



2021 - 2022

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

"Forging partnerships with parents, students, and the community for better, stronger schools"

Allan J. Mucerino, Ed.D., Superintendent of Schools

Board of Education

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INTRODUCTION

Alvord Unified School District, a dynamic learning community that embraces innovation, exists to ensure all students attain lifelong success through a system distinguished by active and inclusive partnerships; relationships that foster a culture of trust and integrity; high expectations and equitable learning opportunities for all; a mindset that promotes continuous improvement; multiple opportunities for exploration and creativity; professional development that promotes quality teaching and learning; and access to learning experiences that promote a high quality of life.

NOTICE TO PARENTS

Dear Parents / Legal Guardians,

Governing boards of school districts are required to provide annual notification to parents/legal guardians of minor students regarding the rights and responsibilities related to certain activities and the right to exclude the student from specified activities. This act requires the parents/legal guardians to sign an acknowledgement and return it to school. The signature signifies receipt of the rights, but does not indicate that consent to participate in any particular program has either been given or withheld. Some legislation requires additional notification to the parents/legal guardians during the school term or at least 15 days prior to a specific activity. A separate letter will be sent to parents/legal guardians prior to any of these specified activities or classes and the student will be excused whenever the parent files with the principal of the school a statement in writing requesting that his/her child not participate. Other legislation grants certain rights which are spelled out in this document. "Parent" includes parent, legal guardian, caregiver, or other educational rights holder.

It is the policy of the state of California to afford all persons in public schools, regardless of their gender, ethnic group identification, race, national origin, religion, mental or physical disability, or regardless of any actual or perceived characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, equal rights and opportunities in the educational institutions of the state. The purpose of this chapter is to prohibit acts which are contrary to that policy and to provide remedies therefore. (EC 200).

PARENT INVOLVEMENT

The Alvord Unified School District Board of Education recognizes that parents/legal guardians are their children's first and most influential teachers; and, that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment. (BP 5020, 6020(a); AR 5020(a-e))

The Board of Education recognizes that parents/legal guardians of students enrolled in public schools have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children, to be informed in advance about school rules, including disciplinary rules and procedures on attendance policies, dress codes, and procedures for visiting the school. For more information, please contact your child's principal. (EC 51101)

The Board of Education believes that the education of the District's students is a shared responsibility. To assure a collaborative partnerships, the Board, administration, and the staff are committed to working with all parents/guardians to determine appropriate roles and responsibilities of parents, school staff and students for continuing the intellectual, physical, emotional and social development and well-being of students at each school site, including the means by which the schools and parents can help student achieve academic and other standards of the school.

Within this framework, the school's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations of the school. Parents/legal guardians shall have the opportunity to work with schools in a mutually supportive and respectful partnerships and to help their children succeed in school. (EC 51101)

The superintendent or designee shall take all reasonable steps to ensure that all parents/legal guardians who speak a language other than English are properly notified in English and in their home language of the rights and opportunities available to them. If 15% or more of the students enrolled in a public school speak a single primary language other than English, all notices, reports, statements, or records sent to the parent/legal guardian of any such student by the school or school district shall, in addition to being written in English, be written in the primary language. (EC 48985)

ALVORD UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE OFFICES

<p>Administrative Services (951) 509-6110</p> <p>Assessment Department (951) 509-5055</p> <p>Business Services (951) 509-5095</p> <p>Child Nutrition Services <i>Professional Development Center</i> 7377 Jurupa Avenue Riverside, CA 92504 (951) 509-6200</p> <p>Educational Services (951) 509-5064</p> <p>English Learner Support & Parent Education Services (951) 509-5094</p> <p>Equity and Access College and Career Readiness (951) 509-5064</p>	<p>Expanded Learning Programs (951) 358-1682</p> <p>Fiscal Services (951) 509-5121</p> <p>Health Services 10365 Keller Avenue Riverside, CA 92505 (951) 509-5033</p> <p>Human Resources (951) 509-5030</p> <p>Information Technology (951) 509-5050</p> <p>Maintenance & Operations 10365 Keller Avenue Riverside, CA 92505 (951) 509-5025</p> 	<p>Parent Engagement (951) 509-5163</p> <p>Special Education (951) 509-5159</p> <p>Security(After Hours) (951) 538-2474 (951) 538-2587 (951) 538-2516</p> <p>Student Information Systems (951) 509-6118</p> <p>Student Services (951) 509-5139</p> <p>Transportation First Student (951) 785-4102</p> <p>WE TIP HOTLINE Report Crime Anonymously 1-800-78-CRIME www.wetip.com</p>
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DIRECTORY OF SCHOOLS

Elementary Schools			
Arlanza 5891 Rutland Ave. Riverside, CA 92503 951-358-1600	Collett 10850 Collett Ave. Riverside, CA 92505 951-358-1605	Foothill 8230 Wells Ave. Riverside, CA 92503 951-358-1610	La Granada 10346 Keller Ave. Riverside, CA 92503 951-358-1615
Lake Hills 16346 Village Meadow Dr. Riverside, CA 92503 951-358-1620	McAuliffe 4100 Golden Ave. Riverside, CA 92505 951-358-1625	Myra Linn 10435 Branigan Wy Riverside, CA 92505 951-358-1630	Orrenmaa 3350 Fillmore St. Riverside, CA 92503 951-358-1635
Promenade 550 Hamilton Dr. Corona, CA 92879 951-358-1650	Rosemary Kennedy 6411 Mitchell Ave. Riverside, CA 92505 951-358-1655	Stokoe 4501 Ambs Dr. Riverside, CA 92505 951-358-1640	Terrace 6601 Rutland Ave. Riverside, CA 92503 951-358-1660
Twinhill 11000 Campbell Ave. Riverside, CA 92505 951-358-1665		Valley View 11750 Gramercy Pl. Riverside, CA 92505 951-358-1670	
Middle Schools			
Arizona 11045 Arizona Ave. Riverside, CA 92503 951-358-1675	Loma Vista 11050 Arlington Ave. Riverside, CA 92505 951-358-1685	Villegas 3754 Harvill Ln. Riverside, CA 92503 951-358-1695	Wells 10000 Wells Ave. Riverside, CA 92503 951-358-1705
High Schools			
Alvord Continuation 3606 Pierce St. Riverside, CA 92503 951-358-1715		Alvord Alternative Continuation 10368 Campbell Ave Riverside, CA 92505 951-509-6120	Hillcrest 11800 Indiana Ave Riverside, CA 92503 951-358-1755
La Sierra 4145 La Sierra Ave. Riverside, CA 92505 951-358-1725		Norte Vista 6585 Crest Ave. Riverside, CA 92503 951-358-1740	

IMPORTANT DATES TO REMEMBER

FIRST DAY OF SCHOOL August 6, 2021
Minimum Days for All Schools: December 16, 2021 and May 26, 2022 Last Day of School May 26, 2022
<i>Please note, some schools have additional minimum days. Please contact your school office for a list of additional minimum days.</i>

Parent Conferences	
October 4 - 8, 2021	Elementary Schools
October 7 - 8, 2021	Middle Schools
October 14 - 15, 2021	High Schools
March 10 - 11, 2022	Middle Schools
March 17 - 18, 2022	High Schools

Promotions and Graduations	
Alvord High and Alternative Ed.	May 23, 2022
La Sierra High School	May 25, 2022
Hillcrest High School	May 26, 2022
Norte Vista High School	May 24, 2022
Loma Vista & Wells Middle Schools	TBD
Arizona & Villegas Middle Schools	TBD

CAASPP Tentative Testing Dates	
March 1, 2022 - May 28, 2022	
Smarter Balanced ELA & Math	Grades 3 rd - 8 th and 11 th Grade
CAA (Alternate) ELA & Math	Grades 3 rd - 8 th , and 11 th Grade
CAST(Science)	Grades 5 th , 8 th , and High School
CAA (Alternate/Science) Grades 5 th , 8 th , and High School	November 1, 2021 – May 26, 2022
English Language Proficiency Assessments for California (ELPAC) - Summative for Grades TK-12	February 1, 2022 - May 26, 2022
Naglieri Nonverbal Ability Test (NNAT)	Fall 2021

Elementary (K-5) Grading Periods	
1 st Progress Report	8/06/21 - 9/17/21
Deficiency Notice	9/20/21 - 10/29/21
1 st Semester Report Card	11/01/21 - 12/16/21
2 nd Progress Report	1/03/22 - 2/11/22
Deficiency Notice	2/22/22 - 4/08/22
2 nd Semester Report Card	4/11/22 - 5/26/22

Secondary (6-12) Grading Periods	
1 st Progress Report	8/06/21 - 9/17/21
2 nd Progress Report	9/20/21 – 10/29/21
1 st Semester Report Card	11/01/21 - 12/16/21
3 rd Progress Report	1/03/22 - 2/11/22
4 th Progress Report	2/22/22 - 4/08/22
2 nd Semester Report Card	4/11/22 - 5/26/22

Breaks	
Thanksgiving Break	November 22 - 26, 2021
Winter Break	December 20, 2021 – December 31, 2021
President's Week	February 14 - 21, 2022
Spring Break	March 28 - April 1, 2022

Other Holidays Observed	
Independence Day	July 5, 2021
Labor Day	September 6, 2021
Veteran's Day	November 11, 2021
Thanksgiving Day	November 25, 2021
Local Holiday	November 26, 2021
Local Holiday	December 20 - 24, 2021
Christmas Day	December 25, 2021
Local Holiday <i>(in lieu of Admissions Day)</i>	December 30, 2021
New Year's Day	December 31, 2021
Martin Luther King Day	January 17, 2022
Lincoln's Day Observed	February 14, 2022
Presidents' Day	February 21, 2022
Memorial Day	May 30, 2022

INSTRUCTIONAL PROGRAMS

Academic Performance

EC 48070, 48070.5, 51101; (BP 5123)

The Board of Education expects students to progress through each grade level within one school year. To accomplish this, instruction is designed to accommodate the variety of ways that students learn and provide strategies for addressing academic deficiencies as needed. Students are to progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

Parents/legal guardians have the right to receive academic performance standards, proficiencies, or skills their student is expected to accomplish. Parents/legal guardians will be notified of their rights to consult with school personnel if their student is identified as being at risk for retention, performing below standards, or retained in kindergarten through grade 8, and their right to appeal such decision. The final determination rests with the principal as advised by the teacher(s) of record. Promotion/retention for students in grades 9-12 is determined by the amount of credits earned.

Minimum and Student-Free Staff Development Days

EC 48980(c)

The district/school calendar is included with this annual notification. If minimum or student-free staff development days are scheduled, after the start of the school year, the school will notify parents and guardians of affected students as early as possible, with at least one-month advanced notice.

Student Assistance Team (SAT) / Student Success Team (SST)

Every school shall have a Student Assistance Team/Student Success Team which will combine the efforts of teachers, other school resource staff and parents to assist students who are not progressing satisfactorily. The team will identify and see that resources and strategies to promote student success in regular classes are implemented. Referrals may be made by school staff or parents.

Placement in Mathematics Courses for Students Entering Grades 5 through 9

EC 51224.5; (BP 6142.92)

The Board of Education desires to offer a rigorous mathematics program that progressively develops the knowledge and skills students will need to succeed in college and career. The District's mathematics program shall be designed to teach mathematical concepts in the context of real-world situations and to help students gain a strong conceptual understanding, a high degree of procedural skill and fluency, and ability to apply mathematics to solve problems. Commencing with the 2003-2004 school year and each year thereafter, in order to meet graduation requirements, at least one course must be completed by the student that meets or exceeds the academic content standards for Algebra. To the extent possible, District students shall be provided an opportunity to complete a sequence of mathematics courses recommended for admission into the University of California and California State University systems.

For each grade level, the Board shall adopt academic standards for mathematics that meet or exceed the Common Core State Standards. The Superintendent or designee shall develop or select curricula that are aligned with these standards and the state curriculum framework.

The District's mathematics program shall address the following standards for mathematical practices which are the basis for mathematics instruction and learning:

1. Overarching habits of mind of a productive mathematical thinker: Making sense of problems and persevering in solving them; attending to precision
2. Reasoning and explaining: Reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others
3. Modeling and using tools: Modeling with mathematics; using appropriate tools strategically
4. Seeing structure and generalizing: Looking for and making use of structure; looking for and expressing regularity in repeated reasoning

In addition, the program shall be aligned with grade-level standards for mathematics content.

For grades K-8, content shall address, at appropriate grade levels, counting and cardinality, operations and algebraic thinking, number and operations in base ten, fractions, measurement and data, geometry, ratios and proportional relationships, functions, expression and equations, the number system, and statistics and probability. Students shall learn the concepts and skills that prepare them for the rigor of higher mathematics.

For higher mathematics, the District shall offer a pathway of courses through which students shall be taught concepts that address number and quantity, algebra, functions, modeling, geometry, and statistics and probability.

Gifted and Talented Education

(BP 6172)

The Gifted and Talented Education (GATE) program identifies students with exceptional academic abilities with the purpose of providing specialized academic instruction to meet their particular learning needs. Programs for GATE students may include part-time and cluster groupings which shall be planned and organized as an integrated, differentiated learning experience within the regular school day. These programs may be augmented or supplemented with other differentiated activities related to the core curriculum using such strategies as independent study, acceleration, postsecondary education, and enrichment. To learn more about the GATE program, please go to <https://www.alvordschools.org/Page/2727>

Course Selection and Career Counseling

EC 221.5(d)

Commencing grade 7, school personnel shall assist students with course selection or career counseling, exploring the possibility of careers, or courses leading to careers based on the interest and ability of the student and not on the student's gender. Parents or legal guardians are notified so that they may participate in such counseling sessions and decisions.

Elementary School, Middle School and High School Supplemental Counseling

EC 49600, 49602, 52378

Students in grades TK-12 will receive counseling services from certificated school counselors. Counselors may meet with students to explain the following: academic and behavior/discipline records; and coursework/academic progress needed to complete middle school or high school. Educational options may be discussed with the students which include: college preparatory programs; career technical programs; regional occupation centers and programs; and alternative education programs within the District.

Curriculum and Course Expectations / Availability of Prospectus

EC 49063, 49091.14

Each school must annually compile a prospectus of the curriculum to include titles, descriptions and instructional goals for every course offered by the school. Please contact your child's principal for a copy of the prospectus. Parents/guardians are highly encouraged to attend Back to School Night and Parent Conferences. During Back to School Night, teachers outline the year's curriculum, instructional goals, review grading policies, and discuss behavioral expectations. All courses for grades 7-12 are described in the teachers' syllabi.

Parents/guardians can also:

1. Access State Standards at: www.cde.ca.gov/be/st/ss/.
2. Request to review or to receive a copy of a prospectus of the curriculum that includes titles, descriptions and instructional goals for every course offered by the school.
3. Examine copies of the course textbooks and materials provided to their students.
4. Observe classes (per visitation rules) in which their student is enrolled.

Coursework and Graduation Requirements: Children of Military Families

EC 51225.1, 51225.2

If you are a military family, your child may qualify to be exempted from local graduation coursework requirements that are beyond the California state requirements. Please make an appointment with the school counselor to review your child's option for graduation. All coursework that was completed at another school outside of the Alvord Unified School District will be issued full or partial credit.

Title I

20 USC 6312; (BP 6171)

The Title I Program is a federally funded program authorized under the Elementary and Secondary Education Act (ESEA) of 1965 as reauthorized by the Every Student Succeeds Act (ESSA). The purpose of the Title I Program is to ensure all children have a fair, equal, and significant opportunity to obtain a high-quality education and to meet state academic standards.

Migrant Education / Parental Involvement

EC 54444.2

Parents or legal guardians of migrant students will be encouraged to be involved in the planning, operation, and evaluation of the programs through the establishment of a Parent Advisory Committee. Parents/legal guardians will be notified in a language they understand and will decide the composition of the council.

Language Acquisition Program

5 CCR 11309; EC 310

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (EC Section 306[c])

English Learner students are evaluated and enrolled in a Structured English Immersion (SEI) program upon enrollment. SEI is a language acquisition program for English Learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum students are simultaneously offered ELD and access to grade level academic subject matter content.

Parents are annually notified of placement, English language proficiency, academic progress, exit criteria and an opportunity to request a different language acquisition program. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade may request an additional language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (EC Section 310[a])

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, LEAs remain obligated to annually assess the student's English language proficiency, provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. For more information or if you have questions, please contact the English Learner Support Services department at (951) 509-5094.

California Healthy Youth Act

EC 51930-51939; (BP 6142.1)

The California Healthy Youth Act requires school districts to provide students with integrated, comprehensive, accurate, and unbiased sexual health and 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: 1) protect their sexual and reproductive health from HIV, other sexually transmitted infections, and unintended pregnancy; 2) develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; and 3) have healthy, positive, and safe relationships and behaviors. It also promotes understanding of sexuality as a normal part of human development.

Parents or legal guardians have the right to:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
2. Request in writing that their child not receive comprehensive sexual health or HIV prevention education.
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.

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.
6. 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

The District may administer to students in grades 7 through 12 anonymous, voluntary, and confidential research and evaluation tools to measure students' health behavior and risks, including tests, questionnaires, and surveys, containing age-appropriate questions about their attitudes or practices relating to sex. Parents or legal guardians will be notified in writing about the administration of, the right to review, and the right to excuse their child from any test, questionnaire, or survey.

Surveys Regarding Health Behaviors

EC 51513, 51514

Anonymous, voluntary and confidential research and evaluation tools to measure student's health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes and practices relating to sex, family life, morality, and religion may be administered to students if the parent or legal guardian is notified in writing that: 1) this test, questionnaire, or survey is to be administered; 2) the student's parent or legal guardian is given the opportunity to review the test, questionnaire, or survey; and 3) the parent or legal guardian consents in writing. Questions pertaining to the sexual orientation or gender identity of a student shall not be removed from a survey that already includes them.

Drug Education and the Effects of Other Dangerous Substances

EC 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 District shall provide to all students in grades 1 through 12 science-based preventative instructions 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 shall consistently state that unlawful use of alcohol or other drugs is wrong and harmful. Instruction shall not include the concept of responsible use when such use is illegal.

Sexual Abuse and Sex Trafficking Prevention

EC 51950, 51900.6

Our schools provide age-appropriate instruction for students in kindergarten through grade 12 in sexual abuse, sexual assault awareness, sex trafficking, strategies to reduce the risk, techniques to set healthy boundaries, and how to safely report an incident through prevention education. Parents or legal guardians may submit a written request to excuse their child from participation in any class and assessments related to that education.

Sexual Abuse and Sexual Assault Awareness and Prevention

EC 51900.6

Authorizes school districts to provide sexual abuse and sex trafficking prevention education which includes instruction on the frequency and nature of sexual abuse and sex trafficking, strategies to reduce their risk, techniques to set healthy boundaries, and how to safely report an incident. Parents or legal guardians may submit a written request to excuse their child from participation in any class involving sexual abuse and sex trafficking prevention education, and assessments related to that education.

Suicide Prevention Policies

EC 215; (BP 5141.52)

Student suicide rates are of concern to all members of the school community. One child, ages 12 and older, dies by suicide every five days in California. Local Districts were required by California law to provide suicide prevention education, according to age-appropriate and sensitive local policies, for grades 7 to 12. Legislators have determined that training in mental health and coordination around improved services is extended to our elementary students. A

shared goal by all staff educators is to keep a safe place to learn, free from harm to any of our students.

Harm or Destruction of Animals

EC 32255 et seq.

Any student with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform his/her teacher of the objection. Objections must be substantiated by a note from the student's parent or legal guardian. Parents wanting their child to opt-out can make the request in writing to the school administrator.

