49451.
3. The Superintendent or designee determines that the presence of the student would constitute a clear and present danger to the safety or health of other students or school personnel.

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

oral and documentary evidence on the student's behalf, and to have one or more representatives present at the meeting.

ILLNESS

EC 49451
It is important to protect the health of all students from risk posed by infectious diseases that can be transmitted within the school setting. Your child may be excluded from school in accordance with EC 49451: "whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, he or she shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist."

Please do not send your child to school if they have any of the following signs or symptoms:

1. ***Fever (over 100 degrees).*** Please keep your child home until they have not had a fever for at least 24 hours without the use of fever reducing medication. If a student is sent home from school with a temperature greater than 100° F, the student MAY NOT return to school the next day.
2. ***Eyes that are red, swollen, crusting or draining.*** The student may return to school when the eyes are clear, or a doctor's note states "non-contagious" or "under treatment."
3. ***Head lice.*** Students with head lice may return to school after they have been treated with an appropriate lice shampoo and there is no evidence of live lice in their hair. A student returning to school after being excluded for head lice will be examined for live lice by the Health Assistant. Parents will be notified when nits (eggs) are present in the hair and the parent will be advised to treat the student and to remove the nits.
4. ***Vomiting/Diarrhea.*** If the student is ill and has vomited or had diarrhea, please do not send the student to school. The student must be free from vomiting/diarrhea for 24 hours before returning.
5. ***Skin rashes.*** A skin rash of unknown origin or a contagious rash requires a clearance from a health care provider that states the student is not contagious and may return to school. Otherwise, the student may return when the rash has cleared.

If a student is at school with any of the above, the parent will be called to pick the student up from school.

EXCUSED ABSENCES

EC 46014, 48205, 48980(a) and (i); (BP 5113)
Each person between the ages of 6 and 18 is subject to compulsory full-time education, unless exempted by law. In order for an absence to be excused, the reason(s) for such absence must meet the criteria specified under EC 48205 *(see full text below)*. It is the responsibility of the parent to notify the school office of any absences or tardies in written or verbal form within the timeframe prescribed by the school. Written notes should include the student's name, date(s) of absence, reason for absence, and parent's signature and daytime contact number. A doctor's note may be requested by the principal or designee when a student has had more than 10 absences in the school year due to illness. Absences not cleared will remain unverified.

EC 48205. (a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
(1) Due to the pupil's illness.
(2) Due to quarantine under the direction of a county or city health officer.
(3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
(4) For the purpose of attending the funeral services of a member of the pupil's immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
(5) For the purpose 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 appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at religious retreats, 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.
(8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
(9) For the purpose 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 to a combat zone or combat support position. 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 the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
(11) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.
(b) A pupil absent from school under 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 therefor. 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 four hours 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) "Immediate family," as used in this section, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

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

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

CONFIDENTIAL MEDICAL SERVICES

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

TRUANCY

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

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

CHRONIC ABSENTEEISM

EC 60901; (BP 5113.1)
A student is considered a chronic absentee when they are absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused – and is an important measure because excessive absences negatively impact academic achievement and student engagement. As part of the new State accountability system, a school's performance ranking will be penalized for high rates of chronic absenteeism.

CHILD WELFARE AND ATTENDANCE INVESTIGATORS

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

school staff determines a student is absent for unexcused reasons, the student may be required to attend Saturday School to make up the unexcused absence(s), and the student may be referred to the School Attendance Review Board.

SCHOOL ATTENDANCE REVIEW BOARD

EC 48263, 48263.5, 48321(b)(1); (BP 5113.1)
The School Attendance Review Board (SARB) is a legally constituted board, identified in the Education Code, made up of representatives from the Department of Public Social Services, the Probation Department, Law Enforcement, Department of Mental Health, other agency personnel from local government, and school staff. SARB has the authority to refer students and their parents to the Riverside County District Attorney for prosecution based on failure to require their student to attend school. A secondary age student who demonstrates poor school attendance may have their Work Permit denied or revoked. Further, in some cases, teachers may issue a failing grade to any student who has demonstrated excessive absences.

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

SHORT-TERM INDEPENDENT STUDY PROGRAM

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

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

1. Must be requested 5 school days prior to the beginning of the agreement; any exceptions must be approved by the Director of Pupil Services, for good cause in an emergency situation, at least 72 hours prior to beginning the agreement.
2. Must have a minimum duration of at least 5 consecutive school days.
3. Must have a maximum duration of 20 school days per year.
4. Cannot be approved during the first 10 days of a school year or semester, nor during the last 10 days of the school year or semester.
5. Must be planned, written and signed before the start of the agreement since it cannot be made retroactive to an earlier date.
6. Student's work must be received or be postmarked by the due date identified in the Agreement. The due date for completion of the work cannot be extended beyond the last date of the Agreement.
7. The State will fund Independent Study Agreements only when the completion is approved by the Supervising Teacher.
8. Independent Study Agreements that are not completed will be considered as excused absences for each day of school the student missed.

INDIVIDUAL INSTRUCTION FOR STUDENTS WITH TEMPORARY DISABILITIES

EC 48206.3, 48207, 48207.3, 48207.5, 48208, 48240, 48980(a)-(b); (BP 6183)
Temporary disability means a physical, mental, or emotional disability incurred while a student is enrolled and after which the student can reasonably be expected to return without special intervention. Temporary disability is not a disability for which a student is identified as an individual with exceptional needs.

A student enrolled in regular day classes who has a "temporary disability" may receive individualized instruction for one hour a day, following the same calendar as regular school – meaning, vacations and holidays are observed on the same schedule. Individualized instruction is only provided to students who will be unable to attend school for longer than four weeks, and the need for individualized instruction is substantiated by a physician licensed to practice medicine in the State of California.

It is the responsibility of the parent to notify the District's Health Services Department at (951) 274-4213. When Health Services is notified that a student has a temporary disability, the District must determine within five working days, whether the student should receive individual instruction. If determined that individual instruction is appropriate, the instruction will begin within five working days from the date the determination was made. Students who cannot attend

regular school for less than four weeks may participate in the Short-Term Independent Study Program, as described above.

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

Every effort will be made for students to continue with those courses that are necessary for the student to maintain their academic status, but in some cases, this will not be possible due to various constraints. High school students who are not able to complete courses in progress at the time they are receiving individualized instruction may need to complete the course in either summer school or through some other venue. In some cases, a student's high school graduation may be delayed due to the restrictions of this program. District staff may not be able to replicate certain highly specialized courses or a given course in the individualized instruction setting. For example, Honors or Advanced Placement classes, world languages, PE, laboratory sciences, higher-level mathematics classes, and most electives cannot be replicated.

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

HEALTH & WELLNESS

IMMUNIZATION

EC 49403, 48216; HSC 120325, 120335, 120370, 120372, 120375; (BP 5141.3)
To protect the health of all students and staff and to curtail the spread of infectious diseases, students must be immunized against certain communicable diseases. Students may not be admitted into any District school for the first time nor admitted or advanced into grade 7 unless they have met the immunization requirement. The District will cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. For that purpose, the District may use any funds, property, or personnel and may permit any person licensed as a physician and surgeon, or a health care practitioner acting under the direction of a supervising physician and surgeon, to administer an immunizing agent to any student whose parents have consented in writing.

As of January 1, 2016, parents of students in any school, are not allowed to submit a personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1, 2016 will continue to be valid until the student enters the next grade span at kindergarten (including transitional kindergarten) or 7th grade.

A student who has a medical exemption issued before January 1, 2020 will be allowed continued enrollment until the student enrolls in the next grade span at kindergarten or 7th grade. Beginning January 1, 2021, schools may only accept the standardized, statewide form used by licensed physicians and surgeons as documentation of a medical exemption, and as of July 1, 2021, the District will not unconditionally admit or readmit to any school, or admit or advance any student to the 7th grade, unless the student has been properly immunized or the parent files a compliant medical exemption form.

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

A student not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases listed in “Appendix C”, a Parent’s Guide to Immunizations.

MEDICAL RECORDS SHARING

HSC 120440; (BP 5141.31)
Medical information may be shared with local health departments and the State Department of Health Services. Such information will be treated as confidential and will only be used to share with each other, and, upon request, with health care providers, schools, child care facilities, family child care homes, service providers, county welfare departments, foster care agencies, and health care plans. The providers, agencies, and institutions will, in turn, treat the shared information as confidential, and will use it only as specified.

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

ENTRANCE HEALTH SCREENING

HSC 124085, 124100, 124105; (AR 5141.32)
State law requires that the parents of each student provide the school within 90 days after entrance to first grade documentary proof that the student has received a health screening examination by a doctor within the prior 18 months. The parent may submit a waiver on a form developed by the California Department of Health Care Services indicating that they do not want or is unable to obtain a health screening. If the waiver indicates that the parent is unable to obtain the services, the reasons should be included in the waiver. Students may be excluded, beginning the 91st day after the student’s entrance into the first grade, up to 5 days from school for failing to comply or not providing a waiver. Free health screening is available for eligible students through the Child Health and Disability Prevention Program.

HEALTH EXAMINATIONS

EC 49451; (BP 5141.3)
The RUSD conducts vision and hearing testing and scoliosis screening at specific grade levels. The screenings are done by a credentialed school nurse. Students may be exempt if the parent notifies the school principal in writing that such appraisal is in conflict with their religious beliefs.

ORAL HEALTH ASSESSMENT

EC 49452.8; (AR 5141.32)
Many things influence a child's progress and success in school – and one of the most important is their health. Children must be healthy to learn and children with cavities are not healthy. Cavities are preventable, but they affect more children than any other chronic disease. Additionally, dental disease is one of the most common reasons for school absences, and children in pain, even when they attend class, are unable to concentrate and learn.

Baby teeth are very important – they are not just teeth that will fall out. Children need their teeth to eat properly, talk, smile, and feel good about themselves. Children with cavities may have difficulty eating, stop smiling, and have problems paying attention and learning at school. Tooth decay is an infection that does not heal and can be painful if left without treatment. If cavities are not treated, children can become sick enough to require emergency room treatment, and their adult teeth may be permanently damaged.

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

For children with Medi-Cal/Denti-Cal insurance, parents can find a dentist who takes this insurance by calling (800) 322-6384 or by visiting the Denti-Cal website at https://www.denti-cal.ca.gov/. To find a low, or no-cost clinic in the community, visit www.californiahealthplus.org or www.211.org, or call 2-1-1.