A student who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the teacher believes that an adequate alternative education project is possible. The teacher may work with the student to develop and agree upon an alternative education project so that the student may obtain the knowledge, information, or experience required by the course of study in question.

Notice of Alternative Schools

The following notice is required per EC 58501, and shall be 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/her desire to learn.
- c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his/her own time to follow his/her own interests. These interests may be conceived by him/her totally and independently or may result in whole or in part from a presentation by his/her 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.

Homework

BP 6154

The Board of Education recognizes that homework contributes toward building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influence students' ability to meet academic standards. The Board expects students, parents, and staff to view homework as a routine and important part of students' daily lives. Although it is the student's responsibility to do most homework assignments independently, the Board expects teachers at all grade levels to use parents as a contributing resource. When students repeatedly fail to do their homework, parents shall be notified and asked to contact the teacher.

Make-Up Work

EC 48205, 48913, 48980; (BP 6154)

Students who miss school work because of an excused absence shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time. Students who miss school work because of unexcused absences or suspension shall be given the opportunity to make-up missed work for full credit. Teachers shall assign such make-up work as necessary to ensure academic progress, not as a punitive measure.

Independent Study

EC 48980(h), 51747-51749.6; (BP 6158)

Independent study provides an optional alternative instructional opportunity for eligible students whose needs may be best met through study outside of the regular classroom setting. It is a voluntary program that is only available to students who are enrolled and attending a school in the Alvord Unified School District.

Parents/legal guardians who are interested in independent study should contact their child's school principal for more information. A student shall be approved for independent study only upon determination by the District that the student is prepared to meet the District's requirement for independent study and is likely to succeed in independent study as well as or better than they would in the regular classroom setting. For a student with disabilities, participation in independent study shall be approved only if his/her individualized education program specifically provides for such participation.

Instruction for Students with Temporary Disabilities

EC 48206.3, 48207, 48208, 48980(a)-(b)

A student with a temporary disability which makes attendance in the regular day classes or the alternative educational program in which the student is enrolled impossible or inadvisable may receive individualized instruction provided in the student's home for one hour a day. Please contact the Student Services Department at (951) 509-5139 for further information.

A student with a temporary disability, who is in a hospital or other residential health facility, excluding a state hospital, may be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located.

It is the responsibility of the parent or legal guardian to notify the school district in which the hospital or other residential health facility is located of the presence of a student with a temporary disability. Upon receipt of the notification, the District will within five working days determine whether the student will be able to receive individualized instruction pursuant to EC 48206.3 and, if so, provide the instruction within five working days or less.

A student with a temporary disability may remain enrolled in the district of residence or charter school and may attend regular classes when not confined to the hospital setting, the totals days of instruction may not exceed the maximum of five days with both school setting and attendance may not be duplicated. If necessary, the district of residence may provide instruction in the home for the days not receiving instruction in the hospital setting, depending upon the temporary doctor orders. The supervisor of attendance shall ensure that absences from the regular school program are excused until the student is able to return to the regular school program.

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

Statewide Testing Notification

EC 60604

California students take several mandated statewide tests. These tests provide parent/legal guardians, 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. Please refer to "Appendix A" in this document for more information regarding each statewide test that will be administered to applicable students.

English Language Learners Identification Notice

EC 313.2

When a language other than English is noted on a students' Home Language Survey, the law requires the district to assess the student and notify parents/legal guardians of the student's proficiency level in English. State law requires that parents of English learners are to be notified annually if they are identified as one of the following: Long-term English Learner or English learner at risk of becoming a Long-term English Learner. Additionally, the District must inform parents/legal guardians of the language acquisition program options from which they may choose.

English Language Learner Programs

EC 305, 306I, 310; 20 U.S.C. Section 6312[e][3][A][iii][v]

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards including English language development (ELD) standards. Alvord Unified School District offers the following language programs:

- **Structured English Immersion (SEI):** Structured English Immersion (SEI) Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD. Some assistance may be provided in the primary language when available.
- **Dual Language Immersion (DLI):** A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of Spanish, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in kindergarten and is offered at Terrace and Valley View elementary schools and Loma Vista Middle School. Parents/legal guardians must attend an informational meeting provided the year before their child enters kindergarten.

All programs include English Language Development (ELD) and teaching strategies differentiated for each student's level of English language proficiency. These strategies are used to help each student reach proficiency in speaking, reading, and writing English, and succeed academically in all core subjects. Parents/legal guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (EC 52062).

Language Acquisition Program (English Learners) The California Code of Regulations section 11309 requires that any language acquisition program provided by a school, district, or county shall:

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

Parents/legal guardians may choose a language acquisition program that best suits their child. Schools in which the parents/legal guardians of 30 students or more per school or the parents/legal guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. Additionally, as part of the annual parent notice required pursuant to EC 48980 or upon enrollment, the parent/legal guardian of a minor student shall be provided with information on the types of language programs available to students enrolled in the school district. Parents/legal guardians may choose a language acquisition program at their school by informing the front office staff or calling the English Learner Support Services office at (951) 509-5094.

Parents/legal guardians of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program (20 U.S.C. Section 6312[e][3][A][viii]). However, LEAs remain obligated to provide the student meaningful instruction until the student is reclassified, inform the parent when improvement is not made, and offer the parent programs and services to consider at that time (5 CCR Section 11302).

Each school has an English Learner Advisory Committee (ELAC) that consists of parents of English learners. This parent advisory group offers suggestions on the site's plan for English learner education including recommendations for improvement, monitoring plan implementation, and evaluating the plan's effectiveness. Parents/legal guardians of English learners are encouraged to participate in their schools' English Learner Advisory Committee (ELAC), as well as, the District English Learner Advisory Committee (DELAC). DELAC is comprised of DELAC representative

elected at each school site's ELAC. DELAC meetings are held throughout the school year and give parents/legal guardians and the community opportunities to provide input on several issues including review and comment on the District's plan for Title III funds.

Bilingual Education / Dual Language Immersion Program

EC 52173; 5 CCR 11303

Bilingual education serves students in elementary and middle school grades at the following participating schools: Terrace Elementary, Valley View Elementary and Loma Vista Middle School. Parents must give permission for their child to participate. For more information, please contact our English Learner Support Services office at (951) 509-5094.

Language Program (Non-English Learners)

Language programs offer students who are not English learners opportunities to be instructed in languages other than English. Language Programs lead to proficiency in languages other than English. Alvord Unified School District offers the following language programs to non-English learners:

- **Dual-Language Immersion:** Integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of language proficiency and academic achievement in English and another language, and cross-cultural understanding.
- **Native Speakers Courses:** A course of language study designed for native speakers of the target language. High school curriculum is aligned with University of California/California State University A–G requirements and courses are comparable with Advanced Placement Language classes.

Parent/guardians may request a language program at their school by informing the front office staff or calling the English Learner Office at (951) 509-5094.

Parents may provide input regarding language and language acquisition programs in the district or to be considered in the district during the development of the Local Control and Accountability Plan (EC Section 52062.). If interested in a different program from those listed above, please contact the English Learner Support Services Department at (951) 509-5094 to ask about the process.

State Seal of Biliteracy (SSB)

The State Seal of Biliteracy was established to recognize high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. The purposes of the SSB are to encourage pupils to study languages, to certify attainment of biliteracy, to provide employers with a method of identifying people with language and biliteracy skills, to provide universities with a method to recognize and give academic credit to applicants seeking admission, to prepare pupils with 21st century skills, to recognize and promote foreign language instruction in public schools, and to strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and languages of a community (EC Section 51460). A student who graduates from high school must have achieved a high level of literacy and fluency in one or more language(s) in addition to English to be awarded the SSB. For more information, please contact your student's high school counselor or the English Language Support Services office at (951) 509-5094.

Advanced Placement and International Baccalaureate Examination Fees

EC 48980(j) (9-12), 52244

Advanced Placement (AP) gives students the chance to tackle college-level work while they are still in high school. Students who take AP courses and score successfully on the related AP exams may earn college credits or may skip equivalent courses once in college. There are fees associated with the AP exam, but assistance to cover the cost of the fees are available for students. Eligible high school students may receive financial assistance to cover the costs of the advanced placement examination fees or the International Baccalaureate examination fees, or both. For more information regarding eligibility and financial assistance, please contact the student's counselor.

High School Graduation Requirements

To obtain a diploma of graduation from high school, students in the Alvord Unified School District shall complete a series of courses in grades 9 through 12, which meet or exceed the California state minimum requirements for graduation and meet or exceed the requirements for admission into the University of California.

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, or children of military families may be eligible for exemption from the District's graduation coursework requirements that are beyond the state minimum requirements. Please refer to "Appendix B" in this document for more information regarding high school graduation requirements.

Juvenile Court Pupils: Graduation Requirements and Continued Education Options

EC 48645.3, 48645.7, 49076; (AR 6173.3)

The Superintendent or designee shall collaborate with the County Superintendent of Schools and the county probation department to facilitate the transition of students from a juvenile court school into the regular schools of the District. Such collaboration may include, but not be limited to, the development of data-sharing systems, communication strategies, and other structures that aid in the enrollment, placement, and continuous educational progress of such students.

If a student completes District graduation requirements while being detained in a juvenile facility, the District shall issue the student a diploma from the school the student last attended, unless the County Superintendent issues the diploma.

A student who transfers to a District school from a juvenile court school shall generally be expected to complete all courses required by Education Code 51225.3 and to fulfill any additional graduation requirements prescribed by the Governing Board.

However, when a student who has completed his/her second year of high school transfers from a juvenile court school into a District school, he/she shall be exempted from all District-adopted coursework and other District-established graduation requirements, unless the District makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the student's transfer, the Superintendent or designee shall notify the student, the person holding the right to make educational decisions for him/her, and the student's social worker or probation officer of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the termination of the court's jurisdiction over the student.

To determine whether a student is in his/her third or fourth year of high school, the District shall use either the number of credits he/she has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption.

The Superintendent or designee shall notify any former juvenile court school student who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

The District shall not require or request a former juvenile court school student to transfer schools in order to qualify for an exemption, and no request for a transfer solely to qualify for an exemption shall be made by a student, the person holding the right to make educational decisions for the student, or the student's social worker or probation officer.

If a student is exempted from local graduation requirements, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or if he/she transfers to another school or school district.

If the Superintendent or designee determines that a former juvenile court school student is reasonably able to complete District graduation requirements within his/her fifth year of high school, he/she shall:

1. Inform the student and, if the student is under 18 years of age, the person holding the right to make educational decisions for him/her, of the option available to the student to remain in school for a fifth year to complete the District's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution
2. Provide information to the student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the student or with the person holding the right to make educational decisions for him/her if he/she is under 18 years of age, permit the student to stay in school for a fifth year to complete the District's graduation requirements

Migrant and Newly Arrived Immigrant Pupils: Graduation Requirements and Continued Education Options

EC 48204.7, 51225.1, 51225.2, 54444.2; (AR 6173.3)

Your child is eligible for a state minimum coursework diploma, which will limit the entrance to higher education to community college. However, if you should choose an option for a 5th year of high school, your child may earn a diploma according to our board approved graduation guidelines that may make your child eligible for UC or CSU applications. These two options of minimum state or local graduation requirements with a 5th year of school are for students who are from a migrant family, eligible for a newcomer program, or who have not been advised within the first 30-days upon transfer in their 3rd or 4th year of high school. Contact your child's school counselor to determine eligibility. Students and parents of migratory children shall not request a transfer solely to qualify for this exemption.

As a public school that receives migrant education funds, our school district is actively looking for parent involvement in the planning, operation, and evaluation of our programs. The parents have the authority to decide who may participate on the oversight counsel. If you are interested, or if you know other parents of migratory students who are interested in this council, please contact the English Learner Support Services office at (951) 509-5094.

Migrant Students

EC 48204.7

Parents of migrant students are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in education of their children. For migrant students in grades 1-8, the student may complete the duration of the school year, if permanent residency is obtained. For migrant students in grades 9-12, the student may continue through graduation regardless if permanent residency is obtained. If students should migrate during times of matriculation, the migrant students may attend school with peers at the next school grade level and locations. Migrant students have the:

1. Right to immediate enrollment in school of origin or school where currently residing without proof of residency, immunization records or tuberculosis skin-test results, school records, or legal guardianship papers.
2. Right to education and other services, including, but not limited to, participating fully in all school activities and programs for which child is eligible, to qualify automatically for nutrition programs, to receive transportation services, and to contact liaison to resolve disputes that arise during enrollment.
3. Right to be notified of possibility of graduating within four years with reduced state requirements, if the migrant student transferred after the second year of high school, is credit deficient, and will not be able to graduate on time with local District requirements.
4. Right for District to accept partial credits for courses that have been satisfactorily completed by the migrant student.

Retroactive Grant of High School Diplomas: Departed and Deported Students

EC 51430 (9-12)

The governing board of the Alford Unified School District may award a diploma to any student who may have been deported outside the United States, if in good standing after completing the second year of high school. Any transfer credits from outside the United States will be considered as completion through online or foreign classes.

University of California's Eligibility in the Local Context (UC ELC)

Students identified, as being in the top tier of our schools and whose parents have authorized the District to release information to the University of California, will have their student record information provided to UC to support UC's Eligibility in the Local Context (ELC) program. There are at least three major benefits of this program to the selected students. First, students will gain the prestige of being identified by the University of California as a top student. Second, by being identified early, these students will benefit from campus outreach programs. Finally, students will know that they are being encouraged to consider University of California education and are strong candidates for admission.

Student record information, including the student's name, address, email address, and transcript will be utilized only by the University of California to implement and support the ELC programs, to evaluate the ELC program, and to invite students to apply. The school will submit the information indicated to UC by the end of the student's junior year. If the student does not wish to participate, the parents/legal guardians needs to complete a form indicating that they do not wish for the school to electronically send UC the student's contact information and transcript by March 30 of the student's junior year.

College Admission Requirements and Higher Education

EC 48980(k), 51229

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

To attend a community college, a student need only a high school diploma or equivalent, or is over the age of 18. To attend a CSU, a student must take specific high school courses, have the appropriate grades and SAT/ACT test scores, and have graduated from high school. Test scores are not required if the student's GPA is 3.0 or above, and he/she has applied to a campus or enrollment category that is not impacted. To attend a UC, a student must meet requirements for coursework, GPA, and test scores. If a California student has not been admitted to the UC campus to which he/she has applied, the student will be offered a spot at another campus if space is available and he/she ranks in the top 9 percent of California high school students or of his/her graduating class. The student may also transfer to a CSU or UC after attending a community college. For more information on college admission requirements, please refer to the following webpages:

www.californiacommunitycolleges.cccco.edu – This is the official website of the California Community College system. It offers links to all the California Community Colleges.

<https://www2.calstate.edu/> – This extensive online site offers assistance to students and their families on the CSU system, including the ability to apply online, and links to all CSU campuses.

www.universityofcalifornia.edu – This massive website offers information regarding admissions, online application, and links to all UC campuses.

www.assist.org – This online student-transfer information system shows how course credits earned at one public California College or university can be applied when transferred to another.

Students may also explore career options through career technical education. These are programs and classes that are specifically focused on career preparation and/or preparation for work. The programs and classes are integrated with academic courses and support academic achievement. Students can learn more about career technical education by referring to the following webpage: www.cde.ca.gov/ci/ct/gi/.

High school students may meet with a school counselor to choose courses that will meet college admission requirements and/or enroll in career technical education courses.

California College Guidance Initiative (CCGI)

California College Guidance Initiative (CCGI) is a nonprofit that works with school districts throughout California to achieve two major goals: (1) to ensure that all high school seniors in California graduate with clear postsecondary goals and a plan for how to achieve them, and (2) that each student's academic transcript data follows them as they advance across educational systems to reduce information gaps that could otherwise hinder their success. As part of this effort, CCGI manages the state of California's college and career planning platform, CaliforniaColleges.edu. This web-based platform offers students, families, and educators a single access point for college and career preparation, applications, planning tools, and information to help plan for life after high school.

Student record information, including the student's name, address, email address, and transcript will be utilized only by the CCGI to implement and support the program, to evaluate the CCGI program, and to invite students to apply. The school will submit the information indicated to CCGI at least once per semester. If the student does not wish to participate, the parents/legal guardians needs to complete a form indicating that they do not wish for the school to electronically send CCGI the student's contact information and transcript.

Federal Student Aid

EC 51225.8 (9-12)

Under state law, school districts are to ensure that students prior to entering 12th grade are entitled to information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application at least once. This information should be available in a timely manner as financial aid is awarded in order of submission according to deadlines, on a first-come, first served basis. All family and student personal information will be protected according to state and federal privacy laws and regulation. Please contact your child's school counselor for more information.

College and Career Technical Education

EC 48980(l), 51229 (9-12)

The Alvord Unified School District elects to allow a career technical course to satisfy the graduation requirements and shall provide notification of career technical education courses offered that satisfy the subject matter requirements for admission to the California State University and the University of California, and which of the specific college admission requirements these courses satisfy. The programs and classes are integrated with academic courses and support academic achievement. Students may meet with a school counselor to choose courses at their school that will meet college admission requirements or enroll in career technical education courses, or both. For information about the high school graduation requirements of the District and how each requirement satisfies or does not satisfy the subject matter requirements for admission to the California State University and the University of California, please contact the office of College and Career Readiness at (951) 509-5015, or view the District website at www.alvordschools.org. Students can learn more about career technical education al by visiting the following website: www.cde.ca.gov/ci/ct/gi/.

California High School Proficiency Exam

5 CCR 11523 (9-12)

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 or legal guardian, 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 the student meets 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 shall 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 AND ACCESS

Nondiscrimination in District Programs and Activities

EC 221.8; (BP 0410 and 1312.3)

The Alvord Unified School District 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 shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race (including traits historically associated with race, including, but not limited to, hair texture and protective hairstyles which include braids, locks and twists.), color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. 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 shall 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, and shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained. For a complaint form or additional information, contact the Assistant Superintendent of Human Resources.

Safe Place to Learn Act

EC 234, 234.1; (BP 5131.2)

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

The policy addressing discrimination, harassment, violence, intimidation, or bullying shall be posted in all schools. The posting shall provide information to students, parents/legal guardians, employees, members of the Board of Education, and the general public on how to file a complaint at the school, the process for investigating complaints, and all applicable timelines. Generally, any student, parent/legal guardian, or other individual may report an incident to a teacher, the principal, a compliance officer, or any other available school employee. The complaint alleging unlawful discrimination, harassment, intimidation, or bullying against any students, employee, or other person participating in District programs and activities shall be investigated and resolved through the Uniform Complaint Procedures.

To report an incidence and/or to receive a copy of the District's anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact Assistant Superintendent of Human Resources at (951) 509-5030.

Sex Equity in Education Act: Title IX

20 USC 1681-1688; EC 221.6

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 male and female students and employees, as well as transgender students and students who do not conform to sex stereotypes, against discrimination based on sex, including sexual harassment. California law also prohibits discrimination based on gender, gender expression, gender identity, and gender orientation. Under Title IX, 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.