ADMINISTRATION OF PRESCRIPTION MEDICATION TO STUDENTS AT SCHOOL

EC 49423, 49423.1; (BP 5141.21)
The school nurse or other designated school employees may assist students who need to take prescribed medication during school hours only upon written request of both the physician/surgeon and the parent. The written request from the physician/surgeon must include details as to the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent indicating the desire that the District assist the student in matters set forth in the statement of the physician/surgeon.

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

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

CONTINUING MEDICATION REGIMEN

EC 49480; (BP 5141.21)
It is the responsibility of the parent of a student on a continuing medication regimen for a nonepisodic condition to inform the school nurse or other designated school employees of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent, the school nurse may communicate with the physician and may counsel with school personnel regarding the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

EMERGENCY TREATMENT FOR ANAPHYLAXIS

EC 49414; (BP 5141.21)
Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours to students who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives. As such, the District provides emergency epinephrine auto-injectors to school nurses and trained personnel who may use the epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from an anaphylactic reaction, regardless of known history. Parents who do not wish their student to receive this emergency treatment must object, in writing, to the principal of the school, within two (2) weeks of the opening of the school year or within two (2) weeks of enrollment into the school, or receipt of this document.

EMERGENCY MEDICAL ASSISTANCE AT SCHOOL

EC 49407, 49472; FC 6550; (BP 5141)
Whenever a student requires emergency or urgent medical treatment while at school or a school-sponsored activity, the principal or designee will contact the parent or other person identified on the emergency card in order to obtain consent for the medical treatment. If the student's parent or other contact person cannot be reached to provide consent, the principal may seek reasonable medical treatment for the student as needed. The District, District employee, physician or hospital treating a student will not be held liable for such reasonable medical treatment without parent consent when the student is ill or injured during regular school hours, requires reasonable medical treatment, and no responsible adult can be reached, unless the parent has previously filed with the District a written objection to any medical treatment other than first aid.

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

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

INSURANCE FOR MEDICAL AND HOSPITAL SERVICES FOR STUDENTS

EC 49472; (BP 5143)
The medical costs of student accidents are the responsibility of the parent. Student accident insurance solves many problems in advance. Every year the District provides parents with applications for school time accident insurance. The contract is made between the parent and the insurance company. The District only supplies the application forms. This low-cost accident insurance helps pay for the medical costs if a student is injured while under the jurisdiction of the school. Parents are advised to use this option to protect their family in case of an accident.

INSURANCE FOR ATHLETIC TEAMS

EC 32221.5; (BP 6145.2)
Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. "Members of school athletic teams" include members of school bands, orchestras, cheerleaders and their assistants, pom and dance team, team managers and their assistants, and any student selected by the school or student body organization to directly assist in the conduct of the athletic event. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses. Some students may qualify to enroll in no-cost or low-cost local, state or federally sponsored health insurance programs. Information about these programs may be obtained by calling:

- Healthy Families at 1-800-880-5305
- MediCal at 1-800-880-5305
- Pacific Educators (low-cost local program) at 1-800-722-3365

HEALTH CARE COVERAGE

EC 49452.9; (BP 5111)
Students and their families may be eligible for free or low-cost health coverage. For information about health care coverage options and enrollment assistance, go to www.CoveredCA.com.

Additionally, California law allows all low-income children under 19 years old, regardless of immigration status, to enroll in Medi-Cal at any time in the year. Families can apply in person at their local county human services office, over the phone, online, with a mail-in application, or at a local health center. For more information about Medi-Cal enrollment, visit www.health4allkids.org.

TYPE 2 DIABETES

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

CONCUSSION AND HEAD INJURIES

EC 49475; (BP 6145.2)
A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. As such, any athlete who is suspected of sustaining a concussion or head injury in a school-sponsored 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 they are evaluated by a licensed health care provider who is trained in the management of concussions and is acting within the scope of their practice. The athlete will not be permitted to return to the athletic activity until they receive written clearance to return to the athletic activity from that licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete must also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular schoolday or as part of a physical education course. Please refer to "Appendix E" in this document for more information about concussions and head injuries.

SUDDEN CARDIAC ARREST

EC 33479 et seq.; (BP 6145.2)
Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack; it is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. SCA is more likely to occur during exercise or sports activity, so athletes are at greater risk. These symptoms can be unclear and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. If not properly treated within minutes, SCA is fatal in 92 percent of cases. As such, a student who passes out or faints while participating in or immediately following a school-sponsored athletic activity, or who is known to have passed out or fainted while participating in or immediately following an athletic activity, must be removed from participation at that time by the athletic director, coach, athletic trainer, or authorized person. A student who is removed from play after displaying signs and symptoms associated with sudden cardiac arrest may not be permitted to return to participate in an athletic activity until the student is evaluated and cleared to return to participate in writing by a physician and surgeon. This requirement does not apply to athletic activity conducted during the regular schoolday or as part of a physical education course. Please refer to "Appendix F" in this document for more information about SCA. For more information and resources, visit the California Department of Education webpage at https://www.cde.ca.gov/pd/ca/pe/scaprevention.asp.

PRESCRIPTION OPIOIDS

EC 49476; (AR 6145.2)
An opioid is a controlled substance that can be prescribed by a health care provider to relieve moderate-to-severe pain, after a surgery or injury, or for certain health conditions. Opioids include prescription drugs such as

hydrocodone, oxycodone, morphine, and codeine. Although these medications can be an important part of treatment, they carry serious risks of addiction and overdose, especially with prolonged use. On a yearly basis, an acknowledgement of receipt of the Factsheet must be signed and returned by the athlete and the athlete's parent before the athlete initiates practice or competition. This requirement does not apply to athletic activity conducted during the regular schoolday or as part of a physical education course. Please refer to "Appendix G" in this document for more information about prescription opioids.

METHICILLIN-RESISTANT STAPHYLOCOCCUS AUREUS

With the heightened media attention about methicillin-resistant Staphylococcus aureus (MRSA), the District recognizes that it is a potentially serious community acquired infection. Staphylococcus aureus (staph) are bacteria that many healthy people carry on their skin or in their nose. About 25% to 30% of people in the United States carry staph in their nose, but it does not make them sick. Staph can also be carried in the armpit, groin, rectum or genital area. Most staph infections are minor and can be treated without antibiotics. However, staph can sometimes cause serious infections like pneumonia, blood or joint infections and deep skin infections. MRSA is a type of staph that is not killed by penicillin and similar antibiotics.

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

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

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

Please refer to "Appendix H" of this document for more information about MRSA.

ACCESS TO STUDENT MENTAL HEALTH SERVICES

EC 49428

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

Student Assistance Program

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

SAP Counseling Services

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

Access to community resources can be obtained by visiting the following webpage:
http://riversideunified.org/departments/pupil_services/community_resource_guide

Care Solace

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

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

Individuals interested in seeking counseling-related services at this time may visit www.caresolace.com/rusdfamilies.

ASBESTOS MANAGEMENT PLAN

40 CFR 763.93; (BP 3514)

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

PESTICIDE PRODUCTS

EC 17612, 48980.3; (BP 3514.2)

RUSD complies with all California laws and the Department of Pesticide Regulations' Integrated Pest Management Program limiting the use of harmful chemicals and using the least impactful pest management practices. Pesticide applications are posted at site entrances with the product and date of applications. Fields and school grounds that are to be treated in the normal rotation of maintenance work will have warning signs posted at least 24 hours prior to the application and will remain posted until 72 hours after the application. When advance posting is not possible due to an emergency condition requiring immediate use of a pesticide to protect the health and safety of students, staff, or other persons or the school site, the warning sign will be posted immediately upon application and will remain posted until 72 hours after the application. Warning signs will include the term "Warning/Pesticide Treated Area", the name of the product and manufacturer, the product's registration number, intended areas and dates of application, and reason for the pesticide application.

Parents can complete an application at their student's school to receive notification of individual pesticide applications. Notifications will be provided 72 hours before the application, except in emergencies, and will include the name and active ingredient(s) of the pesticide as well as the intended date of application.

Parents seeking access to information on pesticides and pesticide use reduction developed by the Department of Pesticide Regulation pursuant to California Food and Agricultural Code 13184, can do so by accessing the Department's website at www.cdpr.ca.gov. Additional information of the RUSD Integrated Pest Management disclosure can be viewed at http://riversideunified.org/cms/one.aspx?portalId=580805&pageId=951621, or obtained by contacting Maintenance, Operations and Transportation at (951) 788-7496 x84001.

The RUSD Operations Division, Grounds/Custodial department intends to use the following pesticides:

Pesticide/Herbicide Name	Used for Control of	Active Ingredient	EPA #
GARLON 4 ULTRA	HERBICIDE	TRICLOPYR	62719-527
PROSEDGE	HERBICIDE	HALOSULFURON- METHYL	228-702
DELTADUST	SEVERAL INSECTS	DELTAMETHRIN	432-772
DRIVER XLR8	HERBICIDE	DIMETHYLAMINE	7969-272
TERMIDOR SC	TERMITICIDE INSECTICIDE	FIPRONIL	7969-210
TRANSPORT	INSECTICIDE	BIFENTHRIN, ACETAMIPRID	8033-96-279
REVOLVER	HERBICIDE	FORAMSULFURON	432-1266
MAXFORCEGRANULE S	INSECTICIDE	HYDROMETHYLNON	432-1262
D-FOAM	INSECTICIDE	DELTAMETHRIN	9444-227
ADVION FIRE ANT BAIT	FIRE ANTS	INDOXACARB	352-627
ADVION ROACH GEL BAIT	ROACHES	INDOXACARB	352-652
TEMPO ULTRA WSP	INSECTICIDE	B-CYFLUTHRIN, CYANO	432-1377

565 PLUS XLO	INSECTICIDE	PYRETHRINS, PIPERONYLBUTOXIDE	499-290
PENDULUM	HERBICIDE	PENDIMETHALIN	241-416
WASP FREEZE	WASPS, BEES, HORNETS	D-TRANSALLETHRIN, PHENOTHRIN	499-362
SPEED ZONE SOUTHERN	HERBICIDE	CARFETRAZONEETHY L	2217-835
ROUNDUP PROMAX	HERBICIDE	GLYSOPHATE,N	524-579
DIMENSION 270G	HERBICIDE	DITHIOPYR	7001-375
FUSILADEII	HERBICIDE	FLUASIPOP-P- BUTYLBUTY	100-1084

NUTRITION SERVICES

WELLNESS POLICY

EC 49432; (BP 3050)
The wellness policy is a requirement established by the Child Nutrition and Women, Infants and Children (WIC) Reauthorization Act of 2004, and was further strengthened by the Healthy, Hunger-Free Kids Act of 2010. It is mandated that any school district participating in the National School Lunch Program and/or School Breakfast Program is to adopt a wellness policy that promotes the health of students and addresses the growing problem of childhood obesity. As a result, the District has adopted a Wellness Policy that includes goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the District determines is appropriate. Parents and staff are to follow the wellness policy and are encouraged to set an example of healthy eating habits to our students.