Under Title IX, students have the right to:

1. Fair and equitable treatment that is free from discrimination based on gender
2. Equitable opportunity to participate in all academic extracurricular activities, including athletics
3. Receive assistance with course selection or career counseling, exploring the possibility of career, or courses leading to careers based on the student's interest and not on the student's gender, gender identity, gender expression, or gender orientation
4. Not be required to take and/or denied enrollment in a course based on the student's gender, gender identity, gender expression, or gender orientation
5. Not be offered vocational or school program guidance that is different from that offered to a student of the opposite sex
6. Ask the school's athletic director about the athletic opportunities offered by the school
7. Apply for athletic scholarships
8. Equitable treatment and benefits in regards to 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
9. Not be subjected to separate or different rules of behavior, sanctions, or other treatment, such as discriminatory discipline policies and practices, based on gender
10. Access to a gender equity coordinator to answer questions regarding gender equity laws
11. Contact the State Department of Education and the California Interscholastic Federation to access information on gender equity laws
12. File a confidential discrimination complaint with the United States Office of Civil Rights (OCR) or the California Department of Education if discrimination, or unequal treatment, on the basis of gender has

occurred

13. Pursue civil remedies as a result of discrimination
14. Protection against retaliation for filing a discrimination complaint

For more information about Title IX, or how to file a complaint on noncompliance with Title IX, contact the Assistant Superintendent of Human Resources at 9 KPC Parkway, Corona, California 92879 or at (951) 509-5030 and/or visit <https://www.alvordschools.org/Page/1>. Any complaint alleging noncompliance with Title IX shall be investigated and resolved through the Uniform Complaint Procedures, as described in this section.

Sexual Harassment

EC 231.5, 48980(f), 48900.2; (BP 5145.7)

The Alvord Unified School District is committed to maintaining a learning and working environment that is free from sexual 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 of anyone in or from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal.

In addition to the reasons specified in Section 48900, a student may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that the student has committed sexual harassment as defined in Section 212.5. For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to students enrolled in kindergarten and grades 1 to 3, inclusive.

Instructional Program

As a preventative measure, students shall 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/guardians 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 he/she is being or has 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 has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. An employee who receives a report or observes an incident of sexual harassment shall notify the principal or the Assistant Superintendent of Human Resources. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation. Any complaint alleging sexual harassment shall be investigated and resolved through the Uniform Complaint Procedures, as described in this section, in coordination with the District's Title IX compliance officer.

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. 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.

Open Meetings: Public Comments: Translation

GC 54954.3

As a parent, you have a right to participate in open meetings with the school district or charter school. If you require a translator, one will be provided to you with the time allotment doubled to allow for both English and primary language translation.

Competitive Athletics

EC 221.9

Commencing with the 2015-2016 school year and every year thereafter, 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 by posting it on the school's website 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.

Competitive Athletes Seeking Higher Education Athletic Programs

EC 67455 (9-12)

Under state law, students who witness or are the victim of any wrongdoing condoned by the higher education athletic organization, have a right to make a report, file, or otherwise assist the reporting of any violation of student athlete rights involving the program, participants, or staff. The right to make such reports is guaranteed by the "Student Athlete Bill of Rights" and may not result in retribution or removal of any benefits if the report has been made in good faith and truthfulness.

Pregnant and Parenting Students

EC 221.51, 222.5, 46015, 48205, 48980 (9-12)

The governing board of the Alvord Unified School District will treat both the pregnant teen mother and the teen father with the same accommodations, regardless of gender. The teen parents may not be excluded from any class or extracurricular activities, solely on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or post-partum recovery. Physical and emotional ability to continue may only be determined by physician or nurse practitioner. Pregnant or parenting students may not be required to participate in pregnant minor programs or alternative programs, with the exception of personal choice.

Parental rights will be an option available in annual notifications or at semester term periods, welcome packets, orientation, online or in print, or in independent student packets as provided to all regular students from school district or charter schools.

School districts will accommodate pregnant and parenting students in preparation for delivery and provide postpartum leave, and an opportunity to continue their academic pathway, protected under Uniform Complaint Procedures, and provided modifications. Parental leave for eight weeks for preparation of birth of infant, post-partum for mental and physical health needs of the teen parents and to bond with infants, or any additional medically approved time to protect the infant or parents is allowed. Any additional time due if deemed medically necessary, as prescribed by physician or nurse practitioner. The pregnant and parenting teens are not required to take all or part of the leave to which they are entitled. Leave will be approved by the district or charter school supervisor of attendance, as excused absence, with a unique code similar to independent study. However, no work is required during the leave. Upon return, the parenting teens are entitled to return to the school courses that they were enrolled before taking leave. Make up plans and re-enrollment will be worked out with the school counselor or administrator to achieve an opportunity to fully participate in all activities, as before leave. If needed, parenting teen may enroll for a fifth year of instruction if on course for graduation requirements. If parenting teens were enrolled in an alternative school setting, a return to that environment is to be available as needed to achieve graduation. A student may not incur any academic penalties due to using these available accommodations.

An illness for sick child does not require a doctor note for the custodial parenting teens; the mother or father will be excused by the attendance supervisor.

Accommodations for Lactating Students

EC 222

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

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

Any complaint alleging noncompliance with the requirements to provide reasonable accommodations for lactating students shall be investigated and resolved through the Uniform Complaint Procedures, as described in this section.

Educational Equity: Immigration and Citizenship Status

EC 200, 220, 234.1 234.7, 66251, 66260.6, 66270, 66270.3

All students, regardless of their immigration status or religious beliefs, have the right to a free public education. As such, the Alvord Unified School District (1) prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status; (2) shall receive and investigate related complaints based on immigration status in accordance with its Uniform Complaint Procedures; (3) prohibits the collection of information or documents regarding the citizenship or immigration status of students or their family members unless required to administer a state or federal program; (4) requires reporting to the Board of Education any requests to gain information or access

to a school site by an officer or employee of a law enforcement agency for immigration enforcement purposes; and (5) shall first exhaust parents' or legal guardians' instruction concerning a student's care in the emergency contact information in the parents'/guardians' 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 C" of this document.

The Equity in Higher Education Act, states that all persons, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other specified characteristic such as hairstyles, equal rights and opportunities and adds this opportunity to apply for financial aid for higher education to also be equitable, and an application may not be denied of a student based on their immigration status. This does not guarantee any final eligibility, but simply an ability to apply for financial aid just like any other student, without discrimination.

Education for Foster Youth

EC 48853, 48853.5, 51215.1, 51225.2; (BP 6173.1)

A foster youth means a child who has been removed from his or her home pursuant to Welfare and Institutions Code (WIC) 309, is the subject of a petition filed under WIC 300 or 602, or has been removed from his or her home and is the subject of a petition filed under WIC 300 or 602, or is a non-minor who is under the transition jurisdiction of a juvenile court, as described in WIC 450, who satisfies the criteria specified in Education Code 42238.01.

The District's educational liaison for foster youth is the Director of Student Services or its designee. 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 credits, 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 he or she is a student with a disability; and 4) address any disputes over school selection or enrollment.

The California Department of Education has posted on its website a standardized notice of the rights afforded to foster youth. The notice can be obtained by visiting the following link:

<https://www.cde.ca.gov/ls/pf/fy/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. Issuance and acceptance of partial credits for courses that have been satisfactorily completed by the foster youth. The foster youth shall not be required to retake the portion of the course already completed unless it has been determined that he or she is reasonably able to complete the requirements in time to graduate from high school.
4. Notified of the possibility of graduating from high school by completing only the state graduation requirements instead of the District's graduation requirements.
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 foster youth.

Parent Engagement- School Accountability

EC 11500, 11501, 11502, 11503

To participate in the District offerings of parent education and to provide parental input to the local training programs for parents, please contact the Parent Engagement office at (951) 509-5163.

Education for Homeless Youth

42 US 11432, EC 48853, 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 parks, or shelters; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces abandoned buildings, substandard housing, bus or train stations, or similar settings; or are migratory children who qualify as homeless because of similar living circumstances.

The District's educational liaison for homeless youth is the Director of Student Services or its designee. 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 foster youth when transferring from one school or school district to another school or school district in ensuring proper transfer of credits, 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 his or her 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. 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.
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. Issuance and acceptance of partial credits for courses that have been satisfactorily completed by the homeless youth. The homeless youth shall not be required to retake the portion of the course already completed unless it has been determined that he or she is reasonably able to complete the requirements in time to graduate from high school.
4. Notified of the possibility of graduating from high school by completing only the state graduation requirements instead of the District's graduation requirements. (AB 167/216)
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/guardian.

Education of Homeless Youth: Right to Apply for Financial Aid

EC 69432.7, 69519, 69731, 69956t, 70032, 78220, 88931

Students experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Every district or charter school must appoint a homeless liaison to assist students and families. Please contact Student Services for more information of services and policies related to homeless education rights.

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 Alvord Unified School District provides a free and appropriate public education (FAPE) to all students regardless of the nature or severity of their disability. In addition, qualified students with disabilities shall be 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 non-academic 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 shall have only the meanings specified below:

1. Physical impairment means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, hemic, lymphatic, skin, and endocrine.
2. Mental impairment means any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability.
3. Substantially limits major life activities means limiting a person's ability to perform functions, as compared to most people in the general population, such as caring for himself/herself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, writing, communicating, and working. Major life activities also 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 District has a responsibility to identify, evaluate, and if eligible, provide students with disabilities the same opportunity to benefit from education programs, services, or activities as provided to their non-disabled peers. Additionally, a parent/guardian, teacher, other school employee, or community agency may refer a student to the principal or Section 504 Coordinator for identification as a student with a disability under Section 504. A Student Success Team (SST) shall be convened to consider if the referral is appropriate. This determination shall be based on a review of the student's school records, including those in academic and nonacademic areas of the school program; consultation with the student's teacher(s), other professionals, and the parent/guardian, as appropriate; and analysis of the student's needs. If a student is determined to be eligible for services under Section 504, the team shall develop a written 504 plan specifying the types of accommodations, supplementary aids and services necessary.

For additional information about the rights of parents/guardians of eligible students, or questions regarding the identification, evaluation, and eligibility of Section 504 protections, please contact the Special Education department at (951) 509-5045.

Special Education and Use of Assistive Technology

34 CFR 300.111; 20 USC 1400 et seq.; EC 56026, 56040.3, 56300, 56301, 56500 et seq.; (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 Alford Unified School District actively seeks out and evaluates District residents from ages three through the age of 22 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law. Additionally, a parent/guardian, teachers, and appropriate professionals may refer a student who is believed to have a disabling condition that may require special education programs or services in the following manner:

1. For children from age three through the age of five, contact the Special Education Department at (951) 509-5045.
2. For students in kindergarten age through grade 8, contact the teacher or principal for a referral to the Student Success Team (SST).
3. For students in grades 9 through 12, contact the counselor, school psychologist or administrator for a referral to the SST.

Before the initial provision of special education and related services to a student with a disability, the District shall conduct, with the consent of the parent/guardian, a full and individual initial evaluation of the student. The evaluation shall be conducted by qualified personnel who are competent to perform the assessment and shall 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. When it is determined that a student has a disability and needs special education and related services, an individualized education program (IEP) shall be developed.

Parents/legal guardians of students enrolled in or being considered for enrollment in special education programs have certain rights and responsibilities related to their potential or ongoing placement in special education. A full explanation of these rights and responsibilities is provided in the Riverside County Special Education Local Plan Area (SELPA) document entitled "Parental Rights and Procedural Safeguards for Special Education". A copy of the Procedural Safeguards can be found at the Riverside County Special Education Local Plan Area (SELPA) website. A copy of this document is routinely provided to parents/legal guardians of children enrolled in special education programs or may be obtained by contacting the District Special Education department at (951) 509-5045. Special education rights transfer to the student at age 18 with the exception for students under conservatorship.

A special education student who requires the use of assisted technology (AT) device and the assistive technology device is part of their IEP FAPE offer, may continue to use while at distributing school and for up to a maximum of two months or until a replacement or comparable device is obtained in a new setting. Not every IEP will have an AT device as part of the IEP team offering; however, if it is there, it must remain in possession so that the student does not have a lapse in educational access to such devices.

Child Find System

EC 56301; 20 USC 1401(3); 1412(a)(3); 34 CFR 300.111(c)(d)

Under state law, each public school system is responsible to find children with disabilities in its area Free Appropriate Public Education (FAPE) – Each public school system is responsible for ensuring that each child with disabilities is served appropriately, at no expense to the parent in the least restrictive environment. District Special Education services are available to school-age children and preschoolers (ages 3 to 5 years) with eligible disabling conditions. Infants through age 2 are served through county operated programs. Referrals for school-age children may be made through the school of attendance or by calling the District's Special Education department at (951) 509-5045. Referrals for infants may be made by calling the Riverside County Office of Education at (951) 826-7100. Referrals for preschoolers may be made by contacting the Special Education Department at (951) 509-5045.

Student Fees, Deposits, and Charges

5 CCR 4622; EC 49013; (BP 3260)

It is the responsibility of the Alvard Unified School District to ensure that books, materials, equipment, supplies, and other resources necessary for students' participation in the District's educational program are made available to them at no cost. No student shall be required to pay a fee, deposit, or other charge for his/her 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 his/her own possession and use. In determining whether waivers or exemptions should be granted, the Board shall consider relevant data, including the socioeconomic conditions of students' families and their ability to pay.

The District, its schools and programs may solicit voluntary donations or participate in fundraising activities. However, the District shall 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 shall 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 shall 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 shall recommend, and the Board shall adopt, an appropriate remedy to be provided to all affected students and parents/legal guardians in accordance with 5 CCR 4600.

Uniform Complaint Procedures

EC 5 CCR 4600 et seq, 49013, 262.3; (BP 1312.3)

The Uniform Complaint Procedures (UCP) complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging students fees for participation in an educational activity or non-compliance. The Alvord Unified School District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The uniform complaint procedures (UCP) shall 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; American Indian education centers and early childhood education program assessments; bilingual education; California Peer Assistance and Review programs for teachers; state career technical and technical education and training programs, federal career technical education; child care and development programs; child nutrition programs; compensatory education; consolidated categorical aid programs; Economic Impact Aid; the federal Every Student Succeeds Act; migrant education; Regional Occupational Centers and Programs; school safety plans, special education programs; California State Preschool Programs; Tobacco-Use Prevention Education programs;
2. Unlawful discrimination (such as discriminatory 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, 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 his/her 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 the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities;
5. Noncompliance with legal requirements related to the implementation of the local control and accountability plan (LCAP);
6. 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 Alvord Unified School District;
7. Noncompliance with any requirement applicable to a homeless student, a former juvenile court school student, or a child of a military family who transfers into the District after his/her second 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 Alvord Unified School District;
8. 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;
9. Noncompliance with the physical education instructional minutes requirement for students in elementary school;
10. 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

A complaint must be filed no later than six months from the date the complainant first obtains knowledge of the concern. These uniform procedures require the complainant to submit a written complaint to the appropriate compliance officer who will coordinate an investigation and respond to the parent in writing within 60 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 shall provide a remedy to all affected students and parents or legal guardians.

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 if not in agreement with the final report. The CDE may directly intervene in the complaint without waiting for action by the District when one of the conditions listed in Section 4650 of Title 5 of the California Code of Regulations exists; including cases in which the District has not taken action within 60 calendar days of the date the complaint was filed with the District. If a 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.

Please contact the Assistant Superintendent of Human Resources at (951) 509-5030 if you would like more information on how to file a complaint with the school or district prior to appealing to the California Department of Education (CDE). For more information, please visit the District website at <https://www.alvordschools.org/Domain/2804> to review additional UCP-related information or you may go to the CDE website: <http://www.cde.ca.gov/re/cp/uc/ucpmonitoring.asp>

Williams Complaint Policy and Procedure

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 at home or after school. School facilities must be clean, safe, and maintained in good repair. There should be no teacher vacancies or misassignments – meaning, 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. If a school is found to have deficiencies in these areas, and the school does not take corrective action, then a complaint form may be obtained at the school office or District office. The forms can also be downloaded from the Alvord Unified School District website by going to the following: https://www.alvordschools.org/site/handlers/filedownload.ashx?moduleinstanceid=3264&dataid=2920&FileName=BP_1312.4_Exhibit%2011-17-16.pdf or for additional information please visit the California Department of Education website at <https://www.cde.ca.gov/re/cp/uc/index.asp>. Parents, students, teachers or any member of the public may submit a complaint regarding these issues. However, it is highly encouraged that individuals express their concerns to the school principal before completing the complaint forms to allow the school to respond to these concerns.

SCHOOL ATTENDANCE

Attendance Options / Permits and Residency Requirements for School Attendance

EC 35160.5, 48200, 48204, 48207, 48204.3, 48204.4, 48300 et seq., 48350 et seq., 48900(g), 48980(h); (BP 5111.1)

A minor between the ages of 6 and 18 years is subject to compulsory educations and, unless exempted, must enroll in school in the school district in which the residence of either the parent or legal guardian is located. If a parent is seeking a change in a public district outside of the resident district, then an interdistrict permit is required. Exceptions are for charter school, home school or other private school enrollments, and other online charter school options.

An interdistrict agreement is signed by both the releasing and accepting districts. When denied, there are appeal processes according to the local district policies. The education rights holder may appeal to their County Office of Education for an appeal process within 30 days of a final denial from either district.

A student may alternatively comply with the residency requirements for school attendance in a school district, if he or she is any of the following:

1. The student's parent/legal guardian 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/legal guardian was a resident of California who departed the state against his/her will due to a transfer by a government agency that had custody of the parent/legal guardian, a lawful order from a court or government agency authorizing his/her removal, or removal or departure pursuant to the federal immigration and Nationality Act, and the student lived in California immediately before moving out of state as a result of his/her parent's/legal guardian's departure.
8. The student is a foster child who remains in his/her school of origin.

Proof of Residency

5 CCR 432; EC 234.7, 48204.1, 48204.2, 48204.3, 48204.4, 48204.6, 48204.7; (BP 5111.1)

Reasonable evidence that the student meets residency requirements for school attendance must be provided by the parent/guardian upon request by a District employee. Verification of residency is required at the time of school enrollment and annually, thereafter, to comply with California laws related to the maintenance of specified information in a student's mandatory permanent records. Evidence of residency may be established by submitting the current following documents and must include the name and address of the parent/legal guardian/caregiver or the owner/renter:

1. Utility service contract (City of Riverside/Edison) statement or payment receipts (current gas, water, electric, or trash with the service address listed)
2. Rental property contract, lease, or payment receipts
3. Pay stub (indicating parent/legal guardian address)
4. Voter registration
5. Government agency correspondence

Note: In the event a utility service connection is used as proof of residency, then a utility bill must be provided within 45 days to assure continued enrollment.

A student may alternatively comply with the residency requirements for school attendance in a school district, if he/she is any of the following: placed in a foster home or licensed children's institution within the boundaries of the school district pursuant to a commitment of placement under the Welfare and Institutions Codes; a pupil who is a foster child who remains in his or her school or origin; an emancipated pupil who resides within the boundaries of the school district; a pupil who lives in a home of a caregiving adult that is located within the boundaries of the school district; a parent is transferred or is pending transfer to a military installation within the state while on active military duty pursuant to an official military order. Students in military or migrant families may remain in their school of origin and shall have waived residency restrictions due to the frequency of movement of their families. Contact Student Services for more information on the protections afforded these students per California laws.

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 (i.e., returned mail, excessive absences/chronic absenteeism/truancy), that the parent/legal guardian 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 Transfer (Between schools within AUSD)

EC 35160.5, 48980(g); (BP 5116.1)

The parents/legal guardians of any student who resides within the attendance boundaries of the Alvord Unified

School District may apply to enroll their child in any District school, regardless of the location of their residence within the District. Recognizing that changing schools in a student's academic career may have adverse impact, the Board of Education desires to minimize movement among schools. No student currently residing within a school's attendance area shall be displaced by another student transferring from outside the attendance area.

Students who are a victim of bullying shall be allowed an intradistrict permit to transfer if space is available at the same grade level. If there is no "intra-district" space to attend, the student may seek an "inter-district" permit to another district without any delay in release from the home district, but it does not guarantee entrance to an outside district. The process to enter another school district will be according to the desired district's transfer policies. "Bullying" means any severe or pervasive physical or verbal communication made in writing or by means of an electronic act directed toward one or more students that results in placing a reasonable person in fear of harm of self or property. It may cause a substantially detrimental effect on physical or mental health, interfere with academic performance or the ability to participate in or benefit from the services, activities, or privileges provided by a school, and may be done in person or online. Bullying may be exhibited in the creation or transmission of bullying in a post on a social network internet website or burn page that creates a credible impersonation of another student knowingly and without consent for the purpose of bullying. Sharing or forwarding messages contributes to the act of bullying.

The District's open enrollment window dates will be posted on the District's website (www.alvordschools.org) on the Student Services page in January of the preceding school year for which the transfer is requested. **Applications to request an intradistrict transfer must be submitted in accordance with the District's open enrollment window. Late applications will not be accepted and no waitlists will be established.**

Applications may be denied based upon lack of space and/or failure to meet transfer conditions which include academics/grades, attendance, and citizenship/behavior. Once a transfer is approved, transportation is the responsibility of the parent/legal guardian

District of Choice

EC 48300 et seq., 48507

Some school districts may choose to become a District of Choice. A school board that elects to operate the school district as a district of choice must determine the number of transfers it is willing to accept and shall accept all pupils who apply to transfer until the school district is at maximum capacity. The school district of choice shall make sure that students are selected through an unbiased and random process that does not take into consideration his or her academic or athletic performance, physical condition, proficiency in English, family income, ethnicity, primary language, literacy, special needs, or any of the individual characteristics listed in Section 200. The parent of a student requesting to transfer must submit an application to the school district of choice no later than January 1 of the school year preceding the school year for which the student wishes to transfer. The parent shall be notified in writing by February 15 if the student was provisionally accepted, rejected, or placed on a waiting list for the next school year. A modified application process is available for children of relocated military personnel. **Alvord Unified School District is not a District of Choice.**

Allen Bill District / Employment in Lieu of Residency

EC 48204

Some school districts may choose to become an Allen Bill District. A school district allows a student to have complied with the residency requirement for school attendance in the district if at least one parent/legal guardian of the student is physically employed within the boundaries of that district. Once admitted to residency, the student's transfer may be revoked only if the parent ceases to be employed within the boundaries of the district. As a resident, the student does not have to re-apply for the transfer to be valid. **Alvord Unified School District is not an Allen Bill District.**

Persistently Dangerous Schools

5 CCR 11992; 20 USC 7912

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 shall, within twenty (20) days, provide parents or legal guardians of students attending the school with notice of the school's designation and the option to transfer their students to another school.

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

If parents or legal guardians decline the assigned school, the student may remain in his/her current school. For students whose parents or legal guardians accept the offer, the transfer shall generally be made within 30 school days of receiving the notice of the school’s designation from the CDE. The transfer shall 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 or legal guardian preferences, and other factors affecting the student’s ability to succeed if returned to the school of origin.

Victim of a Violent Crime

20 USC 7912

A student who becomes a victim of violent criminal offense while in or on the grounds must be offered the opportunity to transfer to a safe public school within the school district, including a public charter school, within ten calendar days. If there is not another school within the area served by the District, the District is encouraged, but not required, to explore other appropriate options such as an agreement with a neighboring school district to accept students through an interdistrict transfer. Primary examples of violent criminal offenses in the Penal Code include attempted murder, battery with serious bodily injury, assault with a deadly weapon, rape, sexual battery, robbery, extortion, and hate crimes. For more information, please contact the school principal.

Students Convicted of Violent Felony or Misdemeanor / Involuntary Transfer

EC 48980(m), 48929; (BP 5116.2)

A student may be transferred to another District school if he/she is convicted of a violent felony, as defined in Penal Code 667.51, or a misdemeanor listed in Penal Code 29805 and is enrolled at the same school as the victim of the crime for which he/she was convicted. Before transferring such a student, the superintendent or designee shall attempt to resolve the conflict using restorative justice, counseling, or other such services. The superintendent or designee shall also notify the student and his/her parents/legal guardians of the right to request a meeting with the principal or designee. Participation of the victim in any conflict resolution program shall be voluntary, and he/she shall not be subjected to any disciplinary action for his/her refusal to participate in conflict resolution.

The principal or designee shall submit to the Superintendent or designee a recommendation as to whether or not the student should be transferred. If the Superintendent or designee determines that a transfer would be in the best interest of the students involved, he/she shall submit such recommendation to the Board for approval.

The Board shall deliberate in closed session to maintain the confidentiality of student information, unless the parent/guardian or adult student submits a written request that the matter be addressed in open session and doing so would not violate the privacy rights of any other student. The Board’s decision shall be final. Periodic reviews will be considered for returning to the school site if there is no on-going danger to either the student or others on campus.

Interdistrict Permit and Interdistrict for Military Families

EC 46600 et seq., 48204.6, 48980(g), 51225.1, 51225.1; (BP 5117)

The parent or legal guardian of a student may seek release from the Alvord Unified School District to attend a school in any other school district. School districts may enter into agreements for the interdistrict transfer of one or more students for a period of up to five years. The agreement must specify the terms and conditions for granting or denying transfers, and may contain standards of reapplication and specify the terms and conditions under which a permit may be revoked. Unless otherwise specified in the agreement, a student will not have to reapply for an interdistrict transfer, and the school board of the district of enrollment must allow the student to continue to attend the school in which he/she is enrolled. A student who has completed grade 10 by June 30 may enroll within the district of enrollment through grades 11 and 12 without any revocation from the desired district, and must be treated

the same as any other resident student.

Regardless of whether an agreement exists or a permit is issued, the school district of residence cannot 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. Nor may a district prohibit an interdistrict permit release when an intradistrict permit options are available to a victim of bullying. A “victim of an act of bullying” means a student that has been determined to have been a victim of bullying by an investigation pursuant to the complaint process described in Section 234.1 and the bullying was committed by any student in the school district of residence, and the parent of the student has filed a written complaint regarding the bullying with the school, school district personnel, or a local law enforcement agency. “Bullying” mean any severe or pervasive physical or verbal communication made in writing or by means of an electronic act directed toward one or more students that results in placing a reasonable person in fear of harm of self or property. It may cause a substantially detrimental effect on physical or mental health, interfere with academic performance or the ability to participate in or benefit from the services activities, or privileges provided by a school, and may be done in person or online. Bullying may be exhibited in the creation or transmission of bullying online, on or off the school site, by telephone or other device in a message text, sound, video, or image in a post on a social network internet website or burn page that creates a credible impersonation of another student knowingly and without consent for the purpose of bullying. Sharing or forwarding messages contributes to the act of bullying.

A student who is appealing a decision for an interdistrict permit approval through the County Office of Education may be eligible for provisional admission to the desired district in grades TK through 12, while continuing through the process of appeal, if space is made available by the desired district, not to exceed two months.

A student who has been determined by personnel of either the school district of residence or the district of proposed enrollment to have been the victim of an act of bullying, as defined in EC 48900(r), shall, at the request of the parent or legal guardian, be given priority for interdistrict attendance under any existing agreement or, in the absence of an agreement, be given additional consideration for the creation of an interdistrict attendance agreement.

Interdistrict permits shall not be denied for release from district of resident, but may require the same entrance requirements from desired districts. For active military families, pending transfer orders, may have ten days to produce documents after the family has relocated. Once orders are in writing, they may be forwarded to the intended resident district or charter to start the enrollment process and avoid delays. Coursework and graduation are exempted for children of active military.

An application to request an interdistrict transfer from the District to attend school in another district may be obtained from the Student Services department. 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.

Each school district shall post their interdistrict policy agreements. Reasons for approval/denial of interdistrict transfer requests must be updated on the District website according to board policies. The County appeals process will be offered with the final denial in writing by the school district. The County appeal process may take up to a maximum of two months. If you have any questions about the interdistrict process please call the Student Services office at (951) 509-5139 or call the County Office at (951) 826-6530.

Compulsory Education and the Importance of Good Attendance

EC 48200, 48293, 48400 et seq.

A student between the ages of 6 and 18 who is not otherwise exempted shall attend school full time. It is the obligation of the parents/legal guardians to compel the attendance of their children at school. Any parent/legal guardian 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 and high attendance is a better predictor of graduation rates than eighth grade test scores.

Absences can be minimized by scheduling medical, dental, and other appointments after school or when school is not in session. Vacations should be planned around holidays. Parents/legal guardians 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/legal guardian if the student is excluded for any of the following reasons:

1. He/she resides in an area subject to quarantine pursuant to HSC 120230.
2. He/she is exempt from a medical examination but suffers from a contagious or infectious disease pursuant to EC 49451.
3. The Superintendent or designee conducts a threat assessment to determine 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 shall send a notice as soon as reasonably possible after the exclusion. Upon exclusion of the student, a parent/legal guardian may meet with the Superintendent or designee to discuss the exclusion. If the parent/legal guardian disagrees with the decision of the Superintendent or designee, he/she may appeal the decision to the Board of Education. The parent/legal guardian shall 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.

Excused Absences

EC 46014, 48205; (BP 5113)

No student shall have his or her grade reduced or lose academic credit for any excused absence or absences, if missed assignments and tests that can be reasonably be provided are satisfactorily completed within a reasonable period of time.

- a) Notwithstanding Section 48200, a student shall be excused from school when the absence is:
 1. Due to the student's illness.
 2. Due to quarantine under the direction of a county or city health officer.
 3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
 4. For the purpose of attending the funeral services of a member of the student'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 student 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 student'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 student's absence is requested in writing by the parent or legal 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 student's immediate family, who is an active duty member of the uniformed services, as defined in EC 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 student'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 student 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 therefore. The teacher of the class from which a student

is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student 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 legal guardian, brother or sister, grandparent, or any other relative living in the household of the student.

Additionally, a student, with the written parent/legal guardian consent, may be excused from school to participate in religious exercises or to receive moral and religious instruction at his/her 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.

No student shall have his/her grade reduced or lose academic credit for any excused absence(s), if missed assignments and tests that can be reasonably be provided are satisfactorily completed within a reasonable period of time. The teacher of any class from which a student is absent shall determine the tests and assignments which are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed when absent.

When to Keep Student Home

Any student exhibiting one or more of the following conditions/symptoms must be kept home from school. Unless otherwise noted, a student may return to school the following day after it is determined to the satisfaction of District representatives that a contagious or infectious disease does not exist.

1. Temperature of 100° F or higher. Student may return to school when he or she has been without a fever for **24 hours without the use of fever-reducing medication.**
2. Nasal discharge that cannot be controlled with tissue and proper hand washing.
3. Non-allergy related sore throat and/or persistent cough. Student may return to school when symptoms are resolved or medical provider documents that the student can return to school.
4. Continued symptoms within 24 hours of illness-related absence.
5. Vomiting or persistent nausea. Student may return 48 hours after vomiting has stopped or medical provider documents that the student can return to school.
6. Diarrhea. Student may return 48 hours after diarrhea has stopped or medical provider documents that the student can return to school.
7. Rash of unknown cause. Student may return when rash is gone or medical provider documents that rash is not contagious.
8. Lice. Students found with live lice should be sent home to start treatment as soon as possible to avoid the spread of lice. Students may return to school upon satisfactory treatment and after there are no visible lice upon re-examination.
9. Suspected contagious condition (*i.e.*, impetigo, ringworm, scabies, pink eye, etc.). Student may return to school when condition has resolved or medical provider documents that the student can return to school.
10. Asthma symptoms not relieved with medication.
11. Allergic reaction. Student may return to school the next day if reaction has resolved.

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/legal guardian. When excusing students for confidential medical services or verifying such appointments, staff shall 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/legal guardian when a student leaves school to obtain confidential medical services.

Tardiness

EC 48260(a)

Children should be encouraged to be prompt as part of developing good habits. They are expected to be at school on time. If a child is late, the child should bring an excuse from home to the school office. A student will be classified as truant if they are tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year.

Avoiding Absences and Absence Verifications

5 CCR 306, 421; EC 46012; (BP 5113)

Alvord Unified School District urges parents and legal guardians to make sure their children attend school regularly and to schedule medical and other appointments after school, on the weekend if possible or during school holidays. The District also asks that travel or other absences be avoided during the time school is in session.

The higher the District's daily attendance rate, the more a student will learn and the greater the amount of funding that the District will receive from the state for classroom instruction and academic programs. The school calendar is designed to minimize problems for families which plan vacations around traditional holiday periods, and thereby minimize student absences. Parents or legal guardians must make school attendance a priority.

When a student who has been absent returns to school, he/she shall present a satisfactory explanation verifying the reason for the absence. Absences shall be verified by the student's parent or legal guardian, other person having control of the minor, or the student if age 18 or older.

The following methods may be used to verify student absences:

1. Written note, fax, or email from parent/guardian, parent representative or student of 18 years of age.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative.
3. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated.
4. Physician's verification. When a student has had **10 absences** in the school year for illness verified by methods listed in #1-3 above, any further absences for illness shall be verified by a physician.

Truancy Definitions

EC 48260, 48262, 48263.6; (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.

Parents or legal guardians of students who are identified as truant shall 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. Additionally, law enforcement officer may arrest or assume temporary custody during school hours, of any minor who is found away from his/her home and who is absent from school, without valid excuse within the county, city or school district.

Arrest of Truants / School Attendance Review Board (SARB)

EC 48263, 48264; (BP 5113.1)

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

The School Attendance Review Board (SARB) is a multidisciplinary panel composed of school personnel, agency partners and community-based organizations that work to address attendance and/or behavior problems.

Specifically, the panel may include, but is not limited to a parent, District staff, and representatives from child welfare and attendance personnel, school guidance personnel, county office of education, county probation department, county welfare department, law enforcement agencies, community-based youth service centers, school/county health care personnel, school/county/community mental health personnel, county district attorney's office, and county public defender's office. The intent of SARB is to resolve school-related issues through the use of available school and community resources. Failure to meet with SARB or follow its directives can result in a referral to the District Attorney's Office for truancy mediation and/or prosecution.

Truant Consequences

EC 48263, 48267, 48268, 48268; WIC 236, 601, 601.3, 653.5, 654, 651.5

Any student who is identified as "Truant" may be assigned as a ward of the court, if the available community resources do not resolve the students' continued problem of truancy, by a Probation Officer or Deputy District Attorney.

Chronic Absenteeism

EC 60901; (BP 5113.1)

A student is considered a chronic absentee when he/she is 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.

STUDENT RECORDS

Student Records

EC 49063, 49069.7, 49070; 20 USC 1232g; (BP 5125)

A cumulative record, whether recorded by handwriting, print, tapes, film, microfilm or other means, must be maintained on the history of a student's development and educational progress. The District will protect the privacy of such records.

School officials with legitimate educational interests may access student records without parental consent as long as the official needs to review the records in order to fulfill his/her professional responsibility. Upon request from officials of another school district in which a student seeks or intends to enroll, the District shall disclose educational records **without** parental consent.

Per State and Federal law, the District shall keep the following *mandatory permanent records* indefinitely:

- Student's legal name,
- Date and place of birth,
- Gender,
- 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
- Parents or legal guardians name and address (including the student's address if different, and the annual verification of residency for both the student and the parent or legal guardian).

The District shall also keep 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.

At each school site, the principal shall act as the custodian of records for students enrolled at his/her school. The custodian of records is responsible for implementing the policies and procedures related to student records; in particular, he/she 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 shall be maintained for 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.

Parents/legal guardians 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 or misleading; and
3. Have some control over the disclosure of information from educational records

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

A request by a parent or legal guardian to access their child's educational records must be submitted in a written form to Student Services, 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 or legal guardians for a reasonable fee not to exceed the actual cost of furnishing the copies.

Any challenge to school records must be submitted in writing to the District's Custodian of Records. A parent challenging school records must show that the records are:

1. Inaccurate;
2. An unsubstantiated personal conclusion or inference;
3. A conclusion or inference outside the observer's area of competence;
4. Not based on the personal observation of a named person with the and place of the observation noted;
5. Misleading; or
6. In violation of the privacy of other rights of the student.

Parents or legal guardians have the right to 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

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 shall be based upon District records maintained in the ordinary course of business or records received from a law enforcement agency.

Release of Juvenile Information

WIC 827, 831

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

Whenever a student has been found by a court to have committed any felony or misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense, assault or battery, larceny, vandalism, or graffiti, the court will provide a written notice to the superintendent 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.

Release of Information Pursuant to Court Order

EC 49077

Information concerning a student shall be furnished in compliance with a court order or a lawfully issued subpoena. Reasonable effort shall be made to notify the parent/legal guardian and student in advance of responding to a court order or lawful subpoena. The District must comply with any legally valid court orders.

Social Security Number

EC 49076.7

Students and their parents/legal guardians should not be asked to provide their social security numbers or the last four digits of the social security numbers unless required by state or federal law. If a form is requesting that you provide a social security number or the last four digits of the social security number for you and/or your child and it does not specify the state or federal law that requires this information, ask the school administrator for more information before providing it.

Directory Information

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

"Directory Information" includes one or more of the following items: ~~the~~ student's name, address, telephone number, email address, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and most recent public or private school attended by the student. Directory information may include a student identification number, user identification, or other personal identifier used by the student for purposes of accessing or communicating in electronic systems as long as the identifier cannot be used to gain access to education records except when in conjunction with a personal identification number, password, or other factor known or possessed only by the authorized user.

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. Directory information may be disclosed without prior consent from the parent or legal guardian unless the parent or legal guardian submits a written notice to the school to deny access to his/her child's directory information. Directory information regarding a student identified as a homeless child or youth shall not be released unless a parent, or eligible student, has provided written consent that directory information may be released.

Social Media and Student Information

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

Other than the school newspaper and yearbook, the school may gather information in the forms of video, photograph, blog, texts, and emails, to maintain school and student safety. All social media information gathered will be destroyed within one year after the student turns 18 years old or one year after the student is no longer enrolled, whichever comes first.

The Superintendent or designee shall ensure that official District social media content and postings protect the privacy rights of students, parents/guardians, staff, board members, and other individuals. Social media and networking sites and other online platforms shall 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/guardians shall 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 legal guardian 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 his/her parent or

legal guardian provide written permission, or the work is part of an existing publication such as a school newspaper.

Appearance of Students in News Media Presentations

(BP 1112, 1250)

Reporters and photographers from print and electronic media are often invited to school campuses to help publicize activities and programs to the community. News media representatives may also visit schools in the course of covering a news story. Media representatives are generally permitted on campus unless there is reason to believe that their presence would cause a disruption to the educational process. Once on the premises, the media is permitted to interview and photograph students. They may also ask students their names in order to identify them in stories and photographs. A parent/guardian who prefers that his/her student not be photographed or interviewed may submit a written request to the school to that effect. School staff and administrators will make every effort to ensure that the student's photo or name does not appear in news reports. Schools cannot guarantee that students will not appear in the background of photographs or be approached by reporters for comments.

In addition to notifying the school, it is important that parents/guardians tell their children if they do not wish for them to be photographed or interviewed. Whenever possible, teachers will send home a notice that a media visit to the campus or classroom(s) has been scheduled and will remind parents/guardians of their right to request that their student not participate.

Cal Grant Program

EC 69432.9 (9-12)

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 school district official. A student, or the parent or legal guardian of a student under 18 years of age, may complete a form to indicate that he/she does not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent or legal guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself/herself out, and can opt in if the parent or legal guardian 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 or legal guardians by January 1 of the students' 11th grade year.