For more information about the District's Wellness Policy and other wellness initiatives of the District, please visit http://riversideunified.org/cms/one.aspx?portalId=580805&pageId=7627549.

MEALS AT SCHOOL

A complete breakfast and complete lunch are served in the school cafeteria daily. Prices vary and are subject to change annually due to food costs. Parents are encouraged to check with the principal of their student's school at the beginning of each school year to determine food costs for the new school year. Prepayment of breakfast and/or lunch is encouraged although individual meals may also be purchased.

Students bringing lunches may also purchase 8 oz. milk or a 4oz. juice. All students must enter their Student Identification Number at the cafeteria keypad before obtaining a meal unless they are purchasing a single meal with cash.

RUSD meal prices for the 2020-2021 school year are as follow:

	Elementary Schools	Secondary Schools
Breakfast	$1.25	$1.50
Lunch	$2.75	$3.25

MEAL CHARGING FOR TK-GRADE 12

The goal of the RUSD's breakfast and lunch program is to provide nutritious meals to children during the school day. In order to provide nutritious, high-quality meals to students, the District must make sure that it is financially secure. Families play a key role in this effort, and are responsible for all purchases made by their child in school cafeterias.

The RUSD has created the following unpaid food service account balance policy to comply with Senate Bill (SB) 265: Child Hunger Prevention and Fair Treatment Act of 2017. SB 265 amended EC 49557.5(b)(1), stating that a student whose parent has unpaid meal charges is not to be shamed, treated differently, or denied a reimbursable meal of the student's choice because of the fact that the student's parent has unpaid meal fees. As such, a student who has unpaid meal charges will be served a reimbursable meal of their choice throughout the school year regardless of the level of debt incurred by the household.

Nutrition Services will continue to serve these meals and ensures all children at our schools have access to the healthy food they need to focus in the classroom.

Nutrition Services has several payment options to choose from for families. No matter which payment option is selected, please remember that the current negative balance must be paid as soon as possible. Please be sure that payments to RUSD Nutrition Services are identified clearly with the student's name and ID number.

- Pay via check/cash during school hours
- Have the student directly bring payment to cafeteria staff
- Drop payment off in the front office
- Send check made payable to RUSD Nutrition Services
- Pay online by visiting www.paypams.com

Please contact the cafeteria with any questions. A parent who believes that their child may qualify for the meal program should apply online at www.riversideunified.org.

MEAL PROGRAM APPLICATIONS – FREE AND REDUCED-PRICE MEALS

EC 49510 et seq.; (BP 3553)
Each school year, households must submit a new application for the Meal Program to receive benefits for their students. Based upon family income, certain students may receive free or reduced-price meals. Applications are available online at http://www.riversideunified.org/departments/nutritionservices; paper applications are also available at each school site's main office and in the Nutrition Services building.

Applications may be submitted at any time during the school year. Even if a household is not eligible at the beginning of the school year, a new application may be submitted at the time when the household income decreases, household size increases, someone in the household becomes unemployed, or the household qualifies for CalFresh, CalWORKs, or FDPIR. Households that receive Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) benefits, may be eligible for free or reduced-price meals by filling out a Meal Program application.

Foster children are eligible for free meals and may be included as a household member if the foster family chooses to also apply for the non-foster children on the same application. Including foster children as a household member may help the non-foster children qualify for free or reduced-price meals. If the non-foster children are not eligible, this does not keep foster children from receiving free meals.

A student's eligibility status from the previous school year will continue into the new school year for up to 30 school days, or until the school processes the new application, or the student is otherwise certified free or reduced-price meals, whichever occurs first. After the 30-day grace period, the student will have to pay full price for all meals, unless the household receives a notification letter for free or reduced-price meals. School officials are not required to send reminder or expired eligibility notices.

Important reminder: Households attending NON-CEP school sites MUST complete a NEW Meal Application for the 2020-2021 school year by September 21, 2020 to be processed before the 30-day grace period removes students from the Meal Program.

COMMUNITY ELIGIBILITY PROVISION SCHOOL SITES

EC 49564; (BP 3553)
Community Eligibility Provision (CEP) school sites are based on the enrollment and percentage of Directly Certified students at specific sites. There are ten RUSD CEP sites for 2020-2021 school year. All meals, including breakfast and lunch, are FREE to every student enrolled at a CEP site. CEP is not extended to family members and/or siblings.

CEP Sites: Beatty ES, Fremont ES, Highgrove ES, Highland ES, Jackson ES, Liberty ES, Longfellow ES, Madison ES, University Heights MS, and Lincoln HS

If your household has more than one student attending a Non-CEP and a CEP site, your household MUST complete a meal application for the upcoming school year. Include all students attending RUSD as students and complete all required fields on the Meal Application to ensure the application is processed in a timely manner.

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

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

SCHOOL FUNDING FORM

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

The School Funding Form is for students attending a CEP site: Beatty ES, Fremont ES, Highgrove ES, Highland ES, Jackson ES, Liberty ES, Longfellow ES, Madison ES, University Heights MS, and Lincoln HS

Completing the School Funding Form will not affect whether a student can participate in the meal program. The information collected in these forms is 100% confidential and will not be used for any other purpose. The information a parent provides will allow the State to determine the funding provided to RUSD. The School Funding form will be completed by households every 4 years. Students enrolled with RUSD in 2018-2019 do NOT need to complete a School Funding Form for 2020-2021 school year. Newly enrolled students, enrolling at a CEP site, must complete a School Funding form at https://riversideusd.rocketscanapps.com/LCFF/default.aspx.

COMPLAINT OF DISCRIMINATION IN USDA PROGRAMS

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (*e.g.,* Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

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

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

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

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

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STUDENT CONDUCT & SCHOOL SAFETY

SCHOOL SAFETY PLAN

EC 32280; (BP 0450)
The school safety planning committee of each RUSD school has developed, in consultation with representatives from a local law enforcement agency, fire department, and other first responder entities, a comprehensive school safety plan, which takes into account the school's staffing, available resources, and building design, as well as other factors unique to the site. The plan includes an assessment of the current status of any crime committed on campus and at school-related functions. It also, at minimum, identifies appropriate strategies and programs that will provide or maintain a high level of school safety and addresses the school's procedures for complying with existing laws related to school safety, including, but not limited to, all of the following:

1. Child abuse reporting procedures
2. Routine and emergency disaster procedures, including adaptations for students with disabilities, an earthquake emergency procedure system, and a procedure to allow public agencies (*e.g.,* American Red Cross) to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare
3. Policies for students who commit acts which would lead to suspension or expulsion recommendations
4. Procedures to notify teachers of dangerous students
5. Policies prohibiting discrimination, harassment, intimidation, and bullying
6. Provision of a schoolwide dress code, which defines and prohibits "gang-related apparel"
7. Procedures for safe ingress and egress of students, parents, and employees to and from school
8. Policies enacted to maintain a safe and orderly environment conducive to learning
9. Rules and procedures on school discipline
10. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions

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

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

EMERGENCY DISASTER PROCEDURES/DRILLS

EC 32001, 32282; (BP 3516, 3516.1, 3516.3)
Included in the routine and emergency disaster procedures portion of the school safety plan includes procedures for addressing major disasters and intruders on campus, including lockdown, evacuation and reunification of students with their parents. In the continued interest of student safety, the Board of Education believes it is important that students, parents and staff be aware of, and practice, appropriate emergency and disaster procedures. Each school in the District conducts monthly emergency and/or disaster drills in order to familiarize students, parents and staff with proper procedures.

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

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

LOCK DOWN PROCEDURES

Lock down procedures will be implemented when the threat of danger, violence or gunfire is identified and/or site administration is directed by law enforcement that it is necessary to prevent perpetrator(s) from entering occupied areas. During a lock down, students are to remain in the classrooms or designated locations at all time. If inside, teachers or staff will lock the doors and close any shades or blinds if it appears safe to do so. Students and staff will

implement duck-and-cover procedures when necessary. If standing outside, students will proceed to their classrooms if no danger is present. If not, teachers or staff will direct students into the closest classrooms or school buildings (*e.g.,* auditorium, library, cafeteria, or gymnasium). Teachers and students will remain in the classroom or secured area until further instructions are given by the principal or law enforcement. The front entrance will be locked and no visitors, other than appropriate law enforcement or emergency personnel with proper identification, will be allowed on campus during lock down. This means that students will not be released to parents until law enforcement, emergency personnel, or district administration determines that the situation leading to a lockdown is clear and it is safe to reunify students with their parents.

In such situations, parents will not be permitted entrance into the affected school or access to their children and may be directed to a location away from the school until authorities determine that it is safe to release the students. As it is safe to do so, District and/or law enforcement officials will provide parents and the community with information updates as they are available. It is important that parents and community follow the directions of school and law enforcement authorities in emergency situations to help ensure the safety of all students and staff. Visit the RUSD webpage on safety and security http://riversideunified.org/cms/one.aspx?portalId=580805&pageId=3601296 for additional information.

DUTY CONCERNING STUDENT CONDUCT

5 CCR 300; EC 44807, 35291,35291.5; (BP 5131)
Each school site and each classroom teacher has established behavior expectations for their students that are consistent with Board policy and applicable state and federal laws. It is the responsibility of the teachers and administrators to see that rules are carried out in a fair and reasonable manner. Every teacher, administrator and other designated employee will hold students to a strict account for their conduct on the way to and from school, in the classroom and other school buildings, on school grounds, and on the school bus. Students must conform to school regulations, obey all directions, be diligent in study and respectful to teachers and others in authority, and refrain from the use of profane and vulgar language.