Challenging Student Records

34 CFR 99.20; EC 49070; (AR 5125.3)

The parent/legal guardian may submit to the principal a written request to correct or remove from the student's records any information concerning the student which he/she alleges 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.

The following process and timelines guide the process for challenging student records:

1. The request for correction or removal of a record must first start with the principal.
2. If the request is denied, the parent/legal guardian may submit a written request, including a summary of the attempt(s) to resolve the issue with the principal, to the Superintendent.
3. Within 30 days of receiving the request, the Superintendent or designee shall meet with the parent/legal guardian and the employee (if still employed) who recorded the information in question. The Superintendent shall either deny or approve the parent's/legal guardian's request. If the request is approved, the Superintendent shall order the correction or removal and destruction of the information.
4. If the Superintendent denies the parent's/legal guardian's request, the parent/legal guardian may within 30 days submit a written appeal to the Board of Education.
5. Within 30 days of receiving the appeal, the Board shall meet in closed session with the parent/legal guardian and the employee (if still employed) who recorded the information in question. The Board shall decide whether to approve or deny the request. If the request is approved, the Board shall order the correction or

removal and destruction of the information from the student's records.

6. If the Board denies the parent's/legal guardian's appeal, the parent/legal guardian has the right to submit a written statement of objections. The statement shall become part of the student's record.
7. The decision of the Board shall be final.

Both the Superintendent and the Board have the option of appointing a hearing panel to assist in making the decision. The hearing panel may be used at the discretion of the Superintendent or the Board provided that the parent/legal guardian consents to releasing record information to panel members.

Request to Change a Course Grade

EC 49066, 49070; (BP 5121; AR 5125.3)

Parents/legal guardians and students have the right to receive course grades that represent an accurate evaluation of the student's performance. The teacher of each course shall determine the student's grade and the grade shall be final. However, parents/legal guardians may request a change in the student's grade based on any of the following grounds: clerical or mechanical mistake, fraud, bad faith, or incompetency. The Board of Education and the Superintendent shall not order a student's grade to be changed unless the teacher who determined such grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which such grade was given and is, to the extent practicable, included in all discussions relating to the changing of such grade.

The following process and timelines guide the process for requesting a grade change:

1. The request for a grade change must first start with the teacher that issued the grade.
2. If the request is denied, the parent/legal guardian may submit a written request for a grade change, including a summary of the attempt(s) to resolve the issue with the teacher, to the principal not later than 30 days after the student is no longer enrolled in the class where the disputed grade was assigned.
3. Within 30 days of receiving the request, the principal shall meet with the parent/legal guardian and teacher to discuss the request and to conduct a thorough, impartial investigation of the matter. The principal shall either deny or approve the parent's/legal guardian's request based on the information gathered in the investigation. If the request is approved, the principal shall order the immediate change of the student's grade.
4. If the principal denies the parent's/legal guardian's request, the parent/legal guardian may within 30 days submit a written appeal to the Board of Education.
5. Within 30 days of receiving the appeal, the Board shall meet in closed session with the parent/legal guardian and the teacher (if still employed). The Board shall decide whether to approve or deny the request for grade change. If the request is approved, the Board shall order the immediate change of the student's grade.
6. If the Board denies the parent's/legal guardian's appeal, the parent/legal guardian has the right to submit a written statement of objections. The statement shall become part of the student's record.
7. The decision of the Board shall be final.

HEALTH AND WELLNESS

Immunizations / Communicable Disease

EC 49403, 48216; HSC 120325, 120335, 120365, 120370, 120375; (BP 5141.31)

To protect the health of all students and staff and to curtail the spread of infectious diseases, students must be immunized against certain communicable diseases. **Students are prohibited from attending school unless immunization requirements are met for age and grade.** The school district shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The District may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student whose parents have consented in writing.

Beginning January 1, 2016, parents of students in any school, will no longer be 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.

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 described above. Please refer to "Appendix D" in this document for a Parent's Guide to Immunizations.

State law requires the following immunizations before a child may attend school:

- a) All new students, in transitional kindergarten through grade 12, to the Alford Unified School District must provide proof of polio, diphtheria, pertussis, tetanus, measles, and mumps, rubella, Hepatitis B, and varicella immunizations.
- b) All seventh grade students must also provide proof of a second varicella vaccine and a pertussis booster vaccine.

Free- or low-cost immunizations for children are available at Riverside County Public Health. Please call 1-800-720-9553 for information.

Entrance Health Screening

HSC 124085, 124100, 124105 (K-8); (AR 5141.32)

State law requires that the parents or legal guardians 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. Students may be excluded, 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 Disabilities Prevention Program.

Oral Health Assessment

EC 49452.8 (K-8); (AR 5141.32)

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.

Many things influence a child's progress and success in school, including 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. Record of a dental assessment done by a dental professional is required for all kindergartners and first graders attending public school for the first time. Dental assessments (dental check-up) must be completed within the 12 months prior to entry or by May 31st of the student's first school year.

Physical Health Examinations

20 USC 1232h; EC 48980(a), 49451; (BP 5141.3)

Periodic health examinations of students may lead to the detection and treatment of conditions that impact learning. Health examinations may also help in determining whether special adaptations of the school program are necessary. The District shall administer tests for vision, hearing, and scoliosis at the following times as required by law:

1. Each student's vision shall be tested during the kindergarten year or upon first enrollment or entry in a District elementary school and subsequently in grades 2, 5, and 8. However, a student who is tested upon first enrollment or entry in the District in grade 4 or 7 will not be required to be tested in the next immediate year.
2. Each student shall be given a hearing screening test upon first entry into the California public school system; during the kindergarten year or grade 1; in grades 2, 5, and 8; and in grade 10 or 11.

A parent or legal guardian may annually file with the school principal a written statement, signed by the parent or legal guardian, withholding consent to the physical examination of his/her child. However, whenever there is good reason to believe that the student is suffering from a recognized contagious or infectious disease, the student shall be sent home and shall not be permitted to return until school authorities are satisfied that the contagious or

infectious disease no longer exists.

Type 2 Diabetes

EC 49452.7; (BP 5141.3)

Because type 2 diabetes in children is a preventable and treatable disease, parents/guardians 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 he/she has type 2 diabetes or pre-diabetes. Please refer to "Appendix E" in this document for more information about Type 2 diabetes.

Health Care Coverage

EC 49452.9

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

Disaster Preparedness Educational Materials

EC 32282.5

Natural and human-caused disasters affect everyone, which is why it is important to be prepared at home, at school, at work, and in the community. Parents and legal guardians are encouraged to review the safety educational materials provided on the California Department of Education web page at: <http://www.cde.ca.gov/ls/ss/cp/pupilsaefteeducmat.asp>. The materials are available in multiple languages and can be used to help families prepare for different types of emergencies and crisis.

Health Insurance Coverage for Athletes

EC 32221.5 (9-12); (BP 5143)

Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses. Some students may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health insurance programs. Information about these programs may be obtained by calling 1-877-752-4737.

Free and Reduced-Price Meals

EC 49510 et seq.; (BP 3553)

The school offers healthy meals every school day because children need healthy meals to learn. Free and reduced-price lunches are available at school for students whose parents or legal guardians qualify, based on annual household income, and complete the required application form. Students participating in the program will not be identified, and the information on the application will be kept confidential. Applications may be submitted at any time during school hours. Applications can also be completed and submitted online at <https://alvordnutrition.org>

Pupil Means- Child Hunger Prevention and Fair Treatment Act of 2017

EC 49557.5

The Alvord Unified School District has a Meal Charge Policy about how students who pay the full or reduced cost of a school meal are impacted by not having enough cash on hand or in their account to purchase a meal. The meal charge policy may be viewed at <https://ausdnutrition.org> or for a copy of the policy, please contact (951) 509-6200

Student Wellness Policy

(Section 204 of Public Law 108-265 June 30, 2004)

The student wellness policy is available at <https://ausdnutrition.org/>. All foods sold on school campuses will meet state and federal nutrient requirements. Parents are encouraged to support the District's nutrition education program by considering nutritional quality. Contact the director of Child Nutrition Services for more information.

Food Allergies / Special Dietary Needs

There are students who have special dietary needs and/or are allergic to certain foods or ingredients, particularly peanuts and tree nuts (e.g., almonds, walnuts, hazelnuts, etc.). When exposed to an allergen, affected students may experience shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. Students will not be excluded from school activities nor otherwise discriminated against, harassed, intimidated, or bullied because of their food allergy.

Please help keep all of students safe and healthy at school by keeping in mind the following:

1. Parents/legal guardians are responsible for notifying the principal or school nurse, in writing, regarding their child's food allergies or other special dietary needs.
2. When a student's food allergy or food intolerance substantially limits one or more major life activities, he/she may be evaluated to determine if accommodations pursuant to Section 504 are required.
3. School lunch meals make dietary accommodations for students who have a medically certified disability that is verified by a medical statement.
4. Students should not share or exchange meals or utensils with other students.
5. Without identifying the student, the principal or teacher may notify parents/legal guardians of other students in the class that a student is allergic to a specific food and may request that certain foods not be provided at class parties or other school events.
6. Parents/legal guardians are encouraged to bring non-food items, such as stickers or pencils, for school celebrations in lieu of food items which present a challenge for students with food allergies.
7. When sending food for others to consume, do not send any foods that have nut or nut by-products in them. Read food labels for nuts or nut derivatives.

Emergency Treatment for Anaphylaxis

EC 49414

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. Recent changes to EC 49414 now require school districts to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any student who may be experiencing anaphylaxis, regardless of known history.

In order for a student to carry and self-administer prescription auto-injectable epinephrine the school administrator shall:

1. Obtain a written statement from the physician or surgeon detailing the name of the medication, method, amount and time schedules by which the medication is to be taken, and confirming that the student is able to self-administer auto-injectable epinephrine
2. A written statement from the parent/legal guardian or foster parent of the student consenting to the self-administration, providing a release for the school nurse or other designated school personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication and releasing the school district and school personnel from civil liability if the self-administering student suffer an adverse reaction as a result of self-administering medication.

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 shall contact the parent/legal guardian or other person identified on the emergency card in order to obtain consent for the medical treatment. If the student's parent/legal guardian or other contact person cannot be reached to provide consent, the principal may seek reasonable medical treatment for the student as needed, unless the parent/legal guardian has previously filed with the District a written objection to any medical treatment other than first aid. Additionally, no school district, principal, physician or hospital shall be held liable for reasonable treatment without parent consent unless the parent has filed a written objection.

Any person 18 years of age and older who files with the District a completed caregiver's authorization affidavit for a minor student shall have the right to consent to or refuse school-related medical care on behalf of the student. The caregiver's authorization shall be 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 shall be superseded by any contravening decision of the parent/legal guardian 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/legal guardians 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 shall only be disclosed at the discretion of the principal to staff who have legitimate educational interest.

Medication Regimen

EC 49423, 49423.1, 49480; (BP 5141.21)

A student may not have any medication, prescription or non-prescription in their possession at school without appropriate documentation and permission from the District nurse.

The parent/guardian of any student taking medication on a regular basis must inform the school nurse of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or legal guardian, the school nurse may communicate with the physician and may counsel with the school personnel regarding the possible effects of the medication on the student.

Any student who is required to take, during the regular school day, medication prescribed by a physician or surgeon, may be assisted by the school nurse or other designated school personnel if the school district receives both a written statement of instructions from physician detailing the method, amount and time schedules by which such medication is to be taken requesting the school nurse to assist the student with prescribed medication as set forth in the physician statement. Student may carry and self-administer auto-injectable epinephrine or inhaled asthma medication if the school district receives both a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken and a written statement from the parent or legal guardian requesting that the student self-administer. All requests are to be approved by the school nurse prior to use.

The following is a checklist to assist parents or legal guardians whose children need medication at school:

1. Talk to the child's doctor about making a medicine schedule so that your child does not have to take medicine while at school.
2. If your child is regularly taking medicine for an ongoing health problem, even if he or she only takes the medicine at home, provide a written note to the school nurse at the beginning of each school year. You must list the medicine being taken, the current amount taken, and name of the doctor who prescribed it (EC 49480).
3. If your child must take medicine while at school, provide a written note from you and a written note from your child's doctor or other health care provider, who is licensed to practice in California. Provide new, updated notes at the beginning of each school year and whenever there is any change in the medicine, instructions, or doctor (EC 49423).
4. As parent or legal guardian, you must supply the school with all medicine your child must take during the school day. You or another adult must deliver the medicine to school, except medicine your child is authorized to carry and take the medication by him/herself.
5. All controlled medicine, like Ritalin, must be counted and recorded on a medicine log when delivered to the school. The parent or legal guardian or other adult who delivered the medicine should verify the count by signing the log.
6. Each medicine your child must be given at school must be in a separate container labeled by a pharmacist licensed in the United States. The container must list your child's name, doctor's name, name of the medicine, and instructions for when to take the medicine and how much to take.

7. Pick up all discontinued, outdated, and/or unused medicine before the end of the school year.
8. Medicinal cannabis may be administered at school by parent according to local District adopted policy, which must include: no disruption of educational environment or exposure of cannabis to other students, parent administration only – no staff members to administer cannabis, removal of any remaining cannabis and packaging from school site, parent method to sign in and out for administration and medical recommendation to be kept on file according to confidential health records. The use of smoke or vape forms of cannabis is expressly forbidden on school campus.
9. Know and follow the medicine policy of your child's school. The school board may amend or rescind any of their policies for any reason in a public board meeting.

Sunscreen and Sun-Protective Clothing

EC 35183.5

Students may wear sunscreen in accordance with District policy. A doctor's note is not required to use sunscreen during the school day. A hat may be worn to protect from the sun outdoors, as may other sun-protective clothing in accordance with District policy and the established dress code.

Mental Health

EC 49428

In order to initiate access to available student mental health services, please contact your child's principal or school counselor for more information. Our District will notify parents at least twice per year. This is one time through our Annual Notifications and the second notification can be found on our District website at:

<https://www.alvordschools.org/Page/11026>

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 shall use it only as specified.

The student or parent/legal guardian 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/guardian may refuse to allow this information to be shared, or to receive immunization reminder notifications at any time, or both. Notification may be provided by ordinary mail and must include reasonable means for refusal, such as return form or contact number. 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.

California Medicaid Program for Local Education Agencies

The District, in cooperation with the California Department of Health Services and Education, participates in a program that allows the District to be reimbursed with federal Medicaid funds for selected health services provided to eligible students at school. In accordance with the LEA rules and guidelines, this is a notification that eligible student health data may be forwarded to the District's billing agency, in accordance with confidentiality laws and HIPAA compliance. This program will not change school health/ services currently provided to all students. Students will not be denied services they require to attend school and parents will never be billed for services by the school.

California Youth Football Act

HSC 124241 (6-12)

Under state law, students who participate in football games in grades 6-12 must have a licensed medical professional present during the game, whether playing at a home game or away at another school. This does not include Physical Education classes or intramural football games outside of extra-curricular athletics offered at the middle or high school.

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. A school district, charter school, or private school that elects to offer an athletic program must immediately remove from a school-sponsored athletic activity for the remainder of the day, an athlete who is suspected of sustaining a concussion, or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a 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. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in athletic activity during the regular school day or as part of a physical education course. Please refer to "Appendix F" in this document for more information about concussions.

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. In a school district, charter school, or private school that elects to conduct athletic activities, the athletic director, coach, athletic trainer, or authorized person must remove from participation a student who passes out or faints, or who is known to have passed out or fainted, while participating in or immediately following an athletic activity. A student who exhibits any of the other symptoms of SCA during an athletic activity may be removed from participation if the athletic trainer or authorized person reasonably believes that the symptoms are cardiac related. A student who is removed from play may not return to that activity until he or she is evaluated by, and receives written clearance from, a physician or surgeon. On a yearly basis, an acknowledgment of receipt and review of information regarding SCA must be signed and returned by the student and the student's parent or legal guardian before a student participates in specific types of athletic activities which generally does not apply to those conducted during the regular school day or as part of a physical education course. Please refer to "Appendix G" in this document for more information about SCA.

Confidential Medical Services

EC 46010.1

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

Controlled Substances: Opioids

EC 49476

School authorities must provide facts regarding the risks and side effects of opioid use each school year to athletes. Parents/legal guardians and student athletes must sign acknowledgement of receipt of the document annually. By signing the acknowledgement that you have received and read the Annual Notification, you are acknowledging that you are in receipt of the opioid notification.

Asbestos Management Plan

40 CFR 763.93; (BP 3514)

The Alvord Unified School District maintains and annually updates its management plan for asbestos-containing material in school buildings. For a copy of the asbestos management plan, please contact the Administrative Services office at (951) 509-6110.

Pesticide Products

EC 17612, 48980.3; (BP 3514)

To obtain a copy of all pesticide products and expected use at the school facility during the year, and to receive notification of individual pesticide applications at the school at least 72 hours before the application, please contact the Administrative Services office at (951) 509-6110. The notice will identify the active ingredient(s) in each pesticide product, the intended date of application an Internet address on pesticide use and reduction, and the Internet address where the school site integrated pest management plan may be found if the school site has posted the plan.

The Alvord Unified School District refined its integrated pest management program to insure a safe school environment. Pesticides are applied by trained specialists, generally on weekends with no wide area spraying. Fields and school grounds that are to be treated in the normal rotation of maintenance work will have signs posted the day before treatment. The signs will be left up for three (3) days after treatment.

The following pesticides may be used during the school year:

<i>Material Name</i>	<i>Active Ingredient</i>	<i>Target Pest</i>
Maxforce Gel	Fipronil	Insects, Roaches, Spiders
Maxforce Complete	Hydramethylnon	Insects
Termidor	Fipronil	Ants (limited to twice per year)
Gentrol	Hydramethylnon	Roaches
Demand CS	Lambda-Cyhalothrin	Insects, Roaches, Spiders
Phantom	Chlorfenapyr	Insects, Roaches, Spiders
Ramik	Diphacinone	Rats, Mice
Maki	Bromadiolone	Rats, Mice
Delta Dust	Deltamethrin	Insects, Bees
Wasp Freeze	d-trans allethrin and phenothrin	Bees, Wasps
Dragnet	Permethrin	Bees, Wasps

Parents/legal guardians can register with the school to receive notification of individual pesticide applications. Persons who register for this notification shall be notified at least seventy-two (72) hours prior to the application, except in emergencies, and will be provided the name and active ingredient(s) of the pesticide as well as the intended date of application.

Parents/legal guardians seeking access to information on pesticides and pesticide use reduction developed by the Department of Pesticide Regulation pursuant to California Food and Agricultural Code 13184, can do so by accessing the Department's website at www.cdpr.ca.gov.

STUDENT CONDUCT AND DISCIPLINE

Student Conduct

EC 48980(a), 35291; (BP 5131)

All students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on District transportation. Each school in the Alvord Unified School District has developed standards of conduct and discipline consistent with State and Federal laws, District policies, and administrative regulations that shall be outlined in the school's student/parent handbook.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terroristic threats
2. Conduct that disrupts the orderly classroom or school environment
3. Conduct that obstructs or disrupts any authorized activity conducted under the authority of the Board of

Education or its employees

4. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption
5. Willful defiance of staff's authority
6. Refusal to give or giving false identification when requested to do so by any school official
7. Use of force, violence, threat, intimidation, extortion or coercion to obstruct any school officials in the performance of their duties
8. Failure to comply with the direction of police or any other law enforcement officers while they are acting in the performance of their duties on the school grounds
9. Use of profane, vulgar, or abusive language
10. Unauthorized entry or use of any school facilities, including buildings, grounds and equipment
11. Damage to or theft of property belonging to students, staff, or the District
12. Sale, purchase, use, or possession of fireworks of any kind, including "poppers" or "snappers"
13. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs
14. Possession or use of laser pointers on school premises, unless used for a valid instructional or other school-related purpose
15. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time
16. Reckless driving in such a manner as to endanger persons or property, or parking in an unauthorized area on school property
17. Gambling
18. Plagiarism or dishonesty in school work or on tests
19. Falsifying a signature or tampering with any school documents, computer or hand-generated
20. Inappropriate attire
21. Tardiness or unexcused absence from school
22. Failure to remain on school premises in accordance with school rules

Duties of Students

EC 48980; 5 CCR 300

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

Corporal Punishment

EC 49001

Corporal punishment is prohibited in all public schools in California. "Corporal punishment" is the willful infliction of, or willfully causing the infliction of physical pain on a student.

Disturbance at Schools and Meetings

EC 32210; PC 626.7

Any person who willfully disturbs any public school or any public meeting is guilty of a misdemeanor and shall be punished by a fine.

Jurisdiction

EC 44807, 48900(s)

California state law requires every teacher in public schools to hold students to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess.

Students may be suspended or expelled for acts enumerated on the suspension notice at any time, if the act is related to a school activity or school attendance including but not limited to, any of the following: 1) while on school grounds; 2) while going to or from school; 3) during the lunch period whether on or off campus; 4) during or while going to or coming from a school sponsored activity.

Academic Dishonesty

The Alvord Unified School District believes that the school and home are engaged in a partnership to teach the values of integrity, truth, personal accountability, and respect for the rights of others. Academic honesty and

personal integrity are fundamental components of a student's education and character development. Students are expected not to cheat, lie, plagiarize or commit other acts of academic dishonesty. Examples include:

1. Communicating with another student or copying material during an exam
2. Allowing another student to copy from his/her exam paper
3. Using unauthorized notes or devices
4. Submitting falsified information for grading purposes
5. Obtaining and supplying a copy and/or information about an exam without the knowledge and consent of the teacher
6. Stealing, selling, buying, or offering to sell or buy a final exam
7. Possessing a final exam without the knowledge and consent of the teacher
8. Submitting work written by another person (except as outlined below *)
9. Submitting work written by the student for another assignment without the instructor's knowledge or consent (self-plagiarism)
10. Copying another person's assignment(s)
11. Allowing another student to copy his/her assignment, or taking home exams without the knowledge and consent of the instructor

** When a student submits an assignment, that assignment should be only his/her own work unless the teacher has specifically set up the assignment as a group project or other collaborative assignment. In such cases, the names of all students involved in the group process should be listed on the assignment. If the teacher has not designated the assignment as a group project, submitting an assignment written by more than one person is "plagiarism".*

Depending on the type, frequency, and severity of the infraction, the following consequences may be imposed:

1. Conference with student, parent, and teacher
2. Assignment not counted in the grade calculation
3. Conduct mark lowered
4. Receipt of a grade of "F" in the course
5. Notation of academic dishonesty included on the report card and/or student record
6. Referral to the principal or designee
7. Involvement of law enforcement (particularly when the act of academic dishonesty involved unauthorized possession of school keys and/or illegal entry into school buildings)
8. Disciplinary action if the student's act of academic dishonesty constitutes grounds for suspension or expulsion

Dress Code

EC 35183, 49066; (BP 5132)

Appropriate dress and grooming promote a safe school setting that contributes to a productive learning environment. Although student dress and grooming should enhance comfort, provide for a feeling of individuality, and allow for pursuit of current fashions, students are expected to give proper attention to personal cleanliness and 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 shall apply to all regular school activities:

1. Students must dress safely and appropriately for educational activities in which they will participate so as not to endanger their or other's health, safety, or welfare.
2. All clothing shall be neat, clean, and acceptable in repair and appearance and shall be worn within the bounds of decency and good taste as appropriate for school.
3. Articles of clothing and jewelry which display gang symbols, profanity, or products or slogans which promote tobacco, alcohol, drugs, violence, illegal activities, sex, or racial/ethnic/religious prejudice that, as a result, materially interfere with school work, create disorder, or disrupt the educational process are not allowed.
4. Any clothing or apparel that a student or group of students wear to identify themselves for the purpose of harassing, threatening, or intimidating others will not be allowed.
5. Extreme fashion that has the effect of disrupting the educational process or may pose a potential safety hazard will not be allowed.
6. Clothes shall be clean so as not to promote unhealthy or unsanitary conditions. Clothes must be sufficient to conceal undergarments at all times. See-through fabrics which expose the body are not acceptable. Bare midriffs, tube-tops or halter-tops are prohibited. Gym shorts may not be worn in classes other than physical education or as directed by staff.

7. Shoes or sandals must be worn by all students. Any footwear which creates a safety hazard is prohibited.
8. Attire that may be used as a weapon (e.g., steel-toed boots, chains, items with spikes or studs, etc.) may not be worn.
9. Schools may restrict head coverings to ensure a safe and disruption-free program. Only hats with school insignias or logos may be worn as approved by staff. In general, hats, caps, and other types of head coverings shall not be worn inside buildings, unless the head covering is necessary for medical or religious reasons.
10. Schools shall allow students to wear sun-protective clothing including, but not limited to, hats, for outdoor use during the school day.
11. Students shall not display any material or paraphernalia which incites a disruption or creates a clear and present danger of either the commission of unlawful acts on school premises or the violation of District or school-site policies or rules.

Gang-related apparel or paraphernalia, including symbols, emblems, insignias, or other gang identifiers, may not be worn or displayed. This rule prohibits the presence of any apparel, jewelry, accessory, notebook, or manner of grooming which by virtue of its color, arrangement, trademark, or other attribute, denotes membership in or affiliation with gangs.

12. Religious beliefs, when verified, may be grounds for an exemption to a specific portion of the Dress and Grooming policy. A request for exemption from enforcement of a specified portion of this dress code policy may be submitted to the school principal.

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 shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control.

Electronic Nicotine Delivery Systems

PC 308; (BP 5131.62)

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

HSC 119405 prohibits the sales of e-cigarettes to minors which means that students should not be in possession of any such devices. Students using, in possession of, or offering, arranging or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by HSC 11014.5 of the Health and Safety Code. Section 308 of the Penal Code 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 shall, upon conviction, be punished by a fine of seventy-five dollars (\$75) or 30 hours of community service work.

Electronic Signaling Devices / Electronic Listening and Recording Devices / Cellular Phones and Other Mobile Communication Devices

EC 48901.5, 51512; (BP 5131)

As the technology of wireless communication in our society has evolved, there is now widespread use of electronic signaling devices, including cellular and digital telephones, among our student population that has previously been prohibited. Although the District does not encourage student possession or use of electronic signaling devices on a school campus, nor does it assume liability if such devices are damaged, lost, or stolen, restrictions on their use on a school campus must exist to ensure that such use does not infringe upon the rights of others or interfere with classroom instruction or other school activities. No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health.

Students who use electronic signaling devices (i.e., cellular and digital telephones) on campus shall only do so before school, during nutrition break, during lunch, and after school, and are encouraged to limit their use for family

business and emergency purposes only. Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other District employee, and at any other time directed by a District employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

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

Tobacco-Free Campus

BPC 22950.5; EC 48901; HSC 104420, 104495, 104559; PC 308 (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 products 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.

Gun-Free School Zone Act

PC 626.9, 30310; (BP 5131.7)

California prohibits any person from possessing a firearm on, or within 1,000 feet from, the grounds of a public or private school. This does not apply to law enforcement officers, any active or honorably retired peace officers, members of the military forces of California or United States, or armored vehicle guards engaged in the performance of, or acting in the scope of, their duties. A person may also be in possession of a firearm on school grounds if the firearm is unloaded and in a locked container or within the locked truck of a motor vehicle.

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

Dangerous Objects, Imitation Firearms and Pepper Spray

PC 417.27; EC 12550, 12556 (BP 5131.7)

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

The Penal Code makes it a criminal offense to openly display or expose an imitation firearm in a public place, including a public school.

The Board recognizes that students age 16 or older may legally possess tear gas or tear gas weapons such as pepper spray for the purpose of self-defense. However, to prevent potential misuse that may harm students or staff, students are prohibited from carrying such items on campus or at school activities.

Students are encouraged to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

Laser Pointers

PC 417.27

Students may not possess laser pointers on any school campus unless there is a valid instructional or school-related purpose.

Prohibition of Riding Skateboards, Scooters, Etc., on School Campus / District Facility

(BP 5131.2)

Riding bicycles, skateboards, roller blades, scooters or similar contrivance is prohibited on school campus or other District facility unless the school or District has given express written consent and/or is the sponsor of such activity. Students and others who violate this policy may be subject to disciplinary action or may be cited by law enforcement.

School Safety: Bullying / Cyberbullying

EC 234.4; 32283.5, 48900(r), 48900.2, 48900.3, 48900.4; (BP 5131)

The Alvord Unified School District is committed to the prohibition of discrimination, harassment, intimidation, and bullying. "Bullying" means one or more severe or pervasive physical or verbal act(s), written act(s), electronic act(s), or conduct committed by a student or group of students directed toward one or more students can be reasonably predicted to have the effect of one or more of the following outcomes: fear or harm to person or property; detrimental effect on physical or mental health; substantial interference with academic performance; causing substantial interference with the ability to participate in or benefit from school services. Students may submit a verbal or written complaint of the behavior they consider to be bullying to a teacher or administrator. Complaints of bullying shall be investigated and resolved in accordance with site level grievance procedures. Any student who engages in cyberbullying on school premises or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance shall be subject to discipline in accordance with District policies and regulations. If the students is using a social networking site or services that has terms of use that prohibit the posting of harmful materials, the superintendent or designee also may file a complaint with the Internet site or service requesting to have the material removed.

Annual training will be provided to all staff who work with students to prevent bullying and cyberbullying. You may find a list of education web pages describing the staff training at: www.cde.ca.gov/ls/ss/se/bullyres.asp. If you or your child should experience any bullying on campus, at school events, or on the way to or from school, please contact the school administration to assist you in identifying and stopping this behavior.

Defamation Liability

CC 48.8

A communication by any person to a school principal, or a communication by a student attending the school, to the student's teacher, a school counselor, or school nurse and any report of that communication to the school principals, stating that a specific student or other specified person has made a threat to commit violence or potential violence on the school grounds involving the use of a firearm or other deadly dangerous weapons, is a communication subject to liability in defamation only upon a showing by clear and convincing evidence that the communication or report was made with knowledge of its falsity or with reckless disregard for the true or falsity of the communication.

Property Damage

EC 48904; (BP 3515.4, 6161.2)

Parents/legal guardians may be held financially liable if their child 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 child upon demand of an authorized school employee. School property includes, but is not limited to, electronic files and databases. The liability of the parent/legal guardian shall 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.

Use of Contraband Detection Dogs

EC 35294, 35294.5, 49050, 49051, 49330; PC 626.9; (BP 5145.12)

In an effort to keep schools free of drugs and firearms, the District may use specifically trained non-aggressive canines to alert staff to the presence of substances prohibited by law or District policy. The canines may sniff the air around lockers, desks, bags, items or vehicles on District property or at District sponsored events. Canines shall not sniff within the close proximity of any students or other persons and may not sniff any personal items on those persons without their consent.

Metal Detectors

(BP 5170)

In an effort to deter weapons on campus and reduce violence and injury in school, metal detectors may be used in compliance with the law.

Search and Seizure

EC 49050; (BP 5145.12)

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

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

All student lockers, desks, and school-issue electronic devices are the property of the District even when assigned to students. The principal or designee may conduct a general inspection of school properties on a regular, announced basis, with students standing by their assigned lockers, desks, or school-issued electronic devices. Any items contained in a locker or desk shall be considered to be the property of the student to whom the locker or desk was assigned. The use of the school locker for other than school-related purposes is prohibited. Improper use of school lockers will result in a disciplinary consequence which may include suspension and/or expulsion.

A student's personal electronic signaling device (e.g., cellular or digital telephone) may not be searched, including, but not limited to, the accessing and reading of text messages and digital photos, unless the school official:

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

Suspension and Expulsion and Mandatory Expulsion Violations

EC 48900 et seq., 48915; (BP 5114.1)

The Alford Unified School District believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. In addition, discipline shall 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 shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall 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.

A student shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the student is enrolled determines that the student has committed an act as defined pursuant to any of the subdivisions (a) or (r) inclusive:

- (a) (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
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless in the case of possession of an object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal
- (c) Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of, a controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code, as defined alcoholic beverage, or intoxicant of any kind

- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or any intoxicant
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school property or private property
- (g) Stole or attempted to steal school property or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this sections does not prohibit the use or possession by a student's own prescription products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia as defined in Section 11014.5 of the Health and Safety Code
- (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- (2) Except as provided in Section 48910, a student enrolled in kindergarten of any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in paragraph (1), and those acts shall not constitute grounds for a student enrolled in kindergarten or any grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph is inoperative on July 1, 2020
- (3) Except as provided in Section 48910, commencing July 1, 2020, a student enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a student enrolled in kindergarten or any grades 1 to 12, inclusive, to be recommended for expulsion
- (4) Except as provided in Section 48910, commencing July 1, 2020, a student enrolled in any grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2025
- (l) Knowingly received stolen school property or private property
- (m) Possessed an imitation firearm. As used in this section, "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.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- (o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for purposes of either preventing that student from being a witness or retaliating against that student for being a witness, or both
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "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, that 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. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "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 Section 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:
 - (A) Placing a reasonable student or students in fear of harm to that students' person or property
 - (B) Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health
 - (C) Causing a reasonable student to experience substantial interference with the student's academic performance
 - (D) Causing a reasonable student to experience substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school
 - (2) (A) "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the

following:

- (i) A message, text, sound, video or image
- (ii) A post on a social network internet website, including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1)
 - (II) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent believe, or has reasonably believed, that the student was or is the student who was impersonated
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile
- (iii) (I) An act of cyber sexual bullying
- (II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- (III) For purposes of this clause, "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
- (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet
- (3) "Reasonable student" means a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the student's exceptional needs
- (s) A student shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A student may be suspended or expelled for acts that are enumerated in this section and related to a 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
- (t) A student who aides or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a student who has been adjudged by a juvenile court to have committed, as an aider or abetter, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a)
- (u) As used in this section, "school property" includes, but is not limited to, electronic files and databases
- (v) For a student subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the student's specific misbehavior as specified in Section 48900.5
- (w) (1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a student who is truant, tardy, or otherwise absent from school activities
- (2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and school wide positive behavior interventions and support, may be used to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions and develop meaningful methods for repairing harm to the school community

Hate Violence

EC 48900.3

In addition to the reasons set forth in Sections 48900 and 48900.2, a student in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that the student has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

Harassment, Threats or Intimidation

EC 48900.4

In addition to the grounds specified in Sections 48900 and 48900.2, a student enrolled in any grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that the student has intentionally engaged in harassment, threats, or intimidation, directed against school 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 either school personnel or students by creating an intimidating or hostile educational environment.

Terroristic Threats

EC 48900.7

- (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a student may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that the student has made terroristic threats against school officials or school property, or both.
- (b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$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, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened of his or her immediate family.

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 his/her 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 shall ask the student's parent/guardian 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 shall attend if either the parent/guardian or teacher so requests.

A student removed from class shall 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 shall not be placed in another regular class; however, if the student is assigned to more than one class per day, he/she 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 / Legal Guardian School Attendance

EC 48900.1; (BP 5144.1)

Teachers may require the parent or legal guardian of a student who has been suspended by a teacher to attend a portion of that school day in his or her student's classroom. The attendance of the parent or legal guardian will be limited to the class from which the student was suspended. A written notice will be sent to the parent or legal guardian regarding implementation of this requirement. Per Labor Code 230.7, employers are not allowed to apply

sanctions against the parent or legal guardian for this requirement if the parent or legal guardian has given reasonable notice to his/her 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 shall be preceded by an informal conference where the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted, and the evidence against him/her, and shall be given the opportunity to present his/her version and evidence in his/her 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/legal guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference shall be held as soon as the student is physically able to return to school.

At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/legal guardian by telephone or in person. The parent/legal guardian shall also be notified in writing of the suspension. The notice shall 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/legal guardian to discuss the causes and duration of the suspension, the school policy involved and any other pertinent matter. A parent/legal guardian of a student suspended shall respond without delay to the request for a meeting; however, the student may not be denied readmission solely because the parent/legal guardian failed to attend the meeting.

The teacher of any class, from which a student is suspended, shall require the student to complete any assignments and tests missed during the suspension. When a student is suspended from school, a conference is held by administration with the student parent/legal guardian. During the conference, the student and parent/legal guardian are informed that the student has the opportunity to make-up classwork/homework and receive full credit if it is completed per the teacher's instructions and turned in on time. The parent/legal guardian are provided instructions on when and where to pick up their child's work. It is also suggested that the parent/legal guardian call ahead to make sure the work is ready for pick-up. In the event the parent/legal guardian failed to pick-up the required work and the student has returned to school from suspension, the make-up work will be given back to the assigning teacher.

If a student is being recommended for expulsion, the Superintendent or designee may extend the period of suspension beyond the five consecutive days if he/she determines, following a meeting in which the student and the student's parent/legal guardian 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.

Limitations on Imposing Suspension

EC 48900.5

Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the student's record, which may be accessed pursuant to Section 49072. However, a student, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offence, if the principal or superintendent of schools determines that the student violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the student's presence causes a danger to persons.

Additional Due Process Considerations for Students with Disabilities

20 USC 1415(k); 34 CFR 300.530-300.537; (AR 5144.2)

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) is subject to the same grounds for suspension and expulsion which apply to students without disabilities. However, when a student with disabilities has been suspended for more than 10 consecutive days or is being considered for expulsion, or when a series of removals of the student constitutes a pattern, a manifestation determination review must be held no later than 10 school days after the date the decision to take disciplinary action is made. At the manifestation determination review, the District, the student's parent/legal guardian, and relevant members of the

IEP team shall review all relevant information to determine whether the conduct in question was: (a) caused by or had a direct and substantial relationship to the student's disability; or (b) a direct result of the District's failure to implement the student's IEP. The student may be disciplined in accordance with the procedures for students without disabilities if determined that the student's conduct was not a manifestation of his/her disability.

If the student commits one of the following acts, he/she may be placed in an interim alternative educational setting, determined by his/her IEP team, for up to 45 school days without regard to whether the behavior is a manifestation of the student's disability:

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

If the parent/legal guardian disagrees with any District decision regarding placement as a result of a suspension and/or removal for dangerous circumstances, the interim alternative placement, or the manifestation determination, he/she may appeal the decision by requesting a hearing. The District may request a hearing if the District believes that maintaining the student's current placement is substantially likely to result in injury to the student or others.

A student who has not been determined to be eligible for special education and related services and who has violated the District's code of student conduct may nevertheless assert any of the protections under IDEA, if the District had knowledge of the student's disability. Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred:

1. The parent/legal guardian had expressed concern to District supervisory or administrative personnel in writing, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/legal guardian had requested an evaluation of the student for special education.
3. The student's teacher or other District personnel had expressed specific concerns directly to the District's director of Special Education or to other supervisory District personnel about a pattern of behavior demonstrated by the student.

However, the District shall not be deemed to have knowledge of a student's disability if the student's parent/legal guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student, the District determined that he/she was not an individual with a disability. When the District is deemed to not have knowledge of the disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior.