ANTI-BULLYING POLICY

EC 234.1, 234.4; (BP 5131.2)
The Board of Education recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. Accordingly, the Board prohibits bullying at any location, whether on or off campus that affects students or school activity under the jurisdiction of the RUSD. Any student who engages in bullying may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in bullying or retaliation related to bullying will be subject to disciplinary action, up to and including dismissal. Students and staff are expected to immediately report incidents of bullying to the principal or designee. Any complaint of bullying will be investigated and, if determined to be discriminatory, resolved in accordance with law and the District's Uniform Complaint Procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee will inform the complainant and take all necessary actions to resolve the complaint.

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

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

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

1. *Physical bullying*: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

2. *Verbal bullying*: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. *Social/relational bullying*: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. *Cyberbullying*: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email or by posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles

Annual training will be provided to all staff who work with students to prevent bullying and cyberbullying. A list of education webpages describing the staff training, as well as a list of statewide resources, including community-based organizations, that provide support to youth, and their families, who have been subjected to school-based discrimination, harassment, intimidation, or bullying can be found on the California Department of Education webpage https://www.cde.ca.gov/ls/ss/se/bullyres.asp. A copy of the *Parent/Student Form for Reporting Possible Bullying Behavior* can be found in "Appendix I" of this document.

CLOSED CAMPUS

EC 44808.5; (BP 5112.5)
In the interest of student safety and supervision, all RUSD schools (K-12) are "closed" to students leaving during the school day. Once students arrive on the school grounds, they must remain on campus until the end of their last regularly scheduled class unless they have received permission from school authorities to leave for a specific purpose. Students who leave campus without proper authorization of school authorities are subject to disciplinary action.

STUDENT SUPERVISION

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

TEACHER-ORGANIZED STUDENT TRIPS

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

USE OF SURVEILLANCE/VIDEO CAMERAS

EC 32280, 49061; (BP 3515)
In order to maximize the safety of students, staff, and school property, surveillance/video cameras are used in a variety of areas on school campuses. The cameras are not placed in areas where students, staff, or community members have a reasonable expectation of privacy (such as bathrooms, locker rooms, or private offices). Rather, cameras are placed in common areas such as hallways, stairwells, playgrounds, parking lots, and entry ways. Any audio capability on the District's surveillance equipment are disabled so that sounds are not recorded.

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

ELECTRONIC NICOTINE DELIVERY SYSTEMS

PC 308; (BP 5131.62)
The District prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all District property and in District vehicles at all times. ENDS are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin.

Students using, in possession of, or offering, arranging or negotiating to sell ENDS may be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by HSC 11014.5. PC 308 also states that every person under 18 years of age who purchases, receives, or possesses any tobacco, cigarette, or cigarette papers, or any other preparation of tobacco, or any other instrument or paraphernalia that is designed for the smoking of tobacco, tobacco products, or any controlled substance will, upon conviction, be punished by a fine of seventy-five dollars ($75) or 30 hours of community service work.

TOBACCO FREE ENVIRONMENT

BPC 22950.5; EC 48901; HSC 104420, 104495, 104559; (BP 3513.3)
The use of tobacco and nicotine products is prohibited on school or District grounds, buildings, and vehicles, and within 250 feet of a youth sports event. Smoking a cigarette, cigar, or other tobacco-related product and disposal of cigarette butts, cigar butts, or any other tobacco-related waste within 25 feet of any playground or tot lot sandbox area is also prohibited. Tobacco product includes, but is not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, or an electronic device (*e.g.,* electronic cigarette, cigar, pipe, or hookah) that delivers nicotine or other vaporized liquids. Any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited. Any person who violates this provision of law is guilty of an infraction and will be punished by a fine of two hundred fifty dollars ($250) for each violation.

USE OF DETECTION CANINE FOR SEARCHES OF DRUGS AND OTHER CONTRABAND

(BP 5145.12)
In an effort to keep schools free of drugs, the District contracts with a vendor to provide specially trained, non-aggressive canines and handlers to assist in determining the presence of substances prohibited by law or District policy. The dogs may sniff the air around lockers, desks, or vehicles on district property or at district-sponsored events; they will not sniff within the close proximity of students or other persons nor sniff any personal items on those persons without their consent. These inspections are random and unannounced. The inspections will be implemented in compliance with all applicable laws and under the provisions of District policy and administrative regulations. Evidence from inspections will be used in student discipline matters and will be forwarded to law enforcement.

LASER POINTERS

PC 417.27
Students may not possess a laser pointer on any elementary or secondary premise, unless possession is for valid instruction. Also, directing the beam of a laser pointer into the eyes of another or into a moving vehicle or into the eyes of a guide dog is prohibited. Students in violation of this section will be subject to school discipline including suspension and/or expulsion.

SMARTPHONES AND OTHER ELECTRONIC SIGNALING DEVICES

EC 48901.5, 48901.7
The District has established policies, rules and regulations concerning the possession or use of cell phones, smart phones, and personal technology devices by students while on or near school property, in school vehicles and buses, at school-sponsored activities, or while students are under the supervision or control of school district employees, as well as using District technology resources via off-campus remote access. Students may bring personal technology, including computers, smartphones, network access devices, or other electronic signaling devices to school provided that such technology is used for instructional purposes. Students must abide by the instructions provided by teachers and other school staff in the use of such personal technologies.

If the use of cell phones, smartphones, and personal technology devices is abused and the use violates District policy or rules and regulations, the principal or designee has the right to revoke the privilege and prohibit a student from possessing such device(s) at school or school-related activities as defined above. Misuse of personal technology

resources on or near school property, in school vehicles and buses, at school-sponsored activities may result in disciplinary action up to and including expulsion from the District.

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

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

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

ACCEPTABLE USE POLICY FOR STUDENT USE OF INTERNET

(BP 6163.4)

The RUSD is pleased to offer students access to District computers, communications systems (email, websites, smartphones, blogging, podcasting and/or other emerging technologies), the Internet, and an array of technology resources to promote educational excellence and innovation. While using District and personal technology resources on or near school property, in school vehicles and buses, at school-sponsored activities, as well as using District technology resources via off-campus remote access, each student must act in an appropriate manner consistent with school, District, and legal guidelines. It is the joint responsibility of school personnel and the parent of each student to educate the student about their responsibilities and to establish expectations when using technology.

Access to RUSD technology resources is provided to students who agree to act in a considerate and responsible manner. Prior to being allowed access to the Internet at school or through technology resources provided through RUSD, students and their parents must sign the RUSD Acceptable Use Consent Form acknowledging their responsibilities. Students must comply with RUSD standards and honor this agreement to be permitted the use of RUSD technology. RUSD has developed a K-12 Digital Citizenship curriculum that addresses appropriate online behavior when accessing social networking sites and chat rooms. The curriculum also raises awareness of, and response to, cyberbullying.

RUSD technology resources are provided to students to conduct research, access curriculum resources, enhance parent involvement, complete assignments, and communicate with others in furtherance of their education. Access is a privilege, not a right; as such, general rules of school behavior apply. Just as students are responsible for good behavior in a classroom or on school grounds, they must also be responsible when using school computer networks or personal technologies.

If a student violates any of these rules, their use will be terminated, and future access may be denied. Disciplinary action may also result. If possible, criminal activity is discovered; the proper law enforcement authorities will be notified. Disciplinary action for students must be in accordance with existing discipline policies and may include suspension or expulsion in accordance with the laws of the State of California and RUSD policy.

1. RUSD technology resources must only be used to access educational information and to promote learning activities both at school and home, including the facilitation of communication between the home and school.
2. RUSD promotes the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications through a variety of domain measures.
3. Students may not load personal software or programs on District computers, nor may they download programs from the Internet without the approval of their instructor.
4. Virtual and physical vandalism will not be tolerated. Any intentional act by a student that damages or interferes with the performance of District technology hardware, software, operating systems, communication systems, will be considered vandalism and will be subject to school discipline and/or appropriate criminal or civil action.
5. Not all access to the Internet can be supervised. Students agree not to send, access, submit, publish, display, or print over the Internet or RUSD network, or using RUSD technology resources, any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, offensive or illegal material. Cyberbullying is specifically prohibited. It is the student's responsibility to report the inappropriate use, web site, or communication to the student's teacher or other staff member.
6. Although the District uses a software filter to block known inappropriate websites and prohibit access to harmful materials accessed from a District network, the filtering technology is not perfect and therefore may in effect both interfere with legitimate educational purposes and allow some objectionable material to be viewed. The District filter also alerts staff when students are accessing content that could be related to harming oneself. This information can be used to provide additional services for the student, as necessary.

7. The use of RUSD technology resources is not private; students should not expect that files stored on or transmitted via the District's resources will be confidential. All digital transmissions are subject to inspection and/or monitoring by District employees and other officials. Digital storage is RUSD property, and as such, network administrators will review files and communications to maintain system integrity and ensure that students are using technology responsibly.
8. RUSD denies any responsibility for the accuracy of information obtained from the Internet or on-line resources.
9. RUSD makes no warranties of any kind, expressed or implied, for the technology resources it provides to students.
10. Copyright ©, Trademark ™ and/or Registered ® laws must be adhered to at all times. All materials from the Internet and other digital resources, including graphics, which are used in student projects or reports, must be properly cited. Copyrighted, Trademarked or Registered materials may not be placed on the Internet without the permission of the author.
11. Students must not post or transmit their own or other's personal information such as home addresses, telephone numbers, last names, photos, or other personal identifying information.
12. The use of District technology resources may involve the use of a password, network access code or other identifying or validating code. Such passwords and codes are to be protected as private information provided to the individual user for their sole purpose. Such passwords and codes shall not be disclosed by the student to others.
13. Students must not use District technology resources to conduct for-profit business activities or to engage in religious activities. Students must not use District technology resources for advertising, promotion commercial purposes or similar objectives, including the purchase of any items or services.
14. Students may bring personal technology, including computers, smart phones, network access devices, or other electronic signaling devices to school provided that such technology is used for instructional purposes. Students must abide by the instructions provided by teachers and other school staff in the use of such personal technologies. Access to the Internet or other District communication systems from personal technology is limited to wireless access points on the school campuses or other access devices away from school. Access to the Internet or other District communication systems from personal technology is not available via hardwire connections.

Use of Google Core and Additional Services

G Suite for Education is a set of education productivity tools from Google including Gmail, Calendar, Docs, Classroom, and more used by tens of millions of students and teachers around the world. At RUSD, students will use their G Suite accounts to complete assignments, communicate with their teachers, sign into their Chromebooks, and learn 21st century digital citizenship skills. Parents will need to give permission for the District to provide and manage a G Suite for Education account for their student.

Please visit https://ile.rusdlearns.net/home/student-data-privacy to find out what Google can and cannot do with a student's personal information; specifically:

- What personal information does Google collect?
- How does Google use this information?
- Will Google disclose my child's personal information?
- Does Google use student personal information for users in K-12 schools to target advertising?
- Can my child share information with others using the G Suite for Education account?

Consequences of Misuse and/or Violation of the Provisions of the Acceptable Use Agreement

Misuse of personal or District and personal technology resources on or near school property, in school vehicles and buses, at school-sponsored activities, as well as using district technology resources via off-campus remote access, may result in disciplinary action up to and including expulsion from the schools of the District. This Agreement will be used in conjunction with RUSD Board policies, California Education Code, and other local, state, and federal laws and regulations governing the applicable matter.

Students and parents should recognize that the nature of the use of District technology resources extends outside of the school itself and into off-campus remote locations such as homes. The District's jurisdiction to enforce student behavior and discipline policies and rules applies whether the misuse or violation is at school or away from school as long as the District's technology resources are being used in the inappropriate behavior.

Limitation of Liability

The RUSD will not be responsible for any damages suffered by the student, including those arising from non-deliveries, mis-deliveries, service interruptions, unauthorized use, loss of data, and exposure to potentially harmful or inappropriate material or people. Use of any information obtained via the internet or communications technologies is at the student's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through the internet. The District assumes no liability for personal technology, including computers, smart

phones, network access devices, or other electronic signaling devices, if such devices are damaged, lost or stolen. The student and their parent must indemnify and hold RUSD harmless from any losses sustained as the result of use or misuse of the District's technology resources by the student, and/or the loss or damage of personal technology.

DRESS AND GROOMING

EC 35183; (BP 5132)
The Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students 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 following guidelines apply to all regular school activities:

1. Footwear: Feet must be safely covered. It is strongly recommended that shoes be worn at all times. However, if sandals are worn then they must have a heel strap. Flip-flops, slippers, and backless shoes or sandals are not acceptable.
2. Clothing, jewelry and personal items such as backpacks, fanny packs, gym bags, water bottles, etc., must be free of language or images that are vulgar, sexually suggestive, discriminatory, obscene, libelous, contain threats, or that promote illegal or violent content such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia. Items that are tagger related, dangerous, or that can be readily used as a weapon are not permitted.
3. Sun-protective clothing: Each school will allow students to wear sun-protective clothing, including but not limited to sunglasses and hats, for outdoor use during the school day. However, consistent with the student dress code, schools may determine the type and style of approved sun-protective clothing for outdoor use.
4. Clothes must be sufficient to conceal undergarments at all times. Clothing that is too tight, too short, or distractive to the learning environment is not permitted. See-through or fishnet fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and excessively short skirts or shorts are prohibited.
5. Gym shorts may not be worn in classes other than physical education.
6. Hair must be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.
7. Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes. However, no grade of a student participating in a physical education class can be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control.

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. The principal, staff, students and parent at each school may establish additional reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities as well as to address site-specific needs as identified by the Site Safety Committee and approved within the Safe Schools Plan process.

Students who violate the dress code or otherwise wear "inappropriate" attire will be afforded "other means of correction" in lieu of removal from class or suspension from school. However, a student may briefly leave the classroom to change clothes. As appropriate, the school will notify parents of the school's response to student violations of the student dress code. Typical consequences would include a parent contact or conference and the directive to cover the non-complying clothing or change clothes. If the student is wearing clothing that is a safety hazard and not otherwise exempted, the school may direct the student to remove or replace that article of clothing. Depending on the type of dress code violation, students who continually violate the dress code may be considered in violation of one or more relevant subsections of EC 48900, grounds for suspension and expulsion.

SUN PROTECTIVE CLOTHING/USE OF SUNSCREEN

EC 35183.5; (BP 5132)
School sites allow for outdoor use during the school day, articles of sun protective clothing, including but not limited to sunglasses and hats. Sunscreen may also be used by students, during the school day, without a physician's note or prescription. School sites are authorized to establish a policy regarding the use of sunscreen.

GROUNDS FOR SUSPENSION AND EXPULSION

EC 48900 et seq., 48980(a); (BP 5144.1)
The Board of Education believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff will use preventative measures and positive conflict resolution techniques whenever possible. In addition, discipline will be used in a manner that corrects student

behavior without intentionally creating an adverse effect on student learning or health. At all times, the safety of students and staff and the maintenance of an orderly school environment serve as priorities in determining appropriate discipline. When misconduct occurs, staff will attempt to identify the causes of the student's behavior and implement appropriate discipline in a fair and consistent manner, in accordance with the District's nondiscrimination policies. Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation.

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

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

The following are grounds for which a student in kindergarten through grade 12 may be suspended or expelled:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon another person, except in self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
4. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco, or products containing tobacco or nicotine products.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm. Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault or committed a sexual battery.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student.
18. Engaged in an act of bullying. Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to themselves or their property; cause the student to experience a substantially detrimental effect on their physical or mental health; or cause the student to experience substantial interferences with their academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
19. Aided or abetted the infliction or attempted infliction of physical injury on another person.
20. Made terrorist threats against school officials and/or school property. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

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

1. Committed sexual harassment. Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment.
2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. Hate violence includes injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics.
3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment.

Any student in grades 9-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

REMOVAL FROM CLASS BY A TEACHER

EC 48910; (BP 5144.1)

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

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

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

REQUIREMENT OF PARENT SCHOOL ATTENDANCE

EC 48900.1; (BP 5144.1)

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

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

If the teacher imposes this requirement, the principal will send a written notice to the parent stating that attendance by the parent, who is actually living with the student, is pursuant to law. The notice will also ask the parent to meet with the principal after the visit and before leaving the school campus. Per LC 230.7, employers are not allowed to apply sanctions against the parent for complying with this requirement if the parent has given reasonable notice to their employer.

SUSPENSION FROM SCHOOL

EC 48911; (BP 5144.1)

A student may not be suspended from school for more than five consecutive school days unless the suspension is extended pending expulsion proceedings. A suspension by the principal or designee will be preceded by an informal conference where the student is informed of the reason for the disciplinary action, including the other means of correction that were attempted, and the evidence against them, and is given the opportunity to present their version and evidence in their defense. This conference may be omitted if the principal or designee determines that an emergency exists, involving a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent and student will be notified of the student's right to return to school for the purpose of a conference. The conference will be held within two school days unless the

student waives their right to it or is physically unable to attend for any reason. In such case, the conference will be held as soon as the student is physically able to return to school.

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

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

EXPULSION RECOMMENDATIONS AND DECISIONS

EC 48915, 48918; (BP 5144.1)
A student who is found to have committed any of the following acts must immediately be suspended from school and recommended for expulsion:
1. Possessed, sold, or otherwise furnished a firearm.
2. Brandished a knife at another person.
3. Unlawfully sold a controlled substance.
4. Committed or attempted to commit a sexual assault or committed a sexual battery.
5. Possession of an explosive.

For all other acts, a decision to recommend a student for expulsion must be based upon a finding of either or both of the following:
1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the student causes a continuing danger to the physical safety of the student or others.

INVOLVEMENT OF LAW ENFORCEMENT

EC 48902; (BP 5144.1)
The principal or designee must notify the appropriate law enforcement authorities, within specified timelines, of any acts committed by students occurring on school grounds that involve:
1. Assault with a deadly weapon or instrument
2. Sexual battery or sexual assault
3. Controlled substances, alcoholic beverages, or intoxicants
4. Firearms or explosives
5. Any dirk, dagger, ice pick, knife having a blade longer than 2½ inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun (as defined in PC 244.5(a)), any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, CO2 pressure, or spring action, or any spot marker gun

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

LIABILITY FOR MINOR CHILD'S ACTS

EC 48900(u), 48904; (BP 3515.4, 6161.2)
Parents may be held financially liable if their student willfully cuts, defaces, or otherwise injures any property, real or personal, of the District or school employee, or willfully does not return District property loaned to the student upon demand of an authorized school employee. School property includes, but is not limited to, electronic files and databases. The liability of the parent will not exceed ten thousand dollars ($10,000), adjusted annually for inflation. The school may further withhold the grades, diploma, and transcript of the student until restitution is paid.

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

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

APPEAL OF SUSPENSIONS

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

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

STUDENT PICK-UP/REMOVAL FROM SCHOOL

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

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

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

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

VISITORS ON CAMPUS

PC 627.2, 627.3; (BP 1250)
The Board of Education encourages interested parents and community members to visit the schools and participate in the education program. However, the District's highest priority is keeping all students and staff safe, and part of that is quickly identifying those that may present a danger to all persons and knowing who is in District buildings at all times. All visitors who wish to gain access to a school, including parents, contractors, volunteers, public employees and officials, media, and RUSD staff not assigned to the school must report to the main office to register and receive a visitor's badge. The District has implemented the Raptor Visitor Management System in all its schools to facilitate the school visiting procedures. Upon entering a District building, visitors will be asked to present a photo ID and their purpose for entering school grounds. Raptor will scan the photo ID and log the name of the visitor as well as the date, time and purpose of the visit. Visitors without a photo ID will have their information manually inputted into the system by a staff member. Raptor will screen the visitor's name and date of birth against the national database of registered sex offenders. No other data from the photo ID is gathered or recorded and the information is not shared with any outside agency. Additional information regarding the Raptor Visitor Management System can be found at http://riversideunified.org/cms/one.aspx?portalId=580805&pageId=5024429.

Once a visitor has been approved, a visitor's badge will be printed for the visitor to wear for the duration of the visit. Unless otherwise directed by the principal or designee, a staff member will accompany visitors while they are on

school grounds. Anyone on school grounds without permission is in violation of the law and may be reported to law enforcement.

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

CIVILITY POLICY

CC 1708.9; EC 44811; PC 626.7; (BP 3515.2)
The District's civility policy demands that all District schools and offices must be civil environments. A civil environment is free from abusive behavior and threats. Abusive behavior is defined as the use of obscenities, yelling, defamatory language, or any threatening behavior in order to intimidate or otherwise berate someone.