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities.

Expulsion Recommendations and Decisions

EC 48915, 48918, 48919; (BP 5144.1)

Schools **shall immediately** suspend and recommend expulsion for students that commit any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance
4. Committed or attempted to commit a sexual assault
5. Possession of an explosive. The school board shall order the student expelled upon finding that the student committed the act.

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 or the presence of the student causes a disruption to the educational process.

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the principal or Superintendent or designee determines that the student has committed one of the acts listed under "Grounds for Suspension and Expulsion." The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted

at the Board's discretion. Any other extension of timeline shall comply with the provisions of EC 48918.

The student and the student's parent/legal guardian shall be notified of the expulsion hearing at least 10 calendar days before the date of the hearing. The notice shall include:

1. The date and place of the hearing.
2. A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
3. A copy of District disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent's/guardian's obligation to provide information about the student's status in the District to any other district in which the student seeks enrollment.
5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney advisor.
 - Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.
 - Non-attorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case, and has been selected by the student or student's parent/guardian to provide assistance at the hearing.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

The final action to expel a student from the Alvard Unified School District shall be taken by the Board of Education at a public meeting. The parent/legal guardian is entitled to file an appeal of the Board's decision to the Riverside County Office of Education within 30 days of the Board's decision to expel the student.

Involvement of Law Enforcement

EC 48902

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 shall ensure that copies of the student's special education and disciplinary records are provided to law enforcement authorities for consideration.

Removal of a Student from School by a Peace Officer

EC 48906

A parent/legal guardian shall be notified when a school official releases a minor student to a peace officer for the purpose of removing the student from school grounds and of the place to which the student is reportedly being taken. However, if the student was taken into custody as a victim of suspected child abuse or neglect, school officials shall provide the peace officer with the address and telephone number of the student's parent/legal guardian. It shall be the peace officer's responsibility to notify the parent/legal guardian that the student is in custody and the place where he/she is being held. If the officer has a reasonable belief that the student would be endangered by a disclosure of the place where he/she is being held, or that the disclosure would cause the custody of the student to be disturbed, the officer may refuse to disclose the place where he/she is being held for a period not to exceed 24 hours.

USE OF TECHNOLOGY AND SOCIAL MEDIA

The Alvord Unified School District believes the use of technology in school provides students' greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and society. The District encourages the use of technology in a safe, responsible, courteous, and legal manner to further learning and communication opportunities for students in support of the District's educational mission. Since the Internet and related technologies are vast and offer expanding resources capable of being used inappropriately, the following provides notice of the guidelines, behavior; terms and conditions that students are expected to abide by when using technologies made available by the District to students. (*BP 6163.4*)

Acceptable Use of Technology Agreement

One of the adopted goals of the Alvord Unified School District is to assist in advancing the use of technology to enhance student learning. Access to District technology is a privilege, not a right, and students enrolled in District programs or activities must follow District guidelines and procedures regarding the acceptable use of technology. As such, all students and their parents/guardians shall sign the Acceptable Use of Technology Agreement prior to using District technological resources. The District shall make a diligent effort to filter the inappropriate or harmful matter accessible through the Internet, and students shall also take responsibility not to initiate access to inappropriate or harmful matter while using District technology. Violation of this policy may result in disciplinary action and the loss of the privilege to use the technology and/or civil or criminal liability.

District Technology

The District may provide students Internet access, desktop computers, mobile computers or laptops, tablets, handheld devices, video conferencing capabilities, online collaboration, message boards, email, web-based programs, document creation tools, shared calendars, education applications (such as Google Apps for Education), and other technology and technology-related devices, capabilities, and/or features. These technologies improve student communication and collaboration skills, facilitate dissemination of lesson plans and assignments, and extend learning beyond classroom walls while building digital and technology-based skills. As new technologies emerge, the District intends to provide access to such technologies to the extent they further educational objectives. The guidelines, behavior, and terms and conditions outlined in this section cover all available technologies provided and/or made available by the District, not just specifically listed.

Privacy

Students have no expectation of privacy in their use of District technology. Students' computer files, Internet usage, communications (such as email and voice mail), and other technology-related activities are not private. The District has the right to monitor and inspect technology systems and students' use thereof at any time, without advance notice or consent.

Privileges

The use of District technology is a privilege, not a right. Students are responsible for their own behavior at all times. Student safety is the District's highest priority. The system administrators (operating under the aegis of the Board of Education and the District Office) have the authority and discretion to determine appropriate technology use, and to deny, revoke, or suspend the use of any user. Their decision is final.

User Expectations and Conditions

Student use of District technology is permitted and encouraged where such use is suitable for educational purposes and supports the goals and objectives of the District. All technology is to be used in a manner that is consistent with applicable laws, District policies and regulations, and standards of student conduct. Without limitation, students shall use District technology in consideration of and/or compliance with the following:

1. Students shall use District technology responsibly and only for educational purposes.
2. The student in whose name an online services account is issued is responsible for its proper use at all times. Students shall keep personal account numbers and passwords private and shall only use the account to which they have been assigned.
3. Students shall not use another student's or staff member's online services account, read or access other

users' electronic mail or files, attempt to interfere with other users' ability to send or receive electronic mail, or delete, copy, modify, use or forge other users' mail or electronic files

4. District technology is not public forums – they are extensions of classroom spaces where student free speech rights are limited.
5. Students shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, gender, sexual orientation, age, disability, religion, or political beliefs. Harmful or inappropriate matter is that which the average person, applying contemporary societal standards, would consider as depicting or describing matter in a patently offensive way, sexual conduct, and which lacks serious literary, artistic, political or scientific value for minors.
6. Students shall not threaten, intimidate, harass, or ridicule other students or staff.
7. Students shall not use technology-based communication services to encourage the use of drugs, alcohol or tobacco, nor shall they promote unethical practices, or any activity prohibited by law or District policies and regulations.
8. Students shall use appropriate language while using technology-based communication and publishing services. Students must be aware that matter communicated or published may be copied, reproduced, distributed, and/or viewed globally.
9. Students shall report any message they receive that is inappropriate or makes them feel uncomfortable.
10. Students shall not use District technology to engage in commercial or other for-profit activities for financial gain.
11. Unless otherwise instructed by District personnel and/or a parent/legal guardian, students shall not disclose, use, or disseminate personal information about themselves or others. Personal information includes the student's name, address, telephone number, Social Security number, or other personally identifiable information.
12. Unless otherwise instructed and approved by District personnel and/or a parent/legal guardian, students shall not meet with someone they have met online without their parent's approval and participation.
13. Unless otherwise instructed by District personnel, students shall not upload or download materials on District-provided technological devices. Students shall not upload, download, make or create computer viruses/malware, and/or otherwise intentionally to harm or destroy District equipment or materials, or manipulate District data, or that of any other user in any manner.
14. Students shall report any security problem, damage to, or misuse of the network, technological resources, or technology-related services to the supervising teacher or principal.
15. Students shall not intentionally waste limited resources such as printer paper and ink, or hard drive space or memory.
16. Students are responsible for maintaining up-to-date file folders. Email should be read and deleted regularly. File server space is limited.
17. Copyrighted material shall be posted online only in accordance with applicable copyright laws, and such laws will be observed in the use and distribution of information retrieved from or sent over the network/Internet. Any materials utilized for research projects should be given proper credit as with any other printed source of information. Downloading of copyrighted material may be done for personal use only, and copyrighted material may not be placed on the system for distribution without the author's permission. Software shall only be added when the original copy of the software's license is kept on file at the appropriate District location.

Violation of User Agreement

Whenever a student is found to have violated board policy, administrative regulation, or the Acceptable Use of Technology Agreement, a student's user privileges may be revoked, suspended, or otherwise restricted, and/or supervision of the student's use of technological resources may be increased, as appropriate.

In addition, student use of technology that violates applicable laws, board policies, administrative regulations, and/or the Acceptable Use of Technology Agreement, shall result in disciplinary action in accordance with law and board policy. Consequences of such misconduct may include, but are not limited to: written notification to parent /legal guardian; documentation of offense in the student's record; referral for services; detention; loss, suspension, or restriction of use privileges; suspension; expulsion; and/or legal action and prosecution.

Limitation of Liability

The Alvord Unified School District is not responsible for damage or harm to persons, property, files, data, or hardware caused by inappropriate use by students. District employs filtering and other safety and security mechanisms, and attempts to ensure their proper function, but it makes no guarantees as to their effectiveness. The District is not responsible, financially or otherwise, for unauthorized transactions conducted over the school network, for copyright violations, or any harm or damage resulting from user mistakes or negligence, or from the willful or intentional misuse of technologies. Further, the District is not responsible for any consequences of service interruptions or changes, even if such arise from circumstances under the control of the District, and it is not responsible for harm or damage to student-owned technological devices used to access District networks. The District does not guarantee that a student who does not obtain parent/legal guardian consent will never gain access to the network.

Internet Safety

An emerging national concern is the inappropriate use of the Internet by students. Across the nation, schools have seen an increase in negative student behavior as a result of messages written using electronic technology, posted to popular social networking websites. Many sites contain instant messaging components that allow students to chat with other students and to post statements that ordinarily would not be said in a face-to-face conversation.

Unfortunately, some students use the sites to participate in online bullying or to threaten harm to other students. The so-called “cyberbullies,” mostly children between the ages of 9 and 14, use the anonymity of the Web to hurt others without witnessing the consequences. Students who are bullied online sometimes do not report these occurrences for fear that they will be barred from using the Internet.

Outside of our schools, there have been instances of adults, who are child predators and con artists, posing as youths and gaining access to student chat rooms. In some cases, these contacts have led to tragedy. Some unsuspecting students post enough personal information that predators are able to locate students' home or school addresses, thereby becoming easy targets for predators.

Parents/legal guardians should be aware of what their children are writing on the Internet and what others are posting in reply. These websites are public domain, and anything posted there can be seen by anyone who has Internet access. Parents/legal guardians are encouraged to discuss with their children the potential danger of the Internet and establish rules and guidelines to ensure their safety while on the Internet.

The District will continue to provide Internet security within its schools. It is important that parents also monitor Internet use at home.

Appropriate Use of Social Media

All District-related communication through social media platforms should always be conducted in accordance with District policies and procedures. District social media platforms may not contain content that is obscene, libelous or discriminatory. Staff or students who post prohibited content shall be subject to discipline in accordance with District policies and procedures. 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.

Student's Use of Social Media:

Students who do not abide by the following terms and conditions may lose their opportunity to take part in class/school projects and/or access to future use of online tools:

1. Follow all school rules and District policies.
2. Posting inappropriate, threatening, harassing, racist, biased, derogatory, or disparaging comments toward or about any student or employee on any social media platform is prohibited and may be subject to discipline.
3. Limit communications to educational or school-related activities only.
4. Direct conversations with teachers can only be educational and must use District-supported platforms.
5. Notify a teacher or parent of any inappropriate behaviors or posts.
6. Be aware of what you post online – social media tools are very public. What you contribute leaves a digital footprint for all to see. Do not post anything you would not want friends, enemies, parents, teachers, or a future employer to see.
7. Follow the school's code of conduct when writing online. It is acceptable to disagree with someone else's

opinions, however, do it in a respectful way. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online.

8. Be safe online. Never give out personal information, including, but not limited to, last names, phone numbers, addresses, exact birth dates, and pictures. Do not share passwords with anyone other than teachers and parents.
9. Linking to other websites to support your own thoughts and ideas is recommended. However, be sure to read the entire article prior to linking to ensure that all information is appropriate for a school setting.
10. Do your own work! Do not use other people's work without permission – it is a violation of copyright law to copy and paste someone else's thoughts. It is good practice to hyperlink to sources.
11. Pictures, videos, songs, and audio clips may also be protected under copyright laws. Verify you have permission to use the images, videos, songs or other clips.
12. How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identity.
13. Blogs and Wiki posts should be well written. Follow writing conventions including proper grammar, capitalization, and punctuation. When editing someone else's work, be sure it is in the spirit of improving the writing.
14. If you run across inappropriate material that makes you feel uncomfortable, or is not respectful, tell your teacher right away.

Suggestions for Parents Regarding Social Media:

1. Monitor your children's online activities and only allow them to register for platforms supported by the school.
2. Communicate Internet safety and cyberbullying with your children.
3. Model positive online etiquette and behavior.
4. If discovered, report to school administration postings that are inappropriate, threatening, harassing, racist, biased, derogatory, or disparaging toward or about any student or employee on any social media platform.
5. Do not use classroom social media sites for any illegal activity, including violation of data privacy laws.
6. Read and/or participate in social media projects.
7. Do not distribute any information that might be deemed personal about other students participating in the social media project.
8. Do not upload or include any information that does not also meet the student guidelines above.

SCHOOL SAFETY

School Safety Plan

EC 32280; (BP 0450)

Each Alvord Unified School District school site has a Comprehensive School Safety Plan, which includes a disaster preparedness plan and emergency procedures. The school safety plan shall take into account the school's staffing, available resources and building design, as well as other factors unique to the site. Copies are available to read at each school office. Fire and emergency drills are held periodically at each school.

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

Public Safety Cameras / Camera Surveillance on School Property

EC 32280, 49061; PC 647(j); (BP 3515)

In its commitment to providing a school environment that promotes the safety of students, employees, and visitors to school grounds, the Board of Education believes that reasonable use of Public Safety Cameras will help the District achieve its goals for campus security. Schools where cameras are installed shall have signs posted at conspicuous locations and shall inform students, staff, and visitors that the system may or may not be actively monitored by school personnel.

Surveillance cameras will generally be utilized only in public areas where there is no "reasonable expectation of privacy." Public areas may include school buses; building entrances; hallways; parking lots; front offices where

students, employees, and parents come and go; gymnasiums during public activities; cafeterias; and supply rooms. However, it is not possible for surveillance cameras to cover all public areas of District buildings or all District activities.

District surveillance cameras will not be installed in “private” areas such as restrooms, locker rooms, changing areas, private offices *unless consent by the office owner is given), or classrooms.

The Superintendent or designee may approve the installation of a public safety camera in a permissible location and with proper consent, as needed, without providing notice to the public if the use of the camera is in connection with a specific investigation into student or employee misconduct. The camera shall be removed following completion of the investigation.

To the extent that any images from the District’s surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreements. Recordings may be used in disciplinary proceedings, and matters captured by cameras may be referred to local law enforcement, as appropriate.

Closed Campus

EC 44808.5; (BP 5112.5)

In order to keep students in a supervised, safe, and orderly environment, the Board of Education establishes a closed campus at all District schools. Students shall not leave the school grounds at any time during the school day without written permission of their parents/legal guardians and school authorities. Neither the school district nor any officer or employee thereof shall be liable for the conduct nor has safety of any student during such time as the student has left the school grounds pursuant to this section. Students who leave school without authorization shall be classified truant and subject to disciplinary action.

School Visiting Procedures

EC 51101(a)(12); PC 627.6; (BP 1250)

All visitors must register immediately in the main office upon entering any school building, or grounds when school is in session for the safety of our staff and students. This is to ensure the safety of students and staff, minimize interruption of the instructional program, and avoid potential disruptions. You will find a sign posting where to sign in at each entrance to our school sites. In order to register, a visitor shall upon request, furnish school officials with the following information:

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

A visitor observed without a visitor’s pass will be referred back to the office. Anyone on school grounds without permission is in violation of the law and may be reported to law enforcement.

Custody Issues

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

Civility on School Grounds

CC 1708.9; EC 32210; (BP 1250)

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

It is unlawful for any person, except a parent/legal guardian acting toward his/her 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.

Petitions and Other Printed Materials

At least one day prior to the distribution, posting, or publishing of any materials, the principal or designee shall review the materials based on the criteria listed below, and shall not disapprove materials in an arbitrary or capricious manner or in a way that discriminates against a particular viewpoint on a subject that is otherwise allowed by Board policy and law. The principal or designee shall not allow on school property, any materials (including buttons, badges, and other insignias of symbolic expression) that:

1. Are lewd, obscene, libelous, or slanderous
2. Incite students to commit unlawful acts, violate school rules, or disrupt the orderly operation of the schools
3. Discriminate against, attack, or denigrate any group on account of any unlawful consideration
4. Position the school or District on any side of a controversial issue
5. Violates the right of privacy
6. Promote the use or sale of materials or services that are illegal or inconsistent with school objectives, including, but not limited to, materials or advertisements for tobacco, intoxicants, and movies or products unsuitable for children

The principal or designee may also consider the educational value of the printed materials, the age or maturity of the students in the intended audience, and whether the materials support the basic educational mission of the school and the District, directly benefit the students, or are an intrinsic value to the student or their parents/guardians. As necessary, the principal or designee shall require a disclaimer on the printed materials stating that the distribution, posting, or publishing of the materials does not imply that the school or District endorses any of the activities, products, or services presented in the printed materials.

Distribution of printed materials shall be limited to the hours before school, during nutrition break and lunch periods, and after the school day. The place of distribution shall be reasonably restricted to permit the normal flow of traffic within the school corridors, stairwells, and entrances and exits on the school campus. No coercion shall be used to induce students to accept the printed materials or to sign petitions. All petitions must be clearly marked as to origin and sponsorship. Printed materials for distribution, including petitions, shall not be left unattended at any place or time in the school or on school grounds. School administrators shall provide reasonable bulletin board space for posting student announcements. Student announcements shall contain the posting date and the signature of the appropriate advisor. Such announcements shall be removed after a prescribed reasonable length of time to assure fair access to bulletin boards for all other students.

Any student who (a) distributes a petition, circular, newspaper, or other printed material, (b) wears a button, badge, or other insignia, or (c) posts any item on a bulletin board in violation of the above prohibitions and restrictions is subject to suspension, expulsion, or other penalties depending on the severity or frequency of the violation, and in accordance with the established disciplinary procedures of the District.

Electronic Listening or Recording Device

EC 51512

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

School Bus Safety

EC 39831.5

All students in pre-kindergarten, kindergarten, and grades 1 to 6, shall receive written information on school bus safety (i.e., a list of school bus stops near each student's home, general rules of conduct at school bus loading zones, red light crossing instructions, school bus danger zone, and walking to and from school bus stops.)

Prior to departure on a school activity trip, all students riding on a school bus or school activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency

equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.

Walking or Riding a Bike to School

VC 21212

Parents/legal guardians of children who walk or ride their bicycles to school are asked to go over a safe route to school with their children. Walkers may **not** take shortcuts through private property. All children are expected to display good behavior on the way to and from school.

Students may not ride bicycles or skateboards on school grounds – coasting with one foot is considered riding.

No person under 18 years of age may operate a bicycle, non-motorized scooter, skateboard or wear inline or roller skates, nor ride as a passenger on a bicycle, non-motorized scooter, or skateboard upon a street, bikeway, or any other public bicycle path or trail unless that person is wearing a properly fitted and fastened bicycle helmet that meets specified standards. Students must wear helmets when they ride bicycles to and from school.

Child Abuse and Neglect Reporting

PC 11164 et seq.; (BP 5141.4)

The Alvord Unified School District is committed to protecting all students in its care. All employees of the District are considered mandated reporters, required by law to report all known or suspected incidents of child abuse and neglect whenever there is reasonable suspicion abuse or neglect has occurred. District employees may not investigate to confirm a suspicion.

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

Parents/legal guardians of students also have a right to file a complaint against a school employee or other person that they suspect has engaged in abuse of a child at a school site. Complaints may be filed with the local law enforcement agency. Incidents may also be reported to the Assistant Superintendent of Human Resources at (951) 509-5030.