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

This policy is not intended to deprive any person of their right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free workplace for students and staff. Disruptive or abusive behavior may result in citation and/or arrest by law enforcement. Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and will be punished by a fine of not more than five hundred dollars ($500).

EMPLOYEE INTERACTIONS WITH STUDENTS

EC 44050; (BP 4119.24, 4219.24, 4319.24)
Employees, including independent contractors and volunteers, of the RUSD are expected to maintain the highest ethical standards, exhibit professional behavior, follow District policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students both within and outside the educational setting. Employee conduct should enhance the integrity of the District, advance the goals of the District's educational programs, and contribute to a positive school climate; therefore, employees are not to engage in unlawful or inappropriate interactions with students and must avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety.

In fulfillment of the obligation to ensuring the safety of all students, an employee will not:
1. Engage in harassing or discriminatory behavior towards students, or fail or refuse to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed.
2. Use profane, obscene, or abusive language against students.
3. Physically abuse, sexually abuse, neglect, or otherwise willfully harm or injure a student.
4. Initiate inappropriate physical contact.
5. Be alone with a student outside of the view of others.
6. Engage in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature.
7. Address a student in an overly familiar manner, such as by using a term of endearment.
8. Single out a particular student for personal attention and friendship, including giving gifts and/or nicknames to individual students.
9. Enter into or attempt to form a romantic or sexual relationship with any student.
10. Visit a student's home or invite a student to visit the employee's home without parent consent.
11. Send or accompany students on personal errands unrelated to any legitimate educational purpose.
12. Transport a student in a personal vehicle without prior authorization.
13. Maintain personal contact with a student that has no legitimate educational purpose, by phone, letter, electronic communications, or other means, without including the student's parent or the principal. Employees are to use District-issued equipment or technological resources when communicating electronically with students.

Employees must not communicate with students through any medium that is designed to eliminate records of the communications.
14. Socialize or spend time with students outside of school-sponsored events, except as participants in community activities.
15. Create or participate in social networking sites for communication with students, other than those created by the District, without the prior written approval of the principal or designee.
16. Invite or accept requests from students, or former students who are minors, to connect on personal social networking sites (*e.g.,* "friending" or "following" on social media), unless the site is dedicated to school business.
17. Intrude on a student's physical or emotional boundaries unless necessary in an emergency or to serve a legitimate purpose related to instruction, counseling, student health, or student or staff safety.
18. Encourage students to confide their personal or family problems and/or relationships.
19. Disclose personal, family, or other private matters to students or share personal secrets with students.

An employee who observes or has evidence of another employee's inappropriate conduct must immediately report such conduct to the principal or Superintendent or designee. An employee who has knowledge of or suspects child abuse or neglect must file a report pursuant to the District's child abuse reporting procedures as detailed in AR 5141.4 - Child Abuse Prevention and Reporting.

Any reports of employee misconduct will be promptly investigated. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy will be subject to disciplinary action and, in the case of a certificated 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. Immediate intervention will be implemented when necessary to protect student safety or the integrity of the investigation.

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

CHILD ABUSE AND NEGLECT REPORTING

PC 11164 et seq.; (BP 5141.4)
The RUSD is committed to protecting all students in its care. All employees of the District are considered mandated reporters, required by law to report all known or suspected incidents of child abuse and neglect whenever there is reasonable suspicion abuse or neglect has occurred. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on their training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred, nor does it require a specific medical indication of child abuse or neglect. District employees may not investigate to confirm a suspicion.

Child abuse or neglect includes the following:
1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation (as defined in PC 11165.1)
3. Neglect of a child (as defined in PC 11165.2)
4. Willful harming or injuring of a child or the endangering of the person or health of a child (as defined in PC 11165.3)
5. Unlawful corporal punishment or injury (as defined in PC 11165.4)

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

Employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal. Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to authorized agencies. Parents also have a right to file a complaint against a school employee or other person that they suspect has engaged in abuse of a child at a school site. All complaints must be filed through a formal report, over the telephone, in person, or in writing:

County of Riverside Department of Public Social Services (DPSS)
http://dpss.co.riverside.ca.us/childrens-services-division/child-abuse-reporting/how-to-report
Child Abuse Hotline (800) 442-4918

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

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

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

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

SEX OFFENDER/MEGAN'S LAW NOTFICATION

PC 290 et seq.; (BP 3515.5)
Information about registered sex offenders in California can be found on the California Department of Justice's website, http://meganslaw.ca.gov/. The website also provides information on how to protect yourself and your family, facts about sex offenders, frequently asked questions, and sex offender registration requirements in California.

Whenever the District is advised by a local law enforcement agency of the need to take some kind of action due to the presence of a registered sex offender, the District will respond as directed or advised by the law enforcement agency. For further information regarding the District's planned response to this type of situation, please contact your student's school principal or the Director of Pupil Services who is the District's Megan Law representative at (951) 352-1200. Parents requesting information about sex offenders in the community should either access the Megan's Law website or contact local law enforcement.

TRANSPORTATION

STUDENT ELIGIBILITY

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

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

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

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

Information regarding student eligibility for student transportation should be referred to the RUSD Transportation Department, telephone (951) 352-6789. Additional information may be obtained by visiting the Department's webpage at http://riversideunified.org/cms/One.aspx?portalId=580805&pageId=1042857.

SPECIAL CONSIDERATION

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

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

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

LIMITS OF TRANSPORTATION

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

TRANSPORTATION FEES

If transportation services are provided, such services are not provided free of charge for eligible students in grades 7-12. However, the RUSD does offer a Parent Pay Busing program for eligible students in grades 7-12. Provisions are available for reduced transportation fees for families based on District verified financial needs. To review current Parent Pay Busing rates and information, please call Transportation Services at (951) 352-6789.

IN LIEU TRANSPORTATION (SPECIAL EDUCATION ONLY)

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

BUS PASSES

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

INSTRUCTION IN SCHOOL BUS EMERGENCY PROCEDURE AND PASSENGER SAFETY

EC 39831.5; (BP 3543)
All students in pre-kindergarten, kindergarten, and grades 1 to 12, inclusive, who are transported in a school bus, will receive instruction in school bus emergency procedures and passenger safety. Also, upon registration, the parents of all students not previously transported in a school bus and who are in pre-kindergarten, kindergarten, and grades 1 to 6, inclusive, are provided information on school bus safety.

KINDERGARTEN STUDENTS

Kindergarten students do not need to be met by parents at bus stops. Any student who is hesitant to get off the bus will be returned to school, and the parent will be contacted.

SCHEDULED PICK-UP TIMES

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

BUS STOP SAFETY

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

DANGER ZONES AROUND BUSES

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

BUS STOP BEHAVIOR

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

USE OF VIDEO CAMERAS ON SCHOOL BUSES

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

BUS CONDUCT

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

1. Riders must follow the instructions and directions of the bus driver at all times.
2. Riders should arrive at the bus stop five (5) minutes before the scheduled pick-up time and stand in a safe place to wait quietly for the bus.
3. Riders must enter the bus in an orderly manner and go directly to their seats.
4. Riders must remain seated while the bus is in motion and must not obstruct the aisle with their legs, feet, or other

objects. When reaching their destination, riders must remain seated until the bus stops, and only then enter the aisle and go directly to the exit.
5. Riders should be courteous to the driver and fellow passengers.
6. Because serious safety hazards can result from noise or behavior that distracts the driver, loud talking, laughing, yelling, singing, whistling, scuffling, throwing objects, smoking, eating, drinking, standing, changing seats, inappropriate sexual conduct and indecent exposure are prohibited actions which may lead to suspension of riding privileges.
7. No part of the body, hands, arms, or head should be put out of the window.
8. Nothing must be thrown from the bus.
9. Riders must help keep the bus and the area around the bus stop clean.
10. Riders must not damage or deface the bus or tamper with bus equipment.
11. Animals, reptiles, or insects are not allowed on the bus.
12. Glass containers or inflated balloons are not allowed on the bus.
13. Riders should be alert for traffic when leaving the bus.
14. No weapons, imitation firearms, or dangerous instruments are allowed on the bus.
15. No drugs may be used or carried on the bus.
16. No use or possession of tobacco or any product containing tobacco or nicotine may be allowed on the bus.

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

PERSONAL ELECTRONIC EQUIPMENT

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

SEAT BELTS ON SCHOOL BUSES

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

MINOR OFFENSES

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

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

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

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

MAJOR OFFENSES

For major offenses, indefinite suspension of bus privileges, complete loss of bus privileges or expulsion from school may result from the first offense. Infractions of the following rules are considered major offenses:
1. Failure to properly wear seat belt.
2. Falsifying or using another student's bus pass to ride.
3. Open defiance or directing obscenities, profanities, or racial slurs at the bus driver.
4. Fighting. (Fighting is automatic suspension for all participants regardless of fault).

5. Failure to provide your name to the driver when asked or giving a false name.
6. Engaging in any act that seriously jeopardizes the safety of anyone on the bus.
7. Smoking anything.
8. Possession of weapons – knives, guns, razors, laser pointers, nunchucks, (or look-alikes), etc. – on the bus.
9. Opening any emergency exit (except in an emergency) or exiting by any emergency exit or window.
10. Bringing controlled substances – narcotics or other drugs, explosives, fireworks, or alcoholic beverages – on the bus.
11. Engaging in inappropriate sexual behavior or indecent exposure.

PARENT & FAMILY INVOLVEMENT

BASIC RIGHTS OF PARENTS

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

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

PARENT & FAMILY ENGAGEMENT POLICY

(BP 6020, 6171)
The Board of Education recognizes that parents are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee will consult with parents and family members in the development of meaningful opportunities for them to be involved in District and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home. Parents will be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

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

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

Title I Schools

The Superintendent or designee will involve parents and family members in establishing District expectations and objectives for meaningful parent and family engagement in schools supported by Title I funding, developing strategies that describe how the District will carry out each activity listed in 20 USC 6318, as contained in AR 6020, and

implementing and evaluating such programs, activities, and procedures, As appropriate, the Superintendent or designee will conduct outreach to all parents and family members.

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

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

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

Non-Title I Schools

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

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

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

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

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

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

1. Each school will jointly develop, with parents, a written parent involvement policy. The District policy may be used if both staff and parents agree to its use.
    a. Each school will convene an annual meeting for Title I/SCE parents to explain the statutory requirements, District programs, and to explain parents' rights to be involved in program decision making.
    b. Each school will offer a flexible number of meetings to enhance parent involvement.

c. Parents will be involved in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I/SCE programs.
d. Parents will be provided:
   - timely information about programs
   - descriptions and explanations of curriculum and assessments used
   - opportunities to meet with other parents
   - timely responses to parent questions and concerns

2. Each school will develop, jointly with parents, a School-Parent Compact. The Compact will outline:
   a. The school's responsibility to provide high quality curriculum and instruction
   b. Parents' responsibilities to support their child's education
   c. The importance of communication between teachers and parents
   d. The shared responsibility of parents, students, and the entire school staff to improve students' academic achievement
   e. The shared responsibility between the school and parents to help children achieve the statewide academic content standards
   f. Reasonable opportunities to volunteer at the school, participate in their children's class, and observe classroom activities
   g. Parent-teacher conferences will be held at least annually at which time the Compact will be discussed as it relates to the child's achievement.
   h. Parents will receive frequent progress reports.
   i. Parents will have reasonable access to staff.
3. Each school will provide appropriate assistance to parents, including information about National Goals, State's content and performance standards, and how to monitor their child's progress toward meeting these standards.
4. Parents in all schools are assured opportunities for involvement by means of which will include:
   a. Reporting to parents regarding their child's progress.
   b. Helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of society.
      - Providing materials to parents to help them promote education of children at home.
      - Providing parents with techniques and strategies to assist their children in learning at home.
      - Building consistent and effective communication between home and school.
   c. Educating teachers and other staff, with the assistance of parents, about
      - Recognizing the value and usefulness of parents' contributions
      - Reaching out to, communicating with, and working with parents as equal partners
      - Implementing and coordinating parent programs
      - Building ties between parents and the school
   d. Providing timely responses to parent recommendations.
   e. Involving parents in development of parent involvement program and activities.
   f. For Title I/SCE targeted assistance schools, timely notification to parents that their child has been selected to participate in Title I/SCE and reasons for the selection.
   g. Ensuring that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.
   h. For Title I/SCE schools, providing the opportunity for school community elected parents to participate in Compensatory Education District Advisory Committee meetings, which are held at least four times per year.
5. Parent involvement programs and activities must be assessed annually for effectiveness and appropriate modifications.

SCHOOL ACCOUNTABILITY REPORT CARD

EC 35256, 35258; (BP 0510)

The school accountability report card (SARC) is designed to inform parents and the community about the conditions, needs and progress at each school and to help provide data by which parents can make meaningful comparisons between schools. A copy of each school's SARC will be furnished upon request and is available on the District's website, accessed at http://www.riversideunified.org/important_information/school_accountability_report_cards. Parents may contact the principal of the school or the Research, Assessment and Evaluation Department at (951) 788-7135 x80803 for a copy of the most recently completed accountability report card.

COMMUNICATION WITH SCHOOL PERSONNEL

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

FAMILY RESOURCE CENTER

The RUSD Family Resource Center provides an array of services and activities that are integrated, comprehensive, and responsive to the identified needs of families, schools, and the community. It is a one-stop place where parents can gather, create connections with peers and community, and receive a variety of education and social services. Services are free of charge and are facilitated in English and Spanish.

Core Services	Parent Education & Engagement Programs	Community Resources & Referrals
• Walk-in Services • Assistance with RUSD Parent Portal • Assistance with Free and Reduced Lunch Applications • Community Resources & Referrals • Family Support Services • Family Literacy • Support Groups • Connections	• Parenting Classes • Parent Institute for Quality Education (PIQE) • School Smarts Academy • Parent Engagement Leadership Initiative (PELI)	• Basic Needs • Crisis Assistance • Health Services • Mental Health/ Counseling • Support Groups • Child Development & Youth programs • Education Programs • Employment Services • *And other resources…*

For more information, please visit our website at http://www.riversideunified.org/parents/family_resource_center, visit the Center in person at 6735 Magnolia Avenue, Portable B6, Riverside CA 92506, or call (951) 328-4003.

INVESTING FOR FUTURE EDUCATION

EC 48980(d)

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

APPENDICES

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

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

Appendix C **Parent's Guide to Immunizations**
Provides information regarding the required immunizations for school enrollment.

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

Appendix E **Concussion Information**
Fact sheet for parents of student-athletes regarding the prevention, recognition, and response to concussions in student-athletes.

Appendix F **Sudden Cardiac Arrest Information**
Fact sheet for parents of student-athletes regarding the screening, recognition, and response to sudden cardiac arrest in student-athletes.

Appendix G **Prescription Opioids Information**
Fact sheet for parents of student-athletes regarding the recognition and response to prescription opioids with student-athletes.

Appendix H **MRSA Fact Sheet**
Fact sheet for parents regarding prevention, recognition, and response to methicillin-resistant Staphylococcus aureus (MRSA).

Appendix I **Parent/Student Form for Reporting Possible Bullying Behavior**
Copy of the form for parents and students to use when reporting an incident involving bullying.

APPENDIX A. STATEWIDE TESTING

California Assessment of Student Performance and Progress

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

The CAASPP system consists of the following assessments:

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

  The California State University (CSU) and participating California Community Colleges (CCC) can use student results as a student's Early Assessment Program (EAP) status. The EAP is designed to provide students, their families, and high schools with early signals about students' readiness for college-level English and mathematics. With parent consent, the District may release a student's test results to a postsecondary educational institution for the purposes of credit, placement, determination of readiness for college-level coursework, or admission. The release of the results does not affect the student's application for admission; results are only used to determine placement of students after they have been admitted to the university.
- California Science Tests (CAST)
  The computer-based CAST measures student acquisition of the Next Generation Science Standards (NGSS) and is administered in grades 5 and 8, and once in high school.
- California Alternate Assessments (CAA)
  The computer-based CAA for ELA and CAA for mathematics are administered to students with the most significant cognitive disabilities in grades 3 through 8 and grade 11. Students are eligible only if an alternate assessment is indicated in their active individualized education program (IEP) by the IEP team. Test items are aligned with the CCSS and based on the Core Content Connectors. The instructionally embedded CAA for Science is administered in grades 5 and 8, and once in high school.
- English Language Proficiency Assessment for California (ELPAC)
  The ELPAC is aligned with the new California English Language Development Standards. It consists of two separate English Language Proficiency assessments: one for the initial identification of students as English learners and the other for the annual summative assessment to identify students' English language proficiency level and to measure their progress in learning English.
- Physical Fitness Test (PFT)
  The PFT for students in California schools is administered in the spring. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades 5, 7 and 9 take the fitness test which consists of 6 areas of fitness: aerobic capacity, body composition, abdominal strength and endurance, trunk extensor strength and flexibility, upper body strength and endurance, and flexibility.

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

APPENDIX B. IMMIGRATION-ENFORCEMENT ACTIONS: KNOW YOUR RIGHTS

KNOW YOUR EDUCATIONAL RIGHTS

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.
  - 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.
- 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 he/she is discriminated against, harassed, intimidated or bullied because of his/her actual or perceived nationality, ethnicity, or immigration status.

CHECKLIST FOR IMMIGRANT STUDENTS AND FAMILIES ATTENDING PUBLIC SCHOOLS

You do not have to share the following information with school officials:

- You do not have to share information, including passports or visas, regarding the immigration status of students, parents, guardians, or other family members.
- You do not have to provide Social Security numbers (SSN) or cards.
  - When completing the "Free and Reduced-Price Meals" form, only provide the last four digits of the SSN of the adult household member who signs the application.
  - If the family meets the income eligibility requirements and no adult household member has a SSN, your child still qualifies. Check the "No SSN" box on forms where applicable, to ensure that applications are complete.
  - If any household member participates in CalFresh, CalWORKs (California Work Opportunity and Responsibility for Kids), or FDPIR (Food Distribution Program on Indian Reservations), no adult household member needs to provide the last four digits of his or her SSN to qualify the student for free or reduced-price meals at school.
- When providing information for proof of a student's residency or age, you do not have to use documents that could reveal information related to immigration status.

Take steps to protect student information:

- Ask for the school's written privacy policies regarding student information.
- Review the school's policy for "directory information"—which allows for public release of basic student information—and consider whether to opt out of releasing of that information.

Take steps to prepare for situations where one or more parents or guardians are detained or deported:

- Develop and keep in a safe place a "Family Safety Plan" that includes the following information:
  - Name of a trusted adult to care for your child if no parent or guardian can.
  - Emergency phone numbers and instructions on where to find important documents (birth certificates, passports, Social Security cards, doctor contact information, etc.).

  https://www.lirs.org/assets/2474/bna_beinformed_safetyplanningtoolkit.pdf (example plan)
- Make sure that your child's school always has current emergency contact information, including alternative contacts if no parent/guardian is available.

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

APPENDIX C. PARENT'S GUIDE TO IMMUNIZATIONS

GRADE	NUMBER OF DOSES REQUIRED OF EACH IMMUNIZATION[1,2,3]				
TK-12 Admission	4 Polio[4]	5 DTap[5]	3 Hep B[6]	2 MMR[7]	2 Varicella
(7th-12th)[8]		1 Tdap			
7th Grade Achievement[9,10]		1 Tdap[8]			2 Varicella[10]

1. Requirements for TK-12 admission also apply to transfer pupils.
2. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines. Doses of DTP count towards the DTaP requirement.
3. Any vaccine administered four or fewer days prior to the minimum required age is valid.
4. Three doses of polio vaccine meet the requirement if one dose was given on or after the fourth birthday.
5. Four doses of DTaP meet the requirement if at least one dose was given on or after the fourth birthday. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the 7th birthday. One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement.
6. For seventh grade admission, refer to Health and Safety Code section 120335, subdivision (c).
7. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Only doses administered on or after the first birthday meet the requirement.
8. For 7th-12th graders, at least one dose of pertussis-containing vaccine is required on or after the seventh birthday.
9. For children in ungraded schools, pupils 12 years and older are subject to the seventh grade advancement requirements.
10. The varicella requirement for seventh grade advancement expires after June 30, 2025.

DTaP/Tdap = diphtheria toxoid, tetanus toxoid, and acellular pertussis vaccine
Hep B = hepatitis B vaccine
MMR = measles, mumps, and rubella vaccine
Varicella = chickenpox vaccine

INSTRUCTIONS:

California schools are required to check immunization records for all new student admissions at TK /Kindergarten through 12th grade and all students advancing to 7th grade before entry.