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

To stop a disturbance threatening physical injury to people of damage to property;

1. For purposes of self-defense;
2. To obtain possession of weapons or other dangerous objects within control of a student;
3. To exercise the degree of control reasonably necessary to maintain order, protect property, protect the health and safety of students, and maintain proper or appropriate conditions conducive to learning.

Whenever a representative of a government agency investigating suspected child abuse or neglect, or the state Department of Social Services 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 shall 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 shall not notify the parent/legal guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/legal guardian of the situation. For additional resources, visit the California Department of Education at <https://www.cde.ca.gov/ls/ss/ap/>.

Megan's Law

PC 290 et seq.

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.

MISCELLANEOUS NOTIFICATIONS

Basic Rights of Parents / Legal Guardians

EC 51101; (BP 5020)

Parent/legal guardians of students in public schools have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children within the public schools, 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 have contact if problem 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 or school site council, or site- based management leadership team.
15. To question anything in their child's record that the parent feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.
16. To be notified, as early in the school year as practicable, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal a decision to return or promote their child.
17. Parents whose student(s) attend a Title I school may request information regarding the professional qualifications of the student's classroom teachers, including at a minimum whether the student's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; is teaching in the field of discipline of the certification of the teacher; whether the child is provided services by paraprofessionals and, if so, their qualifications.

Parent Participation in School Meetings and Conferences

LC 230.8

If the parent's employer has 25 or more employees, the parent must be allowed to attend school meetings and events for their children, up to a maximum of 40 hours each year without discrimination or fear of job loss. Purposes to attend child-related activities include: enrollment in grades 1-12, to address child care or school emergency, behavior or discipline problem that requires immediate parent attention, sudden school closure, or natural disaster. "Parent" is defined as a parent, legal guardian, stepparent, foster parent, or grandparent of, or a person who stands in. If an employer discharges, threatens to discharge, demotes, suspends or otherwise discriminates against the parent, the employee may be entitled to reinstatement and reimbursement for lost income or benefits. See Labor Code for more details.

Employee Interactions with Students

EC 44050; (BP 4119.21, 4219.21, 4319.21)

Employees of the Alvord Unified School District are to maintain the highest ethical standards, exhibit professional

behavior, follow District policies and regulations, and abide by state and federal laws. Employee conduct should enhance the integrity of the District and advance the goals of the educational programs. Each employee is expected to acquire the knowledge and skills necessary to fulfill his/her responsibilities and to contribute to the learning and achievement of District students. "Appendix H" in this document provides the section in the employee code of conduct that addresses employee interaction with students.

School Accountability Report Card (SARC)

EC 35256, 35258; (BP 0510)

The Board of Education annually issues a school accountability report card (SARC) for each school site. The SARC is designed to inform parents/legal guardians and the community about the conditions, needs and progress at each school and to help provide data by which parents/legal guardians can make meaningful comparisons between schools. The Board believes that the process of developing the SARC gives school staff opportunities to review achievements, identify areas for improvement, enlist local support, and establish a vision for the future. A copy of the SARC is posted on each school's website and can be accessed on the District's webpage at

<http://alvordschools.org> and is also available in hard copy, as well, at each school site. A standard template for the report card is provided by the California Department of Education at: <http://www.cde.ca.gov/ta/ac/sa>.

Ralph M. Brown Act: Required Notices and Agendas for Open Public Meetings

GC 54954.2, 54956, 54956.5, 54954.2, 54954.5 54057.1, 54957.7, 54954.2(b)

The Ralph M. Brown Act requires that postings are specified to notify the public of open meetings being held, discussions or decisions are made, when closed sessions are needed, protecting student identification and/or confidential, medical, or personally identifiable information.

REGULAR MEETINGS: Agenda in 20 words or less, posted within 72 hours of meeting

SPECIAL MEETINGS: **Twenty-four hour notice must be provided** to members of legislative body and media outlets including brief general description of matters to be considered or discussed

EMERGENCY MEETINGS: **One hour notice** in case of work stoppage or crippling activity, except in the case of a dire emergency

CLOSED SESSION AGENDAS: All items to be considered in closed session **must be described in the notice or agenda for the meeting**. The body must orally announce the subject matter of the closed session. If final action is taken in closed session, the body generally must report the action at the conclusion of the closed session.

AGENDA EXCEPTION: Special procedures permit a body to proceed without an agenda in the case of emergency circumstances, or where a need for immediate action came to the attention of the body after posting of the agenda.

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 High School Graduation Requirements**
Provides information regarding the Alvord Unified School District high school graduation requirements, the California state minimum high school graduation requirements, and the 'a-g' University of California admissions requirements.
- Appendix C 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 D Parent's Guide to Immunizations**
Provides information regarding the required immunizations for school enrollment.
- Appendix E Type 2 Diabetes Information Sheet**
Fact sheet for parents/guardians of incoming seventh grade students to raise awareness about Type 2 diabetes in children.
- Appendix F Concussion Information Sheet**
Fact sheet for parents/guardians of student-athletes regarding the prevention, recognition, and response to concussions in student-athletes.
- Appendix G Sudden Cardiac Arrest Information Sheet**
Fact sheet for parents/guardians of student-athletes regarding the screening, recognition, and response to sudden cardiac arrest in student-athletes.
- Appendix H Code of Ethics of the Education Profession**
Provides information regarding employee interactions with students in the District's employee code of conduct.
- Appendix I Weapons and Dangerous Objects**
Provides information regarding reporting and rules pertaining to weapons and dangerous objects at or near school
- Appendix J District Policy on Vaping**
- Appendix K District School Year Calendar**

Appendix A: Statewide Testing

California Assessment of Student Performance and Progress

California students take several mandated statewide tests. These tests provide parents/legal guardians, 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.

The California Assessment of Student Performance and Progress (CAASPP) tests consist of the following:

- **Smarter Balanced Assessment Consortium Assessments**

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

- **California Science Tests (CAST)**

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

- **California Alternate Assessments (CAAs)**

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

Students in grades 5 and 8 and once in high school (i.e., grade 10, 11, or 12) will take the CAA for Science. The CAA for Science embedded performance tasks are based on alternate achievement standards derived from the CA NGSS. Students taking the CAA for Science will take three embedded performance tasks in the 2020.

- **California Spanish Assessment (CSA) for Reading/Language Arts**

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

Pursuant to California Education Code Section 60615, parents/legal guardians may annually submit to the school a written request to excuse their child from any or all parts of the CAASPP assessments.

English Language Proficiency Assessments for California

California transitioned from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC) in 2017–18. The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate English Language Proficiency (ELP) 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. In addition to parents being notified to their child's English proficiency status, parents will be notified that their child is a "Long-term English Learner" or is an "English learner at-risk of becoming a Long-term English Learner."

Physical Fitness Test

The physical fitness test (PFT) for students in California schools is the FitnessGram®. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades 5, 7, and 9 take the fitness test.

Appendix B: High School Graduation Requirements

220 Credits Needed to Graduate

SUBJECT	AUSD REQUIREMENT	A-G REQUIREMENT*
A) History, Social Science	3 years	2 years
B) English	4 years	4 years
C) Mathematics	3 years (must include IM1)	3 years (IM1, IM2, IM3) 4 years recommended
D) Science	2 years – One Physical One Life	2 years 3 years recommended
E) World Language	1 year of a foreign language OR ↓	2 years same foreign language - 3 years recommended AND
F) Visual and Performing Arts	1 year of a Visual and Performing Art	1 year of a Visual and Performing Art
G) Electives	65 credits	1 extra year of a College Elective
	2 years PE	
	1 semester Health	

Note: Students are not required to take college prep classes in each subject area in order to graduate from an AUSD school

A-G REQUIREMENTS IN DETAIL

	Subject	Years	Details
A	History/Social Science	2	2 years, including 1 year of World History, World Cultures, or Historical Geography and 1 year of U.S. History or one-half year of U.S. History and one-half year of Civics or American Government
B	English	4	4 years of college preparatory English. Only 1 year of English Language Development (ELD) counts toward this requirement
C	Mathematics	3	3 years of college preparatory mathematics that includes the topics covered in IM1, IM2, IM3 or any advanced math
D	Laboratory Science	2	2 years of LAB Science: One year of Biology AND one year of either Chemistry or Physics
E	Language Other than English	2	2 years of the <u>same</u> language other than English
F	Visual & Performing Arts	1	1 year, including dance, drama/theater, music, or visual art.
G	College Preparatory Elective	1	1 year (two semesters), chosen from additional “A-F” courses beyond those used to satisfy the Elective requirements above, or courses that have been approved solely for use as “G” electives.
			11 courses must be completed by the end of the Junior year.

Appendix C: 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_safetyplaningtoolkit.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>

REQUIRED FOR SCHOOL ENTRY

Starting July 1, 2019

Students Admitted at TK/K-12 Need:

- **Diphtheria, Tetanus, and Pertussis (DTaP, DTP, Tdap, or Td) — 5 doses**
4 doses OK if one was given on or after 4th birthday.
3 doses OK if one was given on or after 7th birthday.
For 7th-12th graders, at least 1 dose of pertussis-containing vaccine is required on or after 7th birthday.
- **Polio (OPV or IPV) — 4 doses**
3 doses OK if one was given on or after 4th birthday
- **Hepatitis B — 3 doses**
Not required for 7th grade entry
- **Measles, Mumps, and Rubella (MMR) — 2 doses**
Both given on or after 1st birthday
- **Varicella (Chickenpox) — 2 doses**

These immunization requirements apply to new admissions and transfers for all grades, including TK

Students Starting 7th Grade Need:

- **Tetanus, Diphtheria, Pertussis (Tdap) — 1 dose**
Whooping cough booster usually given at 11 years and up
- **Varicella (Chickenpox) — 2 doses**
Usually given at ages 12 months and 4-6 years

In addition, the TK/K-12 immunization requirements apply to 7th graders who:

- **Previously had a valid personal beliefs exemption filed before 2016 upon entry between TK/Kindergarten and 6th grade**
- **Are new admissions**

Records:

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. Parents must show their child's Immunization Record as proof of immunization.

Appendix E: 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 F: Concussion Information Sheet

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 healthcare 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)

http://www.cifstate.org/sports-medicine/concussions/student_parents
(CIF)

Appendix G: Sudden Cardiac Arrest Information Sheet

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. 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 H: Code of Ethics of the Education Profession

The Board of Education expects employees of the Alvord Unified School District to maintain the highest ethical standards, exhibit professional behavior, follow District policies and regulations, and abide by state and federal laws. Employee conduct should enhance the integrity of the District and advance the goals of the educational programs. Each employee should make a commitment to acquire the knowledge and skills necessary to fulfill his/her responsibilities and should focus on his/her contribution to the learning and achievement of District students.

All employees are to exercise good judgement and maintain professional standards and boundaries when interacting with students both on and off school property. In fulfillment of the obligation to the student, the employee:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning
2. Shall not unreasonably deny the student access to varying points of view
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety
5. Shall not furnish tobacco, alcohol, or other illegal or unauthorized substances to a student
6. Shall not physically abuse, sexually abuse, neglect, or otherwise willfully harm or injure a student
7. Shall not intentionally expose the student to embarrassment or disparagement
8. Shall not engage in harassing or discriminatory behavior
9. Shall not on the basis of race, color, creed, gender, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly:
 - a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student
10. Shall not use professional relationships with students for private advantage
11. Shall not engage in inappropriate socialization or fraternization with a student
12. Shall not solicit, encourage, or establish an inappropriate written, verbal, or physical relationship with a student
13. Shall not disclose information in the course of professional service unless disclosure serves a compelling professional purpose or is required by law

VAPING

IT'S NOT WORTH THE RISKS



Vaping is dangerous and affects your long-term health. If you are vaping or in possession of paraphernalia on any Alvord Unified School District campus, during any school-sponsored event, or on the way to or from school, you will receive strict discipline consequences including suspension and possible expulsion.

**HAVE QUESTIONS OR NEED
INFORMATION AND RESOURCES,
VISIT THE AUSD WEBPAGE**
www.alvordschools.org



Vaping Consequences

1ST OFFENSE - TOBACCO

- Mandatory Intervention/Counseling
- Suspension

2ND OFFENSE - TOBACCO

- Mandatory Intervention/Counseling
- Suspension
- May result in an involuntary transfer to another school or a recommendation for expulsion

3RD OFFENSE - TOBACCO

- Suspension
- Involuntary transfer to another school or a recommendation for expulsion

1ST OFFENSE – CONCENTRATED CANNABIS OR ANY INTOXICANT


- Mandatory Intervention/Counseling
- Suspension
- Involuntary transfer to another school or a recommendation for expulsion






2ND OFFENSE – CONCENTRATED CANNABIS OR ANY INTOXICANT

- Suspension
- Recommendation for expulsion

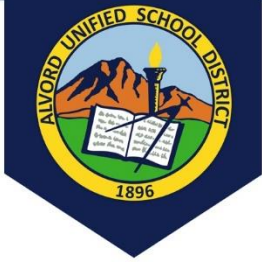
USE OR POSSESSION OF A VAPE WITH THC OR ANY OTHER INTOXICANT WILL RESULT IN GREATER CONSEQUENCES INCLUDING POLICE NOTIFICATION (WITH POSSIBLE TICKET AND FINE UPWARDS OF \$1000).

Appendix K: District School Year Calendar

ALVORD UNIFIED SCHOOL DISTRICT School Year Calendar 2021-2022						
	July	August	September	October	November	December
# Student Days 0	# Student Days 18	# Student Days 21	# Student Days 21	# Student Days 16	# Student Days 12	# Student Days 88
January	February	March	April	May	June	
# Student Days 20	# Student Days 14	# Student Days 19	# Student Days 20	# Student Days 19	# Student Days 0	# Student Days 92

<p> = Student Day</p> <p> = Minimum day for all students</p> <p> = Holiday</p> <p> = Teacher Work Day</p> <p> = no students</p>	<p>BREAKS</p> <p>Thanksgiving: 11/22/21 - 11/26/21</p> <p>Winter: 12/20/21 - 12/31/21</p> <p>President's Week: 02/14/22 - 02/21/22</p> <p>Spring: 03/28/22 - 04/01/22</p>	<p>GRADUATION DATES</p> <p>Alvord High & Alternative Ed. - May 23, 2022</p> <p>La Sierra High School - May 25, 2022</p> <p>Hillcrest High School - May 26, 2022</p> <p>Norte Vista High School - May 24, 2022</p> <p>CAASPP TESTING DATES</p> <p>March 7 - May 26, 2022</p> <p>Smarter Balanced ELA & Math Grades 3-8, 11</p> <p>CAA (Alternate) ELA & Math Grades 3-8, 11</p> <p>CAST (Science) Grade 5, 8, High School</p> <p>CAA (Alternate/Science)-</p> <p>Nov. 1, 2021 - May 6, 2022 (Grades 5, 8, High School)</p> <p>ELPAC - February 1 - May 26, 2022</p> <p>NNAT 3rd/4th Grade-</p> <p>Fall 2021 (4th Grade 2021-2022 only)</p> <p>ELEMENTARY (K-5) Grading Periods</p> <p>1st Progress Report 08/06/21 - 09/17/21</p> <p>Deficiency Notice 9/20/21 - 10/29/21</p> <p>1st Semester Report Card 11/01/21 - 12/16/21</p> <p>2nd Progress Report 01/03/22 - 02/11/22</p> <p>2nd Semester Report Card 04/11/22 - 05/26/22</p> <p>Deficiency Notice 02/22/22 - 04/08/22</p> <p>2nd Semester Report Card 04/11/22 - 05/26/22</p>
<p>PARENT CONFERENCES</p> <p>Elementary</p> <p>October 4 - 8, 2021</p> <p>Middle School</p> <p>October 7-8, 2021 and March 10-11, 2022</p> <p>High School</p> <p>October 14-15, 2021 and March 17-18, 2022</p>	<p>STUDENT REGISTRATION DATES</p> <p>2020-2021 Registration TK-12 Registration: 07/19/21 - 07/30/21</p> <p>2021-2022 Registration TK/K Registration: 03/07/22 - 03/18/22</p> <p>SECONDARY (6-12) Progress Reports</p> <p>1st Progress Report 08/06/21 - 09/17/21</p> <p>2nd Progress Report 9/20/21 - 10/29/21</p> <p>1st Semester Report Card 11/01/21 - 12/16/21</p> <p>3rd Progress Report 01/03/22 - 02/11/22</p> <p>4th Progress Report 02/22/22 - 04/08/22</p> <p>2nd Semester Report Card 04/11/22 - 05/26/22</p>	<p>HOLIDAYS 180</p> <p>Independence Day (Observed) 07/05/21</p> <p>Labor Day 09/06/21</p> <p>Veteran's Day 11/11/21</p> <p>Thanksgiving Day 11/25/21</p> <p>Local Holiday 11/26/21</p> <p>Local Holiday 12/20/21</p> <p>Local Holiday 12/21/21</p> <p>Local Holiday 12/22/21</p> <p>Local Holiday 12/23/21</p> <p>Christmas Day (Observed) 12/24/21</p> <p>Local Holiday (in lieu of Admissions Day) 12/30/21</p> <p>New Year's Day (Observed) 12/31/21</p> <p>Martin Luther King Day 01/17/22</p> <p>Lincoln's Day Observed 02/14/22</p> <p>Presidents' Day 02/21/22</p> <p>Memorial Day 05/30/22</p>

Board Approved: 03/04/21



ALVORD UNIFIED SCHOOL DISTRICT

9 KPC Parkway Corona, CA 92879 | P: (951) 509-5000 | F: (951) 509-6070

2021 - 2022

ACKNOWLEDGEMENT OF RECEIPT AND REVIEW

Annual Notification of the Rights and Responsibilities of Parents and Legal Guardians

Dear Parent/Legal Guardian:

The Alvord Unified School District is required to annually notify parents/legal guardians of their rights and responsibilities in accordance with California Education Code §48980.

Parents/Legal Guardians are required to review the contents of the Annual Notification with their child(ren). Copies of the Annual Notification can be viewed and/or printed through the District website at www.alvordschools.org and/or a copy will be provided for your review at your child's school site.

The Alvord Unified School District Board of Education approves and enforces the procedures/penalties for students involved in specific offenses. A complete list of suspension and expulsion offenses is located in the Annual Notification which can be accessed via the District website: www.alvordschools.org

MANDATORY RECOMMENDATION FOR EXPULSION (California Education Code §48915c)

- Possession of a firearm
- Brandishing a knife
- Sales of a controlled substance
- Sexual assault and/or battery
- Possession of an explosive

REQUIRED RECOMMENDATION FOR EXPULSION (California Education Code §48915a)

- Causing serious physical injury to another person, except in self-defense
- Possession or use of a controlled substance
- Possession of a dangerous object
(knife, weapon, explosive, pepper spray, mace, etc.)
- Robbery, extortion, and theft
- Assault or battery upon any school employee

Please complete the "Acknowledgement of Receipt and Review" form below and return it to your child's school.

Acknowledgement of Receipt and Review of the 2021-2022 Annual Notification of the Rights and Responsibilities of Parents and Legal Guardians

Pursuant to California Education Code §48982, the parent/legal guardian shall sign this notice and return it to the school. Signature on the notice is an acknowledgment by the parent/legal guardian and student that we have read and understand the complete Annual Notification provided on the Alvord Unified School District website; and, also available in the school office. We have been informed of our rights, but does not necessarily indicate that consent to participate in any particular program or activity has been given or withheld.

Student Name: _____ School: _____ Grade: _____

Parent/Guardian Name: _____

Address: _____

Telephone Number: _____

Signature of Parent/Legal Guardian (if student is under 18)

Signature of Student