UNCONDITIONALLY ADMIT a pupil whose parent or guardian has provided documentation of any of the following for each immunization required for the pupil's age or grade as defined in table above:

- Receipt of immunization.
- A permanent medical exemption in accordance with 17 CCR section 6051.
- A personal beliefs exemption (filed prior to 2016) in accordance with Health and Safety Code section 120335.

CONDITIONALLY ADMIT any pupil who lacks documentation for unconditional admission if the pupil has:

- Commenced receiving doses of all the vaccines required for the pupil's grade (table above) and is not currently due for any doses at the time of admission (as determined by intervals listed in Conditional Admission Schedule, column entitled "EXCLUDE IF NOT GIVEN BY"), or
- A temporary medical exemption from some or all required immunizations (17 CCR section 6050).

Continued next page…

Before admission a child must obtain the first dose of each required vaccine and any subsequent doses that are due because the period of time allowed before exclusion has elapsed.

DOSE	EARLIEST DOSE MAY BE GIVEN	EXCLUDE IF NOT GIVEN BY
Polio #2	4 weeks after 1st dose	8 weeks after 1st dose
Polio #3	4 weeks after 2nd dose	12 months after 2nd dose
Polio #4[1]	6 months after 3rd dose	12 months after 3rd dose
DTaP #2	4 weeks after 1st dose	8 weeks after 1st dose
DTaP #3[2]	4 weeks after 2nd dose	8 weeks after 2nd dose
DTaP #4	6 months after 3rd dose	12 months after 3rd dose
DTaP #5	6 months after 4th dose	12 months after 4th dose
Hep B #2	4 weeks after 1st dose	8 weeks after 1st dose
Hep B #3	8 weeks after 2nd dose and at least 4 months after 1st dose	12 months after 2nd dose
MMR #2	4 weeks after 1st dose	4 months after 1st dose
Varicella #2	*Age less than 13 years:* 3 months after 1st dose	4 months after 1st dose
	Age 13 years and older: 4 weeks after 1st dose	8 weeks after 1st dose

1. Three doses of polio vaccine meet the requirement if one dose was given on or after the fourth birthday.
2. If DTaP #3 is the final required dose, DTaP #3 should be given at least six months after DTaP #2, and pupils should be excluded if not given by 12 months after second dose. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday. One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement.

Continued attendance after conditional admission is contingent upon documentation of receipt of the remaining required immunizations. The school shall:

- Review records of any pupil admitted conditionally to a school at least every 30 days from the date of admission,
- Inform the parent or guardian of the remaining required vaccine doses until all required immunizations are received or an exemption is filed, and
- Update the immunization information in the pupil's record.

For a pupil transferring from another school in the United States whose immunization record has not been received by the new school at the time of admission, the school may admit the child for up to 30 school days. If the immunization record has not been received at the end of this period, the school shall exclude the pupil until the parent or guardian provides documentation of compliance with the requirements.

Questions? See the California Immunization Handbook at www.ShotsForSchool.org

APPENDIX D. TYPE 2 DIABETES INFORMATION SHEET

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

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

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

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

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

Risk Factors

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

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

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

Warning Signs and Symptoms

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

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

Prevention Methods and Treatments

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

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

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

Types of Diabetes Screening Tests That Are Available

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

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

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

APPENDIX E. CONCUSSION INFORMATION

A concussion is a type of brain injury and all brain injuries are serious. A concussion can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. It can range from mild to severe and can disrupt the way the brain normally works. Even though most concussions are mild, **all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly.** In other words, even a "ding" or a bump on the head can be serious. You can't see a concussion and most sports concussions occur without loss of consciousness.

What are the signs and symptoms of concussion?

Signs and symptoms of concussion may show up right after the injury or may not appear or be noticed until days or weeks after the injury. If your child reports any symptoms of concussion listed below, or if you notice the symptoms or signs of concussion yourself, your child should be kept out of play the day of the injury and until a health care professional, experienced in evaluating for concussion, determines that your child is symptom-free and able to return to play.

Signs observed by coaching staff:

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality changes
- Can't recall events prior to hit or fall
- Can't recall events after hit or fall

Symptoms reported by athletes…

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light
- Sensitivity to noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Just not "feeling right" or "feeling down"

Concussions affect people differently. While most athletes with concussion recover quickly and fully, some will have symptoms that last for days, or even weeks. A more serious concussion can last for months or longer. In rare cases, a dangerous blood clot may form on the brain and crowd the brain against the skull. An athlete should receive immediate medical attention if after a bump, blow, or jolt to the head or body she/he exhibits any of the following danger signs:

- One pupil is larger than the other
- Is drowsy or cannot be awakened
- Weakness, numbness, or decreased coordination
- Slurred speech
- A headache that not only does not diminish, but gets worse
- Loses consciousness
- Convulsions or seizures
- Cannot recognize people or places
- Repeated vomiting or nausea
- Has unusual behavior
- Becomes increasingly confused, restless, or agitated

Why must an athlete be removed from play after a concussion?

If an athlete has a concussion, his/her brain needs time to heal. Continuing to play while the brain is still healing leaves the young athlete especially vulnerable to greater injury. There is an increased risk of significant damage from a concussion for a period of time after that concussion occurs, particularly if the athlete suffers another concussion before completely recovering from the first one. This can lead to prolonged recovery, or even to severe brain swelling (second impact syndrome) with devastating and even fatal consequences. It is well known that young athletes will often under report symptoms of injuries. And concussions are no different. As a result, education of administrators, coaches, parents and students is the key for student-athlete's safety.

If you think your child has suffered a concussion

If you suspect that your child has a concussion, remove him/her from the game or practice immediately. No athlete may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear, without written medical clearance. Do not try to judge the severity of the injury yourself. Close observation of the athlete should continue for several hours. Rest is key to helping an athlete recover from a concussion. Exercising or activities that involve a lot of concentration, such as studying, working on the computer, or playing video games, may cause concussion symptoms to reappear or get worse.

California Education Code 49475 and the California Interscholastic Federation (CIF) Bylaw 313 require implementation of long and well-established return to play concussion guidelines that help ensure and protect the health of student athletes:

Any athlete who is suspected of sustaining a concussion or head injury in an athletic activity shall be immediately removed from the athletic activity for the remainder of the day, and shall not be permitted to return to the athletic activity until he or she is evaluated by a licensed health care provider who is trained in the management of concussions and is acting within the scope of his or her practice. The athlete shall not be permitted to return to the athletic activity until he or she receives written clearance to return to the athletic activity from that licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider.

It's better to miss one game than miss the whole season.

For more information, visit: http://www.cdc.gov/headsup/youthsports/index.html (Centers for Disease Control and Prevention) or http://www.cifstate.org/sports-medicine/concussions/student_parents (CIF)

APPENDIX F. SUDDEN CARDIAC ARREST INFORMATION

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack. A heart attack is caused by a blockage that stops the flow of blood to the heart. SCA is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. It is fatal in 92 percent of cases if not properly treated within minutes.

What are the warning signs and risk factors of SCA?

SCA often has no warning signs. In fact, the first symptom could be death. Athletes (and often their parents) don't want to jeopardize their playing time, so they may avoid telling parents or coaches in hopes that the symptoms will "just go away" on their own. Or, they may think they're just out of shape and need to train harder. Student athletes need to recognize and seek help if any of the conditions listed below are present.

Potential indicators that SCA is about to happen:

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

Factors that increase the risk of SCA:

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

How can the conditions of SCA be detected?

- *Physical Exam and Medical History.* Prior to participating in athletics, students are required to get a physical and complete a medical history. This form asks questions about family history and heart conditions. The physical exam should include listening to the heart.
- *Heart Screening.* An electrocardiogram (ECG) is an effective diagnostic tool that detects irregularities. An abnormal ECG exam can lead to other tests like an echocardiogram, stress test, Holter monitor and more.

If you think your child has experienced any SCA symptoms

If your child has experienced any SCA-related symptoms, it is crucial to get follow-up care as soon as possible with a primary care physician. If the athlete has any of the SCA risk factors, these should also be discussed with a doctor to determine if further testing is needed. Wait for the doctor's feedback before returning your child to play, and alert his/her coach, trainer and school nurse about any diagnosed conditions.

California Education Code 33479.5 and the California Interscholastic Federation (CIF) Bylaw 503 require implementation of a sudden cardiac arrest protocol that helps ensure and protect the health of student athletes:

A student who passes out or faints while participating in or immediately following an athletic activity, or who is known to have passed out or fainted while participating in or immediately following an athletic activity, must be removed from participation at that time by the athletic director, coach, athletic trainer, or authorized person. A student who is removed from play after displaying signs and symptoms associated with sudden cardiac arrest may not be permitted to return to participate in an athletic activity until the student is evaluated and cleared to return to participate in writing by a physician and surgeon.

For more information, visit: http://cifstate.org/sports-medicine/sca/index (CIF)

APPENDIX G. PRESCRIPTION OPIOID INFORMATION

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

What are the risks and side effects of opioid use?

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

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

Risks are greater with:

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

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

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

Know your options

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

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

If you are prescribed opioids for pain:

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

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

For learn more, visit:
www.cdc.gov/drugoverdose/prescribing/guideline.html

APPENDIX H. MRSA INFORMATION

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

Who is at risk?

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

How is MRSA spread in the community?

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

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

What are the signs and symptoms?

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

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

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

What if I suspect an MRSA skin infection?

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

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

How are MRSA skin infections treated?

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

How can I prevent a MRSA infection?

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

How do I prevent the spread of MRSA?

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

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

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

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

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

Name of Student (Target): _____ DOB: _____

School: _____ Grade: _____ Teacher/Counselor: _____

Parent Name: _____ Tel/Cell: _____ Email: _____

Full Name of Offending Person(s): _____ Grade: _____

Date of Report: _____

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

   _____

   _____

   _____

2. What remedy are you seeking?

   _____

   _____

   _____

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

   _____

   _____

   _____

ANONYMOUS REPORT

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

   Why not? _____

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

TO BE COMPLETED BY SCHOOL

Date report received at school: _____

Date investigated: _____ By whom: _____

Date parent notified of outcome: _____ By whom: _____

Bullying verified: ☐ Yes ☐ No

Comments: _____

_____

_____

_____

Original: School Site